

UNIVERSITY OF NEW MEXICO
LATIN AMERICAN STUDIES PROGRAM

ACADEMIC PROGRAM REVIEW

Self-Study Report

August 26, 2016

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This report was drafted by a team including LAII Associate Director for Program Development Amanda Wolfe, LAII Director William Stanley, LAII Associate Director for Academic Programs / Director of Latin American Studies Ronda Brulotte, and LAS Assessment Coordinator Eva Rodríguez González, with vital assistance from LAII Associate Director for Business Operations Vickie Nelson and LAII Program Coordinator Robyn Côté. UNM Office of Institutional Analytics provided enrollment data. It follows the criteria-based outline and section queries published in the UNM Academic Program Review Manual at <http://apr.unm.edu/common/docs/apr-policies-and-procedures-manual.pdf>, page 11.

Acronyms

APR	Academic Program Review
ASM	Anderson School of Management
AY	Academic Year
CNM	Central New Mexico Community College
COS	Committee on Studies
CRP	Community and Regional Planning
DLAS	Director of Latin American Studies/LAII Associate Director for Academic Programs
FLAS	Foreign Language and Area Studies Fellowships
FRG	Field Research Grant
FY	Fiscal Year
I&G	Instructional and General (State/University appropriation)
ICLAS	Interdisciplinary Committee on Latin American Studies
IS	International Studies
LAII	Latin American and Iberian Institute
LAS	Latin American Studies
MALAS	Master's of Arts in Latin American Studies
NRC	National Resource Center
OCIAA	Office of the Coordinator of Inter-American Affairs
OIA	Office of Institutional Analytics
SAC	Special Administrative Component
SIAA	School of Inter-American Affairs
SLO	Student Learning Outcome

SOLAS	Student Organization for Latin American Studies
UL	University Libraries
USED	U.S. Department of Education

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Criterion 0: Introduction

0A Executive Summary

The UNM Latin American Studies (LAS) program is a nationally prominent (as explained in Criterion 8), competitive, interdisciplinary program that offers BA, MA, and PhD degrees. It currently enrolls 47 BA, 26 MA, and seven PhD students. It builds on a tradition of excellence in Latin American Studies at UNM that dates to the 1930s. It is housed in the Latin American and Iberian Institute (LAI), which is a U.S. Department of Education-funded National Resource Center (NRC). UNM has developed and maintained an unusually broad distribution of Latin American expertise across disciplines and colleges, as well as one of the premier Latin America-focused library collections in the U.S. LAS courses and advisement are provided by 23 departments distributed across nine colleges of the university. Some 58 faculty members provide instruction and advisement to LAS students. The degree programs are designed to be both rigorous and flexible, with robust foreign language study requirements and faculty advisement. Available concentrations vary across the BA, MA, and PhD degree programs, with the greatest variety available at the MA level. The BA program offers three core study areas (humanities, social sciences, or student-designed custom tracks), encourages study abroad, and offers a supplemental certificate in Brazilian Studies. The MA program offers 15 concentrations centered in departments as well as five interdisciplinary concentrations. The LAS program was a pioneer in combining multidisciplinary area studies with professional degree programs, through five dual degrees in cooperation with professional schools (Architecture and Planning, Education, Law, Management, and Public Health). The doctorate in LAS is intended to enroll a relatively small number of students whose professional goals are well served by an interdisciplinary doctorate. Enrollments have recently increased in the PhD with the arrival of funded doctoral students who hold faculty positions at universities in Ecuador.

The program receives its primary financial and staff support from the LAI; it reports academically through the College of Arts and Sciences, which provides secondary financial support. It is overseen directly by the LAI Associate Director for Academic Programs (also referred to as the Director of LAS or DLAS), who chairs the Interdisciplinary Committee on Latin American Studies (ICLAS). The DLAS reports to the Director of LAI, and through the Director of LAI to the Dean of Arts and Sciences. ICLAS includes between eight and 10 members drawn from the departments most involved in LAS instruction, and includes at least some members from outside Arts and Sciences.

The DLAS has decision making authority over the routine operations of the LAS program, is the lead advisor for LAS graduate students, coordinates with departments to ensure course offerings, and makes admissions decisions in consultation with ICLAS members. ICLAS as a whole makes major policy decisions, ranks applicants for funding, and has authority to approve petitions and modifications of program requirements to meet individual students' circumstances. In addition to the DLAS, advisement for LAS students is provided by multiple persons, depending on the degree sought and the student's stage. Undergraduates receive initial advisement by a College of Arts and Sciences advisor, supplemented by a staff advisor at LAI. Graduate students receive advisement for application, matriculation, and degree completion from the LAI Associate Director for Program Development; initial academic advisement on course

and concentration selection from the DLAS; and substantive advisement on the design and content of their two concentrations by a four-member faculty Committee on Studies (COS) from those concentrations.

LAII provides 10 twenty-hour assistantships to LAS graduate students; the Department of Spanish and Portuguese allocates two teaching assistantships to qualified LAS students to teach introductory sections of Spanish or Portuguese. The College of Arts and Sciences allocates additional “interdepartmental teaching assistantships” to the Department of Spanish and Portuguese, for which LAS students can compete. LAII also runs an annual competition for Title VI Foreign Language and Area Studies (FLAS) fellowships. For AY 16-17, LAII awarded nine Title VI FLAS fellowships, of which six went to LAS students.

The LAS program has undergone a leadership transition this past year. William Stanley (Political Science) began as Director of LAII in January 2016, replacing Susan Tiano (Sociology), who retired in December 2015. He served also as interim DLAS from January through May of 2016, replacing Matías Fontenla (Economics). Ronda Brulotte (Anthropology) began as DLAS in June of 2016.

Overall the LAS faculty governance and administrative arrangements appear to be working well, following clarification of reporting lines, oversight, and evaluation in late 2008. The student advisement system, although decentralized, works well. After some initial struggles with assessment data collection resulting from the highly varied curriculum followed by students in this program, we now have a well-designed outcomes-assessment plan coordinated by Eva Rodríguez-González (Spanish and Portuguese). This plan is entering its second year of implementation following a redesign, and additional elements (multiple indirect measures) will be added next year. The primary areas of concern identified through formal assessment as well as observations by the new leadership team include: 1) enrollments that are declining and currently below historical levels for this program; 2) accumulation of concentrations, not all of which demonstrate sufficient student interest or faculty support; and 3) related to 1 and 2, a need for ICLAS to undertake strategic decisions that will streamline the program, clarify what we do best, and attract more students. In sum, the program is sound, but needs fine-tuning.

The program faces both external and internal challenges. Externally, there is a national trend toward lower enrollments in LAS programs, possibly caused by diminished media attention to Latin America in the context of crises in the Middle East and Europe, as well as the growing attraction of Global Studies programs. To increase enrollments, we will need to outperform other LAS programs. To do this, we need to identify areas of greatest student interest, endeavor to offer courses and advisement that fit those interests, and communicate clearly with potential applicants the strengths of our program. Internally, LAII and LAS do not control the supply of faculty and courses, as these reside in departments. The Colleges of Arts and Sciences, Fine Arts, and Architecture and Planning in particular have made concerted efforts to hire Latin American specialists. LAII helped provide bridge funding or other incentives for a number of hires. Notwithstanding these efforts, there are pockets of weakness due to faculty departures or administrative assignments affecting Anthropology, Economics, Management, and Sociology. Thus while we can report that faculty support and course offerings are currently good, there are

areas of concern and we are mindful that overall faculty strength can erode quickly if UNM is unable to quickly hire following departures.

0B History of LAS at UNM

When James L. Zimmerman assumed the presidency of UNM in 1927, he launched a strategy of distinguishing UNM at the national level by focusing the university's then very limited resources on subject areas that drew on special features of New Mexico. At a time when New Mexico's Spanish speakers were still being coerced not to use their mother tongue in schools, Zimmerman promoted at UNM the study of Spanish language and Spanish-American culture and literature, southwestern Anthropology and Archeology, and inter-American affairs. His approach stressed coordination and cooperation across the various disciplines, and he considered the fragmentation of disciplines into narrow specializations a "definite obstacle to the solution of many of our most pressing problems in the social, economic, and political realms." After building the necessary faculty strength and course offerings across multiple disciplines, UNM launched in 1939 a BA in Inter-American Affairs. Two years later, the School of Inter-American Affairs (SIAA) was established, along with an MA degree in Inter-American Affairs. SIAA was led by Dr. Joaquín Ortega, a distinguished professor (Spanish) and former department chair from the University of Wisconsin. The SIAA developed quickly, receiving roughly 10 percent of the university's entire budget, supplemented by funding from the federal government's "Office of the Coordinator of Inter-American Affairs" (OCIAA), which promoted closer ties between the United States and other republics in the Americas during WWII. The SIAA maintained a very high level of scholarly, conference, and publishing activity, quickly elevating the visibility and influence of UNM. During the Zimmerman period, UNM also began the process of building one of the leading library collections on Latin America in the United States.

While Ortega and Zimmerman promoted inter-American programs, they believed that UNM could not credibly advance inter-American relations if it did not contribute to improving the very great social inequalities within New Mexico, particularly those between Anglos and Hispanics. Thus the SIAA, although officially an international area studies program, was heavily involved in community-based development projects aimed at addressing the extreme isolation and poverty of Hispanic communities in New Mexico, with much of the work funded by federal monies.

Following Zimmerman's death in 1944, Ortega encountered increasing resistance within UNM to his "community program," as some faculty and graduate students argued that New Mexico-centered work diluted the program's foreign area and inter-American focus. With the end of the war, the federal OCIAA was downsized and moved to the Department of State, removing the primary funding source for the SIAA's community programs. Ortega stepped down as head of SIAA in July 1948. The SIAA continued its Latin America-focused work, with a somewhat reduced scope. In the late 1950s, it was incorporated into the College of Arts and Sciences as the Division of Inter-American Affairs, managed by the departments of Government and History. A separate Ibero-American Studies doctoral program developed, centered in the Department of Spanish. As U.S. National Defense Education Act Title VI grants became available in the 1960s, UNM created a Latin American Center (separate from the Division of

Inter-American Affairs) to compete for and administer grants. By 1976 the fragmented organization of Latin America-oriented programs resulted in inefficiencies, a collapse of enrollments, and loss of Title VI funding. In response, UNM created a consolidated Latin American Institute (LAI) in 1979, to house and support the Latin American Studies program, foment research, and provide outreach programs. The LAI, under the leadership of Professor Gilbert Merckx (Sociology) from 1979 through 2001, regained Title VI funding and both the Institute and the Studies program grew rapidly through the 1980s and 1990s. One remaining separate academic program, the PhD in Ibero-American Studies, was consolidated with the Latin American Studies program, becoming the PhD in Latin American Studies in 1991. In 1998, the center was renamed the Latin American and Iberian Institute (LAI) to reflect increasing scholarly and program activities involving Spain and Portugal.

The organization of Latin American programs was revisited in 2007, during a period of internal frictions following an unsuccessful Title VI competition. An Academic Program Review (APR) external review committee recommended that LAS and LAI have separate budgets and governance. This proposal was reviewed by a faculty task-force appointed by the Office of the Provost, which recommended the opposite course of action: that the Institute and Studies Program be more closely integrated, reflecting the extensive operational interconnections among participating students, staff, and programs. The LAI Executive Committee and ICLAS concurred with this recommendation, with modifications, and opted to retain a unified structure with clarification of reporting lines to prevent further schism. Under the current governance structure over the past decade, both LAI and LAS have operated well. LAI regained Title VI funding, significantly expanded the scope of its outreach programs, and maintained strong and expanded support for LAS students.

The size of the LAS program peaked in 1996 with 101 graduate students enrolled, and has declined gradually since that year, reflecting national trends. Quality of students has remained very high, however, and the composition of the student body remains more diverse than the UNM student population as a whole, with a recent increase in numbers of international students from Latin America.

Historically, LAS at UNM attempted to focus on Latin America as a foreign region. In the past few years, however, the program has added concentrations in Southwest Studies and Indigenous Studies, both of which adopt a transnational or supra-national perspective. Many LAS students focus their scholarship on the experiences of immigrant communities, and many graduates work with agencies that serve immigrant populations within the United States.

UNM LAS was among the first two LAS programs in the country to establish dual degree programs with professional schools (the University of California-Los Angeles was the other early-adopter). In Fall 2010, LAS added a dual degree program with Public Health, replacing a dual degree with Nursing that had to be discontinued when UNM's Nursing program shifted to a heavily on-line instructional format.

External program reviews in 1996 and 2007 raised questions about the value of the of PhD program in Latin American Studies, given the limited employment opportunities for students with interdisciplinary doctorates. Following lengthy discussions within ICLAS,

admissions to the doctoral program were paused in AY 2008-2009 pending clarification and tightening of admissions procedures, and the program was reopened to applicants in Fall 2014 for January 2015 admissions. Current enrollment in the program is driven entirely by demand from two universities in Ecuador (Universidad Central del Ecuador and Universidad de Cuenca), where faculty members with MA-level credentials have received government fellowships to earn doctorates at UNM.

OC Organizational Structure and Governance

LAS is housed in the LAII, from which it receives the large majority of its funding and administrative support. The program reports for academic purposes to the College of Arts and Sciences, although several concentrations within the program are based outside that college. The LAS program is directly overseen by the DLAS. This position has elements in common with that of “director of graduate studies” in a department setting, but it involves much more complex program requirements, coordination of course offerings across up to 25 departments, and interpretation and decision making about how existing policy applies to unanticipated individual situations. Because LAS does not control course offerings, the DLAS position requires considerable powers of diplomacy and persuasion.

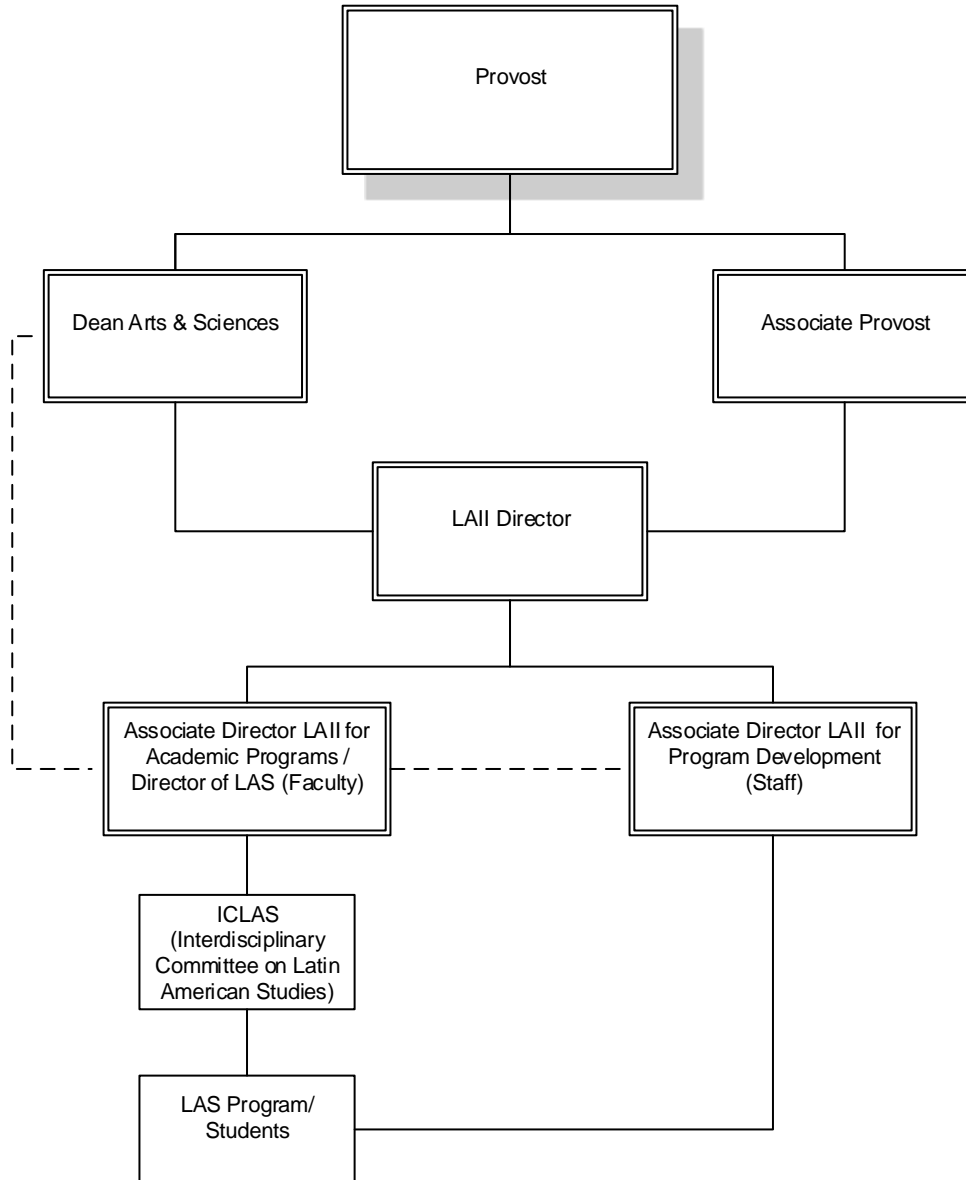
The DLAS is appointed jointly by the Director of LAII and the Dean of Arts and Sciences, and has direct access to the Dean of Arts and Sciences regarding LAS program matters. The DLAS chairs ICLAS. The Dean of the College of Arts and Sciences appoints members of ICLAS for two-year terms, based on a joint recommendation from the Director of LAII and the DLAS. The committee consists of eight to 10 members drawn from among full time regular faculty who are actively involved in the instruction of LAS students. One or more members belong to Colleges other than Arts and Sciences, whose departments and faculty support the program. These include most commonly Architecture and Planning, Education, Fine Arts, Law, Management, and Public Health.

The reporting lines are somewhat complex, because LAS is embedded organizationally in LAII, which serves multiple colleges and reports to the Office of the Provost. All academic programs at UNM must belong to a degree granting college, in this case, the College of Arts and Sciences. To accommodate this arrangement, the Director of LAII since 2008 has dual reporting channels, to the Associate Provost and to the Dean of Arts and Sciences. While somewhat cumbersome to describe and present on an organization chart, this system has worked well for the past decade and helps to maintain unity of effort between LAS and LAII.

ICLAS sets policy and approves curricular changes for the LAS program by majority vote; its members review applicant files in their fields of expertise; the committee as a whole ranks admitted applicants for graduate assistantships. Routine decisions are delegated to the DLAS. Because of the sheer number of departments and colleges involved in the program, the program must maintain flexibility to avoid requiring courses that become unavailable through faculty turnover, sabbatical leaves, etc. Thus the program delegates to faculty in each concentration the responsibility of identifying appropriate courses and sequences, as well as serving on COS that provide substantive advisement to students preparing for exams or other exit requirements in those concentrations. The LAS Graduate Student Handbook contains

“advisement sheets” from each concentration that identify relevant faculty, courses, and requirements (see Appendix A). These advisement sheets require more frequent updating of courses and faculty than they have received in the past several years (every two years would be a reasonable schedule) and this is among the changes planned by the new DLAS.

LATIN AMERICAN STUDIES ORGANIZATIONAL CHART



———— Supervisory/Reporting Relationship
 - - - - - Information/Consulting Relationship

0D Accreditation

There is no accreditation organization for LAS programs. The performance of the LAII as a whole is periodically evaluated through competitions for Title VI funding, but this is based on a wide range of activities beyond the LAS program, including Latin America-focused instruction in disciplinary departments across UNM, research output, and LAII's own outreach programs including K-12 teacher training, news publication, public events, etc.

0E Previous APR (2007)

An outside review team composed of John Lipski (Pennsylvania State University, Spanish and Portuguese), Cary Morrow (UNM, Chemistry), Ken Roberts (Cornell University, Political Science), and Marianne Schmink (University of Florida, Anthropology and Latin American Studies) conducted an APR site visit on November 14-16, 2007. The team's overall conclusion was that LAS was a nationally-recognized program with "active and dedicated faculty from a diversity of departments and colleges across the campus," that "attracts excellent graduate students who would be competitive in other nationally-established LAS programs and graduates the largest number of Master's students of any program in the College of Arts and Sciences." It characterized LAS as "one of the unique strengths of the University, which has been a component of all recent University long range plans and which has been made a UNM legislative priority at the request of the Governor." The report also noted a number of problems in the complex LAS/LAII relationship that appeared to threaten the program. This review took place shortly after LAII had lost Title VI funding for the 2007-2010 cycle, and in a context of interpersonal strife between the DLAS and the LAII Director, both of whom left their positions shortly after the review was completed. There were indications that in the years immediately before that APR, the LAS program had not received the degree of support needed from LAII. The resulting report also included a few factual misapprehensions, apparently influenced by the way that information was presented in the self-study and during the site visit. Among the recommendations were the budgetary separation of LAII and LAS; reassignment of the key staff member supporting LAS out of LAII; financial support for the DLAS position to increase the buy-out to two courses per year (from one), an adequate Special Administrative Component (SAC) salary supplement, and summer pay in accordance with workload; increases in the number of graduate assistantships to ensure adequate resources for recruiting top-ranked students; reassignment of graduate assistants away from clerical tasks in the LAII to research or instructional support tasks; improvement to outcomes assessment processes with more guidance from central administration as to best practices; revision or discontinuation of the PhD program; increase in team-taught, interdisciplinary LAS courses; allocation of funding for LAS to incentivize the development and offering of essential courses; incorporation of introductory-level LAS courses into the UNM core curriculum; clarification and improved articulation of dual degree program requirements and advisement.

Shortly after this report was issued, indications of dysfunction in the LAII and LAS relationship (such as separate, contradictory lobbying efforts taking place during the legislative session in Santa Fe) led Deputy Provost Richard Holder and Arts and Sciences Dean Brenda Claiborne to appoint a faculty Study Committee to assess LAII and LAS governance

arrangements. The committee consisted of five faculty members and a senior LAII staff member; three were current members of ICLAS, two were former LAS directors, and two were current department chairs in Arts and Sciences. Following three weeks of investigation, the Study Committee wrote: “The current LAS Director has advocated separating LAS from the Institute. Based on interviews with stakeholders, as well as a review of relevant documents, we find that the current mix of togetherness and separateness of the programs is not working well. However, rather than greater separation, we recommend steps to more closely integrate the two programs by establishing appointment processes that ensure compatible and accountable leadership for both programs, and by delineating formal policy regarding the responsibilities of LAII to LAS. We argue against separating the programs, as to do so would be damaging to both, requiring duplication of effort and of financial resources, and undermining necessary communication and strategic common purpose.” The Study Committee recommended that the relationship between LAII and LAS be strengthened, with clarified reporting lines to ensure unity of purpose. The Deputy Provost and Dean largely accepted these recommendations, with the modification that the LAII Director would report jointly to the Office of the Provost and to the Dean of Arts and Sciences, and the DLAS would report to the LAII Director. A number of additional provisions were addressed, including the nature of work assignments for LAS graduate assistants. ICLAS adopted this framework and incorporated it into the ICLAS Policy Manual.

The reorganization and leadership transition delayed formal LAS response to the APR until June 2009. The reorganization itself responded to the governance concerns raised by the visiting committee, and achieved the desired results of clarity and stability, increased resources for students, more appropriate work assignments for graduate assistants, and more appropriate terms of employment for the faculty head of the LAS program. The College of Arts and Sciences committed to a two-course buy-out to free up sufficient time for the DLAS to perform all the tasks required of the position, as well as a SAC addition to salary. These were subsequently supplemented by summer salary and an improved SAC commensurate with the scope of work. The recommendation to move the “Academic Program Manager” staff line away from LAII was rejected. That position was subsequently reclassified as “Associate Director for Program Development,” and the incumbent, Amanda Wolfe ABD, continued to provide student advisement and program management for the program while undertaking additional duties as a lead grant writer for the Institute.

Recommendations regarding graduate assistants were partially accepted. Rather than moving these roles out of LAII, they continue to support the work of the institute but in ways that directly promote professional development of the students. Graduate assistant assignments are determined jointly by the DLAS and the LAII Director, and include such tasks as preparing bilingual (English/Spanish) teaching materials and K-12 lesson plans; audio and video production of outreach events; social media communication with constituents including a K-12 curriculum blog promoting strategies for using Latin America-focused materials in the classroom; research support for faculty; development and tracking of UNM LAS curriculum; support for UNM Library collection development and exhibits; coordination of faculty governance; and support for grant reporting.

Notwithstanding the APR committee’s call for an increase in the number of graduate assistant lines, the College of Arts and Sciences under the previous dean actually cut one

assistantship line effective FY 2009. However, this was more than compensated for by a special state legislative appropriation beginning FY 2009, which continued at a reduced level for FY 2010. This allowed for an increase in graduate assistant lines from seven to 10. When the appropriation was phased out in FY 2011, LAII received a base budget adjustment to cover the costs of 10 lines. Although LAII has experienced subsequent budget reductions and a staff reduction, LAII has been able to hold graduate assistant lines constant.

With respect to curriculum, as recommended LAS developed a gateway course to the MA program, *Pro-Seminar in Latin American Studies*, which has been taught to first semester MALAS students since 2011. It was first offered as a special topics course (LTAM 500) but in 2013 it was approved as a recurring course (LTAM 510) and is included in the university catalog. The course has varied in form and content, in some cases being team taught, in other cases taught by an individual instructor with multiple guest discussion leaders. Student evaluations have been favorable and there is consensus that the course has an additional value in cohort-building. At the undergraduate level, two interdisciplinary courses were developed, LTAM 354 (emphasizing social science perspectives) and LTAM 355 (emphasizing humanities perspectives). The program has depended upon the willingness of participating departments to assign faculty to teach these courses on load, or the willingness of individual faculty to teach them as a voluntary overload. The ability of LAS to offer these courses has remained tenuous. For instance, Associate Professor Suzanne Schadl (University Libraries) who had been teaching LTAM 355 as an overload is no longer able to do this. Through College and departmental negotiations, the course will be taught this year by the DLAS as part of her regular teaching load. It is unlikely that this will be a sustainable arrangement. LTAM 354 has continued because the Department of Political Science was willing to modify and cross-list a regularly offered POLS course to fill this need. For AY 2016-2017, no volunteers were found for LTAM 510 and the DLAS has agreed to teach this class in Fall 2016 as well as LTAM 355 in Spring 2017. Thus the recommendation of the APR committee that these courses be budgeted for in a regular manner has not been fulfilled and this needs to be addressed in the future.

Regarding assessment, LAS has developed a sound assessment method that depends primarily on a high-quality direct measure approach in which students assemble a portfolio of written work that is read and assessed independently by LAS faculty according to an assessment rubric. Following an initial assessment cycle from 2010 through 2013, there was discontinuity in assessment in 2014. Since fall 2015, the process has been supervised by LAS Assessment Coordinator Eva Rodríguez-González (Spanish and Portuguese), beginning a new cycle. Direct measures remain the same since 2010; presentation of papers for assessment was made mandatory for BA students in 2015; new direct measures of oral presentations and indirect measures are planned for AY 16/17 and 17/18. In the past two and a half years, ICLAS has not regularly reviewed assessment results to make program and curricular changes, but that will take place regularly in the future.

With regard to introduction of Latin American content courses into the UNM Core Curriculum, LAS has not proposed such a course due to its limited course inventory. Currently, only two courses (LTAM 354 and LTAM 355) exist in the LAS inventory and neither is appropriate for a university core course. Faculty members in the Department of History independently advocated for core courses through the pertinent University committees, and

History 181 and 182 (early and modern Latin American history, respectively) were incorporated into the core. There may be an opportunity to develop a 200-level introduction to Latin American Society in the future, depending upon sufficient support from departments and individual faculty to ensure that it can be offered consistently.

With regard to dual degree advisement and degree articulation, it became clear after receipt of the APR report that this recommendation reflected the concerns of one student who had difficulty with the dual degree in law. Most dual degree students find the articulation between the two degrees unproblematic. The dual degree with Law is, indeed, the most complex to manage because the law school operates on a different schedule, has a separate registrar's office, and has a fixed curriculum during the first year of law school that does not allow for LAS courses. Thus students need to pay close attention to sequencing, and must determine their concentrations somewhat earlier than students in other dual degree programs. These characteristics are well-known, however, and the flexible exit requirements for the MALAS component of that dual degree, flexibility with respect to the timing of comprehensive exams, and advisement continue to address effectively the needs of most MALAS/JD dual degree students.

Criterion 1: Program Goals

1A Summary of Vision and Mission

“The LAII provides undergraduate and graduate programs featuring renowned faculty from across campus. Students learn about the shared heritage of the Americas while gaining intercultural sensitivity, language competency, communications skills, and research training – all while thinking imaginatively and critically about the region’s past, present, and future. Join the program. Become a world citizen.” (from welcome sign at the entrance to LAII)

The historical goal of the LAS program, as originally offered through the SIAA in the context of WWII, was to promote better understanding between the United States and Latin America by teaching U.S. students about Latin American societies, languages, and culture. That legacy continues in the current goals of the LAS program to provide programs of study that enable students (both U.S. and international) to develop a multidisciplinary understanding of the cultures, languages, history, politics, society, and economies of Latin America. By multidisciplinary, we mean that students understand how these different dimensions of human society in the region relate to one another, and learn how to apply multiple disciplinary tools (concepts, theories, measurement, modes of inquiry) to complex problems.

The specific goals of the program vary by level. For undergraduates, we hope for proficiency in one of the languages of the region and knowledge of one other, substantive knowledge about the region including a foundation in history and culture, and coherent understanding of either social science, humanities, or problem centered (such as sustainability) approaches. We want students to have an opportunity to sample different disciplinary approaches in ways that may inform future graduate or professional study.

At the MA level, we look for these same things, but with greater depth in two concentrations. While we do not expect the same level of mastery of disciplinary tools that would be typical of disciplinary MA programs, we do expect a sound grasp of how different disciplines approach important questions and problems. We look for broader knowledge of the region, including familiarity with the experiences of countries in multiple sub-regions and at multiple levels of development. Because the MA is either paired with professional degrees (for students enrolled in dual degrees), or is itself a step towards professional employment in multiple fields (for those who complete the MALAS only), we expect a high degree of competence in writing and oral expression, and the ability to combine theory and evidence to understand and explain phenomena.

The goal of the doctoral program is to offer an interdisciplinary approach to advanced study of the region, allowing students to do coursework in two fields, and to write a dissertation that incorporates theoretical and methodological tools from multiple disciplines. The PhD program is intended for students whose professional goals are best served by an interdisciplinary program, such as those pursuing museum studies, teaching in small liberal arts colleges that combine multiple disciplines at the departmental level, or international students whose current or likely employers do not prioritize the disciplines as generally identified in the United States.

For LAS students at all levels, the LAS program, in collaboration with the LAII, seeks to generate a climate of intellectual exchange across disciplinary boundaries. This takes place through talks; symposia; events such as film showings and performing arts, and conferences, as well as through collaboration among students and faculty to organize and carry out such events.

1B UNM Mission Statement

“The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs.

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.
- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.
- Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.”

The LAS program complements and builds upon the University of New Mexico’s stated mission to “engage students, faculty, and staff in its comprehensive educational, research, and service programs.” We support UNM’s goal of preparing enlightened citizens who may positively “contribute to the state and national economies,” but we also believe that one of the fundamental roles of higher education is to train students to become engaged, global citizens. Area studies programs such as LAS are critical to fostering a deeper understanding of the world, its peoples, and cultures.

The LAS program at UNM seeks to advance the interdisciplinary comprehension of the Latin American region in order to promote dialogue on the historical and current events that shape relationships between the U.S. and Latin America. Our undergraduate and graduate program promotes cross-disciplinary methodologies and perspectives based on the wide range of faculty expertise at UNM. Graduates from our program go on to have productive careers in policy, government, non-profit, and cultural affairs work not only in the city and state of New Mexico but in other parts of the U.S. and throughout the world

1C Learning Goals

The learning goals of the program are as follows. Assessment procedures are discussed in Criterion 3.

Undergraduate (BA):

Goal 1: Students will acquire knowledge of at least three dimensions-historical, literary, economic, etc.-of local, regional, and international processes in Latin America.

Goal 2: Students will think critically and solve problems on Latin American topics through the lens of various disciplinary perspectives.

Goal 3: Students will become clear and effective communicators in English and in either Spanish or Portuguese.

Goal 4: Students will become intercultural communicators, with communicative proficiency in one Latin American language, being able to demonstrate an understanding and acceptance of cultural differences while communicating.

Graduate (MA):

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

Goal 2: Students will learn theory and/or research methods in two disciplines.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

Graduate (PhD):

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

Goal 2: Students will master research methods in two disciplines.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

Goal 4: Students will develop and apply interdisciplinary of [sic] methods to Latin American topics.

1D Communicating Goals to Students

The goals for each program, the associated student learning outcomes, and the rubrics used for assessing these are all published on the LAII website in the “Academics” section for current students (<http://laid.unm.edu/academics/assessment.php>). The LAS assessment plan is also posted on the College of Arts and Sciences website (<http://artsci.unm.edu/assessment/program-assessment.html>). Learning goals are discussed during new student orientation. Because the program is highly decentralized, specific learning goals of courses vary considerably according to the disciplines and topics. The program depends

on instructors in departments to effectively communicate learning goals of individual courses, and depends upon departments to determine whether this is taking place.

1E Primary Constituents and Stakeholders

The LAS program is administered by the LAII in partnership with the College of Arts and Sciences. As an interdisciplinary program LAS is tied to a range of other units on campus in addition to promoting public outreach with other UNM units, branch campuses, New Mexico colleges (such as recent collaborative efforts with Central New Mexico Community College, CNM), K-12 schools, and the general public.

At present we have 58 active LAS-contributing faculty members who represent 23 departments across nine different colleges/schools at UNM. We are linked to five professional school/colleges through our dual degree programs: Business Administration, Community and Regional Planning, Education, Law, and Public Health. Affiliated faculty support the program through course instruction, student advisement, and their participation on student committees and ICLAS. Information on the student body is presented in Criterion 4.

Departments across multiple disciplines are also constituents in two ways: first, the LAS program provides graduate enrollments that enable departments to offer Latin America-oriented seminars for their own students that might not otherwise “make” according to current minimum enrollment rules; second, the LAS program recruits students from throughout the U.S. and abroad who go on to pursue PhD programs. This “feeder” function has been particularly important for some departments, including History and Political Science. For some professional programs, the existence of the dual degree has been an important student recruiting tool.

1F How the Program Serves Constituents

It is difficult to measure the impact of the LAS program beyond UNM, since students disperse far and wide after graduation and data on alumni is somewhat incomplete. Available alumni data make clear that an exceptionally high proportion of LAS students go into public service roles – as development workers, attorneys, educators, and planners – and that many either work in Latin America or with Latin American immigrant populations (see Criterion 4). For instance, a number of graduates of the LAS dual degree program with law are actively involved in immigrant law practices in New Mexico. Although the LAII is not directly involved in the scope of community development projects that characterized the early years of its predecessor, the SIAA, its students are, if anything more devoted than ever to addressing social inequalities and substantive problems of communities both in the U.S. and in Latin America.

The importance of the program within UNM is addressed above. In broadest terms, it reinforces the separate but coordinated investments by numerous departments in hiring outstanding faculty who specialize in Latin America, raises the national and international visibility of UNM’s Latin America emphasis, and contributes to maintaining a critical mass of students and inter-disciplinary dialogue about the region.

LAII as institutional host of LAS is extensively involved in supporting faculty recruitment, development, and research on Latin America, as well as special faculty-led study abroad initiatives that benefit both LAS students as well as Latin Americanist students in disciplines. It also provides such support as instruction in indigenous languages (K'iche' Maya and Quechua) that are important to the research capacity of students in multiple disciplines.

IG Outreach and Community Activities

LAS as a multidisciplinary academic program does not operate its own outreach activities. As host institution, however, the LAII has an extensive program, funded in part by its Department of Education Title VI NRC grant. These take several forms: 1) organization and sponsorship of events open to the public, including academic lectures, art exhibits, film screenings including a major festival each spring, musical and dance productions, and workshops and symposia; 2) workshops, training, and other events specifically for K-12 teachers to help them incorporate material about Latin America into their classrooms; 3) production of three widely-distributed weekly electronic news bulletins (on Mexico, Central America and the Caribbean, and South America, respectively) based on original journalism by LAII's correspondents throughout the region. These newsletters are free to all UNM students, faculty and staff, as well as to registered K-12 teachers throughout the nation; 4) organization and leadership of educational travel to Cuba, open to the general public; 5) a major initiative to support development of Latin American Studies at CNM through course development grants, guest lectureships, and consulting; 6) production and dissemination of teaching materials and curriculum guides for K-12 teachers; 7) increasingly active online and social media communication, including a blog for K-12 teachers to share experiences with integrating Latin American content in lesson plans. LAS students, as both students and as LAII graduate assistants, are integrally involved in many of these activities, resulting in professional and personal connections to the community and valuable experience. Some events are entirely student-led, including the Sin Fronteras Film Festival, as well as the April 2016 "Conducting Fieldwork Under Complicated Circumstances" interdisciplinary conference, with LAII providing only financial, publicity, and logistical support.

In 2014-15, LAII sponsored some 50 general campus events reaching 1,269 individuals, 10 community events reaching 6,313 individuals, and 48 K-12 events affecting 16,796 students. In Latin America, LAII supports such initiatives as the "iTown Design Studio" summer course, that brings together U.S. and Ecuadorian indigenous students to work with an indigenous community near Cañar, Ecuador, to develop a long-range place-based community vision, or an initiative by the Anderson School of Management to promote a folk-art market associated with the 2016 Rio de Janeiro Olympics.

For more complete details, see the LAII annual reports, published at <http://laii.unm.edu/about/reports.php>.

Criterion 2: Curriculum

2A Description of Program Curriculum

The LAS Program offers both a major and a minor for undergraduates. Graduate students may pursue a singular MA in Latin American Studies or a formalized dual degree combining the MA in Latin American Studies with (1) the Juris Doctorate, (2) Master's in Business Administration, (3) Master's in Community and Regional Planning, (4) Master's in Language, Literacy and Sociocultural Studies, or (5) Master's in Public Health. Finally, the LAS Program offers a PhD to a select number of students for whom an interdisciplinary doctorate is advantageous.

Undergraduate Curriculum (BA):

Virtually all majors offered within the College of Arts and Sciences, including the LAS major, require a student to pursue another major or a minor. As such, LAS students typically graduate with a major/major or a major/minor combination that involves the interdisciplinary LAS major or minor along with a disciplinary major or minor. The undergraduate LAS major and minor are designed to provide a solid foundation in language skills and area competence for careers in business, public service, or for further graduate/professional training in interdisciplinary and/or disciplinary studies with a focus on Latin America.

The LAS major requires a minimum of 36-credit hours of LAS-related course work. Such courses must include at least 40 percent content directly related to Latin America. Students complete 12 credit hours from one of seven available language tracks, 15 credit hours from a selected core area, and nine credit hours in electives. Included in the 36-credit hours are three required courses: HIST 181 and HIST 182, and LTAM 354 or LTAM 355. More information on those courses is provided below.

The minor requires a minimum of 24-credit hours of LAS-related course work. Students complete six credit hours from one of two available language tracks, 12 credit hours from a selected core area, and six credit hours in electives. Both the major and the minor require students to (1) complete at least 18 credit hours of courses at the 300-level or above, (2) complete at least 50 percent of their course requirements in residency at UNM, and (3) demonstrate disciplinary breadth by completing courses from at least three different disciplines for the core area and elective requirements. Table 1 provides an overview of the major and minor.

Students pursuing the major or minor can choose from courses regularly offered by departments including Africana Studies, American Studies, Anthropology, Art History, Cinematic Arts, Communication and Journalism, Economics, Geography and Environmental Sciences, History, Latin American Studies, Linguistics, Music, Political Science, Sociology, Spanish and Portuguese, and University Honors. In the last five years, an average of 163 discrete sections of eligible courses have been offered each semester (excluding 100- and 200-level Spanish courses and summer semesters when offerings are thin).

Table 1: LAS Major and Minor Requirements

Major	Language ¹	Core ²	Electives	Required Courses ³
	<ul style="list-style-type: none"> •SPAN 301, SPAN 302, PORT 275 •PORT 311, PORT 312, SPAN 101, SPAN 102 •SPAN 201, SPAN 202, PORT 276 •SPAN 301, SPAN 302, LING 401 (K'iche'), LING 402 (K'iche') •SPAN 301, SPAN 302, LING 401 (Quechua), LING 402 (Quechua) •PORT 311, PORT 312, LING 401 (K'iche'), LING 402 (K'iche') •PORT 311, PORT 312, LING 401 (Quechua), LING 402 (Quechua) 	Complete 15 credit hours in relevant courses.	Complete 9 hours of Humanities and/or Social Sciences courses.	<ul style="list-style-type: none"> •HIST 181 •HIST 182 •LTAM 354 or LTAM 355
Minor	<ul style="list-style-type: none"> •SPAN 301, SPAN 302 •PORT 311, PORT 312 	Complete 12 credit hours in relevant courses.	Complete 6 hours of Humanities and/or Social Sciences courses.	<ul style="list-style-type: none"> •HIST 181 or HIST 182 •LTAM 354 or LTAM 355

Since the last APR, ICLAS has recommended several curriculum changes that were subsequently approved by the university faculty senate. In Fall 2010, ICLAS directly responded to the previous external review team's recommendation to develop and establish introductory Latin American Studies courses (effective Fall 2011), of which one is required of all majors and minors. The two courses, LTAM 354: *Introduction to Latin American Society through the Social Sciences* and LTAM 355: *Introduction to Latin American Studies through the Humanities*, provide students with the unique opportunity to engage in an interdisciplinary approach in their studies versus the typical multidisciplinary approach that results from taking area studies-related courses in disciplinary departments. In Fall 2013, the LAS program introduced another requirement in which majors and minors must complete relevant History courses, including HIST 181: *History of Early Latin America* and HIST 182: *Modern Latin American History*. Majors must complete both courses; minors must complete one of their choice. This revision dovetailed with the College of Arts and Sciences new mandate for prospective Arts and Sciences

¹ Student chooses one of the available options.

² Student chooses a core focus in either the Social Sciences or the Humanities.

³ The required courses are applied towards the 24 hours of credits taken for the Core and/or Electives.

students to meet minimum requirements for admission into the College. Prospective LAS majors now are required to complete either HIST 181 or 182 to be considered for admission into the College. ICLAS deemed HIST 181 and 182 to be strategically wise for two reasons. First, the courses provide a natural foundation and sufficient historical knowledge to grapple intelligently with Latin American social and cultural issues in their upper-level courses. Second, the courses are included in the university's core curriculum and are eligible courses to fulfill the university's requirement for the Humanities. As such, students taking either HIST 181 or 182 as a core requirement often are exposed to Latin American Studies for the first time and can be drawn to the major with the understanding that the courses not only fulfill the university core requirement but also fulfill a requirement for the LAS major/minor. The most recent curriculum change has addressed the LAS program's outcomes and assessment strategy. In Fall 2009, the College of Arts and Sciences approved the LAS assessment plan which included the review and analysis of a research paper submitted by students who had completed at least 24 of the 36 hours required of the major. During the ensuing years it became inordinately challenging to collect the papers. Students were not inclined to respond to calls for the papers so LAS was forced to abandon a "carrot approach" for a "stick approach." Effective Fall 2014, the university catalog stipulates that LAS majors who fail to submit a paper for review will not be eligible to graduate.

Graduate Curriculum (MA):

The MA in Latin American Studies (MALAS) requires students to complete 36 credit hours of course work. The degree is designed (1) to prepare students for careers in government service, teaching, business, and inter-American and/or non-governmental organizations, (2) to complement graduate work in a student's chosen professional field (i.e. dual degrees) and/or (3) to provide graduate training in preparation for the pursuit of a PhD. Students admitted to the MA program must have maintained a minimum 3.0 GPA at the undergraduate level, demonstrate a foundation in Latin American Studies coursework, and have completed at least two years of university course work (or equivalent) in a Latin American language.

The distribution of course work for the MALAS includes 24 credit hours of courses divided between two concentrations (in either an equal 12/12 distribution or weighted 15/9 distribution) and an additional 12 credit hours of electives. Of the total 36 credit hours, 12 credit hours must be dedicated to graduate seminars. The 36 credit hours include a course, LTAM 510: *Pro-Seminar in Latin American Studies*, which is required of all entering students in their first semester. Students must also complete at least one foreign language course (either an advanced level course in Spanish or Portuguese, or any level course in K'iche' Maya or Quechua.)

MALAS students choose two concentrations from the following: Anthropology, Art History, Brazilian Literature and Culture, Brazilian Studies, Communication, Economics, Gender Studies, Geography and Environmental Sciences, History, Human Rights, Indigenous Studies, International Management, Political Science, Public Health, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, Spanish Linguistics, and Urbanism and Community Development. Students also have the option of establishing an ad-hoc concentration with the approval of ICLAS. Students choose their concentrations at the beginning of their program in consultation with the DLAS. Students are not allowed to select more than one

interdisciplinary concentration, which include Brazilian Literature and Culture, Brazilian Studies, Gender Studies, Human Rights, Indigenous Studies, and Southwest Studies.

Each concentration includes a menu of required/suggested courses. In any given semester, however, that menu may be expanded due to appropriate offerings of Special Topics courses. Please refer to Appendix A for the current MALAS concentration guidelines.

ICLAS has actively reviewed MALAS curriculum requirements throughout the years to maintain overall educational objectives. Since 2007, five concentrations have been introduced (Brazilian Studies, Communication, Geography and Environmental Sciences, Indigenous Studies, and Public Health) and one has been renamed (Urbanism and Community Development from Community and Regional Planning). One (Religion and Philosophy) is on hiatus due to constraints on faculty availability, which has impeded regular course delivery.

The LAS Program has five formalized dual degree programs in which a student may complete two degrees in less time than it would take to pursue them independently. Students must apply to both programs and are admitted separately, according to the admissions criteria of each program. The MALAS/MBA, offered jointly with the Anderson School of Management (ASM), is designed to train management professionals with special expertise in Latin America. The formalized dual degree option reduces requirements to complete the two degrees by approximately 12 hours. Students complete 24 credit hours of LAS course work and 33 to 48 credit hours of ASM course work (the ASM hours vary depending on the number of waivers issued by ASM for core requirements.)

The MALAS/MCRP, offered jointly with the School of Architecture and Planning, is designed for students who are interested in the professional practice of planning in a Latin American context. Students learn to assist Latin American communities to create community-based plans and programs that sustain and enhance their culture, resource base, built environment and economic vitality. The dual degree option reduces the requirements for the two degrees by 18 credit hours. Students complete 24 credit hours of LAS course work and 30 credit hours of Community and Regional Planning (CRP) course work, including a bridge course that links LAS and CRP subject matter.

The MALAS/JD, offered jointly with the School of Law, is intended to prepare legal professionals for work in Latin America or with Hispanic peoples in the U.S. by combining legal training with Latin American language and area studies. The program enables students to develop professional skills directly applicable to Latin American nations and populations. The dual degree option reduces the total requirements by 18 credit hours. Students complete 24 credit hours of LAS course work, 80 credit hours of Law course work (of which 6 hours are double-counted with LAS), and a three-credit hour bridge course.

Offered with the College of Education, the MALAS/MLLSS is designed to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced interdisciplinary study of Latin America and is intended to help students integrate the two fields. Students complete 21 credit hours of LAS

course work, 21 credit hours of Language, Literacy & Sociocultural Studies course work, and nine credit hours of bridge courses.

The MALAS/MPH, offered jointly with the College of Population Health, is intended to prepare graduates to improve the health of Latin American populations and Hispanic populations in the United States, with a primary focus on New Mexico, the Southwest, the United States/Mexico border region, and regions south of the border. It supplements the MPH program with in-depth study of languages, cultures, and societies that helps prepare graduates to work effectively either in Latin America, or with Latin American immigrant populations within the U.S. The dual degree requires a minimum of 42 credit hours in Public Health courses (of which 13 hours must have significant Latin America or Latin American immigrant communities content) and a minimum of 21 credit hours of LAS courses.

All MALAS students, including those pursuing a dual degree, are required to meet certain exit requirements before the degree is conferred. In Fall 2015, ICLAS reviewed these exit requirements and made modifications that will go into effect in Fall 2016. Going forward, MALAS students will have the option of (1) completing written comprehensive examinations⁴ in both of their LAS concentrations, (2) completing a professional paper for each concentration deemed worthy of publication by their faculty committee, (3) completing a professional paper in one concentration and a comprehensive examination in the other concentration, or (4) completing and defending a thesis which integrates the two concentrations. MALAS/MBA and MALAS/MLLSS students will have the same options available to them. MALAS/JD students may pursue either option 1 or 3, the latter of which requires a research topic from both a legal and LAS-related perspective. MALAS/MPH students must take a comprehensive examination in one area of concentration in Latin American Studies, a master's exam in Public Health and complete either a Public Health professional paper or “integrative experience” which involves developing a prevention plan for a selected population. The Integrative Experience or the professional paper must address a public health topic related to Latin America or Latin American populations in the U.S. MALAS/MCRP students choose from a range of options that are most applicable to their career goals, which include exams, a community-based capstone project, thesis, and/or a professional paper worthy of publication.

Effective Fall 2015, LAS began offering a shared-credit program with the Honors College in which students can earn both a BA in Interdisciplinary Arts and an MA in Latin American Studies in only five years. Honors College students may take up to 18 shared credit hours of upper division courses during their undergraduate studies. Upon receipt of the BA, students dedicate one additional year to complete the remaining 18 credit hours of graduate work. The program is designed to be highly selective for only the brightest, most motivated students. Prospective students must first be nominated by the Honors College and then submit the application materials, with the exception of GRE scores, required of all MA applicants.

⁴ The MALAS comprehensive examination involves a four-hour, closed book supervised exam for each concentration.

Graduate Curriculum (PhD):

The LAS Program at UNM is one of a handful of programs across the nation that offers a PhD. The PhD in LAS is designed to meet the needs of a small number of students whose career goals would be best advanced by an interdisciplinary doctorate. Such students include individuals who seek employment in small colleges where the ability to teach across disciplines would be an advantage, and those who seek non-academic positions in fields such as museum work, international cultural exchange, diplomacy, NGOs, or other roles in which having skills in two disciplines, combined with Latin America expertise, would be more useful than somewhat more extensive training within one discipline. Students primarily interested in academic employment in research institutions will generally be better served by earning a doctorate within a single discipline.

Students must complete a minimum of 48 credit hours of LAS course work beyond the Bachelor's degree, plus an additional 18 dissertation credit hours. Twenty-four of those credit hours must be beyond the Master's degree. Students complete 42 credit hours in two chosen concentrations (including Anthropology, Art History, Brazilian Literature, Built Environment, Communication, Economics, Geography and Environmental Sciences, History, International Management, Political Science, Public Health, Sociology, Spanish American Literature, and Spanish Linguistics) and an additional six credit hours of electives. The 42 credit hours can be distributed equally between the concentrations or weighted in a 27/15 hour distribution.

Upon completion of required course work, all students take comprehensive examinations in both concentrations. Each examination is completed over four days. During the semester in which the examinations are completed successfully, or the semester following, the student completes and defends a dissertation proposal and is advanced to candidacy. Once complete, the dissertation must be successfully orally defended before the student is eligible for graduation.

Since 2007 ICLAS has implemented a few curriculum changes to the doctoral program. Previously, students were required to choose primary and secondary concentrations (i.e. 27/15 hour weighted distribution) which limited their ability to enhance the interdisciplinarity of the degree. Several new concentrations have also been introduced, including Built Environment (which integrates coursework in Architecture and Community and Regional Planning), Communication, Geography and Environmental Sciences, and Public Health.

The uptick in concentrations is due in large part to a new LAII-led campus initiative in which faculty from Ecuadorian universities are pursuing doctoral degrees at UNM. The initiative is in response to President Rafael Correa's mandate that universities make every effort to reduce the number of teaching faculty who possess only master's degrees. Students apply to graduate programs across UNM's campus (including but not limited to Education, Engineering, and Latin American Studies) and, if admitted, receive tuition and living expense support from their universities. In return, UNM programs work with students to design studies in which they complete residence-based course work in 18 to 24 months. The remaining course work and dissertation hours are completed when they return to Ecuador. Currently, Universidad Central del Ecuador and Universidad de Cuenca are supporting students at UNM. The new, above-mentioned LAS doctoral concentrations were introduced in large part to meet Ecuadorian student

demand for training in their relevant fields of study. Fiscal constraints facing the Ecuadorian state following a prolonged period of low oil prices, compounded by a massive earthquake on April 16, 2016, are likely to limit future enrollments in this program. LAII is evaluating whether university faculty in other Latin American countries may benefit from the streamlining of requirements implemented in the LAS doctoral program.

2B Campus Contributions

As an interdisciplinary program without its own faculty, LAS offers few courses. Instead, it draws the overwhelming majority of its approved courses from outside offerings that span 25 departments in eight different schools/colleges. The two undergraduate (LTAM 354 and LTAM 355) and one graduate (LTAM 510) required courses are staffed by faculty in other units. Since LAS does not receive its own I&G funding, the LAII typically uses its own funding sources to compensate faculty for teaching those courses. In a few instances, department chairs have generously offered to allow their faculty to teach one of those courses as a part of their regular teaching load which has lessened the financial burden.

Because the LTAM courses are taught by faculty in other units they are frequently cross-listed. LTAM 354 is officially cross-listed with both Political Science and Sociology. LTAM 510 is often offered with the home departments of the teaching faculty. In recent years, the seminar has been offered with Anthropology, History, Sociology, and Spanish and Portuguese. As a result, LTAM courses enroll non-LAS students and enhance overall course offerings in other departments.

The LAS Program contributes to other academic units by strengthening the focus on Latin America across campus in the following ways:

- The LAS Program collaborates with departments and faculty across campus to promote the teaching of courses focused on Latin America. This effort is further enhanced by course development funds allocated to faculty from the LAII's Title VI NRC grant.
- Through our five graduate dual-degree programs, we provide a framework for collaboration between professional schools and disciplinary departments on campus.
- The LAS Program ensures student enrollment in Latin American courses across the campus through our program requirements.
- While the LAS Program generally does not cross-list courses (because it limits our ability to audit the disciplinary requirements our students must meet), we have cross-listed specific courses at the request of departments. In addition, when we occasionally do have funding to establish an LAS course, generally through the College of Arts and Sciences summer course funding or through grants, these courses are cross-listed with major departments such as Art History, History, Sociology, and Spanish and Portuguese.
- At the MA level, the LAS Program is an important feeder to PhD programs across campus. Many of our students have successfully entered PhD programs in Communication, History, Linguistics, Political Science, Spanish and Portuguese, and Sociology.

2C Modes of Curriculum Delivery

Currently, all but a handful of LAS-eligible courses are offered in the traditional face-to-face classroom format. At the graduate level, the majority of classes are seminars. At the undergraduate level, HIST 182 and a few 300-level Spanish courses are sometimes offered online; otherwise, students receive in-class instruction. Students also benefit from immersion experiences in which UNM faculty lead students on short-term study abroad courses in the region. Faculty are increasingly designing courses that include a semester-long course at UNM followed by a one- to three-week abroad component that is available for additional credit. These models allow students to build a foundational knowledge on the topic while in residence at UNM and then develop and/or apply that knowledge in a relevant setting. The LAII, through its Title VI NRC grant, has seeded many of these faculty-led study abroad programs. In the last six years such LAII-seeded programs have taken place in Brazil (1), Cuba (2), Ecuador (3), Guatemala (1) Mexico (1), Nicaragua (3), and Peru (1). In addition, LAS students may pursue studies at universities in Latin America by participating in semester-long exchange programs facilitated by UNM's Global Education Office.

Criterion 3: Teaching and Learning—Continuous Improvement

Background of LAS Assessment

LAS assesses three programs, the BA, MA, and PhD. The dual degrees combining the MALAS with professional degrees are not assessed separately, although we do seek in person feedback from dual degree students regarding program design, unintended obstacles, etc.

The first version of the LAS assessment plan was developed in June 2008 by the DLAS (Kimberly Gauderman, History) and distributed to ICLAS. Immediately thereafter, there was a change in leadership and the Associate Dean for Instruction and Curriculum oversaw the program for seven months. After the reorganization of LAS and its relationship to the LAII, a new DLAS (Kathryn McKnight, Spanish and Portuguese) was selected and appointed in January 2009. In May 2009, Dr. McKnight met with the Arts and Sciences Assessment Coordinator, obtained feedback on the original plan, revised it fall 2009, and obtained ICLAS approval in December 2009. Rubrics for the assessments were developed in spring 2010 and used to evaluate writings of students graduating in May 2010. Assessments were conducted regularly from 2010 through 2013, and a report was filed in October 2013 covering 2010 to 2012. Appendix B includes assessment plans dating back to 2008. Following a transition to a new DLAS (Matías Fontenla) in January 2014, there appears to have been a discontinuity in implementation of the assessment plan. In fall semester 2015, LAII recruited Associate Professor Eva Rodríguez González (Spanish and Portuguese) who has expertise in assessment methods, to begin a new assessment cycle, complete the LAS assessment report for October 2015, take stock of our assessment plans, and set out a timetable for next steps to improve the plans and their implementation. Appendix C includes description of a new three-year cycle of assessment starting 2015.

The basic design of assessment for all three degrees is to have LAS-affiliated faculty review samples of written work produced by students near the end of their programs, evaluating them according to rubrics that incorporate Student Learning Outcomes (SLOs) derived from the learning goals for each program. For the PhD, the plan includes various measurements of en-route learning objectives, including conduct of interdisciplinary research and professional activities. These direct measure approaches have been satisfactory for graduate programs, with the exception that the variety of different types of writings (exams, theses, and professional papers) requires different rubrics. The BA has been most challenging, because students did not regularly comply with requests to submit papers for direct-measures assessment, resulting in very low response rates. Given the highly decentralized nature of LAS coursework offered in numerous departments, it was not practical to collect these materials, or have them reviewed by, the dozens of faculty involved. Moreover, the decentralization of the program made it difficult to sample students' work at or near the end of their majors. ICLAS subsequently took steps to make submission of writings for assessment mandatory for students, and data collection already has improved dramatically.

Indirect Measurements of assessment (including exit surveys for BA, MA and PhD graduating students) have not been implemented yet but will start to be collected in Spring 2017: LAS has recently been awarded by UNM College of Arts and Science Assessment Office a

Learning Improvement Award in Spring 2016 to create student surveys via Opinio for BA, MALAS and PhD students (end of course survey and exit LAS/MALAS/PhD graduating survey). Surveys will confidentially ask students for overall impressions of their BA/MALAS program of study. Students will have the opportunity to address specific areas of concern (if any). LAS affiliated faculty and students will be included in the design of the surveys. The survey will help us with the gathering of data regarding student performance.

3A LAS Assessment Process

For clarity, and at the cost of repeating information also listed in Criterion 1, for each degree (BA, MA, PhD) we list the program goals and the SLOs related to each. For the BA, we perform direct measure assessment on a piece of writing from the student's final semester in the program, applying a rubric included in Appendix D. For the MA, we follow the same process, using a piece of writing presented by the student to meet an exit requirement, either an MA thesis, professional paper, or a comprehensive examination, again using a detailed rubric. For the PhD, we have four learning goals, six associated SLOs, and an approved plan for measuring two of the SLOs each year. Because of the low number of students enrolled in the doctoral program at the time the plan was put in place, and the long duration of the program in most cases, the plan calls for ongoing evaluation of student progress in professional development SLO 3.2 and end-of-program assessment of competence in conducting interdisciplinary research (SLO 4.2).

BA

Goal 1: Students will acquire knowledge of at least three dimensions-historical, literary, economic, etc.-of local, regional, and international processes in Latin America.

SLO 1.1: Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe at least two dimensions-historical, literary, economic, etc.-of specific issues or problems.

Goal 2: Students will think critically and solve problems on Latin American topics through the lens of various disciplinary perspectives.

SLO 2.1: Students will solve research problems on specifically-defined Latin American topics by applying two disciplinary perspectives and consulting and analyzing appropriate disciplinary sources.

SLO 2.2: Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style

Goal 3: Students will become clear and effective communicators in English and in either Spanish or Portuguese.

SLO 3.1: Students will orally present information, concepts, and analyses in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.

Goal 4: Students will become intercultural communicators, with communicative proficiency in one Latin American language, being able to demonstrate an understanding and acceptance of cultural differences while communicating.

SLO 4.1: Students will engage in interpersonal communication with peers and superiors in a Latin American language demonstrating fluency, accuracy, and culturally appropriate vocabulary and behavior.

BA Assessment results

SLO 1.1 and SLO 2.2 were assessed on the basis of research papers written by majors in LAS courses. See Appendix D for the rubric. The results were as follows:

- i) 2010-2011:** Three papers (75 percent) fully met expectations for the BA in LAS. One paper (25 percent) met basic expectations for the BA in LAS. (As was previously discussed in Criterion 2, the low participation rate for data collection has been addressed by making graduation contingent upon submitting a paper for review; thus, we expect a much higher participation rate for the 2015-2018 assessment period.)
- ii) 2011-2012:** Six LAS majors were identified as graduating seniors. A total of only two papers were submitted, despite time-intensive efforts to obtain samples. The sample size of papers from only two of six graduating seniors was deemed too small to review.
- iii) 2012-2013:** In January 2013, six LAS majors were identified as graduating seniors. A total of only two papers were submitted, both from a single student. The Associate Director also requested submissions from the faculty teaching LTAM 354, which beginning in fall 2012 is a required course for all Latin American Studies majors. Of four papers submitted to review, one paper exceeded expectations, two papers met expectations and one paper did not meet expectations.
- iv) 2014-2015:** Six papers (86 percent) fully met expectations for the SLO 1.1. One paper met only basic expectations for SLO 1.1. Five papers (71 percent) fully met expectations for the BA in LAS and two papers (29 percent) met the basic expectations for the BA on SLO 2.2.

MA

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

Goal 2: Students will learn theory and/or research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1: Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

MA Assessment results

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration. ICLAS expected that 80 percent of all MA exams would rate at a low pass or above, and 60 percent would rate at a pass or above. See Appendix D for the rubric. The results were as follows:

- i) **2010-2011:** One hundred percent of 10 students passed the comprehensive exams; 91 percent passed with a pass or above.
 - (1) Distinction: 6 percent
 - (2) Pass: 85 percent
 - (3) Low Pass: 9 percent
- ii) **2011-2012:** Eighty-three percent of 16 students passed the comprehensive exams; 80 percent passed with a pass or above.
 - (1) Distinction: 39 percent
 - (2) Pass: 41 percent
 - (3) Low Pass: 13 percent
 - (4) Fail: 7 percent
- iii) **2012-2013:** One hundred percent of three students passed the comprehensive exams; 100 percent passed with a pass or above.
 - (1) Distinction: 40 percent
 - (2) Pass: 60 percent
- iv) **2014-2015:** One hundred percent of seven students passed the comprehensive exams with a pass or above.
 - (1) Distinction: 43 percent
 - (2) Pass: 57 percent

PhD

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

SLO 1.2: Students will discuss in depth the central issue of their two fields of concentration.

Goal 2: Students will master research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-designed Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1: Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

SLO 3.2: Students will attend professional development events—a conference, workshop, fieldwork AND [sic] participate in such an event by giving a scholarly talk or publishing an article. [sic]

Goal 4: Students will develop and apply interdisciplinary of [sic] methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field.

PhD Assessment Results

During the period reviewed by the last report, there was only one PhD student, who met or exceeded SLO 3.2 and 4.2 through conference participation and publication for 2010-2013. Due to an absence of administrative oversight, it appears assessment of the dissertation was not done when this student finished in 2014. Recent leadership change will mitigate this in the future. The next cohort of students entered in January 2015 and their work will be assessed using the same procedures during fall 2016, by which point most will be completing two years in residency and advancing to candidacy. Looking towards the future, it might be advisable for

ICLAS to consider greater differentiation between the MA and PhD assessment goals. For example, one or more goals could be added that would address professional and intellectual development en route to the dissertation and another goal might be added to assess particular skills that should be demonstrating in the dissertation itself.

3A Additional Queries

•How have the student learning outcomes been changed or improved?

ICLAS has considered the SLOs to be satisfactory and they have not been modified. We have adjusted rubrics to reflect multiple types of written products being evaluated. The main modification in our process was requiring BA students to submit a piece of writing for assessment as a condition of graduation (see process details below).

•How are the student learning outcomes clearly defined and measurable?

All the SLOs have been designed following Bloom (1956)´s Taxonomies by means of using 1) verbs and statements that can be measured and outcomes that express knowledge, skills, attitudes or values. Each outcome is detailed and supports LAS objectives, describes what the program intends for our students to know, to think and to do. Activities in different LAS related courses have been identified to enable us to measure student learning.

See Appendix D for rubrics used.

•How are the student learning outcomes communicated to faculty and students?

Program Goals and SLOs are available at the LAII website: *Academics: Current: Student Learning Outcomes and Assessment* (<https://laii.unm.edu/academics/assessment.php>).

•What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?

BA - Direct Assessment (End of the semester research papers)

Before graduation, every LAS major must submit to the DLAS a research paper of at least five-pages in length, written by the student in a 300- or 400-level class, after she or he has completed 24-36 hours of LAS course work. The paper must have at least 40 percent Latin American content and should relate to the student's chosen core area of focus (either Humanities or Social Sciences). It should employ research methods appropriate to the discipline, using data and/or secondary sources, and developing a coherent argument.

MA - Direct Assessment (Master´s Thesis, Professional Paper, or Comprehensive written examination)

There are generally two routes for completing MA degree requirements.

•Plan I: involves course work, a master's thesis (that has a primary focus on one concentration

but draws on theories and substantive content from the second concentration), oral defense of the thesis.

•Plan II: involves course work and satisfactory performances on comprehensive examinations and/or professional papers in two concentrations.

Thesis option: Students must select two areas of concentration. Students are required to present an oral defense of the thesis before a thesis committee composed of at least two faculty members in one area of concentration and one faculty member from the second area of concentration.

Non-thesis option: Students must select two areas of concentration. Students are required to complete some combination of comprehensive examinations and/or professional papers in both areas of concentration. (See Criterion 2.) Evaluations are performed by the COS composed of two faculty members from each concentration.

PhD – Direct Assessment

Because of the duration of PhD programs, LAS assesses one SLO for which we should see progress while students are en route to the degree, and one that should be measured from the finished doctoral dissertation. The en route indicator is the presence or absence of conference participation, paper presentation, or publication of research. The end of program indicator is an evaluation of the doctoral dissertation based on application of a rubric to the final product. Two of six SLOs are measured in the current plan.

•How have the program's assessment methods been changed or improved?

As noted above, we made submission of papers for assessment mandatory for BA students. We are currently working on the creation of a rubric for Oral MA Thesis Defense for the MALAS program. We also plan to implement indirect measures to supplement existing direct measures. We will consider incorporation of a disaggregated approach to evaluating MA exam performance, scoring components separately to better identify what the program is doing well and less well. The new cycle that has started in 2015 summarizes assessment activities that have been and will be added to the existing ones we have been using since 2009.

3B. Impact of Assessment

•How have the results of the program's assessment activities been used to support quality teaching and learning?

Data for the BA program have been too thin – given low response rates – to support any action other than to make it mandatory for BA students to submit papers for review. Once we have three years of data with adequate response rates, ICLAS will be better positioned to draw inferences about areas of strength and weakness in the program. For the MA program, the SLOs align with our expectations for comprehensive exam and thesis performance, so articulating these provides basic guidance to students and supervising faculty regarding expectations. For the

PhD program, the SLO regarding professional development provides a benchmark against which academic advisors and the DLAS can assess student progress.

•How have the results of the program's assessment activities been used for program improvement?

As stated immediately above, BA data are insufficient at this point to justify any action. With new processes in place to collect data (see Criterion 2), we expect that this will be rectified. MA and PhD results so far do not point to specific areas of improvement.

•Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

In the absence so far of clear signals from the direct measures regarding areas needing improvement, and in the absence so far of indirect measures such as an exit survey that might point to problems, the program has depended (since January 2016) on multiple group and individual meetings between the interim DLAS (William Stanley) and students to listen, identify student concerns, and formulate potential changes. LAII Associate Director for Program Development Amanda Wolfe also speaks regularly to students and is able to identify problems that students are encountering. The proposals for program improvement included in this self-study all stem from these conversations. These include elimination of some concentrations, modification of concentration requirements, and better briefing and orientation of faculty regarding their obligations as COS members. In our experience, LAS students, especially those at the MA and PhD levels, are quite perceptive and willing to share their observations about the program to individuals whom they perceive as willing to listen. While formal direct and indirect measures are crucial, much can be learned from holding both group and individual conversations in a climate of openness and clearly signaled willingness to make improvements.

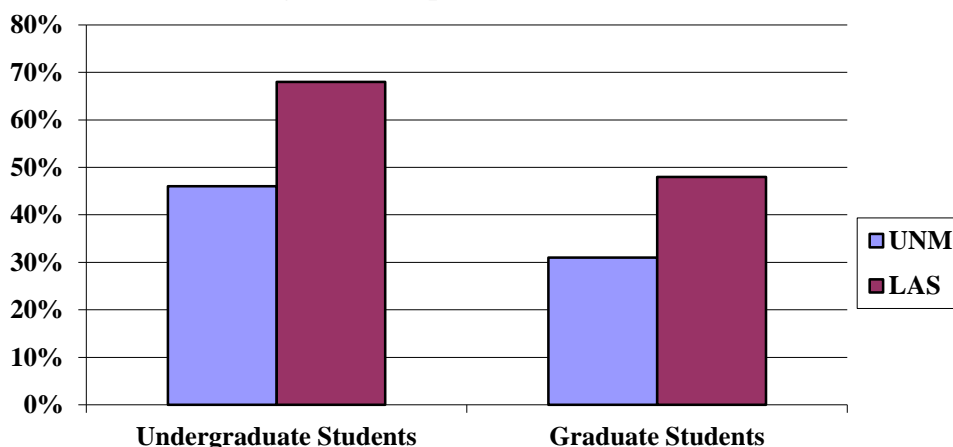
•How does the program monitor the effects of changes?

Following curricular changes, LAS monitors outcomes through direct measures. Once indirect measures are put in place, we will include specific questions on surveys following any revisions to identify how the changes are experienced from the point of view of students. We consult with students through the advisement process and ask them how any reforms have affected them.

Criterion 4: Students

At the conclusion of the 2015-2016 academic year, the LAS program had 45 BA, 26 MA, and seven PhD students enrolled. The LAS student body reflects the demographic diversity of our state and of UNM's designation as a Hispanic-Serving Institution. As Diagram 1 demonstrates, 68 percent of LAS undergraduates and 48 percent are Hispanic (in contrast to the overall UNM population which is 46 percent and 31 percent Hispanic, respectively).

Diagram 1: Hispanic Student Enrollment



The LAS program maintains diversity in other areas. At the undergraduate level, 81 percent of current students are female. At the graduate level, 76 percent of current students are female. This reflects general higher education trends in which more women are seeking degrees, particularly in the humanities and social sciences. At the graduate level, LAS enjoys a significant representation of international students. Currently, 30 percent of our MA and PhD students are from Latin America. Their representation provides a rich and necessary intellectual dynamic for the program, both inside and outside of the classroom.

4A Recruitment and Admissions

Undergraduate (BA):

The LAS program faces ongoing challenges with recruitment. In spite of its national recognition as a top-ranked program, it especially suffers from low undergraduate enrollments. As Criterion 8 demonstrates, we fare relatively well in comparison to peer programs but enrollments continue to be well below our own expectations.

In the last eight years we have experimented with various undergraduate recruitment strategies which include the following:

- Participation in university-sponsored recruitment events, including *Meet UNM Day* (for high school juniors and seniors), *Senior Day* (for high school seniors), *Staff as Students* (for UNM employees considering degree options), *Freshman Discover Fair*

(for incoming UNM freshman), *Welcome Back Days* (for all UNM students), and transfer fairs for UNM branch campuses as well as CNM.

- Development of marketing materials, including brochures and flyers in both hard copy and electronic format, which explain the LAS major and its potential career opportunities.
- Presentations on the LAS major in introductory-level Anthropology, History, Political Science, Portuguese, and Spanish courses.
- Meetings to promote the major with directors of advisement in UNM's University College and the College of Arts and Sciences.

To date, none of these initiatives have yielded great results. We have witnessed the largest increase in enrollment within the past year when our advising structure was changed as the College of Arts and Sciences assumed greater advising roles for all of its majors and minors. Previously, the majority of advising was handled by LAS program staff but with the College's new mandate, the majority of advisement has been assumed by staff in the College's general Advisement Center. LAS advisement is currently handled by an Arts and Sciences advisor whose portfolio includes Biology. LAS has gained unprecedented exposure to students in the STEM disciplines, many of whom envision a future in public health and environment-related careers. These students currently comprise 55 percent of our majors.

There is concern that low undergraduate enrollments are, in part, due to competition from the International Studies (IS) major. IS was introduced in 2010 and has flourished in recent years. IS includes an "area studies concentration," of which Latin America is one of five options. The curriculum design allows students to dabble in Latin American studies while whetting their overall curiosity in international and global studies. They can do so with a drastically reduced language requirement (IS requires only six credit hours, whereas LAS requires twelve credit hours). One can argue that students with an interest in Latin America would be better served by pursuing the LAS major in which they would receive a comprehensive understanding of the region.

With financial support from the LAII's Title VI NRC grant, LAS has established a new partnership with CNM. In Fall 2014, a new LAS degree was established at CNM, and with LAII support, CNM faculty are developing at least one new LAS course each year. UNM-LAS staff have organized lecture series in which UNM faculty and doctoral students present their research on the CNM campus. UNM-LAS staff are providing tandem advisement to CNM students to assist them in completing up to 18 credit hours of CNM courses that can be transferred to UNM to count towards the UNM-LAS major. The initiative is still in its nascent stage but we hope to see a consistent pipeline of CNM students to the UNM-LAS major.

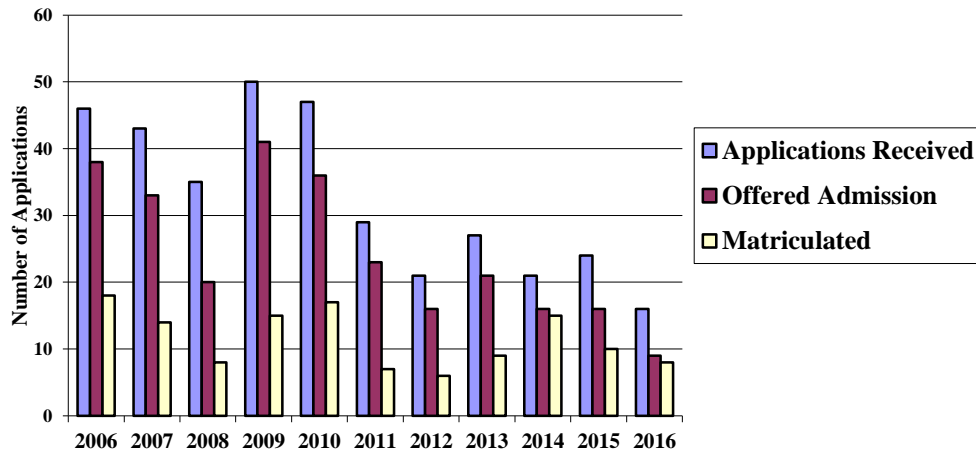
Graduate (MA):

At the MA level, we suffer from the overall national trend of lower enrollments (see Criterion 8). In recent years we have implemented various initiatives that, based upon student feedback, have had an impact on students' decisions to join our program. These initiatives have included the following:

- Adding new sections to our website which feature profiles on current LAS students, LAS alumni, and LAS and non-LAS recipients of LAII funding such as Field Research Grants, LAII PhD Fellowships, and FLAS Fellowships.
- Offering travel support ranging from \$500 - \$1,200 to prospective students to visit the UNM campus to meet with faculty and students, attend classes, and explore Albuquerque. These funds have come from both the LAII/LAS budget (beginning in 2011) as well as competitive grants received from UNM’s Office of Graduate Studies (for the last 3 years).
- Encouraging faculty to make personal phone calls and send e-mails to prospective students who have expressed a desire to work with them.

Diagram 2 shows the number of applications received in the last decade for the LAS graduate program, the number of applicants offered admission, and the number of students who ultimately matriculated. While the number of applicants has dramatically fallen—from a high of 50 in 2009 to a low of 16 in 2016—the ratio of admission offers to actual matriculation has increased. From 2006 – 2013, an average of 40 percent of admittees matriculated. However, in the last three years that average has risen to 82 percent. This indicates that on-campus visits are an effective recruiting tool.

Diagram 2: Graduate Admissions, 2006 – 2016



Graduate (PhD):

Recruitment has not been an issue for the doctoral program. Since it is designed to meet the needs of a very small and unique population, LAS has not actively recruited students. The recent growth has been due to the relationships the LAII has built with Ecuadorian universities in which specific students are being targeted.

4B Enrollment and Graduation Trends

Since 2006, LAS has seen an ebb and flow in undergraduate enrollments but from 2006 – 2016 there has been an overall increase of 46 percent. Although there has been a slight increase in doctoral students due to the initiative with Ecuadorian universities, total graduate enrollments, unfortunately, have suffered a steady decline. We are witnessing a national trend in which graduate applications have dipped considerably from previous years. The trend has led to a collaborative discussion amongst LAS directors across the nation. The most shared speculation is that a growing regard for global and international studies has led to a decreased emphasis in area studies, something which does not bode well for interests (including those of security and business) in regions of the world in which a deep knowledge of language and political and social structures is critical. The Latin American Studies Association, the largest professional organization in the U.S. of Latin Americanist academics, recently created a new section in which critical themes such as this will be addressed as a collective. Diagram 3 provides a snapshot of undergraduate and graduate enrollments.⁵

Diagram 3: Enrollment in LAS Undergraduate Major and Graduate Programs, 2006 – 2016

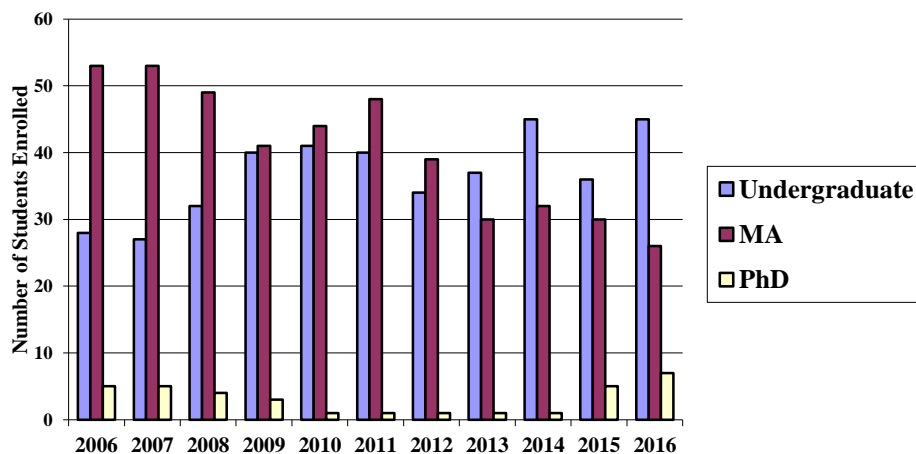


Diagram 4 shows the number of LAS degree recipients. Graduation numbers vary considerably between the undergraduate and graduate program. Based upon an annual average from 2006 – 2016, 15 percent of our undergraduates and 31 percent of our graduate students received their degrees each year. While the MALAS degree is usually completed in two years, dual degree students typically require three to four years to complete their programs of study. As

⁵ The undergraduate figures in Diagram 3 differ from those reported by UNM’s Office of Institutional Analytics (OIA) because we are including data on students housed in University College who were not yet admitted to the College of Arts and Sciences and who were therefore not captured as “official” majors by OIA. The undergraduate students reported in Diagram 3 were seeking active advisement from LAS and completing courses for the LAS major. The graduate student figures represent all students who were pursuing the LAS degree. The figures differ from those provided by OIA for two reasons: 1) A small number of students do not enroll in credit hours in a particular year due to work demands but resume their enrollments in the following semester. These students are still considered “active” by LAS; 2) UNM codes dual degree students according to their professional school status. The registration system does not recognize the dual program status of a student and due to emphasis on higher tuition capture, the status of a dual degree student always defaults to the professional school degree. OIA data excludes all MALAS dual degree students.

a result, the proportion of those who do graduate with an MA is skewed slightly to accommodate for the extra time required of dual degrees. Table 2 provides more information on annual percentages.

Diagram 4: Degree Recipients, 2006 – 2016

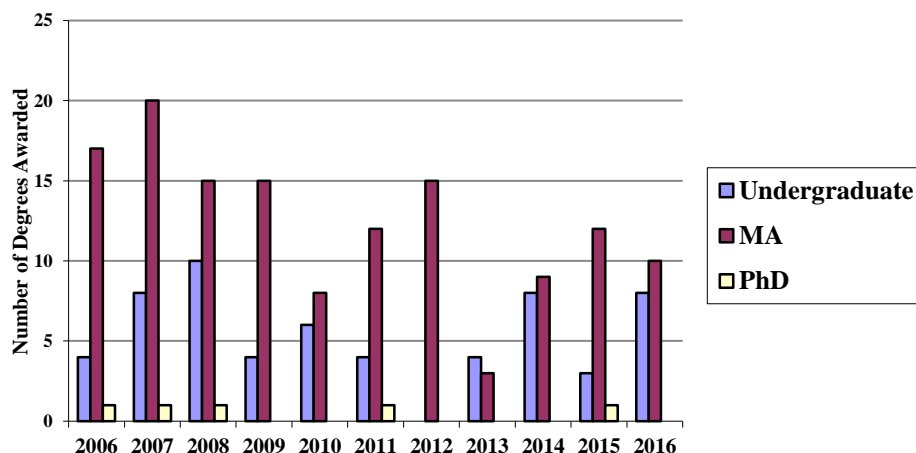


Table 2: Percentage of Degrees Conferred Relative to Enrollment, 2006 – 2016

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
BA	15	47	38	17	25	17	0	23	100	33	18
MA	34	37	31	37	18	25	38	10	28	41	39
PhD	20	20	25	0	0	100	0	0	0	20	0

4C Advisement

As referenced above, advisement for LAS undergraduates has undergone a significant change. Until January 2015, the DLAS and LAII Associate Director for Program Development managed all advisement pertaining to the major/minor. Students were required to meet with either of them at least once each semester, immediately prior to registration for the following semester, at which time degree progress, post-graduation plans/career aspirations, and appropriate course selections for the next semester were reviewed. During each advisement session, the student’s LAS advisement worksheet was updated and a copy was provided to the student. Students also were assigned a departmental advisor for each other major/minor they were pursuing in addition to an advisor in the College of Arts and Sciences who provided general college-related advisement.

In an effort to streamline the advising structure, the College has consolidated advising services so that students primarily interact with one advisor who is knowledgeable about both the major/minor and College requirements. As a result, effective 2015 LAS advisement is now handled by a staff member in the College of Arts and Sciences Advisement Center. The newly appointed advisor spent much of 2015 shadowing the LAII Associate Director for Program Development. The transition was time intensive primarily due to the complexity of the LAS

major/minor. As with most interdisciplinary degree programs, the LAS curriculum is diverse and programs of study are very unique to each student. As a result, advisement is more intensive and involves more than ensuring students complete a pre-determined menu of courses. The LAII Associate Director for Program Development continues to work closely with the Arts and Sciences advisor to identify LAS-qualifying courses each semester, review course substitution and transfer requests, and provide input on faculty specializations that would be of benefit to a particular student's areas of interest.

Graduate students receive advisement from a variety of people. The DLAS and LAII Associate Director for Program Development assist students in the early stages of their studies. The DLAS assists students as they hone in on their specific areas of interest and settle on their two concentrations of focus. Once those areas have been determined and students select the four faculty (two from each concentration) who serve on their COS, those faculty ideally assume the majority of intellectual advisement. The COS provides direction on either the thesis or professional paper (including the development of the central research topic, prospectus, and final manuscript and evaluation) or comprehensive examination (including the preparation of reading lists, development of examination questions, and evaluation of examination). PhD students must, in the semester prior to sitting for comprehensive exams, establish a COS that is made up of five faculty members drawn from the students' two concentrations. A separate dissertation committee (which may or may not include members from the COS that oversaw the comprehensive examination process) is established to oversee the dissertation process. This committee includes two faculty from one concentration, one from the other concentration, and one from "at large." The LAII Associate Director for Program Development works with students throughout their studies to ensure they meet both LAS and general university deadlines and requirements.

In addition to face-to-face advisement sessions, students also receive advisement through a variety of other means. LAS assembles a departmental catalog of appropriate courses for each semester, which is made available to students a few weeks before registration begins for the following semester. Students are notified of the catalog's availability via e-mail and can then access the catalog on the LAS website (<http://laili.unm.edu/academics/courses.php>.)

The LAS Program provides a departmental Graduate Student Handbook to all incoming graduate students. The handbook provides an overview of departmental and university policies that will impact students' program of study. Advisement guidelines for each concentration are included, along with copies of frequently used departmental forms.

All UNM students benefit from various campus-wide resources. The Office of Graduate Studies hosts manuscript workshops for students who are writing theses or dissertations. The Graduate Resource Center provides one-on-one writing and statistics consultations, writing support groups, writing "boot camps," professional development workshops, and other support-related events and programs.

4D Support Services

The academic portion of the LAII website (<http://laii.unm.edu/academics/>) includes a wealth of information for students. Along with the handbook and catalog of courses, students can download relevant forms, review the program's outcomes and assessment guidelines, view profiles of their peers, and access career resources including an in-house developed guide for LAS-related job opportunities.

Elsewhere on the LAII's website, students can access information on funding opportunities and deadlines, including those for the FLAS Fellowship and Field Research Grants (<http://laii.unm.edu/funding/>). Students can read profiles of LAS alumni to familiarize themselves with the career trajectories of our graduates (<http://laii.unm.edu/alumni/featured.php>). Finally, students can access podcasts of the overwhelming majority of all LAII-sponsored lectures and conferences since 2011 (<http://laii.unm.edu/resources/podcasts.php>).

The Student Organization for Latin American Studies (SOLAS) is an independent, student-government funded group comprised of both undergraduate and graduate students who share an interest in Latin America. It is open to both LAS students and students in other departments with an interest in Latin America. SOLAS often sponsors speakers from within and outside of the UNM community and it maintains a website (www.solasunm.org) that features articles written by students. SOLAS also coordinates an annual film festival that features Latin American and Latino films. The festival is held at an independent theater in Albuquerque and draws significant attendance from community members. Film showings are frequently enhanced by directors' presentations. The LAS Program support for SOLAS includes providing official advisement to the organization—per student government regulations—and supervising one graduate assistant whose work assignment includes five weekly hours of support directly related to SOLAS activities.

4E Retention and Success

Through a combination of intensive individual advisement and supplementary extra-curricular opportunities, LAS has created a positive environment in which its students are supported and prepared for success. Aforementioned funding opportunities are available to students, and the LAII hosts information/help sessions each semester for students who are interested in applying for fellowships or grants. An LAII Weekly E-Digest is distributed to students each Monday and includes the wide variety of lectures and events available to them outside of the classroom. At least once a semester, "group advising" lunches are held in which students can gather collectively with LAS staff to ask pertinent questions, raise concerns, and/or share their personal progress with others. These resources combined with the regular availability of LAS advising staff create an environment focused on student success and retention.

One area of potential concern that merits attention in the next few years pertains to our recent increase in students from the hard sciences. As mentioned in Criterion 4, we have seen a spike in majors from students whose primary focus is in Biology which is in large part due to the dual portfolio of Biology and LAS that has been assigned to a College advisor. We hope the

student interest is sincere and we will see high completion rates, but it is something we will monitor.

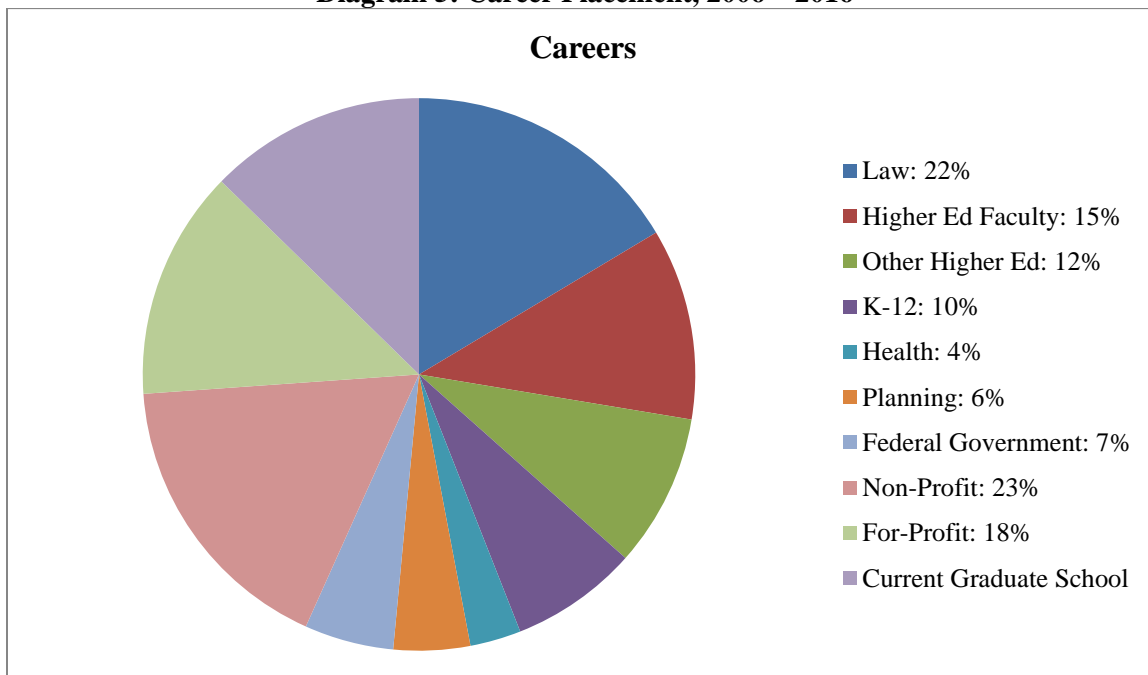
4F Placement

Graduates of the LAS program pursue a variety of careers. We have reliable placement data on 68 percent of our students who have graduated since 2006. Diagram 5 provides a snapshot of their career paths, all of which reflect the learning goals of the LAS degree.

Twenty-two of these students have pursued the PhD upon completing the LAS program. Fourteen of those students received, or are completing, their PhD from a disciplinary department at UNM. Two completed their PhD in LAS at UNM. Other students received their doctoral degrees from Indiana University, New York University, the University of Arizona, the University of California-San Diego, the University of Illinois-Chicago, and the University of Texas-Austin.

A large percentage of our graduates have earned law degrees and now practice immigration and human rights-related law. Others work as public defenders. One alumnus is currently an Assistant Attorney General for the state of New Mexico.

Diagram 5: Career Placement, 2006 – 2016



Some placement highlights include the following:

- Analyst, Library of Congress
- Manager and Analyst, U.S. Environmental Protection Agency
- Financial Analyst, General Motors

- Statewide Manager, Tennessee Department of Economic and Community Development
- Manager and Analyst, U.S. Occupational Safety and Health Administration
- Program Manager, United Way of Central New Mexico
- Founding Director, Free to Roam Adventures which offers international trips and seminars to gap year and university freshman
- Job Developer, Lutheran Family Services
- Program Coordinator, Conservation Group on Biological Diversity Amazon/Andean Basin
- Smithsonian Fellow, Archives of American Art
- Grant Writer, Grants Collective New Mexico
- Program Advisor, UNM Global Education Office
- Program Assistant, U.S. Agency for International Development

Criterion 5: Faculty

5A Composition of LAS Faculty

The Latin American Studies faculty consists of approximately 58 individuals who contribute in varying ways and varying degrees to instruction and advisement for students in the program. We say “approximately” because the LAS faculty is a fuzzy set: while some faculty members are clearly closely associated with the program, teach primarily on Latin America, and frequently teach and advise LAS students, others are more remotely or intermittently involved, in some cases because of limited student demand in their areas. Not all LAS-affiliated faculty are members of the LAII Faculty Concilium (which requires demonstrated commitment to conducting research, teaching, or service on or in Latin America or Iberia and includes about 120 UNM faculty), although the great majority are. Some individuals who teach LAS students are not Latin America specialists, but teach theoretical and comparative material that is essential for those students. An example would be Professor Jenny Moore in the School of Law, who is primarily a specialist on Sub-Saharan Africa, but whose work on international and comparative human rights is vital for LAS students following the Human Rights concentration (either in the MALAS or the dual degree with Law). Other examples include Architecture Professor Eleni Bastea, who is a lead advisor for an LAS PhD student, and Associate Professor of Geography Chris Duvall, who is an Africa specialist who teaches comparative courses for LAS students and serves on ICLAS.

We list below the faculty members most involved in LAS instruction and advisement; no doubt a few who have been involved are omitted here. Certainly we are not capturing all of the individuals who provide language instruction for students in Spanish, Portuguese, Quechua, or K’iche’ Maya.

The role of any given faculty member in LAS is fluid from year to year, depending on what courses departments assign faculty members to teach, the presence of LAS students in a given concentration, and whether each faculty member serves on a COS. Thus it is not feasible, nor would it be valid, for us to estimate the share of FTE committed to LAS. Because many departments maintain their own emphasis on Latin America-focused instruction and research, many courses serve double duty as departmental and LAS-serving courses.

The overall composition of the LAS faculty is also quite fluid. Because of decentralization of decision making to departments, changes can happen suddenly over which LAS has no authority. This summer, for instance, we have learned of at least one departure from the Department of Anthropology, and two from Sociology, such that concentrations that last year had strong faculty support will be under-supported next year. The same occurred for Management last year with one faculty resignation and one extended leave, leaving only one Latin Americanist regular faculty member. In contrast, Political Science hired three Latin Americanists in the past two years, one of them from a search focused on health policy, and another from an international relations search, neither of which were expected to result in hiring a Latin America specialist. Thus Political Science went from having only two Latin Americanists, one of whom was devoted half-time to administration, to having five and becoming an area of faculty strength for the program. Geography and Environmental Sciences unexpectedly hired a

Latin Americanist geographer to start August 2017 as part of a spousal accommodation for a new faculty member in the School of Medicine. Thus while overall gains and losses currently appear to balance, they are unequally distributed, and the program frequently encounters sudden changes in which concentrations are adequately supported. The program deals with this through advisement and flexibility in allowing students to change concentrations.

Because of UNM’s national reputation for excellence in Latin American Studies, the excellence of the library, the presence of the LAII, as well as the general attractions of UNM and New Mexico, the university is often able to hire very well-trained and productive Latin Americanist scholars. Unsurprisingly, over time we sometimes lose such faculty to competing universities with more resources. Recent Latin Americanist faculty departures have gone to Brown University, University of Notre Dame, and the University of California-Los Angeles, just to name a few. This fluidity seems to have been a consistent feature of faculty life and program development at UNM over the past two decades or more, and as long as the university promptly fills vacancies and continues to search for and hire excellent scholars, it need not be a threat to program strength. It is in a sense a sign of success. Reflecting our high faculty turnover (and a generational transition in the past decade), the rank profile of UNM LAS faculty is relatively junior, with approximately half at the associate professor rank, and more assistant professors than professors. See Table 3.

Table 3: Faculty Rank

Distinguished Professors	1
Professors	12
Associate Professors	31
Assistant Professor	14

LAS Faculty and respective department and college/school, as projected for August 2016
(emeriti listed here only if confirmed to be actively involved in LAS teaching and advisement)

Name	College	Department
Professor Eleni Bastea,	Architecture,	Architecture and Planning
Associate Professor Judy Bieber,	History,	Arts and Sciences
Associate Professor Melissa Binder,	Economics,	Arts and Sciences
Professor Rebecca Blum-Martinez,	Language, Literacy, and Socio-Cultural Studies,	Education
Associate Professor Ronda Brulotte,	Anthropology,	Arts and Sciences
Assistant Professor Kency Cornejo,	Art History,	Fine Arts
Associate Professor Patricia Covarrubias,	Communication and Journalism,	Arts and Sciences

Assistant Professor Cassy Dorff, Political Science, Arts and Sciences

Visiting Assistant Professor Jeff Erbig, History, Arts and Sciences

Professor Les Field, Anthropology, Arts and Sciences

Associate Professor Richard File-Muriel, Linguistics, Arts and Sciences

Professor Bill Fleming, Community and Regional Planning, Architecture and Planning

Associate Professor Matías Fontenla, Economics, Arts and Sciences

Associate Professor Manuel García y Griego, History, Arts and Sciences

Associate Professor Kimberly Gauderman, History, Arts and Sciences

Professor Raul de Gouvea, International Management, Anderson School of Management

Associate Professor Alexis Handal, Population Health

Assistant Professor Laura Harjo, Community and Regional Planning, Architecture and Planning

Associate Professor Francis Hayashida, Anthropology, Arts and Sciences

Professor Emeritus David Henkel, Community and Regional Planning, Architecture and
Planning

Associate Professor Ray Hernández Durán, Art History, Fine Arts

Professor Mala Htun, Political Science, Arts and Sciences

Professor Elisabeth Hutchison, History, Arts and Sciences

Associate Professor Celia Iriart, Population Health

Associate Professor Claudia Isaac, Community and Regional Planning, Architecture and
Planning

Assistant Professor Margaret Jackson, Art History, Fine Arts

Distinguished Professor Ted Jojola, Community and Regional Planning, Architecture and
Planning

Associate Professor Maria Lane, Geography, Arts and Sciences

Assistant Professor Jeremy Lehnen, Spanish and Portuguese, Arts and Sciences

Associate Professor Leila Lehnen, Spanish and Portuguese, Arts and Sciences

Associate Professor Kim López, Spanish and Portuguese, Arts and Sciences

Associate Professor Miguel López, Spanish and Portuguese, Arts and Sciences

Associate Professor Nancy López, Sociology, Arts and Sciences

Associate Professor Kathryn McKnight, Spanish and Portuguese, Arts and Sciences

Professor Lois Meyer, Language, Literacy, and Socio-Cultural Studies, Education

Associate Professor Manuel Montoya, International Management, Management

Professor Jenny Moore, Law

Assistant Professor Sara Niedzwiecki, Political Science, Arts and Sciences

Assistant Professor Jami Nuñez, Political Science, Arts and Sciences

Associate Professor Anna Nogar, Spanish and Portuguese, Arts and Sciences

Associate Professor Suzanne Oakdale, Anthropology, Arts and Sciences

Associate Professor Barbara Reyes, History, Arts and Sciences

Associate Professor Ilia Rodríguez, Communication, Arts and Sciences

Associate Professor Eva Rodríguez-González, Spanish and Portuguese, Arts and Sciences

Assistant Professor Levi Romero, Chicano Studies, Arts and Sciences

Associate Professor Eleuterio Santiago-Díaz, Spanish and Portuguese, Arts and Sciences

Associate Professor Suzanne Schadl, University Libraries

Associate Professor Naomi Shin, Linguistics, Arts and Sciences

Assistant Professor Lindsay Smith, Anthropology, Arts and Sciences

Professor William Stanley, Political Science, Arts and Sciences

Assistant Professor Loa Traxler, Anthropology, Arts and Sciences

Associate Professor Sam Truett, History, Arts and Sciences

Assistant Professor Cristóbal Valencia, Anthropology, Arts and Sciences

Assistant Professor Rosa Vallejos Yopán, Linguistics, Arts and Sciences

Associate Professor Santiago Vaquera-Vásquez, Spanish and Portuguese, Arts and Sciences

Assistant Professor Kira Villa, Economics, Arts and Sciences

Assistant Professor Marygold Walsh-Dilley, University Honors, Honors

Professor Rich Wood, Sociology, Arts and Sciences

Table 4: Campus Representation

Departments with LAS-affiliated faculty	23
Colleges/Schools with LAS-affiliated faculty	9

5B Faculty Development

LAII provides support for faculty development, primarily by supporting faculty travel to conferences and providing Field Research Grants (FRGs). Any faculty member can apply to LAII for support for presenting Latin America-focused research at conferences. LAII funds up to 75 percent of air fare until the budget is exhausted (generally late in the spring semester). FRGs are funded from an LAII endowment account, and are awarded by the LAII Grants and Awards Committee on a competitive basis. These are not earmarked for LAS faculty per se, but LAS-supporting faculty are often among those awarded. FRGs are awarded primarily for exploratory work on new projects, with the intent of seeding new grant applications. Occasionally, the Grants and Awards Committee will also provide an FRG for follow-up research that allows a faculty member to fill gaps in data collected in earlier research, allowing completion of a major project. The LAII Operations Committee supports guest speakers, small conferences, and events, often co-sponsoring events with departments at the request of LAS-affiliated faculty members. Faculty-led study abroad programs are often professionally rewarding for faculty, as well, and LAII provides financial and organizational support for such projects.

LAII budgets \$4,000 per year for faculty conference travel, of which \$3,000 is from Title VI NRC funds, and \$1,000 from state funds (which can be used for presentations related to Iberia or U.S., Southwest, and Hispanic topics disallowed under Title VI); \$5,000 for faculty FRGs; and \$5,000 for guest speakers, of which \$4,000 is from the Title VI NRC budget and \$1,000 is state funding for events that are outside of USED Title VI categories. In 2014-2015, LAII supported 16 faculty members for conference travel, and awarded four FRGs for research in Honduras, Mexico, Peru, and Argentina. See LAII's annual reports for details, at <http://laii.unm.edu/about/reports.php>.

Other activities of LAII, including the Greenleaf Scholars program that brings researchers to UNM to use University Libraries collections, support faculty development by providing opportunities to share research with scholars from other institutions.

5C Examples of Faculty Scholarly and Creative Work

A recent review of Latin America-oriented research at UNM that LAII conducted for the Vice-President for Research identified over the past five years 410 articles and book chapters and 41 scholarly books, largely in fields in which single or limited co-authorship predominates. Over the same time period, their work has been supported by external research grants valued conservatively at \$12.15 million, from sources such as NSF, NIH, NEH, Fulbright, and NEA. The group of faculty producing this research extended beyond the 58 actively involved in LAS instruction, but these figures give some idea of the scope of the scholarly enterprise. Among active LAS faculty, Professor Les Field (Anthropology), Richard File-Muriel (Linguistics), Elizabeth Quay Hutchison (History), Ronda Brulotte (Anthropology), Linda Hall (History, Emerita), Jenny Moore (Law), have received research awards from the Fulbright program for their work in Latin America. LAS affiliated faculty have published in the leading journals in Latin American area studies as well as their separate fields, including for example: *Journal of Latin American Studies*, *Latin American Research Review*, *The Americas*, *Ethnohistory*, *American Sociological Review*, *American Political Science Review*, *Quaternary International*, *Journal of the American Planning Association*, *Hispanic American Historical Review*, *Perspectives on Politics*, *Luso-Brazilian Review*, *Colonial Latin American Historical Review*, *Latin American Politics and Society*, *Studies in Comparative International Development*, *Comparative Political Studies*, *Journal of Politics in Latin America*, and *Revista Iberoamericana*. They have also published books with leading scholarly presses including Cambridge, Oxford, North Carolina, Texas, Stanford, Duke, New Mexico, and Yale.

Below we provide just a few examples of scholarly activity by faculty who actively advise or teach LAS students. This is a hasty sample chosen primarily to illustrate the variety and quality of work, and by no means exhausts the list of highly productive, internationally recognized scholars associated with the program.

- Associate Professor Chris Duvall (Geography and Environmental Sciences) works on land use practices in semi-arid savannas, examining how forest conditions can be improved by human action. His research has been supported by the National Science Foundation (\$250,000).
- Associate Professor Alexis Handal (Public Health) has won a major NIH grant (\$386,425) for research on the health effects of the export flower industry in Ecuador.
- Associate Professor Frances Hayashida (Anthropology) has held major grants from the Chilean National Commission for Scientific Research and Technology (CONICYT) and the United States National Science Foundation for her work on water systems in arid areas. Her work has been widely published in the U.S., Chile, and Peru.
- Professor Mala Htun (Political Science) was named an Andrew Carnegie Fellow for AY 2015-2016, one of only 32 in the nation, for her work on women's economic agency. Her work on the impact of laws, policies, and institutions on gender inequalities, health, violence, and human

rights has also been supported by the Norwegian Research Council, the National Institutes of Health, National Science Foundation, and the Robert Wood Johnson Foundation. She has published two books with Cambridge University Press and has a third forthcoming.

- Professor Elizabeth Quay Hutchison (History) studies Latin American labor relations with particular attention to the experiences of women. Her work has been supported by a grant from the National Endowment for the Humanities.
- Associate Professor Celia Iriart (Public Health) studies health in Latin America and among Hispanic populations in the U.S. Her work has been funded by the Health Resources and Services Administration as well as the Robert Wood Johnson Foundation, and published in the U.S., Chile, Argentina, and Brazil.
- Distinguished Professor Ted Jojola (Architecture and Planning) is Director and Founder of the Indigenous Design and Planning Institute, which among many activities ran an “iTown” indigenous planning workshop near Cañar, Ecuador, in 2015. He has won numerous awards for his planning work in the United States and Canada.
- Assistant Professor Sara Niedzwiecki (Political Science) has published five articles and one co-authored book since arriving at UNM in 2014.
- Associate Professor Barbara Reyes (History) studies U.S./Mexico borderlands. Her work has been supported by the Ford Foundation as well as UNM’s Center for Regional Studies. She directs the Southwest Hispanic Research Institute.
- Associate Professor Eva Rodríguez-González (Spanish Linguistics, Department of Spanish and Portuguese) studies second language acquisition. Her work has been supported by the National Science Foundation. She is Coordinator of the Spanish Second Language Program at UNM.
- Assistant Professor Levi Romero (Chicana/o Studies) is an award winning filmmaker, photographer, poet, and historian whose work focused on cultural landscapes of northern New Mexico. His work has been supported by the National Endowment for the Arts and the McCune Charitable Trusts.
- Assistant Professor Lindsay Smith (Anthropology) studies social and ethical dimensions of genetics, with particular attention to applications in medical and forensic anthropology. Her work has received support from the National Institutes of Health and Wenner-Gren Foundation.
- Assistant Professor Loa Traxler (Anthropology, Museum Studies) works on Mayan prehistory and archeology, with an emphasis on the built environment. Her work is supported by National Endowment for the Humanities and the Andrew W. Mellon Foundation.
- Associate Professor Samuel Truett (History) studies early American borderlands. He has received a number of prestigious research awards including the Lloyd Lewis Fellowship in American History, and is completing a fellowship at the Institut d’Etudes Avancées, Nantes, France.
- Assistant Professor Rosa Vallejos (Linguistics) studies Amazonian indigenous languages as well as changes in Spanish among speakers in contact with Amazonian languages. Her research has

been supported by the National Science Foundation and the National Endowment for the Humanities.

5D Faculty CVs

LAI staff prepared abbreviated 1-2 page CVs based on full CVs provided by LAS-affiliated faculty. Given the large number of faculty involved, this is presented as Appendix E rather than included in the self-study text.

Criterion 6: Resources and Planning

6A Resource allocation and planning

Other than decisions about faculty hiring and teaching assignments, the main resource allocation decision affecting students is the assignment of LAII graduate assistantships, which is done by ICLAS as described in Criterion 0. All other decisions about the resources devoted to LAS are decentralized. All faculty who teach in the LAS program are employed by departments, and decisions about hiring additional Latin America specialist faculty, or replacing retirements and resignations, are made by departments, colleges, and the Provost, who ultimately has authority to approve all faculty searches and hires. If LAS encounters a need to reinforce the faculty in a key area, the DLAS can appeal to the department and to the relevant college to prioritize hiring Latin Americanist faculty, and often receives a favorable response. Many departments themselves maintain a strategic emphasis on Latin America because this has been an area of reputational strength for them, so that their own hiring priorities align with those of LAS. Political Science, for example, has lost faculty to such schools as Brown University, Cornell University, and the University of Waterloo, but made a priority of rebuilding the Latin American comparative politics section with a senior hire (Htun), and three junior hires (Niedzwiecki, Nuñez, and Dorff). The LAII has been able in some cases to provide faculty salary bridge funding (using Title VI NRC funds) to help departments or colleges prioritize hiring Latin Americanist faculty. In other cases it has provided supplements to hiring packages to assist with successful recruitment of Latin America-oriented faculty. In summary, decision making about such priorities is accomplished through negotiation and persuasion, drawing on resources of colleges as well as the LAII.

Administrative support for LAS is provided by LAII, with staffing and support decisions made by the LAII Director with input from the DLAS and LAII Executive Committee. The Dean of Arts and Sciences determines the level of College financial support for the DLAS, as well as the availability from semester to semester of interdepartmental teaching assistantship that have sometimes employed LAS students in language instruction. The LAII Grants and Awards Committee (which is separate from ICLAS) allocates Title VI FLAS and LAII PhD fellowships, for which LAS students compete alongside students from other programs on campus. The department of Spanish and Portuguese dedicates two teaching assistantship lines for LAS students, choosing candidates from among names put forward by LAS, based on language qualifications and teaching experience.

6B LAS Budget

The LAS program receives its primary financial support from the LAII, which funds and administers 10 graduate assistantships to LAS students, employs the program's key staff member (Associate Director of LAII for Program Development), provides summer salary for the DLAS, and funds events, recruitment, and conference participation for LAS students. LAII also awards USED Title VI FLAS awards (both academic year and summer), as well as UNM-funded LAII PhD fellowships, on a competitive basis. There is no quota for the proportion of these awarded to LAS students, and any qualified student at UNM can apply. LAS students have often done well in the Title VI FLAS competition; however, students from any department at UNM that

offers a Latin America-focused program can compete for these, and the number won by LAS students varies from year to year. Additional staff within LAII provide support for LAS students in multiple ways, processing graduate assistantship awards and travel grants, providing computer support, supporting study abroad programs in which LAS students participate, and assisting international LAS students transition to a U.S. university. Overall, LAII devotes approximately \$301,349 to support of LAS students (see Table 5), excluding any additional fellowships won by LAS students through competitive processes including FLAS and LAII PhD fellowships. The LAII provides other kinds of resources that are not easily quantified but that contribute to the overall quality of the LAS program and the intellectual environment in which it operates. For instance, the LAII hosts events and conferences that bring LAS students into contact with students and faculty from multiple departments, as well as visiting scholars such as LAII Greenleaf Fellows who come to UNM to use our unique library resources and give talks on their research.

The College of Arts and Sciences provides course release for the DLAS (one course per semester), supplementary administrative pay of \$6,000 per year, as well as a variable number of interdepartmental teaching assistantships that sometimes fund qualified LAS students to teach introductory language courses in the Department of Spanish and Portuguese.⁶ The Department of Spanish and Portuguese itself holds two teaching assistantships that are dedicated to qualified LAS students. The Office of Graduate Studies has provided occasional support for student recruitment on a competitive basis.

The LAS program recently received a bequest from the late Janet Lashbrooke, who endowed a \$231,000 fund to support LAS students, with spending account funds to be allocated equally between students from the U.S. and from Latin American countries. The goal of the fund is to enable Latin American students to study at UNM, and for U.S.-national LAS students to study or conduct research in Latin America. The LAS Director, in consultation with ICLAS, will establish policies regarding how to allocate the Lashbrooke memorial fellowships.

The largest resource of the program, the LAS affiliated faculty, is difficult to quantify in dollar terms. The commitment of faculty FTE to the program varies across departments and individuals, and over time, depending on courses offered, LAS students advised, etc. Criterion 5 characterizes the scope of decentralized faculty participation on the program.

One persistent deficiency has been the lack of regularly budgeted financial support to ensure the offering of keystone LAS courses, including LTAM 354, 355, and 510 (described in Criterion 2). Departments and individual faculty have graciously agreed to offer these courses, despite occasional difficulties in meeting internal department needs. This is an inherent fragility of a decentralized, multidisciplinary program, and although these courses have been a very favorable innovation in the LAS curriculum, we need sufficient financial support to ensure their availability each year.

⁶ If the DLAS is a faculty member in Arts and Sciences, the course reduction does not involve any transfer of money to the home department. In past instances when the DLAS was from another college, some course buy out money was transferred to the DLAS's home college, as negotiated by the respective deans.

Table 5: Financial Support for LAS

Support for LAS FY17	LAI	Arts & Sciences	Other
Administrative Support			
Personnel			
LAI Director (.125 FTE)	16,880		
LAS Director (.50 FTE)	5,000	6,000	
LAI Associate Director (.125 FTE)	10,212		
LAI Associate Director (.50 FTE)	36,540		
LAI Dept Admin (.125 FTE)	5,180		
LAI Technical Support (.25 FTE)	6,454		
LAS Assessment	3,000		
Supplies and Communications	1,000		
LAS orientation, commencement	1,000		
Subtotal – Administrative	85,266	6,000	
Student Support			
Graduate/Teaching Assistantships	129,080	13,919 ⁷	(S&P) 27,838
Tuition	77,803	7,780	15,560
Professional Development	2,000		
Recruitment	1,200		
Subtotal – Student	210,083	21,699	43,398
Faculty Support			
Course Instruction/Release	0 ⁸		
Professional Development	1,000		
Field Research Grants	5,000		
Subtotal – Faculty	6,000		
Total	301,349	27,699	43,398

6C LAS Staff

The LAS program receives support from multiple staff at LAI, all of whom also have other duties related to the broader mission of the Institute or home departments. The DLAS is a faculty member, Associate Professor Ronda Brulotte (Anthropology), and is employed .5 FTE as Associate Director of LAI for Academic Programs. The LAI Director, Professor William Stanley (Political Science), provides assistance to the LAS program as a secondary advisor to students when the DLAS is not available, and as an ex-officio member of ICLAS. He is consulted on LAS policy questions that may affect the Institute. He served as one of the lead authors for this self-study, since drafting took place during the first six weeks of Dr. Brulotte’s appointment as DLAS.

⁷ LAS has received an interdepartmental teaching assistantship from the College for the upcoming year; however, this funding is not recurring/guaranteed so only reflects FY 2017.

⁸ Due to departmental negotiations and the willingness of the LAI Director and DLAS, the LAI will not have to absorb the costs normally associated with offering LTAM 355 and 510. In typical years, the LAI can spend up to \$4,000 in compensation for each course.

The lead LAS staff person is LAII Associate Director for Program Development, Amanda Wolfe. Her position was previously devoted entirely to LAS student advisement and management of the program. In recent years, her role expanded to include general program development for the LAII, including extensive involvement in design and implementation of the Institute’s Title VI NRC grant. Ms. Wolfe is also the Title VI FLAS coordinator. Thus she is now devoting .5 FTE to LAS and in that capacity plays a central role in developing and maintaining policies, responding to student inquiries, advising graduate students on program requirements, serving as liaison to the Office of Graduate Studies, and program reporting. The LAII Associate Director for Business Operations, Vickie Nelson, handles all graduate assistant contracts, administers research and travel grants, and is the top-level supervisor of graduate assistants, devoting about .125 FTE to LAS. Administrative Support Coordinator, Frances Rico, provides support for student-planned or student-serving events and general administrative needs. We estimate her share of effort devoted to LAS as .125 FTE. LAII also provides computer user support to LAS students. Table 6 lists relevant staff.

Table 6: LAS Support Staff

LAII STAFF	DIRECTLY RELATED LAS RESPONSIBILITIES	FTE devoted to LAS
Director (William Stanley)	Supervises DLAS and two other LAII Associate Directors, provides back-up advisement for students especially at the PhD level; ICLAS Policies allow LAII Director to propose policy revisions..	.125
DLAS/LAII Associate Director for Academic Programs (Ronda Brulotte)	Chairs Interdisciplinary Committee on Latin American Studies (ICLAS) committee; sets academic policy in consultation with ICLAS; provides graduate student curriculum advisement; oversees all LAS academic programs.	.50
LAII Associate Director for Program Development (Amanda Wolfe)	Advises LAS undergraduate students; provides supporting advisement to graduate students; coordinates with university departments to meet academic program requirements; maintains undergraduate and graduate LAS records; conducts LAS reporting; supervises graduate assistants; advises SOLAS.	.50
LAII Associate Director for Business Operations (Vickie Nelson)	Issues graduate assistant contracts, travel grants, Title VI FLAS Fellowships, and travel reimbursements. Supervises graduate assistants.	.25
LAII Supervisor, Administrative Support (Frances Rico)	Provides front desk support, directs students to appropriate staff for support, schedules and assists student events, handles travel reimbursements, supply purchases, etc.	.125
User Support Analyst (Varun Nalluri)	Provides technical support for all graduate assistants and services their machines, and updates the LAS-related portions of the LAII website.	.25

6D Library Resources

The University Libraries (UL) system contributes to the UNM mission by providing high quality research sources, both in print and online. The library promotes the use of these resources and contributes to student learning and success through an array of services designed for students, faculty and staff both on and off campus. The UL home page, <http://elibrary.unm.edu>, provides

detailed information about these services and links to the library's catalog, electronic resources, and digital collections.

Latin American collections (materials from Latin America and from elsewhere about Latin America) represent the strongest single area of library print collections as well as a growing percentage of electronically accessible materials. These collections comprise over 20 percent of searchable or accessible materials in the UL system. These comprehensive research level holdings support multiple disciplines and research on all Latin American countries, with special emphasis on Mexico and Brazil and on Latin American art and Brazilian popular literature. Holdings for Mexico are unique in their coverage of New Spain, particularly on the colonial frontier, and for their coverage of graphic and ephemeral visual materials. Holdings for Art, Art History and Photography are widely recognized as being among the best in the United States.

Subject Specialists are available to LAS students developing their research skills, faculty looking for specific Latin American resources, and visiting scholars taking advantage of unique holdings. The interdisciplinary nature of LAS means that almost any subject specialist could be of assistance. But the following are most knowledgeable of LAS related topics and resources.

- Suzanne Schadl, Latino/Latin American Collections Curator and library liaison to Chicana and Chicano Studies
- Stephanie Beene, Fine Arts Librarian for Art, Art History, Architecture and Urban Planning
- Wendy Pedersen, Latin American collections Specialist
- Nancy Brown Martinez, Archivist, Center for Southwest Research and Special Collections
- Samuel Sisneros, Archivist, Center for Southwest Research and Special Collections

For many years, Suzanne Schadl, Nancy Brown Martinez and Samuel Sisneros and others have developed and tailored workshops for undergraduate and graduate courses with Latin American content. Materials supporting such work have long been an important area of emphasis in the UL and in special collections at the Center for Southwest Research. The following online research guides maintained by these subject specialists demonstrate applicable tools and resources.

- Latin American Studies http://libguides.unm.edu/Latin_American_Studies
- Latin American Collections (Archival) http://libguides.unm.edu/Special_LatinAmerican_Collections
- Spanish and Portuguese http://libguides.unm.edu/Spanish_Portuguese
- Spanish Colonial and Mexican Era Documents: Researching at the Center for Southwest Research <http://libguides.unm.edu/c.php?g=375302>
- Latin American History http://libguides.unm.edu/Latin_American_History
- Latin American Anthropology <http://libguides.unm.edu/c.php?g=353644>
- Latin American Art <http://libguides.unm.edu/c.php?g=204476>
- Iberian studies: http://libguides.unm.edu/Iberian_Studies

UNM’s online catalog has millions of records for print and electronic books, journals, magazines, newspapers, government documents, DVDs, sound recordings, music scores, and other locally owned resources. WorldCat, which combines the catalogs of over 13,000 libraries worldwide, provides direct links to the Interlibrary Loan for resources from other notable libraries

Book collections are strong for all of Latin America across disciplines. Mexican and New Mexican Pre-Columbian, Spanish Colonial and modern periods are among the strongest in the world.

Table 7: LAS-Relevant Volumes

Total Volumes (approximated)	620,000
--Volumes in Spanish (approximated)	300,000
--Volumes in English (approximated)	250,000
--Volumes in Portuguese (approximated)	65,000
--Volumes in Indigenous Languages (approximated)	5,000

Specialized databases further enhance the availability of materials for proposed courses. These include, but are not limited to the following: Hispanic American Periodicals Index – HAPI, PRISMA, World Scholar: Latin America, Fuente Academica, Fuente Academico, PAIS Index, America: History and Life; American West; Arte Público Hispanic Historical Collection; Chicano Database; Ethnic NewsWatch & Ethnic NewsWatch History; New Mexico digital Collections

Archival Collections at the UL’s Center for Southwest Research support LAS proposed research goals and include significant holdings documenting the Spanish, Mexican, Hispano and Chicano history and cultures. Our strengths include resources for Spanish Colonial manuscripts, Modern Mexico and Guatemala Manuscripts, Visual Manuscripts, Travel Related Manuscripts, Specialized collections of Artists’ Books, Cordel Literature, Cartonera Literature and Graphic Novels and Comic books. Access to many of these manuscript collections can be obtained via http://libguides.unm.edu/Special_LatinAmerican_Collections/Modern_Mexico_Guatemala_Manuscripts and through more generalized searches in Rocky Mountain Online Archives (rmoa.unm.edu).

UNM University Libraries offers digital copies on many Latin American sources in [New Mexico's Digital Collections](#). This public resource contains digitized materials from libraries, archives, and museums throughout New Mexico and in Mexico City. It is hosted by UNM University Libraries. See (econtent.unm.edu) for generalized searches and for specific links to digitized Latin American collections consult http://libguides.unm.edu/Special_LatinAmerican_Collections/Digital

Criterion 7: Facilities

7A Facilities Description

Classes for LAS students take place in many locations around campus, using facilities controlled by participating departments as well as general classroom facilities available to all departments. These locations are too numerous to describe here, but are generally considered adequate according to feedback received from students and faculty. The LAS offices, a few specialized classes, and many LAS-related events are located in the LAII buildings at 801 Yale Blvd NE. The LAII complex consists of one main house that was adapted into office spaces in the 1970s, and a single-story “annex” of former apartments around a courtyard that provide additional space. The main “house” includes a conference room used for talks and events, a small class room used for instruction in Quechua and K’iche’ Maya, an office reception area, six enclosed offices, and a converted basement space with two small additional office areas. The Annex buildings provide a combination of open and enclosed office spaces, and a small stand-alone building is dedicated to the Student Organization for Latin American Studies (SOLAS).

The DLAS has a designated office on the second floor of the main LAII building to ensure her availability to students and to foster collaboration between LAS and LAII initiatives. Other LAS-related staff, including those who provide program support (the LAII Associate Director for Program Development) and fiscal support (the LAII Associate Director for Business Operations), occupy offices next to the DLAS.

LAS has priority access to two conference rooms at the LAII. The larger of the two rooms has a ceiling-mounted retractable screen that can be used with an AV cart with laptop and projector. LAS often reserves the two rooms for class instruction. The larger room is typically used for the graduate pro-seminar (LTAM 510), while the smaller room provides classroom space for Quechua and K’iche’ Maya courses with enrollments of 6 or less. SOLAS regularly reserves the larger conference room and adjacent commons space to host brown bag talks, student presentations, and film screenings. The LAS program reserves the same space several times a semester to host orientations, receptions and mixers.

All of the LAII’s operational resources such as phones, supplies, copy machines, scanners, and computing-related equipment are fully accessible to the LAS program. These resources are paid for through the LAII’s I&G and Title VI accounts.

The main LAII building is in generally good condition, with the exception of poor insulation and an antiquated, pieced-together heating and evaporative cooling system that fails to keep the building comfortable year round and requires frequent repairs. During the summer of 2016, for example, LAII waited over six weeks to have working evaporative cooling in its main conference room. The evaporative cooler for the conference room is heavily corroded inside and out, so that even when it functions “properly” it sometimes showers guests and furniture with dust and debris. Given the cost to UNM of repeated, often ineffectual maintenance on these systems, as well as the unsatisfactory climate control that results, it is probably time to invest in an up-to-date heating and cooling system of the sort generally used for professional office and classroom spaces at UNM.

Carpeting in the main building is in need of replacement, but in other regards the exterior and interior are in good repair. New windows installed in the past two years have greatly improved comfort of the building and reduced noise from nearby busy streets. The “annex” buildings, while acceptable outside following a recent re-stuccoing, are in poor condition inside. The interiors include such features as rusting abandoned bathtubs whose drain traps allow sewer gas to vent into the workspace, cracking walls, a disused computer server room that is effectively open to outside air, and a generally low-ceiling, dark ambiance. A number of LAII staff and graduate assistants work in these spaces, which would benefit greatly from selective interior renovation.

7B Computing Facilities

LAII does not maintain a computer laboratory, but does make fifteen workstations available for graduate assistants. LAII previously operated its own network servers for multiple purposes, but has migrated all operations to servers maintained by central IT. Wireless Internet was recently installed in the buildings, greatly facilitating normal operations. LAII employs a highly qualified student IT support staff person (.5 FTE) who assists LAS staff, faculty, and graduate assistants with network resources and applications. The LAS program also maintains its web presence through the LAII’s website (www.laii.unm.edu). One section, “Academics,” is purely devoted to the LAS program. Other sections such as “Funding,” “Resources,” “Events,” and “Alumni” feature information that is inherently connected to the LAS program. LAII plans a significant update of its website over the next year to make it more mobile-friendly. Because of the complexity of LAII’s programs and activities, including an online news service with a custom search function for back issues, web-page programming and maintenance will need to remain at LAII.

Criterion 8: Program Comparisons

Premier Latin American Studies programs are most often measured by the U.S. Department of Education's (USED) designation as a Title VI NRC. USED conducts competitions every four years in which LAS-related programs submit applications for the NRC designation and accompanying funding award. Applications are reviewed based upon strength in Latin American Studies course instruction, breadth and depth of Latin Americanist faculty expertise and recognized research, Latin America-related library holdings, and robust community outreach programming. The LAII is one of only 16 USED-recognized NRCs⁹. Of these, the LAII ranks number two among them in terms of funding allocated; only the University of Illinois-Urbana Champaign/University of Chicago consortium received more funding.

Of the 22 institutions that have been defined as UNM peers by the New Mexico Commission on Higher Education, only four—Florida International University, University of Kansas, University of Texas-Austin, and University of Utah—have comprehensive undergraduate and graduate programs in Latin American Studies that are comparable to that of the University of New Mexico.¹⁰ The University of Kansas, however, lost its NRC designation in 2014 and is therefore not being included in this study's comparison. UNM-LAS also considers Stanford University, Tulane University, the University of Florida, and Vanderbilt University to be peer or aspirational peer institutions based upon a) the number of applications received from prospective graduate students who have also submitted applications to one or more of these other programs and b) overall quality and national reputation of these programs.

Degree and Enrollment Comparisons

As Table 8 demonstrates, UNM-LAS exhibits strengths in several areas. Based upon proportion of overall university enrollments, we fare average in terms of undergraduate majors. We have more than Florida International University, the University of Utah, and Vanderbilt University. Florida International University's student population is more than double the size of UNM's yet it has only 4 LAS majors. It has robust enrollment in its certificate program but it is significantly less rigorous and requires only half the number of credit hours than the major.

⁹ Current Latin American Studies NRCs include: Columbia University/New York University consortium, Duke University/University of North Carolina-Chapel Hill consortium, Florida International University, Stanford University, Tulane University, University of California-Los Angeles, University of Florida, University of Georgia, University of Illinois-Urbana Champaign/University of Chicago consortium, University of Michigan, University of New Mexico, University of Pittsburgh, University of Texas-Austin, University of Utah/Brigham Young University consortium, University of Wisconsin-Madison/University of Wisconsin-Milwaukee consortium, and Vanderbilt University,

¹⁰ The twenty-two peer institutions are: Arizona State University, Florida International University, New Mexico State University, Oklahoma State University, Texas A&M University, Texas Tech University, University of Arizona, University of California-Riverside, University of Colorado-Boulder, University of Colorado-Denver, University of Houston, University of Iowa, University of Kansas, University of Missouri-Columbia, University of Nebraska-Lincoln, University of Nevada-Las Vegas, University of Oklahoma-Norman, University of Tennessee, University of Texas-Arlington, University of Texas-Austin, University of Texas-El Paso, and University of Utah.

Table 8: Peer Program Comparisons (2015-2016 Academic Year)

	University of New Mexico	Florida International University	Stanford University	Tulane University	University of Florida	University of Texas-Austin	University of Utah	Vanderbilt University
University Enrollment	25,299	54,058	16,770	13,449	52,519	50,950	31,673	12,686
LAS Undergraduate Degrees/Certificates Offered	•Major •Minor	•Major •Certificate	•None offered	•Major •Minor	•Major •Minor •Certificate	•Major	•Major •Minor	•Major •Minor
LAS Undergraduate Student Enrollment	47	4 (Major) 89 (Certificate)	N/A	67	120 (Data not provided on major vs certificate)	278 (194 of which are minors)	18	7
LAS Graduate Degrees/Certificates Offered	•MA •5 MA dual degrees •PhD	•MA •2 MA dual degrees •3 combined MA/PhD	•MA •3 MA dual degrees	•MA •2 MA dual degrees •1 singular PhD •1 combined PhD	•MA ¹¹ •1 MA dual degree	•MA •10 MA dual degrees •PhD	•MA	•MA •1 MA dual degree
LAS Graduate Student Enrollment	•MA = 18 •Dual degree = 8 •PhD = 7	•MA = 19 •Dual degree = 2 •MA/PhD = 7	•MA = 13 •Dual degree = 1	•MA = 13 •Dual degree = 0 •Singular PhD = 18 •Combined PhD = 8	•MA = 23 •Dual degree = 2	•MA = 37 •Dual degree = ? ¹² •PhD = 11	3	•MA = 9 •Dual degree = 2
Annual LAS Graduate Applications	16	10 (additional 20 for MA/PhD)	20	31	25	85	3	19
Number of Affiliated Faculty	58 ¹³	215	64	70	160	154	76	140
Number of Departments/Schools Represented by Faculty	36	30	23	11	54	35	29	25
Departmental Graduate Student Support	•10 GAs (\$12,900 plus full tuition) •2 TAs (\$13,900 plus full tuition) •4 scholarships ¹⁴ •Other ¹⁵	•5 GAs (\$9,000 plus full tuition)	•2 grants (\$15,000 plus full tuition) •4 FLAS Fellowships (\$15,000 plus full tuition waiver •5 – 6 TAs (\$3,900 stipend per quarter plus \$4,000 towards tuition)	•17 fellowships (\$19,000 plus full tuition) •8 FLAS Fellowships (\$15,000 plus full tuition waiver •4 partial fellowships (\$9,500 plus full tuition)	•6 GAs (\$13,000 plus full tuition) •3 FLAS Fellowships (\$15,000 plus full tuition waiver •4 tuition scholarships	•12 Fellowships/Assistantships (\$18,000 - \$20,000 plus full tuition waiver) •2 tuition scholarships	•4 FLAS Fellowships (\$15,000 plus full tuition waiver)	•4 GAs (\$15,300 plus full tuition) •6 FLAS Fellowships (\$15,000 plus full tuition waiver •4 tuition scholarships

¹¹ The Center for Latin American Studies at the University of Florida offers a master’s in Latin American Studies as well as a master’s in Sustainable Development Practice. The latter is a collaborative degree between Latin American Studies and African Studies in which students receive development practitioner knowledge from a comparative perspective. This degree currently enrolls 25 students.

¹² Unfortunately, Texas was unable to provide information on its dual degree enrollments. It is not clear if any of the 37 MA students are pursuing dual degrees.

¹³ These faculty are defined as “Core UNM-LAS faculty” who actively and regularly teach LAS content courses and advise LAS students. It does not include the full breadth of LAII affiliated faculty (approximately 120) who often perform more Latin America-related research than course instruction. Peer programs did not necessarily disaggregate the numbers they reported to us.

¹⁴ Four scholarship accounts exist with the UNM Foundation. Every two years LAS is able to award an average of \$1,000 from each account to an LAS student.

¹⁵ UNM-LAS students are eligible for FLAS Fellowships, which include a full tuition waiver and \$15,000 living stipend, but unlike several peer programs, the LAII does not reserve a certain number of FLAS Fellowships for LAS students. The fellowship competition is open to students in any department on campus; however, in 2015-2016, 55 percent of fellowships were awarded to LAS students. In 2016-2017 that number increases to 60 percent.

By contrast, UNM fares poorly in comparison to the robust undergraduate enrollments at the University of Florida and the University of Texas-Austin. It is worth noting, however, that their total university enrollments are double those of UNM. We still see great potential in recruiting more students to the LAS major; this was addressed more in Criterion 4.

All of the peer programs offer an MA and all but the University of Utah offer dual degrees. UNM-LAS demonstrates excellent enrollment with only the University of Texas-Austin having more master’s students than UNM.

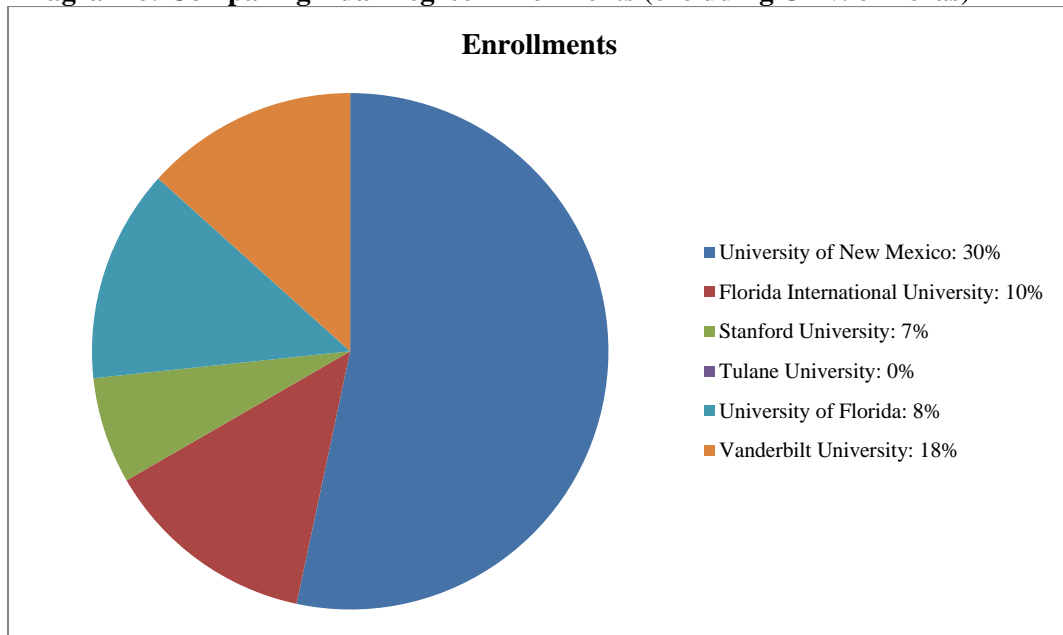
For those students who do not plan to pursue a PhD after completion of the MA, a dual degree may be highly desirable. It offers the advantage of an interdisciplinary foundation in language and area studies of Latin America coupled with the credentials accompanying a professional degree. Table 9 provides information on the types of dual degrees offered by Florida International University, Stanford University, Tulane University, the University of Florida, the University of Texas-Austin, Vanderbilt University, and UNM.

Table 9: Dual Degree Offerings

	University of New Mexico	Florida International University	Stanford University	Tulane University	University of Florida	University of Texas-Austin	Vanderbilt University
Business	✓	✓	✓	✓		✓	
Communication						✓	
Community & Regional Planning	✓					✓	
Education	✓						
Global Policy Studies						✓	
Information Studies						✓	
Journalism						✓	
Law	✓	✓	✓	✓	✓	✓	
Medicine			✓				
Public Affairs						✓	
Public Health	✓						✓
Radio-Television-Film						✓	
Social Work						✓	

UNM-LAS demonstrates strength in its dual degree offerings with five professional schools, including Business, Community and Regional Planning, Education, Law, and Public Health. Only the University of Texas-Austin offers more dual degree opportunities for its MA students. As Diagram 6 indicates, a significant proportion of UNM-LAS students are pursuing dual degrees. Thirty percent of our students are enrolled in dual degree programs as compared to 10 percent at Florida International University, 7 percent at Stanford University, 0 percent at Tulane University, 8 percent at the University of Florida, and 18 percent at Vanderbilt University.

Diagram 6: Comparing Dual Degree Enrollments (excluding Univ. of Texas)



In addition to UNM, Tulane University and the University of Texas-Austin offer the PhD in Latin American Studies. While Florida International University does not have a PhD in Latin American Studies, it does offer a combined MA/PhD option in which students can simultaneously pursue an MA in Latin American Studies and a PhD in either History, International Relations, or Political Science. Both Tulane University and the University of Texas-Austin surpass UNM in doctoral student enrollment of seven with 18 and 11 respectively.

Because of the limited applicability of an interdisciplinary doctorate, UNM-LAS has made a concerted effort to regulate admissions. All students currently enrolled in the UNM-LAS doctoral program are part of the Ecuadorian initiative. Due to the growing financial crisis in Ecuador, the program may prove to be short-lived. Regardless, we will monitor the quality and feasibility in the coming semesters.

Admissions

In the most recent round of admissions for Fall 2016 matriculation, UNM-LAS received 16 applications. Only Florida International University and the University of Utah received fewer.

Financial Assistance for Graduate Students

All of the programs provide varying ranges of financial support to graduate students. In terms of regularly-committed full support (including a livable stipend plus full tuition), Tulane University surpasses all other institutions with a total of 25 assistantships/fellowships. Texas and UNM tie for second with 12 assistantships, not including the FLAS Fellowships for which LAS students can compete.

Faculty

The number of Core LAS faculty at UNM is lower than those at peer institutions. However, it is important to emphasize that only faculty who regularly teach courses that contain at least 40 percent content related to Latin America are considered affiliates of the LAS academic program. Several of the peer programs do not distinguish primarily research-focused faculty from those who routinely teach and mentor students. UNM's number would rise to 120 if we did not apply such strict parameters.

Regional Distinction

UNM-LAS has the distinction of being recognized as a Western Regional Graduate Program (WRGP) by the Western Interstate Commission for Higher Education (WICHE). If admitted by a WRGP, residents of WICHE states (Alaska, Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, U.S. Pacific Territories and Freely Associated States, Utah, Washington, and Wyoming) qualify for in-state tuition rates. To receive WRGP status, an academic program must exhibit superior quality and distinctiveness. The program must also be deemed to meet the social, educational, and economic needs of the West. UNM-LAS is the **only** Latin American Studies program that has been granted WRGP status.

In sum, UNM-LAS distinguishes itself as a highly competitive program when compared to Florida International University, Stanford University, Tulane University, the University of Florida, the University of Texas-Austin, the University of Utah, and Vanderbilt University. UNM-LAS surpasses its peers in many areas, particularly when making comparisons relative to total university enrollment.

Criterion 9: Future Direction

9A Strengths and Challenges of LAS

Strengths of the LAS program include its long history, favorable national reputation and visibility, availability of highly qualified faculty across multiple disciplines, staff support, generally adequate financial support, dual degree programs, availability of interdisciplinary concentrations, well-qualified student body, and well-established by-laws and practices of faculty governance. Challenges include enrollments that have declined in recent years, reflecting national trends; challenges from competing (and partially duplicative) undergraduate programs such as International Studies; uncertainties from semester to semester regarding availability of course offerings; and uncertainties about availability of faculty to teach required, integrative Latin American Studies courses (all of which are taught by faculty in disciplinary departments at the discretion of department chairs). Feedback derived from students through advisement and assessment point to some areas for improvement. These include improved advisement of students, particularly with respect to post-degree placement; more frequent and effective communication with faculty regarding their responsibilities as members of Committees on Studies in a decentralized, multi-disciplinary program; better documentation regarding concentration requirements; more frequent updating of advisement sheets; periodic revisiting by ICLAS of whether concentrations meet both student demand and faculty supply criteria; periodic review by ICLAS of concentration designs. For example, several students whose interests are mainly in the social sciences have complained in advisement sessions that the requirement in the Human Rights concentration to take literature courses is problematic for students whose interests lie in the social sciences and law.

9B Strategic Planning Efforts

In recent years, much of the attention of ICLAS has been focused on a series of revisions of the program to accommodate a group of doctoral students from Ecuador. That program was presented to ICLAS by former DLAS Matías Fontenla as one requiring agility and quick response by the program to ensure success. There has been sentiment among LAS core faculty that the streamlining of doctoral requirements to accommodate the Ecuador initiative took place without adequate consideration of all the implications. That is, the former DLAS and ICLAS were seen as having been more focused on being responsive to an opportunity than fully engaged in strategic planning. Meanwhile, a series of observable changes have taken place in the program, including a decline in graduate enrollments that, while reflective of national trends, needs to be arrested and reversed. There has been a proliferation of concentrations that generates confusion among prospective and current students and that need to be reviewed. For instance, there are separate Brazilian Studies and Brazilian Literature and Culture concentrations; there is still a Religion and Philosophy concentration, years after the retirement of the key faculty member who taught in this area; enrollments in the Gender Studies concentration have been very low in recent years; students in the Human Rights concentration report problems with theoretical and methodological coherence with the current design; the dual degree with Public Health is receiving its first student in August 2016; the dual degrees with Education and Management are undersubscribed; and at the undergraduate level there are indications that the LAS program's language requirements are dissuading students from declaring the BA/LAS major. The current

leadership of LAS is committed to examining such issues and taking action to align our formal offerings with a) what we can deliver effectively; and b) what students are looking for. This process of program cleanup is the first step toward strengthening LAS recruitment by clarifying what UNM's LAS program does particularly well, clearing away distracting elements that add complexity without value, and communicating with prospective students what we offer and what they can expect.

Because LAS depends on faculty hiring and course offering decisions by department chairs throughout the university, it cannot strategically plan and implement program change in the same way that a department or college with adequate resources might do. All the influence that LAS has relative to departmental decisions is indirect, through argument and persuasion, backed, at most, by bridge funding and other incentives that LAII provides. Nonetheless, it is incumbent on the program leadership, including ICLAS, to identify in what directions we would *prefer* the program to develop, so that the emergence and disappearance of concentrations is not accidental.

As mentioned in a previous criterion, LAS received a significant bequest from the late Janet Lashbrooke, to support international educational exchange by helping Latin American students come to UNM, and to help U.S.-based UNM students study or conduct research in Latin America. The award gives the DLAS discretion over the use of these funds, but she intends to consult ICLAS.

9C Strategic Directions and Priorities for the Unit

LAS at UNM is poised for renewal. Many positive innovations have taken place in recent years, including development of the Southwest Studies and Indigenous Studies concentrations, both of which are highly popular with incoming students and intellectually engaging, as well as the revival of the doctoral program with participation of international students. These innovations bring with them a requirement for reinvestment in communication among core LAS faculty about the efforts needed to ensure the coherence of concentrations and clarity of advisement to students. Thus one priority in the next few years will be to strengthen communication with participating LAS faculty, and engage them in more regular consultation within concentrations and with the DLAS and ICLAS about concentration design and requirements, the scope and detail of advisement needed by students in those concentrations, and updating of concentration advisement materials. Another priority will be streamlining of the number of concentrations, based on a joint assessment of student demand as well as faculty and course supply. In some instances, concentrations may be needed but require refreshed design; others may be unnecessary, unsustainable, or both. The low enrollments in the BA may reflect obstacles created by the requirement of coursework in two Latin American languages. Notwithstanding the strong preference of faculty in Spanish and Portuguese that the dual language requirement be retained, this may need to be revisited to see if enrollments increase with a reduced language requirement.

Many physical sciences and engineering faculty at UNM are engaged in scholarship in Latin America, yet relatively few LAS students at any level are engaged with these faculty. This is not surprising in an area studies program that has traditionally focused on the societies,

institutions, languages and cultures of the region. Yet there may be a missed opportunity here. Biological communities are strongly impacted by human societies, and even efforts to study ecological systems in Latin America requires cultural and linguistic skills specific to place. Research collaborations and joint project work often benefit from cultural competence that the LAS program can teach. Thus one strategic direction for the program is to explore possible synergies among LAS, the physical and natural sciences, and engineering programs. There are early indications of potential for dual-majoring by undergraduates in both LAS and Biology, but the feasibility of this for students remains to be proven, given the stringent demands of both majors.

The streamlined doctoral program for Ecuadorian university faculty requires review. Since the first cohort of students began in January 2015, experiences have been mixed, depending on the level of preparation and initiative of the students. Some appear likely to obtain sufficient theoretical and methodological training in two years to pass comprehensive examinations and develop dissertation projects, while others have struggled due to poor fit between the ways their professional roles are defined and the courses and advisement available at UNM. There are considerable doubts about whether faculty from the Central University of Ecuador will receive sufficient teaching release upon their return to Ecuador to be able to complete dissertations. With Ecuador facing a massive fiscal crisis such that non-payment of public debts is increasingly frequent, it appears likely that further recruitment into this program will pause beginning August 2016. LAS, in collaboration with LAII, will examine whether the program should continue, and whether other countries in the region would be more likely sources for recruiting doctoral students in the medium term. Since this degree seems mainly to be of value for international students, it needs to be paired with a sustainable and effective mechanism for recruiting such students. Other minor revisions may also be needed in the doctoral program, including clarification of standards and processes for advancement to candidacy.

One potential key to recruiting students is to be able to present more information regarding placement and career trajectories of alums, and to provide students with more support. Among strategies to be considered are increased coordination of internships, and greater support for conference and workshop participation.

APPENDIX A: MALAS CONCENTRATION GUIDELINES

ANTHROPOLOGY

Requirements

MALAS students who choose Anthropology as a concentration must also select one emphasis within Anthropology: Archaeology, Ethnology, or Human Evolutionary Ecology. Below are the courses that are offered most often for each emphasis. Students should consult with the Associate Director to determine if other courses are available for an emphasis in any given semester.

Archaeology:

- ANTH 524 South American Archaeology
- ANTH 529 Archaeology of Complex Societies
- ANTH 570 Advanced Topics in Archaeology (if the course contains sufficient LAS content)
- ANTH 574 History and Theory of Archaeology
- ANTH 579 Current Debates in Archaeology

Note: In order to be familiar with the major theoretical approaches in the field, students must include at least one theory course within this emphasis. ANTH 574 or 579 are recommended.

Ethnology:

- ANTH 530 Topics in Ethnology (if the course contains sufficient LAS content)
- ANTH 532 Indigenous Peoples of South America
- ANTH 535 Spanish-Speaking Peoples of the Southwest
- ANTH 536 Theory of Symbolic Action (if the course contains sufficient LAS content)
- ANTH 537 Seminar: Southwestern Ethnology
- ANTH 539 Human Rights in Anthropology
- ANTH 540 Topics in Cultural Anthropology (if the course contains sufficient LAS content)
- ANTH 543 Latin American Cultures and Societies
- ANTH 584 Peoples of Mexico
- ANTH 587 Peoples and Cultures of the Circum-Caribbean
- Note: In order to be familiar with the major theoretical approaches in the field, students must take at least one theory course within this emphasis during their first year in the program. Students should select from ANTH 510 Topics in Linguistic Anthropology, ANTH 546 Theory in Ethnology I or ANTH 547 Theory in Ethnology II, in consultation with the Anthropology faculty who are likely to serve on their Committee on Studies.

Human Evolutionary Ecology:

- ANTH 561 Human Reproductive Ecology and Biology
- ANTH 562 Human Life History
- ANTH 567 Human Behavioral Ecology

Museum Anthropology:

- ANTH 585 Seminar in Museum Methods

- ANTH 586 Practicum: Museum Methods

Students interested in the museum field may petition the LAS program to include courses in Museum Anthropology within either the Archaeology, Ethnology, or Human Evolutionary Ecology emphasis.

ART HISTORY

Requirements

MALAS students who choose Art History as a concentration must take at least two classes in one of the following areas: Pre-Columbian, Colonial, or Modern. The remaining classes should be distributed between the other two areas. Below are the courses that are offered most often for each emphasis. Students should consult with the Associate Director to determine if other courses are available for an emphasis in any given semester.

Note: All students with an Art History concentration must complete ARTH 500. If possible, the course should be taken during the student's first Fall semester. All students with an Art History concentration are also required to participate in the Department of Art History's Spring Symposium. Students should consult with the Department of Art History for more information on the symposium and their participation.

Pre-Columbian

- ARTH 343 Pre-Columbian Architecture
- ARTH 500 Philosophy and Methods of Art History
- ARTH 511 Pre-Columbian Art: Mesoamerica
- ARTH 512 Pre-Columbian Art: South America
- ARTH 529 Topics in Art History (if the course contains sufficient LAS content)
- ARTH 560 Seminar in Pre-Columbian Art
- ARTH 585 Seminar in Museum Methods

Colonial

- ARTH 500 Philosophy and Methods of Art History
- ARTH 529 Topics in Art History (if the course contains sufficient LAS content)
- ARTH 549 Art of Spain
- ARTH 550 Spanish Colonial Art
- ARTH 580 Seminar in Spanish Colonial Art
- ARTH 585 Seminar in Museum Methods

Modern

- ARTH 500 Philosophy and Methods of Art History
- ARTH 529 Topics in Art History (if the course contains sufficient LAS content)
- ARTH 582 Seminar in 20th-Century Art (if the course contains sufficient LAS content)
- ARTH 583 Seminar in Modern/Contemporary Latin American Art History
- ARTH 585 Seminar in Museum Methods
- ARTH 588 The Arts of Mexico, 1810-1945
- ARTH 589 The Arts of Mexico, 1945-1990
- ARTH 590 Muralism in the Americas, 1920-1995
- ARTH 593 The Art of Latin America, 1820-1945
- ARTH 594 The Art of Latin America, 1945-1990

BRAZILIAN LITERATURE AND CULTURE

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: All students with a Brazilian Literature and Culture concentration must complete SPAN 502. This course provides an introduction to literary analysis and to MLA style bibliography writing and research.

- PORT 461 Topics in Brazilian Literature
- PORT 514 Topics in Luso-Brazilian Literature and Culture
- PORT 516 Brazilian Cinema
- PORT 517 Popular Brazilian Music
- PORT 521 Brazilian Theater
- PORT 557 Encounters with the New World I
- PORT 558 Encounters with the New World II
- PORT 570 Seminar in Luso-Brazilian Literature and Culture
- SPAN 502 Proseminar: Research and Critical Methodology

BRAZILIAN STUDIES

Core Content and Guidelines

The Brazilian Studies concentration is designed for MALAS students who possess a reading and spoken knowledge of Portuguese and are interested in developing their knowledge of Brazil through a combined humanities/social science curriculum. Each student develops a particular combination of humanities and social science approaches that are most pertinent to their specific interests. Course work and preparation of the exam reading list, developed in conversation with the Committee on Studies provide a broad understanding of Brazilian historical, political, social, and cultural environment, while addressing the student's particular interests.

In the concentration, the student (a) builds core knowledge about Brazil, (b) locates contemporary issues within their historical, social, political, cultural and economic contexts, (c) interprets cultural production as a dialogue with its historical, social, political and economic context, (d) and considers the role of Brazil within both Latin America and global systems, both historically and in terms of present and potential future roles the country may carry out.

Courses

MALAS Students who pursue a concentration in Brazilian Studies are required to take at least one advanced content course taught in Portuguese (see "Content Courses in Portuguese" below). The Associate Director must approve courses not included on this list that fulfill this requirement. The list below reflects the Latin American Studies Program's current Brazilian Studies offerings. As with any plan of study, the Brazilian Studies Concentration is subject to approval by the Associate Director, who will determine the suitability of individual courses taken for the Concentration.

Course Frequency Key

- A = offered every semester
- B = offered one semester every year
- C = offered every other year
- D = offered when student interest and faculty availability allow

Content Courses Taught in Portuguese

- PORT 461 Topics in Brazilian Literature (B)
- PORT 514 Topics in Luso-Brazilian Literature and Culture (D)
- PORT 515 Popular Brazilian Music (C)
- PORT 521 Brazilian Theater (D)
- PORT 557 Encounters with the New World I (B)
- PORT 558 Encounters with the New World II (B)
- PORT 570 Seminar in Luso-Brazilian Literature and Culture (D)

Content Courses Taught in English

- GEOG 515 Cultural and Political Ecology of Afro-Brazil (B)
- HIST 500 Comparative Slavery (D)
- HIST 576 Brazil in the Colonial Period, 1500–1822

- HIST 577 Modern Brazil, 1822–Present
- HIST 688 Seminar and Studies in Brazilian History
- PORT 516 Brazilian Cinema (C)

Courses with less than 40% Brazilian Content

(This list is subject to change and represents courses offered recently that have included Brazilian content. Students must consult the instructor and complete an [LAS Course Content Form](#), which will be submitted to the Associate Director for review. The course must demonstrate sufficient LAS and Brazilian Studies content. Students must write a research paper focused on a Brazilian issue or experience.)

- ANTH 532 Indigenous Peoples of South America (Oakdale) (C)
- ANTH 540 Topics in Cultural Anthropology (w/ Oakdale) (C)
- GEOG 516 Globalization (Carr) (B)
- GEOG 564 Food and Natural Resources (Duvall) (B)
- HIST 656 Religions in Latin America (Hutchison) (D)
- HIST 687 Seminar in Recent Latin American History (Bieber) (D)
- HIST 689 Interdisciplinary Seminar on Problems of Modernization in Latin America (D)
- HIST 690 Seminar in Latin American Studies (D)
- HIST 692 Seminar in the History of Women and Gender (D)
- SPAN 439/639 Human Rights in Latin American Cinema
- SPAN 439/639 Human Rights in Latin American Literature and Cultural Production

COMMUNICATION

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

All students in this concentration are required to take one theory course, either CJ 506, 531, or 566; only one of these courses may count toward the concentration.

Theory Courses--select one of the following:

- CJ 506 Critical and Cultural Studies
- CJ 531 Rhetorical Theory
- CJ 566 Mass Communication Theory

Latin American Content Courses--select one of the following:

- CJ 517* Culture, Community and Change
- CJ 518* Culture, Sustainability and Change
- CJ 519* Culture, Borderlands and Change
- CJ 555 Culture, Disparities, and Health Communication
- CJ 569 Critical Research on Media and Culture
- CJ 604 Field Research Methods

*These courses will require the student to consult with the instructor of the course and complete an LAS Course Content form, which will then be submitted to the Associate Director for review. Substitutions for any of the above courses will be considered on a case-by-case basis.

ECONOMICS

Requirements

The prerequisites for enrolling in any economics courses (whether required or elective) are Introductory Microeconomics and Introductory Macroeconomics. Some of the concentration courses also require intermediate macroeconomics or statistics and econometrics. Students pursuing the concentration in Economics will need to demonstrate that they have taken these courses (at UNM or another institution).

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

NOTE: All students in this concentration are required to take both ECON 421 and 423. These two courses are offered once each over a 4-semester period, so most students will have one opportunity to take each course over their two-year degree program.

- ECON 320* Labor Economics
- ECON 331* Economics of Poverty and Discrimination
- ECON 335* Health Economics
- ECON 343* Natural Resource Economics
- ECON 410* Topics in Health Economics
- ECON 421 Latin American Economics
- ECON 423 Topics in Latin American Development
- ECON 424* International Trade
- ECON 427* Topics in Labor Economics
- ECON 429* International Finance
- ECON 442* Topics in Environmental and Natural Resource Economics
- ECON 503* Economic Theory
- ECON 520* Labor Economics
- ECON 521* Comparative Labor Problems
- ECON 542* Environmental and Natural Resource Economics Survey
- ECON 584* Interdisciplinary Seminar on Problems of Modernization in Latin America

* These courses will require the student to consult with the instructor of the course and complete an LAS Course Content Form, which will then be submitted to the Associate Director for review. 300- and 400-level courses may require the submission of a “Green Card” to ensure graduate credit will be received.

GENDER STUDIES

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: All students in this concentration must complete either SOC 509 or CRP 528 and one of the following: HIST 651, 652, 686, or 687.

- ANTH 530* Topics in Ethnology
- CRP 528 Gender and Economic Development
- HIST 500* Studies in History
- HIST 628* Women, War, and Revolution
- HIST 651 Women in Early Latin America
- HIST 652 Women in Modern Latin America
- HIST 686 Seminar on the History of Women in Early Latin America
- HIST 687 Seminar on Sexuality in Latin America or Seminar on Women's Rights in Latin America
- HIST 692 Seminar in the History of Women and Gender
- SOC 509 Gender and International Development
- SPAN 439* Topics in Spanish American Culture and Literature
- SPAN 639* Seminar in Spanish American Literature

* These courses will require the student to consult with the instructor of the course and complete an LAS Course Content form, which will then be submitted to the LAS Program for review. The course must demonstrate not only sufficient LAS content but also Gender Studies content.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: All students in this concentration must complete GEOG 501, one course in the Geospatial Methods group, one course in the Environmental Studies group, and one additional elective, which can include GEOG 502, any course in the Geospatial Methods group, the Environmental Studies group; or other approved courses offered within Geography and Environmental Studies or other related departments.

Theory and Method:

- GEOG 501 Geographic History and Methods
- GEOG 502 Approaches to Geographic Research

Geospatial Methods:

- GEOG 481 Map Design and Geovisualization
- GEOG 499 Topics in GIS
- GEOG 525 Seminar in Geographic Information Science
- GEOG 580 Quantitative Methods in Geography
- GEOG 581 Fundamentals of GIS
- GEOG 583 Remote Sensing Fundamentals
- GEOG 584 Applications of Remote Sensing
- GEOG 585 Internet Mapping
- GEOG 586 Applications of GIS
- GEOG 587 Spatial Analysis and Modeling
- GEOG 588 GIS Concepts and Techniques

Environmental Studies:

- GEOG 514 Natural Resources Management Seminar
- GEOG 515 Cultural and Political Ecology
- GEOG 516 Seminar: Globalization
- GEOG 517 Law and Geography
- GEOG 550 Natural Hazards and Disturbances
- GEOG 561 Environmental Management
- GEOG 562 Water Resources Management
- GEOG 564 Food and Natural Resources
- GEOG 567 Governing the Global Environment
- GEOG 591 Independent Research

HISTORY

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for an emphasis in any given semester.

- HIST 518 Spain and Portugal to 1700
- HIST 560 History of the American Frontier
- HIST 570 Inca Empire to Spanish Colony
- HIST 571 From Aztec to Spanish Domination
- HIST 572 Mexico since 1821
- HIST 573 The Mexican Revolution
- HIST 574 Southern South America
- HIST 576 Brazil in the Colonial Period
- HIST 577 Modern Brazil, 1822-Present
- HIST 643 Hispanic Frontiers in North America
- HIST 644 US-Mexico Borderlands
- HIST 645 History of Mexican Immigration
- HIST 648 Society and Development in Latin America
- HIST 649 Inter-American Relations
- HIST 650 Labor and Working Class in Latin America
- HIST 651 Women in Early Latin America
- HIST 652 Women in Modern Latin America
- HIST 653 Indigenous Peoples of Latin America
- HIST 654 Slavery and Race Relations
- HIST 655 The Cuban Revolution
- HIST 656 Latin American Religions
- HIST 685 Seminar in Borderlands History
- HIST 686 Seminar in Early Latin America
- HIST 687 Seminar in Recent Latin American History
- HIST 688 Seminar and Studies in Brazilian History
- HIST 689 Interdisciplinary Seminar on Problems of Modernization in Latin America
- HIST 690 Seminar in Latin American Studies
- HIST 692 Seminar in the History of Women and Gender

Exam Goals

MA/LAS exams will be essentially committee-based, since these students take relatively few courses in the Latin American field. They should, however, demonstrate a grasp of materials sufficient for doing comparative teaching or research in the Latin American field.

Exam Preparation

A. *Field Areas*--select from the list below:

Early Latin America

- Women/Gender/Family
- Economic
- Religion
- Pre-Iberian
- Frontiers/Borderlands
- Slavery
- Race/Ethnicity
- Institutional/Political
- Environmental

Modern Latin America

- Politics/Nation Building
- Women/Gender/Family
- Economic
- Revolution/Social Movements
- Race/Ethnicity
- Military/Politics
- US-LA Relations
- Environmental
- Urban/Labor
- Religion/Church
- Frontiers/Borderlands

B. *Selection of Field Areas:*

MA/LAS students will be examined in either Early or Modern Latin American History, and should select three Field Areas within the time period selected.

C. *Field Area Bibliographies:*

Students should contact and work together with committee members to develop Field Area Bibliographies appropriate to each Field Area selected.

Bibliographies for Masters students will consist of approximately twelve monographs that faculty consider essential for each topic, but MA/LAS students should consult with committee members to determine what is appropriate.

With support from the Chair of the Committee on Studies, students will also be permitted to design new Field Areas not contemplated in the above list.

Exam Format

The Latin American History MALAS exam is made up of three sections corresponding to the selected Field Areas, each of which contains several questions. Students will answer one question from each section, writing a total of three essays in four hours.

HUMAN RIGHTS

Overview

MALAS students who complete a concentration in Human Rights will develop an understanding of the following CORE CONTENT areas. We recognize that each student will develop a specific program of study in Human Rights emphasizing the area(s) that are most pertinent to the student's specific interests, issues and applications of questions of Human Rights. Course work and preparation of exam reading lists will provide a strong general understanding of human rights questions while at the same time reflecting issues relevant to the specific areas of interest of the student. We consider the key core content areas as:

1) International Human Rights Norms

- The postwar context for the emergence of modern Human Rights norms in domestic and international law, including humanitarian law/laws of war;
- The history of periodization of events and debates that defined civil and political rights;
- Liberal theory and historical constructions of individual rights regimes, in the global and Latin American contexts;
- Human Rights norms in post-authoritarian, post-transition, post-civil war Latin America;
- Tension and conflict between international Human Rights norms and domestic political institutions and ideologies, for example national security ideologies;
- Tension and conflict between international Human Rights norms and cultural norms;

2) Human Rights Practice in Latin America

- The Universal Declaration of Human Rights (1948) and critical applications through international non-governmental organizations, multi-country accords, UN High Commissions etc.;
- Inter-American Human Rights institutions;
- State violence and authoritarian regimes in Latin America, particularly the institutional history and political participation of military actors;
- Human Rights practices in post-authoritarian, post-transition, post-civil war Latin American cases, including changes in military/police practices in relation to crime, poverty, and drug-related violence;
- Social and political movements for the defense of Human Rights in Latin America, including transnational and international linkages;
- Challenges to narrow definitions of Human Rights (life and liberty) from broader Human Rights norms and movements that include economic and cultural rights as well as those of women, indigenous, and sexual minorities;

3) Culture and Representation

- The historical legacy of Human Rights issues in Latin American cultural discourse, from the colonial to the contemporary period;
- Culture as a space of contestation of authoritarian regimes, official discourse, and the legitimacy of and official justifications for state actions;
- Cultural production as a post-authoritarian forum for the expansion of understandings and

- applications of Human Rights;
- Culture as a space for the reclaiming of rights of minorities and traditionally excluded groups;
- The commodification and expediency of culture in relation to Human Rights questions.

Core Reading List¹⁶

Students should obtain the core reading list for the Human Rights concentration from the Associate Director. This list is required reading for all Human Rights students in conjunction with a secondary list developed by each student with her or his Human Rights exam committee. Professors will make an effort to integrate a selection of these core readings into courses that qualify towards the Human Rights Concentration.

Courses

Students should select two courses from Group 1, at least one of which must be a Law course, and at least one course each from Groups 2 and 3. The list below reflects the Latin American Studies Program's current Human Rights offerings. As with any plan of study, the Human Rights Concentration is subject to approval by the Associate Director, who will determine the suitability of individual courses taken for the Concentration.

Course Frequency Key

- A = offered every semester
- B = offered one semester every year
- C = offered every other year
- D = offered when student interest and faculty availability allow

Group 1: International Human Rights Norms:

Students must write a research paper focused on a Latin American issue or experience

- LAW 505 International Law (B)
- LAW 541 Human Rights Law I (D)
- LAW 548 Refugee and Asylum Law (D)
- LAW 626 International Criminal Law (D)
- LAW XXX* Indigenous People and International Law (C)
- LAW XXX* Interrogation and the Global War on Terrorism (D)
- POLS 521 Human Rights in Latin America (D)
- LTAM 500 Introduction to Human Rights: Latin American Focus (D)

Group 2: Human Rights Practice in Latin America:

- HIST 300/500 Military and Society in Latin America (D)

¹⁶ While the faculty committee which designed the Human Rights concentration guidelines stipulated a core reading list, no such list has been created.

- HIST 574 Southern South America (D)
- ANTH 530 Colombia Indígena (D)
- ANTH 539 Human Rights in Anthropology (D)
- ECON 423* Topics in Latin American Development (C)
- HIST 648 Society and Development in Latin America (D)
- HIST 649 Inter American Relations (D)
- HIST 652 Women in Modern Latin America (D)
- HIST 653 Indigenous Peoples of Latin America (D)
- HIST 690† Latin American Labor and Working Class History (D)
- HIST 690† Women's Rights in Latin America
- HIST 690† Inter-American Relations (D)
- HIST 690† Latin American Social Movements (D)
- HIST 692 Gender and Sexuality in Latin America (D)
- LAW 628* Law of Indigenous People (D)
- LAW 667* Immigration Law (B)
- POLS 521 Gender Politics: Economics, Family, and War (D)
- POLS 521 Politics and Critical Theory: Class, Races, Gender, and Sexuality (D)

Group 3: Culture and Representation

- LTAM 500 Human Rights in Latin American Literature and Cultural Production (B)
- LTAM 500 Human Rights in Latin American Cinema (B)
- PORT 514 Brazilian Dictatorship
- SPAN 532/ PORT 570 Citizens of Consumption: Latin American Fiction of the Post-Dictatorship (D)
- SPAN 536 Colonial Literature (C)
- PORT 570/ SPAN 639 Citizenship and Crisis in Contemporary Latin American Literature and Film (D)
- SPAN 639 Migración frontera norte: violencia y literatura en la frontera norte (D)
- SPAN 639 Literatura fronteriza: Letras en rojo y negro (D)
- SPAN 639 Latin America through Documentary (D)

* These courses will require the student to consult with the instructor of the course and complete an LAS Course Content Form, which will then be submitted to the Associate Director for review. The course must demonstrate not only sufficient LAS content but also Human Rights content. Students must write a research paper focused on a Latin American issue or experience.

† These HIST 690 courses may also be listed under HIST 687; students should consult with the instructor of the Associate Director regarding whether a HIST 687 course will count for the concentration.

INDIGENOUS STUDIES

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

- AMST 520 Land and Indigenous Politics in the Americas
- ANTH 524 South American Archaeology
- ANTH 530 Colombia Indigena
- ANTH 530 Indigeneity
- ANTH 532 Indigenous Peoples of South America
- ANTH 540 Indigenous Mexico
- ANTH 540 Shamanism and the Politics of Cosmology
- ANTH 540 Latin American Culture and Society: Brazil
- ANTH 570 Ancient New Mexico
- ANTH 570 Conservation and Indigenous People
- ANTH 570 Historical Archaeology of the Spanish Borderlands
- ANTH 570 Mesoamerican Prehistory
- ARTH 511 Pre-Columbian Art: Mesoamerica
- ARTH 529 Decoloniality, Indigeneity, and Art in Latin America
- ARTH 560 History of Pre-Columbian Art
- CRP 570 Indigenous Space, Place, and Mapping
- HIST 500 Human Rights in 20th Century Latin America
- HIST 500 Inca Empire to Spanish Colony
- HIST 653 Indigenous Identities in Latin America
- LAW 593 Indigenous People: International Law
- LAW 628 Law of Indigenous People
- MUS 522 Indigenous World Music

INTERNATIONAL MANAGEMENT

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: All students with an International Management concentration must complete MGMT 595.

- MGMT 524 Seminar on Mexican Economy & Markets
- MGMT 594* Special Topics in Management
- MGMT 595 Management in Latin America
- MGMT 596* International Entrepreneurship
- MGMT 597* International Strategy

*These courses will require the student to consult with the instructor of the course and complete an LAS Course Content form, which will then be submitted to the Associate Director for review.

POLITICAL SCIENCE

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: All students with a Political Science concentration are advised to consider the following courses as a minimum program of studies: POLSC 525 and either 520 or 540.

- POLSC 511 The Politics of US Immigration
- POLSC 512* Topics in Government and Politics
- POLSC 520 Pro-Seminar in Comparative Politics
- POLSC 521* Research Seminar in Comparative Politics
- POLSC 525 Pro-Seminar in Latin American Politics
- POLSC 540 Pro-Seminar in International Politics
- POLSC 541* Research Seminar in International Relations

*These courses will require the student to consult with the instructor of the course and complete an LAS Course Content form, which will then be submitted to the Associate Director for review.

PUBLIC HEALTH

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

- PH 502 Epidemiological Methods I
- PH 505 Social and Cultural Theories and Models: Community Interventions
- PH 508 Theory and Practice
- PH 533 Public Health Research Methods
- PH 554 Health Policy, Politics, and Social Equity
- PH 556 Community Participatory-Based Research
- PH 565 Public Health: Law Policy and Ethics
- PH 579 New Mexico Border Health: US-Mexico Border Migration and Latino Health
- PH 583 Advanced Topics in Health Sector and Globalization
- PH 587 International and US Health Policy Reform
- ANTH 620 Topics in Interdisciplinary Biological and Biomedical Sciences
- CJ 553 Health Communication Campaigns
- CJ 555 Culture, Disparities, and Health Communication
- ECON 564 Seminar in Health Economics
- HIST 610 History of Diet and Health
- SOC 540 Medical Sociology and Health Policy
- WMST 415 The History of Reproduction

Students must focus on Latin American topics through assignments and independent research to reach the required 40% Latin American course content. Students will be required to consult with the instructor of the course and complete an LAS Course Content form, to be submitted to the Associate Director for review.

SOCIOLOGY

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: All students with a Sociology concentration must include an appropriate methodology course. SOC 580 is recommended.

- SOC 461 Social Dynamics of Global Change
- SOC 484 The Cuban Revolution
- SOC 506* Seminar: Comparing Nations
- SOC 508 Latin American Development and Planning
- SOC 509 Gender and International Development
- SOC 510 Social and Political Movements
- SOC 513 Constructing and Analyzing Contemporary Sociological Theory
- SOC 520 Race and Ethnic Relations
- SOC 528 Sociology of Mexican Americans
- SOC 580 Methods of Social Research I
- SOC 584 Interdisciplinary Seminar on Problems of Modernization in Latin America

*This course will require the student to consult with the instructor of the course and complete an LAS Course Content Form, which will then be submitted to the Associate Director for review.

SOUTHWEST STUDIES

Requirements

This concentration involves course work that is pertinent to the study of Latin America. However, because the courses included in the concentration do not necessarily contain 40% content that is directly related to the foreign area study of Latin America, there are certain restrictions in place to insure that a graduate student's program of study in Latin American Studies is still significantly related to Latin America.

Students may take no more than 12 credit hours of Southwest Studies courses in pursuit of their graduate degree. Thus, students may choose to either pursue the Southwest Studies concentration and allocate their 12 credit hours towards the concentration or pursue two other concentrations and take up to 12 credit hours of Southwest Studies-related courses as electives. Students cannot pursue the Southwest Studies concentration and take additional Southwest Studies courses as electives.

Because courses offered with the Southwest Studies concentration are not required to have 40% Latin American content, these courses cannot be automatically transferred to other concentrations. (For example, if a student takes HIST 684, Seminar and Studies in Chicana/o History, as part of the Southwest Studies concentration and then decides to change her/his concentration to History, this course cannot be used to fulfill the requirements of the History concentration.) A course approved for the Southwest Studies concentration, however, can be transferred to other concentrations if the course has 40% Latin American content. Such a course would be either (1) an already approved LAS course in another concentration or (2) approved once it is demonstrated to have 40% LAS content through the normal petition process.

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

- AMST 558 Topics in Latino/a Studies
- AMST 560 Topics in Southwest Studies
- AMST 563 Chicano/Latino Film
- AMST 565 Politics of Cultural Identity in the Southwest
- ANTH 421 Historical Archaeology of the Spanish Borderlands
- ANTH 521 Southwest Archaeology
- ANTH 535 Spanish-Speaking Peoples of the Southwest
- ANTH 537 Seminar: Southwestern Ethnology
- ANTH 540 Complicated Borders
- ANTH 576 Seminar: Southwestern Archaeology
- ARTH 576 Chicano Art: History of an American Art Movement, 1965-1995
- CRP 531 Foundations of Community Development
- CRP 569 Rural Community Development
- CRP 586 Planning Issues in Chicano Communities

- ENGL 565 Chicana/o Literature
- ENGL 574 Contemporary Southwestern Literature
- HIST 563 Early History of Mexican-Americans
- HIST 564 Contemporary Chicana/o History
- HIST 643 Hispanic Frontiers in North America
- HIST 644 US-Mexico Borderlands
- HIST 666 US Immigration Sociopolitics and Policy Since 1820
- HIST 684 Seminar and Studies in Chicana/o History
- HIST 685 Seminar in Borderlands History
- LAW XXX Latinas/os and the Law
- LING 532 Spanish-English Bilingualism
- LLSS 446 Hispanic Folklore for the Classroom
- LLSS 566 Issues in Hispanic Education
- LLSS 583 Education Across Cultures in the Southwest
- PH 579 New Mexico Border Health
- POLS 512 Hispanics in US Politics
- RELG 483 New Mexico Hispanic Ritual
- SOC 520 Racial and Ethnic Relations
- SOC 528 Sociology of Mexican Americans
- SPAN 479 Topics in Southwest Folklore/Literature
- SPAN 546 Seminar in Hispanic Sociolinguistics
- SPAN 547 Seminar in Southwest Spanish
- SPAN 578 Topics in Southwest Hispanic Literature
- SPAN 579 Topics in Southwest Culture & Folklore

SPANISH AMERICAN LITERATURE

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: The following courses are recommended for students with little to no previous background in the field: SPAN 431 and/or 432. All students with a Spanish American Literature concentration must include SPAN 502. Students are encouraged to take this course during their first Fall semester.

- SPAN 430 Spanish American Short Story
- SPAN 431 Spanish American Literature Survey I
- SPAN 432 Spanish American Literature Survey II
- SPAN 433 Modern Spanish American Poetry
- SPAN 435 Modern Spanish American Fiction
- SPAN 438 Mexican Literature
- SPAN 439 Topics in Spanish American Culture and Literature
- SPAN 502 Proseminar: Research and Critical Methodology
- SPAN 504 Seminar in Ibero-American Studies
- SPAN 531 The Modernist Movement in Spanish American Poetry
- SPAN 532 Seminar in 20th Century Spanish American Fiction
- SPAN 536 Colonial Literature
- SPAN 601 Literary Theory
- SPAN 631 Latin American Vanguard Poetry
- SPAN 633 Spanish American Poetry Since 1950
- SPAN 639 Seminar in Spanish American Literature

SPANISH LINGUISTICS

Requirements

Below are the courses that are offered most often for this concentration. Students should consult with the Associate Director to determine if other courses are available for the concentration in any given semester.

Note: The following courses are recommended for students with little to no previous background in the field: SPAN 350 and 352. SPAN 351, or its equivalent, is a prerequisite for all the following courses. SPAN 350 and 352 are available for graduate credit. SPAN 351 is not available for graduate credit.

- SPAN 541 Recent Research on the Teaching of Spanish
- SPAN 542 History of the Spanish Language
- SPAN 543 Spanish Syntax
- SPAN 545 Spanish Phonology
- SPAN 546 Seminar in Hispanic Sociolinguistics
- SPAN 547 Seminar in Southwest Spanish
- SPAN 549 Seminar in the Language of Spain or Spanish America

APPENDIX B: PREVIOUS LAS ASSESSMENT PLANS

**College of Arts and Sciences
Latin American Studies Program
B.A., M.A., Ph.D., Latin American Studies**

Assessment of Student Learning Three-Year Plan

May 27, 2008

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Interdisciplinary Committee of Latin American Studies (ICLAS)

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Broad learning goals for the Latin American Studies Program:

- A. Knowledge and Understanding: Identify the historical, political, social, cultural, and economic dimensions of local, regional, and international processes and issues, integrating these into the student's understanding of Latin America and its relationship with the United States.
- B. Skills and Demands of Interdisciplinary Study: Demonstrate the capacity to use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems, and to accept cultural difference and acknowledge cultural ambiguity.
- C. Language Proficiency: Maintain and/or develop intermediate-high level of proficiency in Portuguese or Spanish with supplementary introductory proficiency in Spanish, Portuguese, Quechua, or Quiche Maya.
- D. Professionalization: Students will know that their LAS degree provides them with a solid foundation in language skills and area competence for careers in business, public service, academia, or further graduate/professional training in interdisciplinary and/or disciplinary studies with a focus on Latin America.

End-of-program student learning outcomes (SLOs) for the undergraduate program:

The Latin American Studies (LAS) Program is designed to provide students with a broad yet solid interdisciplinary foundation. Undergraduate students complete at least two semesters of 300-level Spanish or Portuguese, with supplementary skills in a second language [Spanish, Portuguese, Ecuadorian Quechua (Quichua), or Quiche Maya]. Approximately 65 percent of their area studies course work focuses on either the Social/Natural Sciences or the Humanities, providing significant structure and focus.

The following areas of **knowledge** are central to the undergraduate degree in Latin American Studies:

- Students will analyze and apply interdisciplinary perspectives (grounded in their chosen area of concentration: Social/Natural Sciences or the Humanities) to their study of Latin American culture, politics, and economy in general.
- Students will apply their knowledge of Latin America's historical and contemporary relations with other world regions, as well as relations within the region, to their study of international and intercultural relations.
- Students will apply their knowledge of the cultures and societies of specific countries within Latin America to their study of local societies and their relationships to broader regional, national, and global forces.

In addition, students who complete the B .A. degree in Latin American Studies are expected to acquire the following **skills**:

- Analytical Skills: Students will evaluate and analyze primary and secondary sources, synthesize and critique scholarly arguments, and recognize conflicts in scholarly interpretation.
- Research skills: Students will frame a compelling argument through the consultation of appropriate scholarly works and primary sources.
- Verbal and written communication skills: Students will frame and defend an oral presentation and write a grammatically correct, well-documented and cited, and intellectually complex essay.

Students are also expected to acquire and enhance their foreign language proficiency:

- Students will possess intermediate-high proficiency in Spanish or Portuguese and be able to express and understand simple concepts and basic instructions in a second Latin American language.

Finally, students will demonstrate **professionalization** in the field of Latin American Studies.

- Students can describe the career and academic options for them through their LAS degree.

Assessment of Student Learning (Undergraduate) Three-Year Plan

1. Our assessment plan will evaluate the following SLOs every year for three years (2008-2009, 2009-2010, 2010-2011):

- **Knowledge and Understanding:** Students will analyze and apply interdisciplinary perspectives (grounded in their chosen area of concentration: Social/Natural Sciences or the Humanities) to their study of Latin American culture, politics, and economy in general.
- **Skills:** Verbal and written communication skills: Students will frame and defend an oral presentation and write a grammatically correct, well-documented and cited, and intellectually complex essay.

Although **language proficiency** is very important to us, we have not determined how to evaluate it. We anticipate using assessment models for language proficiency that will be developed by the departments of Linguistics and Spanish & Portuguese. Ideally, these departments will adhere to ACTFL (American Council on the Teaching of Foreign Languages) standards for testing and assessment.

2. How will learning outcomes be assessed?

- **Curriculum Evaluation: [Indirect Assessment]:** Students will demonstrate interdisciplinary breadth by completing course work from at least three different disciplines for the core area and elective requirements.
 - Target Group:** All declared undergraduate students
 - Responsible for Assessment:** LAS Program Manager
 - Method:** The LAS Program Manager will advise students each semester to ensure adequate integration of interdisciplinary coursework into each student's LAS program of study. An internal form will be created to record yearly data on the

number of undergraduate students, yearly status in program, core areas of concentration and courses available to meet concentration requirements.

Plan for Data Utilization: The LAS Program Manager will analyze the data and prepare an annual report for ICLAS (Interdisciplinary Committee on Latin American Studies) in order to assess the breadth of the undergraduate curriculum and the availability of courses that meet the requirements of the concentrations. This report on the state of the undergraduate curriculum will be discussed in the final ICLAS meeting each spring.

- **Portfolios [Direct Assessment]:** The LAS Program is in the process of discussing the creation of a portfolio system in order to assess undergraduate students. In this plan, students, in their last semester before graduation, will present a portfolio of selected works to a designated committee. The portfolio will include an unofficial transcript (to indicate breadth of coursework), a copy of the internal LAS advisement worksheet maintained by the LAS Program Manager, and at least one essay exam and two essays. In addition, the student will be given a statement of goals (the SLOs) and will be asked to write a reflective letter discussing how the goals have been met (or perhaps not met) using the portfolio contents as evidence. The committee will be comprised of two LAS faculty affiliates, chosen by the student, and the LAS Director. The committee will evaluate the reflective letter and the portfolio to determine if the student demonstrates adequate comprehension of the languages, methodologies, and theories represented by the particular curriculum the student completed in her/his course of study.

Target Group: All declared undergraduate students, with emphasis on students in last year of course work. Students will be informed of this assessment tool by the LAS Program Manager. Because this is a pilot assessment program and cannot initially be considered a student requirement, students will be encouraged to participate by offering a prize incentive. It is proposed that a monetary award (\$500) be offered each year for the best undergraduate portfolio.

Responsible for Assessment: LAS Program Manager, LAS Program Director, Faculty Advisors (two, chosen by each student).

Method and Plan of Data Utilization: A rubric will be created to evaluate the portfolios on a 1-4 scale. The criteria for success will be for 60% of students to achieve a score of 3 or 4 (adequate, superior). See “Outcomes Evaluation Strategies” below for more detail

- **Curriculum Development [Direct Assessment]:**

- Introductory LAS Survey Course

The Latin American Studies Program has long considered the development of an introductory survey course that would be required for all LAS undergraduate students. With funding from a federal grant, Title VI A, through the US Department of Education, a faculty affiliate taught an introductory course examining Latin American Studies through the Social Sciences. Because of the success of the course, using the same funding base, the course will be taught again next year. ICLAS will begin discussions next fall on the possibility of institutionalizing a general survey course incorporating both the Social Sciences and the Humanities

that would be required for students with a major or minor in LAS. Such a course would allow faculty to assess the knowledge and skill of incoming students to enhance student advisement and to evaluate the effectiveness of LAS curriculum.

Target Group: First year students with a major or minor in LAS

Responsible for Assessment: Each course instructor will inform students about assessment expectations at the beginning of the semester and will evaluate student essays using an Assessment Rating Sheet (see Appendix A). The instructor will also distribute a final survey to the students about their experience in the course (see Appendix B).

Method and Plan of Data Utilization: See “Outcomes Evaluation Strategies” below for detail.

- **Capstone Course:** Ideally, the LAS Program would also offer a capstone course for undergraduates that would require them to produce a nuanced research paper that clearly integrates two or more disciplines on a particular topic. This course could also be used to integrate and finalize the student portfolio (mentioned above) directly into curriculum. ICLAS will begin discussions next fall on the feasibility of creating and institutionalizing an LAS capstone course.

Target Group: Senior Students

Responsible for Assessment: Each course instructor will inform students about assessment expectations at the beginning of semester and will evaluate the research paper using an Assessment Rating Sheet. At least 50% of the student essays will be randomly selected for assessment by the LAS Program Director.

Method and Plan of Data Utilization: See “Outcomes Evaluation Strategies” below for detail.

- **Exit Surveys [Indirect Assessment]:** The LAS Program is developing an exit interview to assess students’ experience in the LAS Program and to collect data on post-graduation employment or academic placement. (See Appendix C). Also under consideration is the development of a follow-up survey on the adequacy of the preparation provided for the career/academic path chosen.

Target Group: Graduating Seniors

Responsible for Assessment: LAS Program Manager will administer the surveys to students in their last semester before graduating.

Method and Plan of Data Utilization: See “Outcomes Evaluation Strategies” below for detail.

3. Outcomes Evaluation Strategies: Yearly Plan

2008-2009

Fall Semester 2008

- Approval of Three Year Plan for Student Learning Assessment: There will be a general discussion with members of ICLAS about the Student Assessment Plan. ICLAS will be responsible for revising the plan, if necessary, and for the final approval of the plan. Chuck Paine, the coordinator for assessment in the College of Arts and Sciences, will meet with ICLAS to discuss Student Learning Assessment.
- Curricular Requirements: The LAS Program Manager will develop a plan for obtaining the appropriate information on undergraduate students and will discuss student advisement and assessment with ICLAS.
- Portfolios: Considering the guidelines proposed above, ICLAS will formulate a plan for implementing a pilot program for the portfolio system. The essay by Edward White, "The Scoring of Portfolios: Phase II," (*CCC*, 56:4, June 2005, 581-600), will be distributed to members of ICLAS. ICLAS will determine the content of the portfolio and the process and criteria for evaluation. ICLAS will also determine incentives for encouraging students to participate in this assessment.

The LAS Program Director and the LAS Program Manager will produce written guidelines to be distributed to students about the portfolio assessment. The LAS Program Manager will distribute this information to students with a major or minor in LAS who are within 6 credits of completing requirements for the major or minor. The goal will be to convince at least 5 advanced students to participate in this pilot program so that a set of five portfolios can be evaluated Spring Semester by faculty and the LAS Program Director.

- Curriculum Development:
 - Introductory Course: Dr. Andrew Schrank will be asked to report to ICLAS on his course, "Introduction to Latin American Studies through the Social Sciences," which he taught through the Title VI A grant in Spring 2008. The course syllabus and evaluations done by students for the Title VI A grant will be made available to ICLAS. ICLAS will discuss the feasibility of using this course as a framework for developing a general introductory course for Latin American Studies majors and minors. Dr. Schrank is scheduled to teach this course again in Spring 2009. ICLAS will discuss encouraging LAS students to enroll in this course, and the feasibility of using an Assessment Rating Sheet for evaluating essays by LAS students and a survey to gather information from students that will help in the design of a general introductory survey course. ICLAS will discuss possible funding sources that will be necessary to institutionalize the teaching of a general LAS introductory course once each year. Based on the discussion with ICLAS, the LAS Director will investigate the administrative and financial aspects of instituting this course as a requirement for LAS students and will report the findings to ICLAS.

Capstone Course: ICLAS will discuss the advisability and feasibility of establishing a capstone LAS course for LAS majors and minors. Based on this discussion, the LAS Director will research how capstone courses are structured

for other programs, investigate the administrative and financial aspects of instituting such a course, and report the findings to ICLAS.

- Exit Interviews: ICLAS will discuss the exit interview and revise the proposed student survey.

Spring Semester 2009

- LAS Program Manager will report to ICLAS on the status of the undergraduate program.
- The first portfolios will be evaluated mid-semester. The LAS Director will report to ICLAS on the status of the portfolio system and, on the basis of this information, ICLAS will consider revisions and will determine if the portfolio will become a requirement for LAS majors and minors. Based on the determination, the LAS Director and Program Manager will begin the administrative process (i.e. curriculum forms) to change graduation requirements for LAS major and minors. The LAS Program Manager will begin to compile a collection of student portfolios so that faculty and students can use them as reference for advisement on portfolios.
- Curriculum Development: Dr. Schrank will teach “Latin American Studies through the Social Sciences.” LAS student essays will be evaluated using an Assessment Rating Sheet and surveys for LAS students will be administered by the professor. These assessment tools will be forwarded to the LAS Director for discussion with ICLAS. The LAS Director will report to ICLAS on research on the structure and feasibility of creating a capstone course for LAS.
- The LAS Program Manager will administer exit interviews to graduating students.

2009-2010

Fall Semester 2009

- Administrative process for the approval of the portfolio as a requirement for LAS undergraduates will be in process. LAS Program Manager will promote the portfolio system to incoming and continuing students, as it will still not be an approved requirement. An award incentive will still be used to encourage participation.
- Curriculum Development: ICLAS will review data from Dr. Schrank’s course and will determine the learning objectives, structure, and assessment tools of a pilot introductory course for LAS students to be taught Fall 2010. ICLAS will also discuss the proposed Capstone course, its learning objectives and structure, the integration of the portfolio requirement into the course, the use of assessment tools, and will schedule a pilot course for Spring 2010.
- ICLAS will discuss data gathered from the exit interviews administered by the LAS Program Manager in the prior semester.

Spring Semester 2010

- LAS Program Manager will report to ICLAS on the status of the undergraduate program.

- Portfolio Requirement will be approved. The LAS Program Manager will inform incoming students of the requirement and continue to encourage continuing students to participate as well. An award will still be used as an incentive. ICLAS will discuss making this a permanent award for an LAS graduating major each year.
- ICLAS will discuss the pilot introductory course, locate an instructor, and schedule the course for Fall 2010. All LAS undergraduates will be encouraged to enroll in the course. First pilot capstone course will be taught.
- LAS Program Manager will administer exit interviews.

2010-2011

Fall Semester 2010

- LAS Director will report to ICLAS on the status of the portfolio system.
- Pilot introductory course will be taught. ICLAS will review the pilot capstone course that was taught in the Spring and determine if it would be appropriate for the course to be a requirement for undergraduates. A second pilot course will be scheduled for Spring 2011.
- ICLAS will discuss data gathered from the exit interviews administered by the LAS Program Manager in the prior semester.

Spring Semester 2011

- LAS Program Manager will report to ICLAS on the status of the undergraduate program.
- ICLAS will evaluate the success of the portfolio system as an assessment tool.
- ICLAS will review the introductory LAS course taught the prior semester in order to determine if such a course should become a requirement for undergraduates. Based on this discussion, the program will move to file the appropriate forms to add it as a required course in the program. The course will be scheduled for Fall 2011. The pilot capstone course will be taught for the second time.
- LAS Program Manager will administer exit interviews.

End-of-program student learning outcomes (SLOs) for the graduate program:

The Latin American Studies (LAS) Program is designed to provide MA and Ph.D. students with a broad yet solid interdisciplinary foundation. The MA and Ph.D. in Latin American Studies are designed to prepare students for careers in government service, teaching, business, travel, and tourism, and inter-America and/or non-governmental organizations. In addition, at the MA level, the program compliments graduate work in a student's chosen professional field (i.e. dual degrees: the LAS Program has four formalized dual-degree programs with Community & Regional Planning, Education (LLSS), the Law School, and the Robert O. Anderson Schools of Management) and provides graduate training in preparation for the pursuit of a disciplinary or interdisciplinary Ph.D. Graduate concentrations include: Anthropology, Art History, Brazilian Literature & Culture, Community & Regional Planning, Economics, Gender Studies, History,

Human Rights, International management, Political Science, Religion & Philosophy, Sociology, Southwest Studies, Spanish American Literature, and Spanish Linguistics.

- In addition to demonstrating advanced levels of competency in the SLOs established for undergraduates, students seeking MA and Ph.D. degrees will demonstrate expertise in two fields of concentration, including at least one disciplinary field of study.
- Students who complete the Ph.D. In Latin American Studies, in addition, are expected to make an original contribution to the field of Latin American Studies.

Assessment of Student Learning (Graduate) Three Year Plan

The graduate program in Latin American Studies will assess student learning outcomes in multiple ways, including: curriculum evaluation, comprehensive exams, theses, dissertations, exit surveys, and the development of a graduate gateway course.

Evaluation Summary:

- **Curriculum Evaluation: [Indirect Assessment]:** Students will demonstrate interdisciplinary breadth and disciplinary focus by completing course work from two field concentrations, including at least one disciplinary field of concentration, and elective requirements.
 - Target Group:** All MA and Ph.D. students
 - Responsible for Assessment:** LAS Program Manager
 - Method:** The LAS Program Manager will advise students each semester to ensure adequate integration of interdisciplinary and disciplinary coursework into each student's LAS program of study. As with the undergraduates, an internal form will be created to record yearly data on the number of graduate students, yearly status in program, core areas of concentration, and courses available to meet concentration requirements. Additionally, once each M.A. student has successfully completed twelve credit hours of course work, the student and LAS Program Manager will prepare the Program of Study for submission to the Office of Graduate Studies. This exercise involves a review of completed and projected course work required for completion of the degree.
 - Plan for Data Utilization:** The LAS Program Manger will analyze the data and prepare an annual report for ICLAS (Interdisciplinary Committee on Latin American Studies) in order to assess the breadth of the graduate curriculum and the availability of courses that meet the requirements of the disciplinary and interdisciplinary concentrations. This report on the state of the graduate curriculum will be discussed in the final ICLAS meeting each spring.
- **MA Comprehensive Exams [Direct Assessment]**
Student Exam Evaluations:
The majority of MA students sit for two written comprehensive exams. (For most fields of concentration, students also have the option of choosing to complete a written comprehensive exam in one field of concentration and completing and defending a thesis for the second field.) The exams are evaluated by each student's Committee on Studies (COS), composed

of four faculty members who represent the two concentrations chosen by the student. Each committee member files an evaluation of the exam. The evaluation will be the basis for assessment. The LAS Director will read 5 exams and their COS evaluations each year. This will be a blind evaluation.

Desired Outcome: Students will demonstrate competence in their knowledge of the theoretical paradigms, methodology, research, and literature pertaining to the LAS concentration represented in the exam. As take-home exams, the answers will be articulate, well-supported, grammatically correct, and properly cited. The majority of exams will receive a “Pass” or “High Pass.”

Exam Structure Evaluation:

In Spring 2008 the LAS Program created and distributed surveys to faculty and students to gather input on the structure of the MA exam. Currently, the exam is structured as a weekend, open-book, take-home exam with each exam limited to 12 double-spaced pages. The survey is designed to gather opinions on the effectiveness of this structure and any suggestions for improving the exam process. The surveys will again be distributed at the end of the Fall 2008 and Spring 2009 exam cycles. The LAS Director and Program Manager will prepare a report for discussion by ICLAS and, if recommended, will coordinate changes to the exam process.

Ph.D. Comprehensive Exams [Direct Assessment]

All doctoral students sit for two written comprehensive exams: the written exam for the primary concentration is six to eight hours in length, followed by an oral examination; the exam for the secondary concentration is four to six hours without an oral component. The exams are evaluated by each student’s Committee on Studies (COS), composed of four faculty members who represent the primary and secondary concentrations chosen by the student. Each committee member files an evaluation of the exam. The evaluation will be the basis for assessment. Because there are so few Ph.D. students in LAS (the LAS Ph.D. Program has been temporarily suspended by ICLAS and is under review), for the purposes of assessment, the LAS Director will read all doctoral exams and their COS evaluations.

Desired Outcome:

Students will demonstrate in-depth knowledge of the theoretical paradigms, methodology, research and literature pertaining to each LAS concentration. The majority of exams will receive a “Pass” or “High Pass.”

MA Thesis [Direct Assessment]

The MA Thesis focuses on one of the student’s concentrations and is evaluated by each student’s Committee on studies. Each committee member files an evaluation of the thesis. The evaluation will be the basis of assessment. Because few students choose the MA thesis option, for purposes of assessment, the LAS Director will read two theses per year.

Desired Outcome: Students will frame an original argument grounded in the theory, methodology, and research skills associated with the LAS concentration chosen as the focus of the thesis. The majority of theses will be ranked “very good” to “excellent” by the COS and the LAS Director.

Dissertation (Ph.D.) [Direct Assessment]

The dissertation is interdisciplinary and is evaluated by the Dissertation Committee, composed of faculty representing the primary and secondary concentrations chosen by the student. The student must orally defend the dissertation before being eligible for graduation. Each committee member files an evaluation of the dissertation and the oral defense. The evaluation will be the basis of assessment. The LAS Director will evaluate all dissertations.

Desired Outcome: Students will make a contribution to the field of Latin American Studies by advancing an original argument grounded in the theory, methodology, literature and research pertaining to both the both the primary and secondary concentrations. The majority of dissertations will be ranked “very good” to “excellent” by the Dissertation Committee and the LAS Director.

Graduate Gateway Course (MA and Ph.D.) [Direct Assessment]

A gateway course for all first-semester MA and Ph.D. LAS students is desired but lack of funding has created an obstacle to its formation. In principle, such a course would be overseen by one LAS affiliated faculty member but would be taught by various faculty members.

Desired Outcome: The course would serve four functions: (1) it would provide an overview of the salient theoretical and methodological issues facing Latin American Studies; (2) it would introduce students to a spectrum of potential mentors amongst the body of LAS affiliated faculty; (3) it would create a cohort which, to this date, has not existed; and (4) it would provide the opportunity for learning expectations to be presented in one course. Students would be expected to produce a research paper that integrates at least two disciplines that inform Latin American Studies. The instructor of record would evaluate all such papers. The LAS Director would read a blind sample of 3 papers. The majority of papers will be evaluated a “A” quality work.

Outcomes Evaluation Strategies: Yearly Plan

Academic Year 2008-2009

In Spring 2009, the LAS Program Manager will report to ICLAS on the status of the graduate program. The LAS Director will prepare a report based on the evaluation of MA and Ph.D. exams, theses, and dissertations. Using these reports, ICLAS will assess how well students are progressing towards meeting the knowledge and skills valued by the LAS Program. The LAS Director and Program Manager will prepare a report on the results of the MA exam survey for discussion by ICLAS. ICLAS will evaluate the structure and viability of the Ph.D. program. The LAS Program Director will coordinate any changes recommended by ICLAS for the graduate program. ICLAS will begin discussions of the potential funding base for a graduate gateway course and consider preliminary designs for the course.

Academic Year 2009-2010

In Spring 2010, the LAS Program Manager will report to ICLAS on the status of the graduate program. The LAS Director will prepare a report based on the evaluation of MA and Ph.D.

exams, theses, and dissertations. Using these reports, ICLAS will assess how well students are progressing towards meeting the knowledge and skills valued by the LAS Program. The LAS Program Director will coordinate any changes recommended by ICLAS for the graduate program. If funding has been procured for the gateway course, it will be offered for the first time in Fall 2009. In Spring 2010, the instructor of record and the LAS Director will provide their evaluations of the course's success.

Academic Year 2010-2011

In Spring 2011, the LAS Program Manager will report to ICLAS on the status of the graduate program. The LAS Director will prepare a report based on the evaluation of MA and Ph.D. exams, theses, and dissertations. Using these reports, ICLAS will assess how well students are progressing towards meeting the knowledge and skills valued by the LAS Program. The LAS Program Director will coordinate any changes recommended by ICLAS for the graduate program. The gateway course will be offered for the second time in Fall 2010.

Latin American Studies Program
Bachelor of Arts in Latin American Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico¹⁷

A. College, Department and Date

1. College: *College of Arts & Sciences*
2. Department: *Latin American Studies Program*
3. Date: *November 29, 2009*

B. Academic Program of Study

B.A. Latin American Studies

C. Contact Persons for the Assessment Plan

Kathryn McKnight, Associate Director of the LAII for Academic Programs,
[*mcknight@unm.edu*](mailto:mcknight@unm.edu)

D. Broad Program Goals & Measurable Student Learning Outcomes

The Latin American Studies (LAS) Program is designed to provide students with a broad yet solid interdisciplinary foundation. Undergraduate students complete at least two semesters of 300-level Spanish or Portuguese, with supplementary skills in a second language [Spanish, Portuguese, Ecuadorian Quechua (Quichua), or Quiche Maya]. All undergraduate LAS majors select one of three Core Areas. Between their Core Area and Electives, they complete coursework in at least three different disciplines. The Core Areas are: (1) Humanities (art history, literature and culture, history, media arts, religious studies); (2) Social and Natural Sciences (anthropology, biology, community and regional planning, economics, history, management, political science, sociology); (3) Core Area Focus (self-designed) (ex. environment and ecology; development; gender; U.S.-Latin American relations). Approximately 65 percent of their area studies course work focuses on either the Social/Natural Sciences or the Humanities, providing significant structure and focus.

Goal 1: Students will acquire knowledge of at least three dimensions—historical, literary, economic, etc.—of local, regional, and international processes in Latin America.

¹⁷ This plan draws from the assessment plan developed by Kimberly Gauderman for LAS in May 2008, and from the assessment plan of the Department of Spanish and Portuguese, developed by Margo Milleret in consultation with the department faculty. The current revision responds to comments from the Special Assistant to the Dean for Assessment, Chuck Paine.

SLO 1.1: Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe at least two dimensions—historical, literary, economic, etc.—of specific issues or problems.

Goal 2: Students will think critically and solve problems on Latin American topics through the lens of various disciplinary perspectives.

SLO 2.1: Students will solve research problems on specifically-defined Latin American topics by applying two disciplinary perspectives and consulting and analyzing appropriate disciplinary sources.

SLO 2.2 Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style.

Goal 3: Students will become clear and effective communicators in English and in either Spanish or Portuguese.

SLO 3.1: Students will orally present information, concepts, and analyses in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.

Goal 4: Students will become intercultural communicators, with communicative proficiency in one Latin American language, being able to demonstrate an understanding and acceptance of cultural differences while communicating.

SLO 4.1: Students will engage in interpersonal communication with peers and superiors in a Latin American language demonstrating fluency, accuracy, and culturally appropriate vocabulary and behavior.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
SLO 1.1: Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe at least two dimensions—historical, literary, economic, etc.—of specific issues or problems.	X	X	X	
SLO 2.2 Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style.		X	X	

2. Assessment of Student Learning Outcomes (All measurements are direct.)

Measurement: 2009-12 for SLO 1.1 and 2.2

In spring 2010, a Graduate Assistant, under the supervision of the Associate Director for Academic Programs, will collect two essays in electronic form from every LAS major graduating in 2010. The essays will come from the most recent 400-level LAS courses each student has completed, with each essay representing a different discipline. They will be assessed by a team including the Associate Director for Academic Programs, at least three members of ICLAS, and a Graduate Assistant in the MA/LAS program, seeking the greatest coverage of disciplines represented among the essays. Team members will read and assess the essays prior to a team meeting. At the meeting, team members will compare ratings and discuss those where ratings differ. The team will evaluate the essays based on the attached rubric. We expect that at least 60% of essays will achieve a score of 9 or better on a 15-point scale, where a score from 9 to 13 constitutes work that **fully meets** expectations for the BA in Latin American Studies.

The purpose of the discussions will be to discuss program objectives and methods of achieving those objectives, including what constitutes adequate multidisciplinary knowledge, how best to facilitate students' application of multiple perspectives to their analysis of an issue, what constitutes good research and writing, and ways to ensure that the program allows students to develop these skills. The team will also discuss possible modifications to improve the assessment instrument to best serve our desired curricular goals.

The MA/LAS Graduate Assistant will prepare a written report of the assessment findings, under the supervision of the Associate Director for Academic Programs. This report will be distributed to ICLAS. ICLAS will discuss the findings in their first fall meeting of 2010 and make a decision regarding distribution of the report to all LAS faculty.

The assessment process will be repeated in 2011 and 2012 with rubrics revised during assessment discussions. Once LTAM 400 Introduction to Latin American Society I and II have been approved as major requirements, essays for evaluation will come from these courses.

Analysis and interpretation of data

The Associate Director for Academic Programs will report to ICLAS the findings of the assessments each year in the fall following the collection and analysis of data from the spring. ICLAS will discuss the implications of the data for curricular development and for the following assessment cycle. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of departmental expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising? The Associate Director will prepare a report to disseminate to the Latin American Studies faculty as a whole.

Approval of Outcomes Assessment Plans

Assessment plan approved by ICLAS December 2, 2009.

Kathryn McKnight
Associate Director for Academic Programs

Latin American Studies Program
Master of Arts in Latin American Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *College of Arts & Sciences*
2. Department: *Latin American Studies Program*
3. Date: *December 2, 2009*

B. Academic Program of Study

M.A. Latin American Studies

C. Contact Person(s) for the Assessment Plan

Kathryn McKnight, Associate Director of the LAII for Academic Programs,
[*mcknight@unm.edu*](mailto:mcknight@unm.edu)

D. Broad Program Goals & Measurable Student Learning Outcomes

The Latin American Studies (LAS) Program is designed to provide MA students with a broad yet solid interdisciplinary foundation. The MA in Latin American Studies is designed to prepare students for careers in government service, teaching, scholarship, business, travel, and tourism, and inter-American and/or non-governmental organizations. In addition, the program complements graduate work in a student's chosen professional field (i.e. dual degrees: the LAS Program has four formalized dual-degree programs with Community & Regional Planning, Education (LLSS), the Law School, and the Robert O. Anderson Schools of Management) and provides graduate training in preparation for the pursuit of a disciplinary or interdisciplinary PhD. Graduate concentrations include Anthropology, Art History, Brazilian Literature & Culture, Community & Regional Planning, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religions & Philosophy, Sociology, Southwest Studies, Spanish American Literature, and Spanish Linguistics.

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

Goal 2: Students will learn theory and/or research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1 Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

All of the program’s SLOs at the graduate level meet the university’s goals of Knowledge, Skills, and Responsibility. All measurements described below are direct measurements.

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.	X	X	X	
SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.	X	X	X	

2. Assessment of Student Learning Outcomes

Measurement: 2009-12 for SLO 1.1

Faculty on each student's Committee on Studies (COS) will grade the respective MA and exams using the attached rubric. The Associate Director for Academic Programs will create a written report of the results. We expect that 80% of all MA exams will rate at a low pass or above, and 60% will be at a pass or above. SLO 1.1 will be assessed three years in a row, following the same method of collection and team assessment, with a rubric revised on the basis of the prior year's experience.

Measurement: 2011-2012 for SLO 4.1

For MA students completing an interdisciplinary thesis, the members of the Committee on Studies will evaluate the thesis based on the attached rubric (to be developed) and will submit their evaluations to the Associate Director, who will compile the results and present them to ICLAS at the first meeting of the fall semester. We expect that 80% of theses will be accepted for the degree.

Analysis and interpretation of data

ICLAS will discuss MA assessment in the second meeting of spring semester. The purpose of the discussions will also be to share ideas regarding program objectives and methods of achieving those objectives, including what constitutes adequate knowledge of core Latin American content and discipline-specific theory, and the ability to apply this knowledge to developing a coherent argument on a Latin American issue, problem, event, or textual corpus, and the degree to which students achieve these objectives.

Particular attention will be paid to the interdisciplinary concentration exams—Gender Studies, Human Rights, and Southwest Studies—and interdisciplinary theses. ICLAS will discuss the implications of the data for curricular development. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of program expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising?

The Associate Director for Academic Programs will summarize the ICLAS discussion and disseminate to Latin American Studies faculty by the end of the academic year.

Approval of Outcomes Assessment Plans

This assessment plan was approved by ICLAS on December 2, 2009, with the exception of the SLO 4.1 measurement, which was not discussed.

Kathryn McKnight
Associate Director for Academic Programs

Latin American Studies Program
Ph.D. in Latin American Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *College of Arts & Sciences*
2. Department: *Latin American Studies Program*
3. Date: *November 29, 2009*

B. Academic Program of Study

Ph.D. in Latin American Studies

C. Contact Person(s) for the Assessment Plan

Kathryn McKnight, Associate Director of the LAII for Academic Programs,
mcknight@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

The PhD in Latin American Studies is designed to provide students with an in-depth interdisciplinary preparation in two disciplinary approaches to Latin America. The PhD is designed to prepare students for specialized careers in government service, teaching, scholarship, museum work, and inter-American and/or non-governmental organizations. Concentrations include Anthropology, Art History, Brazilian Literature & Culture, Economics, History, International Management, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics.

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

SLO 1.2: Students will discuss in depth the central issues of their two fields of concentration.

Goal 2: Students will master research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1 Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

SLO 3.2 Students will attend professional development events- a conference, workshop, fieldwork AND participate in such an event by giving a scholarly talk or publishing an article.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
SLO 3.2 Students will attend professional development events- a conference, workshop, fieldwork and participate in such an event by giving a scholarly talk or publishing an article.	X	X	X	
SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field in the form of a dissertation.	X	X	X	

2. Assessment of Student Learning Outcomes

Measurement: 2009-10 for SLO 3.2 and 4.2

SLO 3.2

A Graduate Assistant in the MA/LAS program, under the supervision of the Associate Director, will contact the Ph.D. students and communicate the SLO assessment plan, and solicit from each student the submission by the end of spring semester of a report on their participation in professional development events for the current academic year; the report may be submitted in the form of a CV. The report should be accompanied by evidence of professional participation in the form of a talk or published article.

The Associate Director will create a written report to present to ICLAS, who will then decide on distribution to the LAS faculty. We anticipate that 100% of PhD students will participate in at least 1 professional-development event per academic year, and give a professional presentation or publish a related paper.

SLO 4.2

Because of the small size of the Ph.D. program, it is likely that such significant research projects (principally in the form of a dissertation) will not be produced every year. On years in which a Ph.D. student completes a dissertation, the student's dissertation committee will assess the dissertation and the student's defense, and award a pass, fail, or pass with distinction. We expect that 80% of Ph.D. students will receive a pass or better and will complete the degree.

Additionally, at least two members of ICLAS and the Associate Director will attend the dissertation defense, representing where possible the student's two disciplinary concentrations, among others. These three ICLAS members will then meet with the Associate Director to discuss and assess the success of the interdisciplinary integration achieved in the discussion during the dissertation defense. The Associate Director will write a summary of the discussion to submit to ICLAS.

Measurement: 2010-2011 for SLO 3.2 and 4.2

The process used in 2009-2010 will be repeated, with modifications based on the ICLAS discussions in fall 2010.

Measurement: 2011-2012 for SLO 3.2 and 4.2

The process used in 2009-2010 will be repeated, with modifications based on the ICLAS discussions in fall 2010.

Analysis and interpretation of data

The Associate Director for Academic Programs will report to ICLAS the findings of the assessments each year in the first fall meeting following the collection of data from the spring. ICLAS will discuss the implications of the data for curricular development. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of departmental expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising?

Approval of Outcomes Assessment Plans

This assessment plan was approved by ICLAS on December 2, 2009

Kathryn McKnight
Associate Director for Academic Programs

Academic Program
Plan for Assessment of Student Learning Outcomes
University of New Mexico

A. College, Department and Date

1. College: Arts and Sciences, Albuquerque Campus
2. Department: Latin American and Iberian Institute
3. Date: October 1, 2013

B. Academic Program of Study*

B.A. Latin American Studies

C. Contact Person(s) for the Assessment Plan

Kathryn McKnight, Associate Director for Academic Programs, Latin American and Iberian Institute, mcknight@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Students will acquire knowledge of at least three dimensions—historical, literary, economic, etc.—of local, regional, and international processes in Latin America.
- B. Students will think critically and solve problems on Latin American topics through the lens of various disciplinary perspectives.
- C. Students will become clear and effective communicators in English and in either Spanish or Portuguese.
- D. Students will become intercultural communicators, with communicative proficiency in one Latin American language, being able to demonstrate an understanding and acceptance of cultural differences while communicating.
etc.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe at least two dimensions—historical, literary, economic, etc.—of specific issues or problems.

- B.1. Students will solve research problems on specifically-defined Latin American topics by applying two disciplinary perspectives and consulting and analyzing appropriate disciplinary sources.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

B. 2. Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style.

C. 1. Students will orally present information, concepts, and analyses in English, Spanish or Portuguese, in a clear and compelling manner, using appropriate vocabulary, and complex grammatical structures.

D. 1. Students will engage in interpersonal communication with peers and superiors in a Latin American language demonstrating fluency, accuracy, and culturally appropriate vocabulary and behavior.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A. 1. Students will draw on their knowledge of local, regional, or international processes in Latin America to identify and describe one or more dimensions—historical, literary, economic, etc.—of specific issues or problems.	X	X	X	
B.1. Students will solve research problems on specifically-defined Latin American topics by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources.	X	X	X	
B. 2 Students will present their research in compelling, coherent, clearly-written analytical arguments, supported by appropriate documentation and disciplinary citation style.		X	X	

2. How will learning outcomes be assessed?

A. What:

- i. A.1. A paper produces for a class after enrolling in at least 24 hours of Latin American-content course work and before graduating. B.1. and B.2. will be assessed with the same sample.
- ii. This measure is direct.
- iii. At least 60% of essays will achieve a score of 9 or better on the 15-point rubric attached, where a score from 9 to 13 constitutes work that fully meets expectations for the BA in Latin American Studies.

B. Who:

Samples will be solicited from all students who have completed at least 24 hours of Latin American content course work. Currently between six and ten Latin American Studies students graduate every year. We anticipate that the sample gathered in 2014 will not be complete or reliable. We anticipate the approval of a new graduation requirement in which students must submit a writing sample for program assessment. This requirement should affect some 2015 graduates and most 2016 graduates.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Outcomes A.1., B.1, and B.2 will all be assessed each of the next three assessment cycles (2013-2016). The assessment results will be discussed by the program's governing committee—the Interdisciplinary Committee on Latin American Studies (ICLAS) and the Associate Director will distribute a report of the findings to the larger Latin American Studies faculty body.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

In 2013-2014, the Associate Director for Academic Programs will collect essays written in LTAM 355 and LTAM 354 by LAS majors. The Associate Director and undergraduate advisor will also contact graduating seniors and request that they submit a writing sample for assessment. The assessment process will be repeated in 2014 the same way. It is hoped that by fall 2014, the curricular proposal to require submission of a paper for assessment purposes will have been approved by the Faculty Senate. This requirement should affect some students

graduating in 2015 and most students graduating in 2016, when a reliable sample will be obtained.

The essays will be distributed to ICLAS members two weeks prior to the first fall meeting in 2014 for discussion and assessment using the BA Assessment rubric. The

The Associate Director will prepare a written report of the assessment findings and will distribute the report to LAS faculty. ICLAS will discuss implications for curriculum design and may discuss implications for pedagogy. However, LAS offers only two courses under its own rubric and has limited to no influence on the pedagogy of its affiliated faculty members, whose responsibility is to their home departments.

BA Program Assessment Rubric: SLO A.1, B.1., and B.2

The Associate Director will revise the rubric below prior to the 2014 assessment cycle to increase its focus on mastery of Latin American content and to allow assessment of papers other than research papers.

Possible scores range from 0-15.

- Scores from 14-15 constitute work that **exceeds** expectations for the BA in Latin American Studies.
- Scores from 9-13 constitute work that **fully meets** expectations for the BA in Latin American Studies.
- Scores from 5-8 constitute work that **meets basic** expectations for the BA in Latin American Studies.

Scores less than 5 constitute work that **does not meet** expectations for the BA in Latin American Studies.

Academic Program
Plan for Assessment of Student Learning Outcomes
University of New Mexico

A. College, Department and Date

1. College: Arts and Sciences, Albuquerque Campus
2. Department: Latin American and Iberian Institute
3. Date: October 1, 2013

B. Academic Program of Study*

M.A. Latin American Studies

C. Contact Person(s) for the Assessment Plan

Kathryn McKnight, Associate Director for Academic Programs, Latin American and Iberian Institute, mcknight@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for the Ph.D. in LAS

- A. Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.
- B. Students will master research methods in two disciplines.
- C. Students will develop and utilize academic forms of written and oral communication to present their research.
- D. Students will develop and apply interdisciplinary of methods to Latin American topics.

2. List of Student Learning Outcomes for the MA/LAS

- A.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.
- A.2: Students will discuss in depth the central issues of their two fields of concentration.
- B.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

- C.1 Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.
- C.2 Students will attend professional development events- a conference, workshop, fieldwork AND participate in such an event by giving a scholarly talk or publishing an article.
- D.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.
- D.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
C.2 Students will attend professional development events- a conference, workshop, fieldwork and participate in such an event by giving a scholarly talk or publishing an article.	X	X	X	
D.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field.	X	X	X	

2. How will learning outcomes be assessed?

A. What:

- i. C.2. Curriculum Vitae
- ii. Indirect measure
- iii. 100% of Ph.D. students will achieve the outcome by presenting at a professional event or publishing a professional article.
- i. D.2. Dissertation
- ii. Direct measure
- iii. 80% of all papers will meet basic expectations for the PhD.

B. Who:

C.2 The Associate Director will contact the Ph.D. students and communicate the SLO assessment plan, and solicit from each student the submission by the end of spring semester of a report on their participation in professional development events for the current academic year; the report may be submitted in the form of a CV. The report should be accompanied by evidence of professional participation in the form of a talk or published article.

D.2 The Ph.D. program is a very small program. During every year in which a student completes and defends a dissertation, that dissertation will be considered in program assessment.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

C.2. The Associate Director will compile the relevant information from the student(s)' CVs and present it for discussion by ICLAS at the first fall meeting.

D.2. Dissertations and their oral defense will be assessed by the students' dissertation committees, with the Associate Director in attendance.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

C.2. The Associate Director will create a written report to present to ICLAS and distribute to the faculty. A portion of the first fall meeting will be dedicated to the discussion of the strengths and weaknesses of each cohort in relation to program goals and SLOs.

D.2. Results of the dissertation assessment by the student(s)' dissertation committee will be reported to ICLAS at the first fall meeting, a portion of which will be dedicated to the discussion of the strengths and weaknesses of each cohort in relation to program goals and SLOs. The Associate Director will distribute a report of the findings to the larger Latin American Studies faculty body.

APPENDIX C: LAII- CURRENT CYCLE OF ASSESSMENT 2015-2017

1. Undergraduate Degree: BA in LAS

Year/Semester	Assessment Activities
2015 year1, Spring	SLOs 1.1 and 2.2 (via collection of essays from LAS majors)
2015 year 1, Fall	<p>Assignment of Assessment person (Eva Rodríguez González) to report on 2014-2015 LAS_BA assessment.</p> <p>LAS_BA SLOs communicated in LAII website (Academics tab_current_ _undergraduate).</p> <p>Discuss results of assessment of SLOs 1.1 and 2.2 with ICLAS committee members (ICLAS meeting)</p>
2016 year 2, Spring	<p>SLO 2.1 (via collection of two papers for each student in two different disciplines/dimensions (Spring 2016 papers)</p> <p>SLO 3.1 (via collection of recording of individual oral presentations)</p> <p>Note: Eva Rodríguez González will be in charge of assessment of SLOs 2.1 and 3.1</p>
2016 year 2, Fall	<p>Discuss results of assessment of SLO 2.1 and 3.1 with ICLAS committee members (ICLAS meeting)</p> <p>Creation of student surveys via Opinio (indirect measurements): end of course survey and exit LAS graduating senior survey. ICLAS committee members will supervise (and approve) final draft of surveys to be ready for Spring 2017 distribution.</p>
2017 Year 3, Spring	<p>SLO 4.1 (via public debate/mini-symposium: 2 LAS students and a faculty member)</p> <p>Indirect measurement- end of course survey and exit LAS survey in Spring 2017 (LAS) courses</p> <p>Note: Name of the person in charge of assessment of SLO 4.1 and report of results from Indirect measurements (surveys) will be identified.</p>
2017 Year 3, Fall	Discuss results of assessment of SLO 4.1 with ICLAS committee members (ICLAS meeting)

2. Graduate Programs: 2.1. MALAS ¹⁸

Year/Semester	Assessment Activities
2015 year1, Spring	Data collection for MA theses and exams to assess SLOs 1.1 and 4.1 in Fall 2015
2015 year 1, Fall	<p>LAS_MA SLOs and rubric for comprehensive exams communicated in LAII website (Academics tab_current_ <i>graduate</i> handbook)</p> <p>Assignment of Assessment person (Eva Rodríguez González) to report on 2014-2015 LAS_MA assessment.</p> <p>Assessment of SLOs 1.1 and 4.1</p> <p>Discuss results of assessment of SLOs 1.1 and 4.1 with ICLAS committee members (ICLAS meeting). Brainstorming of categories and wording on the rubric to be generated on 2016 for assessment of theses.</p>
2016 year 2, Spring	<p>Design of a rubric for theses (written and oral components) to assess SLO 2.1, 3.1 and 4.1 (each these three SLOs will correlate directly with specific criteria identified on the rubric). The rubric will be designed by Eva Rodríguez González in collaboration with ICLAS committee members.</p> <p>Assessment of SLO 2.1, 3.1 and 4.1 (from theses defended on Spring 2016)</p> <p>Note: assessment of theses conducted on rolling bases. Each time a MALAS student writes a thesis, faculty committee members will independently measure the student's mastery of outcomes using a common rubric)</p>
2016 year 2, Fall	<p>Discuss results of assessment of SLO 2.1, 3.1 and 4.1 with ICLAS committee members (ICLAS meeting) in terms of validation of theses rubric.</p> <p>Creation of an exit MA student survey via Opinío (indirect measurement)</p>

¹⁸ Data collection for the PhD program will commence in this assessment cycle with the new PhD student cohort.

2017 Year 3, Spring	Recalibrate theses rubric (if applicable) Assessment of SLO 2.1, 3.1 and 4.1 (from theses defended on Spring 2017)
2017 Year 3, Fall	Discuss results of results from Exit MA student survey. Quantitative data based reports generated via Opinio and analysis of qualitative data will be shared with ICLAS.

APPENDIX D: ASSESSMENT RUBRICS

BA Rubric

	3 points	2 points	1 points	0 points
Knowledge of local, regional, or international processes in Latin America	In-depth knowledge of specific topic, supported by abundant main ideas and details.	Developed knowledge of specific topic, supported with 3-4 main ideas.	General knowledge of topic, supported with 1-2 main ideas.	Topic stated, but not explored or treated with depth or accuracy.
	Sophisticated and relevant discussion of topic's importance within a broader context (ex. Latin American processes).	Relevant discussion of topic's importance within a broader context.	Discussion of specific topic or broad context, but not both.	Little or no knowledge of specific topic or broader context.
Use of disciplinary or field-appropriate approaches and techniques	Field-appropriate research questions, relevant to topic and sources, which could lead to new knowledge.	Field-appropriate research questions, relevant to topic or sources, could lead to new knowledge.	Research questions relate to topic or sources and are field-relevant.	Topic may or may not be field relevant; question or topic may be vague.
	Consults abundance of relevant sources or data, with full understanding.	Consults several relevant sources or data, demonstrating defensible understanding of sources.	Consults one or more relevant sources or data sets, comprehension errors do not undermine argument.	May or may not consult a field-relevant source or data. Comprehension may demonstrate significant errors.
	Applies field-appropriate methods and analysis skillfully and thoroughly.	Applies field-appropriate methods and analysis.	Demonstrates relevant analysis.	May be limited to description, summary, or speculation.
	Argument supported by strong grasp of field-relevant concepts or knowledge.	Argument may implement field-relevant concepts or knowledge with accuracy.	Analysis may demonstrate partial grasp of relevant concepts.	
Quality and originality of ideas, analysis, argument, and evidence	Topic and ideas show original, higher-order thinking.	Topic and ideas show evidence of higher-order thinking.	Topic and ideas show defensible thinking.	Thoughts consider only the readily apparent or are unsupported.
	Arguments, evidence, and/or ideas support and develop topic.	Arguments, evidence, and/or ideas strongly support topic.	Arguments, evidence, and/or ideas are relevant to topic.	Arguments and evidence not present.
	Factual evidence, compelling arguments and/or ideas, research-supported and well cited.	Factual evidence and/or interesting ideas supported with cited research.	Arguments, ideas, and/or evidence logical or research supported.	Ideas, arguments, and/or evidence based on opinions or flawed logic.
	Counterarguments considered and refuted.	Readily apparent counterarguments considered.	Counterarguments or alternative interpretations not considered.	
Organization, clarity, development, and coherence	Topic or point of view stated in well-incorporated opening and closing.	Topic or point of view stated in opening and closing.	Topic explicitly stated.	Focus may be unclear.
	Elements and ideas related to topic, to each other, and to audience.	Elements and ideas related to topic and each other.	Elements and ideas related to topic or to each other.	Major elements isolated or not related to each other.
	Ideas and thoughts are fully and clearly explained.	Ideas and thoughts are adequately explained.		
	Organization moves smoothly from topic to main ideas to details, with effective transitions.	Organization moves from topic to main ideas and details, with transitions.	Paper shows evidence of organization, but may stray from topic.	Organization scattered, disjointed.
Mechanics	Language clear, natural, engaging, and accurate.	Language clear and natural, errors do not interfere with meaning.	Language mostly comprehensible.	Errors and lack of clarity make reading difficult.

	Paragraphs facilitate reading.	Paragraphs facilitate reading.	Paragraphs used.	Paragraphs may not be used.
	Virtually no spelling errors.	Few spelling errors.	Spelling errors do not interfere with readability.	Spelling errors interfere with readability.
	Citation style is smooth and accurate.	Citation style is mostly accurate.	Sources identified and distinguished from writers' ideas and words.	Plagiarism may be present.
	Full and accurate documentation following appropriate style.	Sources documented with appropriate style.	Sources documented.	

Rubric draws on the "General Performance Scoring Rubric" from Daily Life Online, A suite of electronic social history products from Greenwood Press. May 6, 2010. http://dailylife.greenwood.com/teacher/resources/Rub_Gen_Perfom.pdf

MA Rubric

Student Learning Objective (SLO) 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

MALAS Exam Goals: MALAS students should demonstrate their breadth of preparation in the Latin American field, including:

- 1) In-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study;
- 2) An understanding of the theory and/or methodology of two academic disciplines;
- 3) The ability to apply a disciplinary perspective, including theory and/or methodology, to field-relevant literature or data in the discussion of issues, problems, or cases;
- 4) The ability to bring to their analysis of these issues, problems, or cases, a breadth of knowledge of the history, society, and culture(s) of Latin America.

Exam Evaluation Rubric: The MALAS comprehensive exam is evaluated according to the following guidelines:

High Pass: This exam overall exceeds expectations for this level of graduate studies. The essay:

- 1) Demonstrates comprehensive mastery of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) Presents a sophisticated analytical thesis that responds to the problem posed;
- 3) Demonstrates comprehensive understanding of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) Employs with mastery concepts, theory, methods, or approaches of the discipline or field;
- 5) Demonstrates comprehensive mastery of the issues, problems, or cases;
- 6) Thoroughly answers all parts of the question asked;
- 7) Presents the ideas in compelling, coherent, clear analytical arguments, supported by appropriate bibliographical references.

Pass: This exam overall fully meets expectations for this level of graduate studies. The essay:

- 1) Demonstrates comprehensive knowledge of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) Presents a comprehensible analytical thesis that responds to the problem posed;
- 3) Demonstrates comprehensive knowledge of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) Employs concepts, theory, methods, or approaches of the discipline or field in an intelligent manner;
- 5) Demonstrates a full understanding of the issues, problems, or cases;
- 6) Addresses answers all parts of the question asked;
- 7) Presents the ideas in an organized, analytical argument, in articulate language, supported by appropriate source references;
- 8) May have some extraneous or erroneous material, which does not detract from the overall quality of the essay.

Low Pass: This exam overall meets expectations for this level of graduate studies. The essay:

- 1) Demonstrates adequate knowledge of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) Presents a thesis that responds to the problem posed;
- 3) Demonstrates adequate knowledge of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) Demonstrates an understanding of some concepts, theory, methods, or approaches of the discipline or field;
- 5) Demonstrates an adequate understanding of the issues, problems, or cases;
- 6) Addresses the main points of the question asked;
- 7) Presents the ideas in an organized, analytical argument, in articulate language, supported by appropriate source references;
- 8) May have some extraneous or erroneous material, which detracts from the overall quality of the essay.

Fail: This exam overall fails to meet expectations for this level of graduate studies. The essay does one or more of the following:

- 1) Fails to demonstrate adequate knowledge of specific Latin American issues, problems, or cases, by describing them in relation to contemporary, historical, local, regional, and/or international processes;
- 2) May not present a thesis that responds to the problem posed;
- 3) Fails to demonstrate adequate knowledge of the literature relevant to the field, by supporting the analysis with defensible interpretations of appropriate sources;
- 4) Fails to demonstrate an understanding of concepts, theory, methods, or approaches of the discipline or field;
- 5) Fails to demonstrate an adequate understanding of the issues, problems, or cases;
- 6) Does not addresses the main points of the question asked;

- 7) Presents the ideas in an unintelligible manner;
- 8) May consist primarily of summaries of the readings.

PhD Rubric

For SLO 3.2, the presence or absence of conference participation and presentation, conduct of fieldwork, or publication are directly observable and dichotomous. For SLO 4.2, the range of qualitative characteristics sought is sufficiently complex and differentiated across disciplines that rather than using a fixed rubric, assessment is managed through process: the DLAS and two members of ICLAS, preferably from the disciplines in which the PhD students has concentrated, attend the thesis defense, and subsequently meet to evaluate performance with particular attention to the student's success in integrating multiple disciplines in the research.

APPENDIX E: ABBREVIATED FACULTY CVs

Eleni Bastéa
Regents' Professor of Architecture

Education

PhD: University of California, Berkeley, 1989

M.Arch: University of California, Berkeley, 1982

BA: Bryn Mawr College, 1980

Academic Appointments

Regents' Professor of Architectural History, University of New Mexico, 2012-present

Professor of Architectural History, UNM, 2007-2012

Assistant and then Associate Professor of Architectural History, UNM, 2001-2007

Affiliate Professor, Department of Art and Art History, UNM

Affiliate faculty, Center for Middle Eastern Studies, University of Arizona

Visiting Associate Professor in Comparative Literature, Washington U., 1999-2001

Visiting Associate Professor in Architecture, University of Notre Dame, 2000

Assistant Professor of Architectural History, Washington University, 1989-1999

Visiting Lecturer in Art History, University of California, Davis, 1989

Administrative Appointments

Director, International Studies Institute, University of New Mexico, 2013-present

Associate Director, International Studies Institute, UNM, 2012-2013

Areas of Specialization (Topical and Regional)

Architectural and urban history - 19th century to the present, memory and architecture, contemporary Indigenous architecture, cultural history of place, modern Greek and Eastern Mediterranean history and culture, literature, pottery

Courses Taught

World Architecture

European Capitals in the 19th century

Research Methods

Modern and Contemporary Architecture

Memory and Architecture

Contemporary Indigenous Architecture

Cities and Literature

Greece and Turkey, 1922-Present

From Conflict to Rapprochement

Funded Research/Grants

“How do societies remember?” National Endowment for the Humanities Enduring Questions Grant for new course (with Melissa Bokovoy), 2015-2018

“Modern Societies in Crisis: Global Challenges and Solutions.” Grants from the New Mexico Humanities Council and the Colorado European Union Center of Excellence for International Studies Institute Lecture Series at UNM, 2014

“Cultures of Exile: Conversations on Language and the Arts.” Grants from the Colorado European Union Center of Excellence and the Modern Greek Studies Association for international conference at UNM, 2013

“Cities and Literature” and “Memory and Architecture,” Colorado European Union Center of Excellence grants for course development, 2011-2015

“Contemporary Indigenous Architecture,” grants from UNM for course and book preparation (with Theodore Jojola), 2008-2012

“Greece and Turkey, 1922 – present: From Conflict to Rapprochement,” grants for course development from the Colorado European Union Center of Excellence and the Modern Greek Studies Assoc. 2010
“Venice: Images of the City, Images of the Mind” UNM Research Grant, 2008
“The architecture of the departed: Urban legacy and change in post-1923 Greece and Turkey” UNM Large Research Grant, 2005
Graham Foundation Grants: “The Creation of Modern Athens,” 1994 & The Memory of Place in Modern Greece & Turkey,” 2004

Major Works/Publications

Eleni Bastéa, “Athens, 1890–1940: Transitory Modernism and National Realities,” in *Races to Modernity. The East European Metropolis 1890-1940*, Jan C. Behrends and Martin Kohlrausch, editors. Central European University Press: Budapest and New York, 127-152, 2014.

Eleni Bastéa, *Venice without Gondolas*, poetry collection. Georgetown, KY: Finishing Line Press, 2013.
Eleni Bastéa, “And perhaps our research leads us back to a world we lost,” in *Constructing a Community of Thought: Letters on the Scholarship, Teaching and Mentoring of Vera John-Steiner*, Peter Lake and Cathrene Connery, editors. New York: Peter Lang, 122-125, 2013.

Eleni Bastéa, “Modernization and its discontents in post-1950s Thessaloniki: Urban Change and Urban Narratives,” Eleni Bastéa and Vilma Hastaoglou, in *Landscapes of Development: The impact of Modernization Discourses on the Physical Environment of the Eastern Mediterranean*, Panayiota Pyla, editor. Cambridge, MA: Harvard U. Graduate School of Design, 90-117, 2013.

Eleni Bastéa, “Athens” in *Capital cities in the Aftermath of the Empires: Planning in Central and Southeastern Europe*, Emily Gunzburger Makaš and Tanja Damljanović Conley, editors. Routledge: London & New York, 29-44, 2010.

Eleni Bastéa. *Athens 1834-1896: Neoclassical City Planning and Greek National Consciousness* (in Greek, Libro), 2008.

Eleni Bastéa, ed. *Memory and Architecture*. Albuquerque, University of New Mexico Press, 2004.

Eleni Bastéa, *The Creation of Modern Athens: Planning the Myth*. Cambridge University Press, 2000.

Honors

Regents’ Professor of Architectural History, UNM, 2012

“The High Heels” [in Greek], Navarino Short Story Foundation Prize, 2006

Co-winner of the John D. Criticos Prize and finalist for the Runciman Award for *The Creation of Modern Athens: Planning the Myth*, Cambridge University Press, 2000

ACSA New Faculty Teaching Award, 1993

Service

UNM Press Editorial Board.

Committee on Governance, UNM

Modern Greek Studies Association, Executive Board

Student Advisement (number of LAS-related students)

1 dissertation committee chaired

Judy Bieber
Associate Professor of History

Education

PhD: The Johns Hopkins University, 1994
BA: Rutgers College, 1987

Academic Appointments

Associate Professor, University of New Mexico, 2000-present
Assistant Professor, University of New Mexico, 1994-2000

Administrative Appointments

Director of Graduate Studies, Department of History, University of New Mexico, 2009-2011
Associate Chair, Department of History, University of New Mexico, 2001-2006

Areas of Specialization (Topical and Regional)

Brazilian history, African diaspora, race and ethnicity, indigenous peoples' policy in 19th-century Brazil, politics and state building, slavery, frontiers and borderlands

Courses Taught

Colonial Latin America
Early Latin America
Modern Latin America
Society and Development in Latin America
Women in Modern Latin America
Slavery and Race Relations in the Americas
Colonial Brazil
Brazil 1500-present
Modern Brazil
Brazilian History
Women and Family in Latin America
Comparative Slavery and Race Relations
Historiography
Historiography of Comparative Slavery – from the classics to the present
Seminar: Advanced Historiography
Seminar: Modern Latin American
Seminar: Brazilian History (both colonial and modern periods)
Seminar: The Atlantic World

Funded Research/Grants

Measuring the Effects of Machine Politics: A quantitative analysis of electoral behavior in Minas Gerais, Brazil, 1822-1889, Research Allocation Committee, UNM, (\$2,580), 2000;
Field Research Grant, Latin American and Iberian Institute, UNM, (\$858), 2000

Indigenous Policy among the Botocudo-speaking peoples of Brazil, 1808-1889,
NEH Summer stipend (\$4,000), 1997; Research Allocations Committee research grant, UNM, (\$2,700),
1997; Latin American Institute, Field Research Grant, UNM (\$900), 1997

Municipal Politics in Nineteenth-Century Minas Gerais, Brazil, Research Allocations Committee,
University of New Mexico (\$2,833), 1995

Major Works/Publications

Bieber, Judy. "The 'Brazilian Rhone': Economic Development of the Doce River Basin in Brazil, 1819-1849," *Journal of Latin American Studies*, 48, 1 (February 2016), pp 89-114, 2016.

Bieber, Judy. "Conversion through Capitalism: Imperial Indigenous Policy on a Brazilian Frontier, 1808-1845." In *Native Brazil: Beyond Cannibals and Converts, 1500 – 1900*, Hal Langfur, ed. Albuquerque: University of New Mexico Press, 2014.

Bieber, Judy. "Mediation through Militarization: Soldiers, Indigenous Translators, and Transcultural Middlemen of the Rio Doce Divisions, Minas Gerais, Brazil, 1808-1850," *The Americas* 71:2 (Oct. 2014), 227-254, 2014.

Bieber, Judy. "Imperial Brazil." Thomas Holloway, ed., pp. 230-246 in *A Companion to Latin American History*. London: Blackwell, 2007.

Bieber, Judy. "Of Cannibals and Frenchmen: the production of ethnographic knowledge in early nineteenth century Brazil." *Interletras: Revista Transdisciplinar de letras, educação e cultura* (UNIGRAN-MS, Dourados) 1:5 (jul.-dec. 2006). <http://www.interletras.com.br/>, 2006.

Bieber, Judy. "Brazilian History in the United States," pp. 162-202 in Marshall Eakin and Paulo Almeida, eds. *Envisioning Brazil*. Madison: University of Wisconsin Press, 2005.

Bieber, Judy. *Brazilian History*. Albuquerque: Latin American and Iberian Institute (UNM) 2001.

Bieber, Judy. *Power, Patronage, and Political Violence: State Building on a Brazilian Frontier, 1822-1889*. Lincoln: Univ. of Nebraska Press, 1999.

Honors

UNM Center for Teaching Excellence, Outstanding Teacher of the Year Award, 2015
Honorable Mention for the Warren Dean Prize for Power, Patronage, and Political Violence, 2002

Service

Latin American Section Head, History Department, UNM, 2004-2009; 2013-present
LAI - Grants & Awards Committee, UNM, 1994-1996, 2000, 2009, 2012-present
LAI - Executive Committee, UNM, 2009-2011
LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 1996-1998
LAI - Publications Committee, UNM, 1997-1998
Brazilian Studies Association (BRASA), Executive Committee, 2008-2012
Brazilian Studies Association (BRASA), Program Committee Chair, 2008, 2012, 2016
Brazilian Studies Association (BRASA), Brazilian Initiation Scholarship Committee Chair, 2009-2012
Conference of Latin American History (CLAH) committee member, 2008-present
NEH summer stipend evaluator, 2005-2006

LAS Student Committees Served On Since 2006

1 thesis chaired
2 theses reviewed as member
1 dissertation reviewed as member
13 exam committees served as member

Melissa Binder
Associate Professor of Economics

Education

PhD, Columbia University, 1995
MA: Columbia University, 1992
BA: Yale University, 1984

Academic Appointments

Associate Professor, Department of Economics, University of New Mexico, 2003-present
Assistant Professor, Department of Economics, University of New Mexico, 1995-2003
Preceptor, Department of Economics, Columbia University, 1994-1995

Administrative Appointments

Director, New Mexico Evaluation Lab @ UNM, University of New Mexico, 2015-present
Director, Institute for Social Research, University of New Mexico, 2013-present

Areas of Specialization (Topical and Regional)

Education, child welfare, women's welfare, income security and poverty in Latin America and the United States

Courses Taught

Introductory Macroeconomics
Principles of Macroeconomics
Principles of Microeconomics
Development Economics
Latin American Economics
Health and Poverty in Latin America
Economic Tools
Labor Economics
Comparative Labor Economics and Household Survey Methods
Comparative Labor Problems
Topics in Latin American Development
Topics in Applied Economics
Topics in Health Economics
Seminar: Current Economic Issues
Research-Service-Learning Program Introductory Microeconomics

Funded Research/Grants

NM Evaluation Lab @ UNM – W.K. Kellogg Foundation. (\$161,273), 2015-2016
Equipping the NM Evaluation Lab @ UNM – P&G Grant for Higher Education. (\$9960), 2016
Student Stipends for the NM Evaluation Lab @ UNM – Brindle Foundation. (\$10,000), 2016
Peñasco Community Health Project, Taos Holy Cross Hospital Evaluation. (\$18,000), 2013-2014
ArtWorks Evaluation – Partners in Education for the Santa Fe Public Schools. (\$24,666), 2012-2016
Feasibility of PB&J Evaluation Options– PB&J Family Services. (\$38,000), 2011-2013
Performance Based Scholarships in Higher Education—The UNM Demonstration Project. MDRC with support from the Bill and Melinda Gates Foundation, among others. With Kate Krause, Cynthia Miller and LaShawn Ritchberg. (\$1.8 million), 2008-2011
Provost's Study on Equity in Faculty Promotion and Compensation at UNM. With Kate Krause and Janie Chermak. (\$27,000), 2005
A&S Success Program. With Kate Krause and Jennifer Thacher. (\$20,000), 2005

“An Interdisciplinary Course in Health and Poverty in Latin America,” UNM Latin American and Iberian Institute, (\$2,000), 2004

“Globalization and Health,” National Institute of Health. (\$7000), 2003

Economic Integration, Health and Economic Productivity in Rural Paraguay. Latin American and Iberian Institute, UNM/Hewlett Foundation, (\$2365), 2002

Major Works/Publications

Salinas, Veronica, Jillian Medeiros and Melissa Binder. “Hispanic Origin and Obesity: Different Risk Factors, Different Responses.” In Mora, Marie and Davila, Alberto eds. *The Economic Status of the Hispanic Population*. Charlotte, NC: Information Age Publishing, 2013.

Binder, Melissa, Kate Krause, Janie Chermak and Jennifer Thacher. “The Teaching Penalty in Higher Education: Evidence from a Public Research University.” *Economics Letters* 117(1): 39–41, 2012.

Binder, Melissa, Kate Krause, Janie Chermak, Jennifer Thacher and Julia Gilroy. “Gender Pay Differences for the Same Work: Evidence from a United States Public University.” *Feminist Economics* 16(4): 105-135, 2010.

Binder, Melissa. “Why Are Some Low Income Countries Better at Providing Secondary Education?” *Comparative Education Review* 53(4): 513-34, 2009.

Binder, Melissa. “The Cost of Providing Universal Secondary Education in Developing Countries.” In Cohen, Joel E., David E. Bloom, and Martin Malin eds. *Educating All Children: A Global Challenge*. Cambridge, MA: The MIT Press, 2007.

Glewwe, Paul, Meng Zhao and Melissa Binder. *Achieving Universal Basic and Secondary Education: How Much Will It Cost?* Cambridge, MA: American Academy of Arts and Sciences, 2006.

Honors

Recipient of Gunter Starkey Award for Teaching Excellence. January, 2002

Visiting Research Fellow, Center for US-Mexican Studies, UC San Diego, 1993-1994

Institute for the Study of World Politics Fellow, 1993-1994

Service

Undergraduate Director, Department of Economics, UNM, 2008-2013

Undergraduate Committee: 1996-1998, 1999-2001, 2006-present

LAI - Interdisciplinary Committees on Latin American Studies (ICLAS), UNM, 1995-1998, 2003-2005, 2008-present

LAI - Grants and Awards Committee, UNM, 1995-1998, 2005-2007, 2010-2013

LAI - Secretary, Policy Committee, UNM, 2001-2003

LAI - Publications Committee, UNM, 2000-2001

LAS Student Committees Served On Since 2006

5 theses reviewed as member

3 exam committees chaired

8 exam committees served as member

Rebecca Blum Martinez
Professor of Bilingual Education/ESL

Education

PhD: University of California, Berkeley, 1993

MA: University of New Mexico, 1976

BA: University of New Mexico, 1975

Academic Appointments

Professor, Department of Language, Literacy and Sociocultural Studies, UNM, 2009-present

Associate Professor, College of Education, UNM 1999-2009

Assistant Professor, College of Education, UNM 1993-1999

Instructor, Linguistic Society of America Institute, UNM, Summer 1995

Instructor, University of Hawaii, 1992

Instructor, College of Santa Fe, Summers 1986-1993

Instructor, New Mexico Highlands University, 1984, 1990-1991

Instructor, UNM Continuing Education, 1987

Instructor, University of Albuquerque, 1977

Administrative Appointments

Director, Multicultural Education Center, UNM, 2010-2014

Director, Latin American Projects in Education, UNM 2005-present

Chair, Department of Language Literacy and Sociocultural Studies, UNM, 2004-2009

Areas of Specialization (Topical and Regional)

Bilingualism, second and heritage language learning and teaching, language maintenance and revitalization, language and identity, literacy development in bilingual students

Courses Taught

ESL Methods

Research Issues in Bilingual Classrooms & Communities

1st & 2nd Language Development

La Enseñanza de la Lectoescritura

Naturalistic Inquiry

Dual Language Immersion Programs

Funded Research/Grants

Blum Martínez, R., Moquino, T., Matteson, M., Pecos, M & Nihlen, A. *Cultivating Cochiti Culture and Language: Expanding our future, Expanding Keres Children's Learning Center*. Administration for Native Americans, Administration for Children and Families, Washington, DC, (\$280,509), 2014

Blum Martinez, R. Teaching English Across the Content Areas. Tecnológico de Monterrey, Estado de Mexico. A contract that brought 12 Engineering professors to UNM to improve their English, (\$56,886), 2008

Blum Martinez, R. ESL Theories and Practice. Secretaría de Educación Jalisco, Mexico. A contract that brought 27 English language instructors from the state of Jalisco to improve their English and their pedagogy, (\$48,000), 2008

Blum Martinez, R. Pueblo de Cochiti Language Revitalization Project. New Mexico Public Education Department, (\$50,000), 2006

Major Works/Publications

Fillmore, L. W. & Blum Martínez, R. What are the language demands for English Language Arts in the Common Core Standards?. In G. Valdés, K. Menken & M. Castro (Eds.) *Common Core and ELL/Emergent Bilinguals: A guide for all educators*. Philadelphia, PA: Caslon, 2015.

Blum Martínez, R. Helping ELs make sense of complex texts with “Sentence Talk”. *Soleado*, Spring. Dual Language Education of New Mexico, Albuquerque, NM, 2013.

Romero Little, M.E. & Blum Martínez, R. In retrospect, revitalizing the Cochiti language – a proposal for Community re-engagement in collective spirit and mutual respects. *Journal of American Indian Education*, 51, (3). 95-103, 2012.

Blum Martínez, R. El español académico en los grados avanzados. *Soleado*. Fall. Dual Language Education of New Mexico, Albuquerque, NM, 2011.

Blum Martínez, R. & Baker, S. Preparing Teachers of Bilingual Students. In Faltis, C. & Valdés, G. & (Eds.) *Education, Immigrant Students, Refugee Students and English Learners*. 109 (2) Teacher’s College, Columbia University, NY, 2010.

Blum Martínez, R. & Flores Dueñas, L. Countercurrents; State and National Education Policy in New Mexico. *Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America*. Universidad Pedagógica Nacional: Mexico DF, 2010.

Honors

Finalist, American Council on Education Fellows Program, 2008

Matias Chacon Award, for contributions to the state of New Mexico. New Mexico Association for Bilingual Education, 2002-2003

Regents' Lectureship, College of Education, University of New Mexico, 1997-2000

University of New Mexico General Library Faculty Acknowledgment Award, 1997

Service

LAI – Executive Committee, UNM, 2011-present

LAI – Grants and Awards, UNM, 2010-2011

Chair, Dissertation of the Year Award, Association of Educational Research, 2010-2011

Chair, Research and Evaluation SIG, National Association for Bilingual Education, 2007-2009

Coordinator, Bilingual/ESL program, UNM, 2001-2002

Faculty Member. Educational Linguistics, 1993-present

Affiliated Research Faculty Member. Southwest Hispanic Research Institute, 1994-present

Advisory Board Member, The American Indian Language Policy Research and Teacher Training Center, College of Education

Chair, Diversity Task Force for the College of Education Strategic Plan, 2002-2009

Program Development; Bilingual Education/ESL, 1993-present

Ronda L. Brulotte
Associate Professor of Anthropology

Education

PhD: University of Texas, Austin, 2006

MA: University of Texas, Austin, 1999

BA: University of Washington, 1996

Academic Appointments

Associate Professor, Dept. of Anthropology, University of New Mexico, 2015-present

Assistant Professor, Dept. of Anthropology, University of New Mexico, 2009-2015

Lecturer III, Dept. of Anthropology, University of New Mexico, 2007-2008

Assistant Professor, Dept. of Anthropology, University of Oklahoma, 2007

Visiting Research Faculty, Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS), Oaxaca, Mexico, 2015

Administrative Appointments

Associate Director for Academic Programs, Latin American and Iberian Institute, UNM, 2016-present

Areas of Specialization (Topical and Regional)

Tourism, critical heritage studies, food and material culture, mezcal, Oaxaca, Mexico

Courses Taught

Cultures of the World

Anthropology of Heritage

Food, Culture, and Society

Material Culture

Indigenous Mexico

Theory in Ethnology II

Cultural Theory and Popular Culture

Ethnography of Archaeology and Community

Mexico: Culture and Society

Funded Research/Grants

“Documenting the Changing Culture of Sotol in Chihuahua, Mexico,” Faculty Research Grant, Latin American and Iberian Institute, University of New Mexico, (\$840), 2015

“Oaxacan Mezcal and the Making of a Transnational Prestige Commodity,” Fulbright Scholar Program Faculty Research Award, U.S. Department of State Bureau of Educational and Cultural Affairs and COMEXUS (Mexico), (\$22,000), 2014-2015

“Oaxacan Mezcal and the Making of a Transnational Prestige Commodity,” Research Allocations Committee, Small Grant, University of New Mexico, (\$4,564), 2013

“An Ethnographic Study of Oaxacan Mezcal Production, Marketing, and Distribution,” Faculty Research Grant, Latin American and Iberian Institute, University of New Mexico, (\$1,300), 2012

“Staging Undocumented Mexican Migration for Tourism: A Pilot Study of the Parque EcoAlberto in Hidalgo, Mexico,” Faculty Research Grant, Latin American and Iberian Institute, University of New Mexico, (\$2,018), 2009

“Crafting Oaxaca: Woodcarvers, Tourists, and the Aesthetics of Zapotec Identity,” Fulbright-Hays Doctoral Dissertation Research Fellowship, U.S. Department of State Bureau of Educational and Cultural Affairs and COMEXUS (Mexico), (\$26,500), 2002-2003

Major Works/Publications

Brulotte, Ronda L. "Archaeological Replica Vendors and an Alternative History of a Mexican Heritage Site: The Case of Monte Albán." In *World Heritage Sites and Tourism: Global and Local Relations*, Maria Gravari-Barbas, Laurent Bourdeau, and Mike Robinson, eds. New York: Routledge, 2016.

Brulotte, Ronda L. *Edible Identities: Food as Cultural Heritage*, Ronda L. Brulotte and Michael Di Giovine, eds. Surrey, UK: Ashgate Publishing, 2014.

Brulotte, Ronda L. with Michael A. Di Giovine, "Introduction: Food and Foodways as Cultural Heritage." In *Edible Identities: Exploring Food as Cultural Heritage*, Ronda L. Brulotte and Michael A. Di Giovine, eds., pp. 1-27. Surrey, UK: Ashgate Publishing, 2014.

Brulotte, Ronda L. with Alvin Starkman, "Caldo de Piedra and Claiming Pre-Hispanic Cuisine as Cultural Heritage." In *Edible Identities: Exploring Food as Cultural Heritage*, Ronda L. Brulotte and Michael A. Di Giovine, eds., pp. 109-123. Surrey, UK: Ashgate Publishing, 2014.

Brulotte, Ronda L. "Monte Albán as World Heritage: Archaeological Replicas and the Struggle over Mexico's Ancient Past," *World Heritage and Tourism: Managing for the Global and the Local*, pp. 264-273. Quebec City: University of Laval Press, 2011.

Brulotte, Ronda L. *Between Art and Artifact: Archaeological Replicas and Cultural Production in Oaxaca, Mexico*. Austin: University of Texas Press, 2012.

Brulotte, Ronda L. "'Yo soy nativo de aquí': The Ambiguities of Race and Indigeneity in Oaxacan Craft Tourism," *Journal of Latin American and Caribbean Anthropology* 14(2): 457-482, 2009.

Honors

Outstanding Faculty Member Recognition, Accessibility Resource Center, UNM, 2014

Dean's Research Semester Award, University of New Mexico, 2011

American Indian Student Services Outstanding Faculty Recognition, University of New Mexico, 2010

Friends of Latin American Studies Fellowship, Institute of Latin American Studies, University of Texas at Austin, 1998-1999

Foreign Language and Area Studies (FLAS) Fellowship, Institute of Latin American Studies, University of Texas at Austin, 1997-1998

Service

President-Elect, Society for Latin American and Caribbean Anthropology, American Anthropological Association, 2016-present

Member, Health and Safety Advisory Committee, UNM, 2016-present

Co-Chair, Ethnology Graduate Admissions Committee, UNM, 2009-2014

Faculty Mentor, Ronald E. McNair Scholars Program, UNM, 2009-2011

Faculty Adviser, Undergraduate Anthropology Society, UNM, 2009-2011

Faculty Affiliate, Latin American and Iberian Institute, University of New Mexico, 2009-present

Co-Director of *Conexiones* Program in Michoacán, Mexico, Department of Spanish and Portuguese and University Honors Program, UNM, 2008

Co-Chair, Anthropology Colloquia Series Committee, UNM, 2007-2011

LAS Student Committees Served On Since 2006

1 exam committee chaired

3 exam committees served as member

Kency Cornejo
Assistant Professor of Art History

Education

PhD: Art History & Visual Studies, Duke University, 2014

MA: Latin American Art History, The University of Texas at Austin, 2007

BA: Art History, University of California, Los Angeles, 2005

Academic Appointments

Assistant Professor of Modern & Contemporary Latin American Art, UNM, 2014-present

Areas of Specialization (Topical and Regional)

Modern and contemporary Latin American art history with a specialization on Central America and its diaspora. Intersection between race, gender and coloniality and the resulting decolonial methodologies, visualities and gestures in art. Creative responses to femicide, immigration, prisons, captivity, transnationalism, gangs, and indigenous rights and epistemologies.

Courses Taught

Modern Latin American Art

Seminar on Contemporary Art of Central America

New Course Design: Contemporary Art & New Media

Decoloniality, Indigeneity, and Art in Latin America

Experimental Art and Politics in Latin America, Post-1968

Funded Research/Grants

College of Fine Arts Creative Research Grant, UNM, 2016

College of Fine Arts Seed Grant, UNM, 2016

Research Allocation Committee Grant, UNM, 2016

Latin American & Iberian Institute Course Development Grant, UNM, 2014

Major Works/Publications

Cornejo, Kency. "Migrants that Matter: The Intricacies of Migration in Regina José Galindo's Performance Art" in *Regina José Galindo: Bearing Witness*, exhibition Catalogue. Van Every/Smith Galleries, Davidson College, 2015.

Cornejo, Kency. "'Does that come with a hyphen? A space?' The Question of Central American-Americans in Latino Art and Pedagogy" in *Aztlan: A Journal of Chicano Studies*. 40:1 (Spring 2015): 189-210, 2015.

Cornejo, Kency. "No Text Without Context: Habacuc Guillermo Vargas' Exposition #1" in *Art and Documentation/Sztuka i Dokumentacja* No. 10 (Spring 2014): 53-59, 2014.

Cornejo, Kency. "Indigeneity and Decolonial Seeing in Contemporary Art of Guatemala" *FUSE Magazine* 36-4: *Decolonial Aesthetics*. (Fall 2013): 24-31, 2013.

Honors

Feminist Research Institute, Susan Geiger Award for Faculty Research, UNM, 2015

College of Fine Arts Professional Career Development Award, UNM, 2014

Service

LAI - Grants and Awards Committee, UNM, 2014-2016
Advisory Committee for Dept. of Art and Art History, UNM, 2014-2016
Faculty Mentor for Ronald E. McNair Scholars' Program at UNM, 2014-2015
College of Fine Arts Research Committee, UNM
Mellon Mays Undergraduate Fellowship Advisory Committee

Patricia O. Covarrubias
Associate Professor of Communication and Journalism

Education

PhD: University of Washington, Seattle, 1999
MA: California State University, Sacramento, 1978
BA: California State University, Sacramento, 1973

Academic Appointments

Associate Professor, Dept. of Communication and Journalism, UNM, 2009-present
Assistant Professor, Dept. of Communication and Journalism, UNM, 2005-2009
Assistant Professor, Dept. of Communication Studies, University of Montana, Missoula, MT, 2002-2005
Adjunct Professor, Department of Communication, Seattle Pacific University, Seattle, WA, 1999
Lecturer, Department of Speech Communication, University of Washington, Seattle, WA, 1999-2002

Administrative Appointments

Acting Associate Chair, Dept. of Communication & Journalism, UNM, 2010-2014

Areas of Specialization (Topical and Regional)

Cultural and intercultural communication, language in social interaction, racialized communication, the much understudied activity of communicative silence, and ethnographic approaches

Courses Taught

Intercultural Communication
Professional Seminar
Culture, Communication, and Subjectivities
Intercultural Engagement
Qualitative Research Methods I & II
Language, Thought, and Behavior
Culture, Communication, and Change: Metaphors We Live and Die For
Theories of Communication
Cultural Codes in Communication
Metaphors to Live and Die For: Global Perspectives

Funded Research/Grants

“Close Cultural Encounters with Dr. Donal Carbaugh. \$500 from UNM Office of Student Affairs, \$150 from Communication and Journalism Special Projects fund, and \$150 from Communication and Journalism Communication Graduates fund. Total: (\$800), 2014

Encuentro: La Comunicación en la Comunidad. Grant awarded by the Institute of Communication, Culture & Change to present public speaking/communication workshops. The grant funded a collaboration with *Encuentro*, an Albuquerque non-profit organization providing social and legal support to immigrants to New Mexico, (\$500), 2013

Comadre A Comadre Peer Mentors: Public Communication and Advocacy Skills for Breast Cancer Survivors. Grant awarded by the Institute of Communication, Culture & Change. Collaboration between the UNM COE-HESS *Comadre a Comadre* Program, an Albuquerque, New Mexico community-based intervention for Hispanic/Latina women on breast health and breast cancer, (\$600) 2011

Faculty course designer/instructor in a grant/contract funded by the US Department of Education Undergraduate International Studies and Foreign Language (UISFL) Title VIA program and administered

by the Latin American and Iberian Institute at UNM charged with introducing a new course —*Metaphors to Live and Die for: Global Perspectives*—aimed at internationalizing the undergraduate UNM curriculum, (\$2,500 from total grant of \$79,000), 2007-2008

Major Works/Publications

Covarrubias, Patricia. Ethnographic research. In Janet M. Bennett (Ed.) *Encyclopedia of Intercultural Competence, 1*, 312-315. Thousand Oaks, CA: Sage, 2015.

Covarrubias, Patricia. Silence. In Tracy, Karen (Ed.) *International Encyclopedia of Language and Social Interaction*. New Jersey, USA: Wiley-Blackwell, 2015.

Covarrubias, Patricia. Pronoun functions. In Tracy, Karen (Ed.) *International Encyclopedia of Language and Social Interaction*. New Jersey, USA: Wiley-Blackwell, 2015.

Covarrubias, Patricia, & Windchief, S. Silences in Stewardship: Some American Indian College Students Examples. *The Howard Journal of Communications*, 20, 4, 1-20, 2009.

Covarrubias, Patricia. Masked Silence Sequences: Hearing Discrimination in the College Classroom. *Communication, Culture & Critique*, 1, 3, 227-252, 2008.

Covarrubias, Patricia. *Culture, communication, and cooperation: Interpersonal relations and pronominal address in a Mexican organization*, Rowman and Littlefield Publishers, Boulder, CO, 2002/2005 (Soft cover edition 2005).

Honors

Faculty Fellow, UNM Graduate Resource Center, 2011-present

UNM College of Arts & Sciences Career Advancement Semester award for Fall 2015, inaugural faculty

UNM Teaching Fellows program, inaugural faculty, 2014-2015

Supporting Faculty, La Raza Graduation, UNM, 2015

Honoree, Apple Polishers Dinner, Chi Omega Sorority, 2012

Montclair Who's Who: Who's' Who Among Collegiate Faculty, 2010

Who's Who in Social Sciences Higher Education (WWSSHE) Academic Keys, 2009

Service

Director, Department of Communication and Journalism PhD Program, 2015-2016

Associate Scholar, Center for Local Strategies Research, The University of Washington, Seattle, WA, 2012-present

Director of MA program, Dept. of Communication & Journalism, UNM, 2009-2011

Affiliated Faculty, Southwest Hispanic Research Institute (SHRI), UNM, 2007-present

Affiliated Faculty, Religious Studies, UNM, 2007-present

Member, C & J, International programs committee, UNM, 2014-2015

C & J, Certify Foreign Language Proficiency, Spanish, UNM, 2006-present

LAI - President, Executive Committee, LAII Faculty Concilium, UNM, Fall 2011-2013

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2010-2012

Various editorial boards including: *Western Journal of Communication*, *Journal of International and Intercultural Communication*, and *Great Plains Quarterly*. Ad-hoc reviewer for: *Communication Monograph*, *Research on Language and Social Interaction*, *Text and Performance Quarterly*, and *Innovative Higher Education*

LAS Student Committees Served On Since 2006

1 exam committees served as member

Chris S. Duvall
Associate Professor of Geography

Education

PhD: University of Wisconsin, 2006
MA: San José State University, 2000
BA: University of California, 1994

Academic Appointments

Associate Professor, Department of Geography, University of New Mexico, 2013-present
Assistant Professor, Department of Geography, University of New Mexico, 2008-2013
Assistant Professor, Department of Geography, Michigan State University, 2007-2008

Administrative Appointments

UNM, Department of Geography, Associate Chair, 2013-2015

Areas of Specialization (Topical and Regional)

Biogeography, cultural and historical ecology. African diaspora, human-plant interactions. Knowing and representing environments. Food geography.

Courses Taught

Introduction to Physical Geography
Survey of Geographic Information Science
Physical Landscapes
Food and Natural Resources
Applied Geography Seminar
Cultural and Political Ecology
Integrated Social Studies: People and the Environment
Seminar in Human-Environment Geography
Integrated Social Studies: Social Science Perspectives on Africa
Environmental Conservation

Funded Research/Grants

Research Grant, National Science Foundation, Geography and Spatial Sciences Program: “Creating Woodlands: Integrating Land-Use Practices and New Savanna Models” (\$250,000), 2014
Research Grant (PI), Robert Wood Johnson Center for Health Policy Research: “Geographic Information Tools for Assessing Spatial Relationships Between Food Accessibility, Food Availability, and Diet-Related Public Health”, (\$19,775), 2010
Course Development Grant (PI), Title VI Funding, Latin American and Iberian Institute, University of New Mexico: “Geography 515: Cultural and Political Ecology of Afro-Brazil”, (\$4000), 2010
Curriculum Development Grant (Co-PI), U.S. Department of Agriculture, Hispanic-Serving Institutions Education: “Collaborative for Sustainable Foodsheds”, (\$300,000), 2010
Travel Grant, College of Arts and Sciences, University of New Mexico, (\$1000, \$235), 2010

Major Works/Publications

Duvall, C.S. 2016. Drug laws, bioprospecting, and the agricultural heritage of *Cannabis* in Africa. *Space and Polity* 20(1). DOI: 10.1080/13562576.2016.1138674, 2016.
Duvall, C.S. *Cannabis*. Botanical Series, Reaktion Books: London, 2015.

Duvall, C.S. Geography. In *The Princeton Companion to Atlantic History* (J.C. Miller, V. Brown, J. Cañizares-Esguerra, L. Dubois, & K. Ordhal Kupperman, eds.): 225-227. Princeton University Press: Princeton, 2015.

Duvall, C.S. *Learning physical geography in the Southwest: Exercises for introductory physical geography*. Second edition. Contemporary Publishing Company: Raleigh, NC. 272 pp, 2012.

Duvall, C.S. *Ceiba pentandra* (L.) Gaertn. In *Plant Resources of Tropical Africa, Vol. 16: Fibers* (M. Brink & E.G. Achigan-Dako, eds.): 75-82. PROTA Foundation: Wageningen, The Netherlands, 2012.

Duvall, C.S. Ferricrete, forests, and temporal scale in the production of colonial science in Africa. In *Knowing Nature: Conversations at the Interface of Political Ecology and Science Studies* (M.J. Goldman, P. Nadasdy, & M.D. Turner, eds.): 113-127. University of Chicago Press: Chicago, 2011.

Duvall, C.S. Biocomplexity from the ground up: Vegetation patterns in a West African savanna landscape. *Annals of the Association of American Geographers* 101(3): 497-522, 2011.

Duvall, C.S. Landscape and wildlife conservation. In *The Encyclopedia of Geography* (B.Warf, ed.): 1696-1698. Sage Publications: London, 2010.

Duvall, C.S. Agroforestry. In *The Encyclopedia of Geography* (B.Warf, ed.): 60-62. Sage Publications: London, 2010.

Honors

Senior Research Fellow, Robert Wood Johnson Foundation, Center for Health Policy Research, UNM, 2011-present

First Place Poster Presentation, 73rd Annual Meeting of the Rural Sociological Society, 2010

J. Warren Nystrom Dissertation Award, Association of American Geographers, 2008

A. C. Jordan African Studies Essay Prize, University of Wisconsin, 2002

Service

Department of Geography, Learning Outcomes Assessment Coordinator, UNM, 2013-2015

Chair, Study Abroad Allocations Committee, Office of the Associate Provost for International Initiatives, UNM, 2011-2013

LGBTQ Resource Center, Certified Safe Zone Provider, UNM, 2011-present

Faculty Senate Member, Ad Hoc Committee for International Affairs, UNM, 2011

Physical Geography Lab Coordinator, UNM, 2008-2015

LAII – Executive Committee, 2015-present

LAII – Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2013-present

LAII – Operations Committee, UNM, 2010-2013

LAII - Planning Committee for 2011 Greenleaf Colonial Studies Conference, UNM, 2010-2011

LAS Student Committees Served On Since 2006

1 thesis chaired

2 exam committees served as member

Les W. Field
Professor of Anthropology

Education

Post-Doctoral Fellow: Centro Internacional de Agricultura Tropical, Cali, Colombia, 1989-1990

PhD: Duke University, 1987

BS: Johns Hopkins University, 1979

Academic Appointments

Professor, Department of Anthropology, University of New Mexico, 2007-present

Associate Professor, Department of Anthropology, University of New Mexico, 2000-2007

Assistant Professor, Department of Anthropology, University of New Mexico, 1994-2000

Faculty-In-Residence, University of New Hampshire, 1991-1994

Visiting Assistant Professor, History Department, San Jose State University, 1991

Visiting Assistant Professor, Cultural Anthropology Department, Duke University, 1988

Instructor, Cultural Anthropology Department, Duke University, 1986-1987

Administrative Appointments

Chair, Department of Anthropology, UNM, 2015-present

Director, Peace Studies Program, UNM, 2010-2015

Associate Chair, Department of Anthropology, UNM, 2011-2014, 2005-2006

Acting Director, Latin American and Iberian Institute, UNM, 2007

Areas of Specialization (Topical and Regional)

Nation-states and indigenous peoples; comparative studies of culture change and sovereignty; political economy and critical theory; collaborative research methods and goals; Nicaragua, Colombia, Ecuador

Courses Taught

Introduction to Anthropology

Introduction to Cultural Anthropology

Principles of Cultural Anthropology

Critical Issues in Political Anthropology

Colombia Indígena

Latin American Societies and Cultures

Peoples and Cultures of the Caribbean

Land and Water in New Mexico

Honors Seminar in Anthropology

Identity: Methods and Approaches

Marxism, Anthropology, and Marxist Anthropology

Pro-Seminar in Latin American Studies

Post-Colonial Theory

Theory in Anthropology I and II

Topics: Violence, Peace, and Humanity; Nature/Culture/Human Sexuality; Food and Humanity;

Funded Research/Grants

Wenner-Gren Foundation International Workshop Grant, 2005, 2010-2011, 2015-2016

Fullbright Research/Lecturing Award, 2008-2010

Nordic Cultural Foundation Grant, Nordic Council, 2007-2008

Research Allocation Committee, University of New Mexico, 1998, 1999, 2000, 2002, 2006

Tinker Foundation, Latin American and Iberian Institute, University of New Mexico, 2006, 1995

Major Works/Publications

Field, Les. "Introduction" (co-authored with Cristobal Gnecco and Joe Watkins) in *Challenging the Dichotomy: The Licit and the Illicit in Archaeological and Heritage Discourses*, Edited by Les Field, Cristobal Gnecco, and Joe Watkins. Tucson: University of Arizona Press, 2016.

Field, Les. "Dynamism not Dualism: Money and Commodity, Archaeology and Guaquería, Gold and Wampum," in *Challenging the Dichotomy: The Licit and the Illicit in Archaeological and Heritage Discourses*, Edited by Les Field, Cristobal Gnecco, and Joe Watkins. Tucson: University of Arizona Press, 2016.

Field, Les. "Double Trouble: Implications of Historicizing Identity Discourses," in *Anthropology and the Politics of Representation: Identity Strategies, Decentered Selves and Crucial Places*. Gabriela Vargas Cetina, ed. University of Alabama Press. Pp. 19-32, 2013.

Field, Les. "Mapping Erasure: The Power of Nominative Cartography in the Past and Present of the Muwekma Ohlone of the San Francisco Bay Area," in *Recognition, Sovereignty Struggles and Indigenous Rights in the United States: A Sourcebook*. Amy E. Den Ouden and Jean O'Brien, eds. University of North Carolina Press. Pp. 287-310, 2013.

Field, Les. *Abalone Tales: Collaborative Explorations of California Indian Sovereignty and Identity*. Durham, NC: Duke University Press, 2008.

Field, Les. *The Grimace of Macho Ratón: Artisans, Identity and Nation in Late Twentieth Century Western Nicaragua*. Durham, NC: Duke University Press, 1999.

Field, Les. *Bridges Between Worlds: The Life of Ascención Solorsano Cervantes, A Traditional Mutsun Ohlone Doctor*. San Jose, CA: Amah Mutsun Press. With A. Leventhal and J. Mondragón, 1995.

Honors

UNM Teaching Fellowship, 2016-2017

Outstanding Teacher of the Year, OSET-UNM, 2011

Snead-Wertheim Endowed Lectureship in Anthropology and History, 2008-2009

Fulbright Research/Lecturing Fellowship, 2008-2010

Gunter Starkey Teaching Award, College of Arts and Sciences, UNM, 2000

Rockefeller Foundation Social Science Research Postdoctoral Fellowship, 1989-1991

Service

Chair, Undergraduate Committee, Department of Anthropology, 2008-2010, 2001-2005

LAI - President, Executive Committee, UNM, 2007-2009

LAI - Grants and Awards Committee, UNM, 2001-2012

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2002-2005

LAI - Member, Publications Committee, UNM, 1994-2000

LAS Student Committees Served On Since 2006

2 theses reviewed as member

1 dissertation chaired

2 exam committees chaired

8 exam committees served as member

Richard J. File-Muriel
Associate Professor of Spanish and Portuguese

Education

PhD: Indiana University Bloomington, 2007

MA: Indiana University Bloomington, 2001

BA: Illinois State University, 1999

Academic Appointments

Associate Professor of Hispanic Linguistics, Dept. of Spanish & Portuguese, UNM, 2016 -

Assistant Professor of Hispanic Linguistics, Dept. of Spanish & Portuguese, UNM, 2010-2016

Assistant Professor, Dept. of Languages and Culture Studies, University of North Carolina, 2007-2010

Visiting Lecturer and Course Coordinator, Dept. of Spanish & Portuguese, Indiana University, 2005-2007

Areas of Specialization (Topical and Regional)

Phonology, Sociolinguistics, Frequency effects in language and change phenomena

Courses Taught

Spanish Phonetics and Phonology

Spanish Phonology

Spanish Phonetics

Usage-Based Phonology

Latin America through the Media

Frequency effects and Linguistic structure

Funded Research/Grants

Fulbright Lecturing/Research Award, Council for International Exchange of Scholars, (\$19,100), 2012-2013

Faculty Research Grant, Research Allocations Committee, UNM, (\$4000), 2011-2012

Field Research Grant, Latin American and Iberian Institute, UNM, (\$1200), 2011-2012

Library Research Grant, U.S. Department of Education, (\$1500), 2009

Major Works/Publications

Brown, Earl K., Gradoville, Michael, and File-Muriel, Richard. "The variable effect of form and lemma frequencies on phonetic variation: Evidence from /s/ realization in two varieties of Colombian Spanish." *Corpus Linguistics and Linguistic Theory*: 213-241, 2014.

File-Muriel, Richard J. & Turiciano, Samuel. "The storage of indexical information across segmental length utterances." *Revista Interacción* 11:13-20, 2012.

File-Muriel, Richard J. "A laboratory approach to s-lenition in the Spanish of Barranquilla, Colombia. In File-Muriel, R. J. & Orozco, R. (Eds.), *Colombian Varieties of Spanish*, 127-40. Frankfurt: Iberoamericana Vervuert Verlag, 2012.

Orozco, Rafael and File-Muriel, Richard. "Colombian Spanish at the turn of the 20th century." In File-Muriel, R. J. & Orozco, R. (Eds.), *Colombian Varieties of Spanish*, 11-20. Frankfurt: Iberoamericana Vervuert Verlag, 2012.

File-Muriel, Richard J. & Orozco, Rafael (Eds.) *Colombian Varieties of Spanish*. Frankfurt: Iberoamericana Vervuert Verlag, 2012.

File-Muriel, Richard J. & Brown, Earl. *"The gradient nature of s-lenition in Caleño Spanish."* Language Variation and Change 23(2): 223-243, 2011.

Service

Director of Graduate Studies, Department of Spanish & Portuguese, UNM, 2015-present

Member of Editorial Board for Revista Thesaurus, Instituto Caro y Cuervo, Bogotá, Colombia, 2015-present

Organizer of the Interdisciplinary Lecture Series in Linguistics at UNM, 2014

LAI - Executive Committee, elected representative, UNM, 2011-2012, 2012-2013

Member of Comité Científico for Revista Interacción, Universidad Libre, Colombia, 2012-present

Member of Advisory Committee for the M.A. in Spanish, UNM, 2009-2010

LAS Student Committees Served On Since 2006

1 exam committee chaired

William Fleming
Professor of Community & Regional Planning

Education

PhD: University of British Columbia
MS: Colorado State University
AB: Dartmouth College

Academic Appointments

Professor, University of New Mexico, 2013-present
Associate Professor, University of New Mexico, 1999-2013
Visiting Associate Professor, University of New Mexico, 1997-1999
Visiting Research Professor, University of New Mexico, 1994-1997
Adjunct Professor, University of New Mexico, 1991-1994

Areas of Specialization (Topical and Regional)

Watershed management, regional studio, introduction to environmental problems, modeling the environment, foundations of natural resources planning, field methods

Courses Taught

Water Resources Summer Field Course
Watershed Management
Watershed/Groundwater Modeling
Urban Planning Studio
Introduction to Planning
Introduction to Environmental Problems
Watershed Evaluation and Restoration Methods
Advanced Planning Studio
Land and Water Economics
Economics for Planners
Modeling the Environment
Foundations of Natural Resources Planning

Funded Research/Grants

Principal Investigator, Living Roof Demonstration and Research, Research and Creative Work grant from UNM School of Architecture and Planning, (\$1,500), 2011
Collaborator, USDA Hispanic-Serving Institutions Education Grants Program (HIS/National Institute of Food and Agriculture), (\$290,000 award to UNM Sustainability Studies Program), 2011-2012
Co-principal Investigator (with J. Rivera). Socioeconomic and hydrologic impacts of projected climate change on *acequia* systems in northern New Mexico, National Science Foundation award to support undergraduate and graduate students, (\$144,825), 2009-2013
Principal Investigator, Living Roof on Pearl Hall, McCune Foundation, (\$15,000), 2007-2009
Co-Investigator (with J. Rivera), Mora Watershed Evaluation Project, (\$15,000 to support graduate students, \$12,000 for water quality equipment, travel and presentation at conferences), 2006-2008
Co-Investigator (with Michael Campana, Michelle Minnis and others), USAID "Institutional Partnerships in Higher Education for International Development,": to establish a Central American Water Resources Development Center with the Escuela Agrícola Panamericana (Zamorano) in Honduras, (\$100,000), 2002-2004

Major Works/Publications

Fleming, William. "Ecological services of New Mexico *acequia* systems." 2014. *International Journal of Ecological Service*. 2014.

Fleming, William. Ecosystem services of traditional irrigation systems in northern New Mexico USA. *International Journal of Biodiversity Science, Ecosystems Services and Management* (with J. Rivera, A. Miller and M. Piccarello), 2013.

Fleming, William. The enduring role of Sand County Almanac in community planning: thinking like a mountain. In Rethinking Leopold's Land Ethic: Emerging Cultures of Sustainability (W. Forbes and T. Trusty, ed.), 2013.

Fleming, William. Modeling water use in the Rio Hondo watershed. *New Mexico Journal of Science* 46:39-64, (with S. Sabu, J. Rivera, B. Thomson and V. Tidwell), 2012.

Fleming, William. Viability of living roof systems in Albuquerque, New Mexico: thermal performance, water efficiency and carbon sequestration potential. *International Journal of Architecture, Engineering and Construction* 1(4):243-250 (with N. Ubechel), 2012.

Fleming, William. A watershed conservation success story in Nepal: land use changes over 30 years. *Waterlines* 28(1):29-46, (with J.P. Fleming), 2009.

Fleming, William. "The Next Generation of Watershed Management Programmes and Projects." *Food and Agriculture Organization of the United Nations Forestry Paper 150*: Rome, 128p. (with P. Warren, T. Hofer, D. McGuire, B. Kiersch, S. Bernini), 2006.

Fleming, William. A watershed management framework for mountain areas: lessons from 25 years of watershed conservation in Nepal. *Journal of Environmental Planning and Management* 49(5):1-19 (with S. Achet), 2006.

Honors

Faculty Acknowledgement Award, University of New Mexico Libraries, 2007

New Mexico Chapter of the American Planning Association, Award for Excellence: Public Education about Planning, 1999

New Mexican Riparian Council Award for Public Awareness/Education; founder and director of NM Watershed Watch Program, 1998

Dean's Award for Excellence in Teaching, University of New Mexico, 1997, 1999

National Endowment for the Humanities Fellowship, Vassar College, 1997

Fulbright Scholar, Quito, Ecuador, 1995

Service

Agricultural Conservation Planning, Green Project, El Salvador, 1997

Agricultural Development Planning, FAO/World Bank, Venezuela, 1994

Environmental Consultant, U.S. Agency for International Development, Quito, Ecuador, 1982

Environmental Consultant, Fundación Natura, Quito, Ecuador, 1981

LAS Student Committees Served On Since 2006

1 thesis reviewed as member

1 exam committee served as member

Matías Fontenla
Associate Professor of Economics

Education

PhD: University of Texas at Austin, 2003

MA: University of Texas at Austin, 2001

BS, BA: University of Utah, 1997

Academic Appointments

Associate Professor, University of New Mexico, 2011-present

Assistant Professor, University of New Mexico, 2005-2011

Assistant Professor, Centro de Investigación y Docencia Económicas AC, Mexico, 2005

Assistant Professor, Universidad de Guanajuato, Mexico, 2004-2005

Instructor, University of Texas at Austin, 2002-2003

Administrative Appointments

Associate Director for International Initiatives, Latin American and Iberian Institute, UNM, 2016-

Associate Director for Academic Programs, Latin American and Iberian Institute, UNM, 2014-2016

Areas of Specialization (Topical and Regional)

Macroeconomics, financial intermediation, growth and development

Courses Taught

Latin American Economics

Development Economics

Introductory Macroeconomics

Macroeconomics

Funded Research/Grants

Cuba Study Abroad Course, Study Abroad Allocations Committee, Office of the Associate Provost for International Affairs, (\$13,500), 2015

Nicaragua Study Abroad Course, Study Abroad Allocations Committee, Office of the Associate Provost for International Affairs; 2014: \$13,000; 2013: \$16,500; 2012: \$12,000; 2011: \$13,500; 2010: 12,000.

Financial Literacy Service Corps Initiative, Citibank, Bank of America and New Mexico Educators Federal Credit Union, (\$20,000), 2012

Faculty Research Grants Program, Robert Wood Johnson Foundation Center for Health Policy at UNM, The Effects of Business Cycles on Mortality for Vulnerable Populations (\$10,000), 2009

Secured travel funding for four graduate students, awarded by the Southwestern Social Science Association, to present at the 2009 SSSA meetings, (\$6,000), 2009

Research Allocation Committee, UNM, Microfinance Repayment Rates and Household Earnings: Evidence from a Grameen Replica in Argentina, (\$4,000), 2009

Faculty Research Grants Program, Robert Wood Johnson Foundation Center for Health Policy at UNM, Are Recessions Good for Everyone's Health? (\$10,000), 2008

Faculty Field Research Grant, Latin American and Iberian Institute, UNM, Microfinance Repayment Rates: Evidence from Grameen Argentina, (\$2,397), 2008

Research Allocation Committee, UNM, Poverty and Inequality among US-Born Children of Undocumented Mexican Immigrants, (\$4,000), 2007

PROMEPE grant, Mexico (\$40,000), 2005

Major Works/Publications

Waddell, Benjamin and Matías Fontenla, “The Mexican Dream? The Effect of Return Migrants on Hometown Development”, *The Social Science Journal*, 2015.

Bridge, Brandon, Dadhi Adhikari, and Matías Fontenla, “Electricity, Income, and Quality of Life”, *The Social Science Journal*, DOI information: 10.1016/j.soscij.2014.12.009, 2014.

Fidel Gonzalez and Troy Quast and Matías Fontenla, “A City-Level Analysis of Mortality and the Business Cycle across Racial and Ethnic Groups”, *Economics Bulletin*, Vol. 32 No. 3 pp. 2511-2521, 2012.

Morrison, Michael and Matías Fontenla, “Price Convergence in an Online Virtual World”, *Empirical Economics*, March, 2012.

Fontenla, Matías, Fidel Gonzalez and Troy Quast “Are Recessions Good for Everyone's Health?” *Applied Economics Letters*, 1466-4291, Volume 18, Issue 3, Pages 207-212, 2011.

Fontenla, Matías, Raul Bianciotti and Shaun Haines. “Microfinance Repayment Rates: Evidence from Grameen Argentina”, in A. Lopez Feldman and R. Vallejo (eds.) *Perspectivas Sobre la Economía del Desarrollo, Colección Economía y Finanzas*, Universidad de Guanajuato, 2010.

Fontenla, Matías. “Corridas Bancarias Sunspot y de Tipo Fundamental.” *El Trimestre Económico* 289 (2006): 67-86.

Honors

Outstanding Teacher of the Year, UNM, 2012

Associated Faculty, Latin American and Iberian Institute, UNM, 2005-present

Senior fellow, Robert Wood Johnson Foundation Center for Health Policy at UNM, 2009-present

Research Fellow, Sistema Nacional de Investigadores (SNI), Mexico, 2004-present

Hale Fellowship, University of Texas, 2003

Service

LAI - Chair, Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2014-2015

LAI - Grants and Awards Committee, UNM, 2007-2011, 2014-2015

Strategic Planning Committee advisor to the Dean, Arts & Sciences, UNM, 2014-2015

Students of Latin American Studies, Faculty Advisor, UNM, 2014-present

Study Abroad Allocations Committee, Associate Provost for International Initiatives Office, UNM, 2012-present

LAI - Executive Committee, UNM, 2014-2015

LAI - Interdisciplinary Committee on Latin American studies (ICLAS), UNM, 2006, 2010-2013

LAI - Operations Committee, UNM, 2011-2013

Latin America Sustainability Association, Faculty Advisor, 2010-2012

Latin American Studies Core Exam committee, LAI, UNM, 2005-2011

LAS Student Committees Served On Since 2006

3 exam committees chaired

7 exam committees served as member

Larry Manuel García y Griego
Associate Professor of History

Education

PhD: University of California, Los Angeles, 1988

MA: El Colegio de México, 1980

AB: Princeton University, 1973

Academic Appointments

Associate Professor, Department of Chicana and Chicano Studies, 2011-present

Associate Professor, Department of History, University of New Mexico, 2006-present

Administrative Appointments

Associate Chair, Department of Chicana and Chicano Studies, UNM, 2015-present

Director, UNM Land Grant Studies Program, University of New Mexico, 2008-present

Director, Southwest Hispanic Research Institute, University of New Mexico, 2006-2011

Areas of Specialization (Topical and Regional)

American West, Modern Mexico, U.S. Latino Population

Courses Taught

Post-Revolutionary Mexico

New Mexico since 184

U.S. Immigration and Policy since 1820

Immigration and Assimilation

Political History of the US

Latina Political Economy

Major Works/Publications

García y Griego, Manuel and Roberto R. Calderón. *Más allá del río Bravo: breve historia mexicana del norte de Texas*. Mexico City: Secretaría de Relaciones Exteriores, Dirección General del Acervo Histórico Diplomático, 196 pp, 2013.

Manuel García y Griego. "Persistence and disintegration: New Mexico's community land grants in historical perspective." *Natural Resources Journal*. 48, no. 4: 847-856, 2008.

García y Griego, Manuel. "Dos tesis sobre seis décadas: La emigración a Estados Unidos y la política exterior mexicana, 1945 a 2005." *Dos siglos de política exterior mexicana*. Mercedes de Vega and Jorge Schiavón, eds. Mexico City: Secretaría de Relaciones Exteriores, 2007.

Kossoudji, Sherrie, Louis DeSipio, and Manuel García y Griego, eds. *Researching Migration: Stories from the Field*. New York: SSRC Books, 2007. <http://www.ssrc.org/publications/view/42451838-264A-DE11-AFAC-001CC477EC70/>, 2007.

García y Griego, Manuel. "The Importation of Mexican Contract Laborers to the U.S., 1942-1964: Antecedents, Operation, and Legacy." *The Border That Joins: Mexican Migrants and U.S. Responsibility*. Brown, Peter G. and Shue, Henry, eds. Totowa, New Jersey: Rowman and Littlefield, 1983. pp. 49-98. Reprinted in 1996 as "The Importation of Mexican Contract Laborers to the U.S., 1942-1964." *Between Two Worlds: Mexican Immigrants in the United States*, David G. Gutiérrez, ed. Wilmington, Del.: Scholarly Resources, pp. 45-85, 1996.

García y Griego, Manuel. "Canada: Flexibility and Control in Immigration and Refugee Policy." *Controlling Immigration: a Global Perspective*, Wayne A. Cornelius, Philip L. Martin, James E. Hollifield, eds. Stanford, Calif.: Stanford U. Press, pp. 119-140, 1994.

García y Griego, Manuel. "Policymaking at the Apex: International Migration, State Autonomy, and Societal Constraints." *U.S.-Mexico Relations: Labor Market Interdependence*. Jorge A. Bustamante, Clark W. Reynolds, and Raúl A. Hinojosa Ojeda, eds. Stanford, California: Stanford U. Press, Pp. 75-110, 1992.

García y Griego, Manuel, and Vereza, Mónica. *México y Estados Unidos frente a la migración de los indocumentados*. Mexico City: UNAM, Coordinación de Humanidades and Grupo Editorial Miguel AngelPorrúa, 174 pp, 1988.

García y Griego, Manuel. "The Rights of Undocumented Mexicans in the United States After Plyler v. Doe: A Sketch of Moral and Legal Issues." *Journal of Law and Education*. 15 (Winter 1986): 57-82.
C3 García y Griego, Manuel. "International Migration Statistics in Mexico." *International Migration Review*, 80. 21 (Winter, 1987): 1245-1257, 1987.

García y Griego, Manuel, and Vega, Gustavo, eds. *México-Estados Unidos, 1984*. Mexico City: El Colegio de México, 1985, 272 pp. (Mexico and the United States: 1984), 1985.

Vásquez, Carlos, and García y Griego, Manuel, eds. *Mexican-U.S. Relations: Conflict and Convergence*. Los Angeles: UCLA Chicano Studies Research Center and UCLA Latin American Center, 1983. 502 pp. Includes an introduction by the editors, pp. 1-26, 1983.

Services

Member, Sandía Landscape Team, Cibola National Forest, 2015-2016

Chair, Faculty Search Committee, Chicana and Chicano Studies Department, 2015-2016

President, Acequia Madre de Carnuel, 2012-present

Member, President's Strategic Advisory Team, 2010

UNM Faculty Senate, Chair, Research Policy Committee, 2009-2011

Secretary, New Mexico Land Grant Consejo, 2007-present

LAS Student Committees Served On Since 2006

1 thesis chaired

1 exam committee served as member

Kimberly Gauderman
Associate Professor of History

Education

PhD: University of California, Los Angeles, 1998

MA: University of California, Los Angeles, 1990

BA: University of Oregon, 1986

Academic Appointments

Associate Professor of History, University of New Mexico, 2004-present

Assistant Professor of History, University of New Mexico, 1998-2004

Administrative Appointments

Director, Latin American Studies, UNM, 2005-2008

Areas of Specialization (Topical and Regional)

Latin America, Gender and Sexuality, Ethnohistory, Cultural Theory

Courses Taught

Early Latin America Survey

Early South America

Early Mexico

History of Women, Gender, and Sexuality in Early Latin America

Indigenous Peoples in Latin America (Early/Modern)

Modern Andean Republics

Latin America Through Film (Early/Modern)

Indigenous Peoples Through Film (Early/Modern)

Human Rights in Modern Latin America

World History

Seminar: Women in Early Latin America

Seminar: From Indian to Peasant and Back Again

Seminar: Colonial Classics: The Ending of Stereotypes and the Beginning of Debate (Colonial Historiography)

Seminar: The Event Horizon of Ethnicity: Creating the “Indian” in Latin America

Seminar: Finding and Using God in Early Latin America (Prehispanic and Colonial Religions)

Seminar: The Conquests of Latin America

Seminar: The Conquests of Spanish America

Seminar: Culture, Authority and Power in the Spanish World, 1500-1800

Seminar: Indigenous Peoples and Human Rights in Latin America

Seminar: Human Rights in Latin America

Seminar: Racial Frontiers in Early and Modern Latin America

Special Teaching Assignment: Comparative Equality & Human Rights

Funded Research/Grants

Shoemaker Research Grant, UNM, “Practicing Asylum: Building National Networks for Lawyers and Scholars Working with Latin American Domestic Violence, LGBTI, and Mother/Child Cases,” CO-Project Director, 2015-2016

Faculty Research Grant, 2014, Feminist Research Institute, UNM

Teaching Enhancement Grant, Teaching Allocations Subcommittee, UNM, 2000, 2003

Faculty Research Grant, Feminist Research Institute, UNM, 2000

Department of History Research Grant, UNM, 2000

Major Works/Publications

Gauderman, Kimberly. "It Happened on the Way to the *Temascal* and Other Stories: Desiring the Illicit in Colonial Spanish America," *Ethnohistory*, 2007.

Gauderman, Kimberly. "The Authority of Gender: Women's Space and Social Control in Seventeenth-Century Quito." In *New World Orders: Violence, Sanction, and Authority in the Colonial Americas*. Edited by John Smolenski and Thomas J. Humphrey. Philadelphia: University of Pennsylvania Press, 2005.

Gauderman, Kimberly. "A Loom of Her Own: Women and Textiles in Seventeenth-Century Quito." *Colonial Latin American Review*, 2004.

Gauderman, Kimberly. *Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America*. University of Texas Press, 2003.

Honors

American Indian Student Services Outstanding Faculty and Staff Recognition, 2010

Expert Witness: US Asylum claims of Latin Americans based on LGBTI status, domestic and gang violence, unaccompanied minors (Peru, Ecuador, Bolivia, Guatemala, El Salvador, Honduras); Shining Path Threats, Peru; 2010-Present (Immigration Courts in Arlington, Chicago, Denver, Hartford, Los Angeles, Lumpkin, Newark, New York, San Antonio, San Francisco, Seattle, Tucson, Washington D.C.)

NDEA Title VI Language Fellowship, Quechua, 1993

NDEA Title VI Language Fellowship, Nahuatl, 1991

Fulbright Teaching Fellowship, Paris, France, 1986

Service

Fulbright U.S. Student Program, U.S. Department of State's Bureau of Educational and Cultural Affairs, South America Research Screening Committee, 2015-2018

Co-Chair, UNM Faculty Senate Policy Committee, 2015-2018

Undergraduate Advisor, History Department, UNM, 2009-present

LAI - Executive Committee, UNM, 2005-present

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2000-2002, 2005-present

LAI - Grants and Awards Committee, UNM, 1998-2000, 2002-2004

LAI - Publications Committee, UNM, 2002-2003

Executive Committee, Feminist Research Institute, UNM, 2002-2004

Editorial Board, Spanish Colonial Research Center, 2003-2006

Executive Committee, Feminist Research Center, UNM, 2003-2005

LAS Student Committees Served On Since 2006

5 exam committees chaired

4 exam committees served as member

Raul Gouvea
Professor of Management

Education

PhD: University of Illinois at Urbana-Champaign, 1988

MS: University of Illinois at Urbana-Champaign, 1984

BS: Universidade Federal do Rio de Janeiro, 1980

Academic Appointments

Professor, International Business and Latin American Management, Anderson School of Management, UNM, 1988-present

Visiting Professor FAAP, Sao Paulo, Brazil, 2004

Visiting Professor, American University, Kogod College of Business, 1998-1999

Visiting Professor, Université Paris Dauphine IX, Paris, France, 1995, 1997

Visiting Professor, The Brazilian Capital Markets Institute (IBMEC), Rio de Janeiro, Brazil, 1995-1996

Administrative Appointments

Chair, Department of Finance, International, Technology, and Entrepreneurship (FITE), Anderson School of Management, UNM, 2006-2011

Areas of Specialization (Topical and Regional)

NAFTA, international trade and finance, Brazil

Courses Taught

Global Entrepreneurship

Green Economy, Innovation & Entrepreneurship

Management in Latin America

Technology Commercialization and the Global Environment

International Management

Entry Strategies for International Markets

Major Works/Publications

Gouvea, R. "Brazil's New Defense Paradigm." *Defense & Security Analysis*, Vol.31, No.2, p.137-151, 2015.

Gouvea, R. "Designing a Nano Infrastructure for Brazil's Amazon Water Resources: A Quadruple Helix Approach" *Journal of Water Resource and Protection*, Vol.7, No.1, p.72-78, 2015.

Gouvea, R., and Vora, G. "Reassessing Export Diversification Strategies: A Cross-Country Comparison." *Modern Economy*, Vol.5, No.1, p. 96-118, 2015.

Gouvea, R. "Sustainability and Entrepreneurship: Fostering Indigenous Entrepreneurship in the Brazilian Amazon Region." In Information Resource Management Association USA (Ed.), *Economics: Concepts, Methodologies, Tools and Applications*, Chapter 13, p.228- 247. Hershey, PA: IGI Global [Reprint], 2015.

Gouvea, R. "Sustainability & Entrepreneurship: Fostering Indigenous Entrepreneurship in the Brazilian Amazon Region." *International Journal of Social Ecology and Sustainable Development*, Vol.5, No.3, p.58-74, 2014.

Gouvea, R., and Montoya, M. "Building an Equitable Green Economy: A Brazilian Perspective." *International Journal of Environmental Studies*, Vol.71, No.2, p.182-199, 2014.

Gouvea, R., and Montoya, M. "Mercosur After Chavez." *Thunderbird International Business Review*, Feature Article, Vol. 56, No.6, November/December, p.1-13, 2014.

Gouvea, R. Brazil: "The Future Ain't What it Used to Be." *International Journal of Liberal Arts and Social Science*, Vol.2, No.3, p.41-50, 2014.

Gouvea, R., Kapelianis, D., Montoya, M., and Vora, G. "An Export Portfolio Assessment of Regional Free Trade Agreements: A Mercosur and Pacific Alliance Perspective." *Modern Economy*, May, Vol.5, p. 614-624, 2014.

Gouvea, R., Kapelianis, D., and Montoya, M. "The Brazilian Spring: Reconsidering Risk Assessment in Business and the Global Political Economy." *Case Studies in Business and Management*, June, Vol.1, No.1, p.38-63, 2014.

Gouvea, R. "Core Issues Facing Brazil's Quest Toward Sustainable Growth." *Asian Journal of Latin American Studies*, Vol.26, No.4, p.39-65, 2013.

Gouvea, R., Kassicieh, S., and Figueira, I. "Sustainable Strategies for the Brazilian Amazon Region." In Ginger Silvera (Ed.), *World Perspectives: An Introduction to Global Political Affairs*, Chapter 8. San Diego, CA: Cognella Academic Publishing [Reprint], 2013 .

Gouvea, R., Matho, R., and Montoya, M. "BRIC National Export Performance: A Portfolio Approach." *Journal of Chinese Economic and Business Studies*., Vol.11, No.1, p.47-58, 2013.

Gouvea, R., Montoya, M., and Walsh, S. "How the Corruption Quadruple Helix Affects BRIC: A Case Study of Corruption in Big Emerging Economies." *Journal of Politics and Law*, Vol.6, No.2, p.1-12, 2013.

Gouvea, R., and Montoya, M. "Brazil & China: Partners or Competitors? Designing Strategic Alliances in the Age of Uncertainty." *Asian Journal of Latin American Studies*, Vol.26, No.1, p.1-23, 2013.

Carayannis, Elias, Gouvea, Raul , and Kassicieh Suleiman Guest Editor (2013). "Special Section on Sustainability and the Green Economy – Preface." *International Journal of Social Ecology and Sustainable Development*, 4(3), iv-vi, July –September, 2013.

Honors

Community Leadership Award, Anderson Schools of Management, UNM, 2007

Marquis Who's Who in America, 2006

Who's Who in Business Higher Education, 2003

Professor of the Year Award, Anderson Schools of Management, UNM, 1990, 1991

Service

Member of the Centre for Strategic Evaluation (CAE), Galazans Institute for International Peace Studies LAII – Grants and Award Committee, UNM, 2013-2014

LAS Student Committees Served On Since 2006

9 exam committees served as member

Linda Hall
Distinguished Professor of History (Emerita)

Education

PhD: Columbia University, 1976
M.Phil: Columbia University, 1975
MA: Southern Methodist University, 1970
BA: University of Texas at Austin, 1960

Academic Appointments

Distinguished Professor Emerita, University of New Mexico, 2016-
Distinguished Professor, University of New Mexico, 2007-2016
Professor of History, University of New Mexico, 1986-2007
Joint appointment History-Women's Studies, UNM, 2006-2008
Visiting Professor, University of California, Los Angeles, 1994
Assistant-Associate Professor, Trinity University, 1975-1986

Administrative Appointments

Director of Latin American Studies, University of New Mexico, 1995-2000

Areas of Specialization (Topical and Regional)

Contemporary Latin American history, women in Latin America, Inter-American relations, Mexico

Courses Taught

History of Latin America
Latin American Film
Beauty, Body and Power
U.S. and Mexico
U.S. in the 3rd World
Vietnam War
Mexico Since 1821
Modern Latin American History
Inter-American Relations
Women in Pre-Columbian and Colonial Latin America
The Mexican Revolution
Seminar History Research Methods
Seminar in Recent Latin American History
Studies of Recent Latin American History
Seminar/Modern Latin America

Funded Research/Grants

Fulbright South America Today Fellowship to Peru, Argentina, and Brazil, Summer, 1995
Fulbright Summer Fellowship to Peru, follow-up to South America Today, Summer, 1998

Major Works/Publications

Hall, Linda. Dolores Del Río: Beauty in Light and Shade, Stanford University Press, 2013.

Hall, Linda. "Evita Perón: Beauty, Resonance, and Heroism," in *Heroes and Hero Cults in Latin America*, edited by Samuel Brunk and Ben Fallaw, University of Texas Press, 2006.

Hall, Linda. *Mother and Warrior: The Virgin Mary in Spain and Latin America*. University of Texas Press, 2004.

Hall, Linda with Don M. Coerver. *Tangled Destinies: Latin America and the United States*. University of New Mexico Press, 1999.

Hall, Linda. *Oil, Banks, and Politics: The United States and Mexico, 1917-1924*. University of Texas Press, 1995; translation, Concejo Nacional para la Cultura y las Artes, in press.

Hall, Linda. *Revolution on the Border: The United States and Mexico 1910-1920* with Don M. Coerver, University of New Mexico Press, 1988; translation Consejo Nacional para la Cultura y las Artes, Serie Regiones, 1995.

Hall, Linda. *Texas and the Mexican Revolution: A Study in State and National Border Policy 1910-1920*, with Don M. Coerver, Trinity University Press, 1984; translation, Fondo de Cultura Económica, 1988.

Hall, Linda. *Alvaro Obregón: Power and Revolution in Mexico 1911-1920*. Texas A & M Press, 1981; translation, Fondo de Cultura Económica, 1986.

Honors

Bell Chambers Professor of History 2014-2016

Regents' Professor, UNM, 2009-2012

Distinguished Professor, UNM, Fall 2007

University Research Lecturer, 2000

Snead-Wertheim Lecturer, History/Anthropology Departments, 2000

Visiting Fellow, Center for U.S.-Mexican Studies, University of California at San Diego, 1992

Visiting Fellow, Huntington Library, San Marino, California, 1991

Medalla de Acero de Mérito Histórico from the Society of History, Geography and Statistics of Nuevo León, 1988

Service

NEH Panel, Hispanic-Serving and Native American-Serving Institutions, 2013

President, Pacific Coast Branch, American Historical Association, 2006-2007

LAI - Executive Committee, UNM, 1988-1993, 2013-2015

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2010-present

LAI - Grants and Awards Committee, UNM, 2008

LAI - Policy Committee, UNM, 1986-1993

President, Pacific Coast Branch, American Historical Association, 2006-2007

Chair, Mexican Section of the CLAH, 2000-2001

Section head, Latin American Section, Department of History, UNM, 1990-2003

Hemispheric Initiative Advisory Committee to the President of UNM, Spring 1991

Advisory Board, *New Mexico Historical Review*, 1986-present

LAS Student Committees Served On Since 2006

1 thesis chaired

1 thesis reviewed as member

1 dissertation reviewed as member

6 exam committees chaired

16 exam committees served as member

Alexis J. Handal
Associate Professor, College of Population Health

Education

Post-doctoral Fellowship: National Institute for Child Health and Human Development, 2006-2007

PhD: University of Michigan, Ann Arbor, 2006

MPH: University of Michigan, Ann Arbor, 2002

BA: University of Colorado, Boulder, 1998

Academic Appointments

Associate Professor, University of New Mexico, College of Population Health, 2016–present

Associate Professor, University of New Mexico, School of Medicine, Department of Family and Community Medicine, 2015–2016

Assistant Professor, University of New Mexico, School of Medicine, Department of Family and Community Medicine, 2008–2015

Post-Doctoral Fellow, National Institute of Child Health and Human Development (NICHD), Rockville, MD, 2006-2007

Associate Investigator, Centro de Estudios y Asesoría en Salud (CEAS), Quito, Ecuador, 2003-2008

Areas of Specialization (Topical and Regional)

Environmental epidemiology, reproductive epidemiology, child health and development within a social/political/economic context. Underrepresented populations/Latino and Indigenous populations.

Courses Taught

Epidemiological Methods II

Public Health Seminar

Social Epidemiology

Funded Research/Grants

Impact of maternal work in the Ecuadorian flower industry on infant development: Qualitative Analysis of Participants' Experiences and Perceptions, Signature Program in Environmental Health Sciences – UNM HSC, (\$10,000), 2014-2015

Pesticide Exposure Trends in Pregnant Flower Workers, Handal/Hund (Co-PI), SOM Research Allocation Committee – UNM HSC, (\$8595), 2013-2014

Maternal Work and Infant Development: Final Research Activities and Continued Research Planning, Handal (PI), Latin American/Iberian Institute, UNM, (\$1,187), 2014

Healthy Native Communities Partnership. Evaluation of National Training Initiative for Tribal Leadership Teams, Wallerstein (PI); Handal (co-investigator), 0.04 Calendar, Healthy Native Community Partnership (HNCP), (\$82,000), 2012-2013

Impact of maternal work in the Ecuadorian flower industry on infant development, Signature Program in Child Health Research – UNM HSC, (\$19,000), 2012-2013

Impact of maternal work in the Ecuadorian flower industry on infant development, Latin American and Iberian Institute, UNM, (\$1749), 2012-2013

Impact of maternal work in the Ecuadorian flower industry on infant development, NIH/NIEHS R21, (\$386,425), 2010-2013

Healthy Native Communities Partnership. Evaluation of National Training Initiative for Tribal Leadership Teams, Wallerstein (PI); Handal (co-investigator), Healthy Native Community Partnership (HNCP), (\$82,000), 2011-2012

Planning Grant: Building Sustainable Research Capacity and Continued Research Collaborations in Ecuador, Latin American and Iberian Institute, UNM, (\$1993), 2010-2011

Food access, nutrition, and health policies: planning a participatory research, Handal/Iriart (Co-PI), Kellogg Foundation, (\$11,000), 2009
Impact of Maternal Occupation in the Cut-Flower Industry on Child Development , Latin American and Iberian Institute, UNM, (\$2410), 2009-2010

Major Works/Publications

Handal AJ, Hund L, Páez M, Bear S, Greenberg C, Fenske R, Barr DB. *Characterization of pesticide exposure in a sample of pregnant women in Ecuador: Results of a pilot longitudinal cohort study. Archives of Environmental Contamination and Toxicology.* [Epub ahead of print], 2015.

Handal AJ, McGough-Madueno, A, Paez M, Skipper B, Rowland AS, Fenske RA, Harlow SD. A pilot study comparing observational and questionnaire surrogate measures of pesticide exposures among residents impacted by the Ecuadorian flower farming industry. *Arch Environ Occup Health* Jul 4: 70 (4): 232-40, 2015.

Young BN, Burgos M, Handal AJ, Baker J, Rendon A, Rosas-Taraco A, Long J, Hunley K. Social and clinical predictors of drug-resistant tuberculosis in a public hospital, Monterrey, Mexico. *Annals of Epidemiology.* Oct; 24(10): 771-775, 2014.

Iriart C, Handal AJ, Iglesias-Rios L. Deconstructing common sense on childhood obesity. *Diversitates International Journal.* July; 6(1): 1-22. 2014.

Iriart C, Boursaw B, Rodrigues GP, Handal AJ (corresponding author). *Obesity and malnutrition among Hispanic children in the United States: double burden on health inequities.* Rev Panam Salud Publica, Oct;34(4):235-43. 2013.

Handal AJ, Harlow SD. Employment in the Ecuadorian cut-flower industry and risk of spontaneous abortion. *BMC International Health and Human Rights* 9:25, 2009.

Honors

Senior Fellow, University of New Mexico, New Mexico Center for the Advancement of Research, Engagement, & Science on Health Disparities (NM CARES), 2012-present
Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy, 2011-present
Apple for the Teacher Award – Faculty Excellence in Biomedical Sciences Graduate Education, UNM, School of Medicine, 2012

Service

Council Member International Society for Children’s Health and the Environment, 2015-present
LAII – Executive Committee, Member-at-large, UNM, 2011-2015
LAII - Interdisciplinary Committee on Latin American Studies (ICLAS), Alternate Member, UNM, 2011-present
Member of the Mental Health and Environment Working Group, Collaborative on health and the Environment (CHE), 2009-present
Member of Environmental Health Signature Program-Environmental Geography and Global Health Group, 2008-present
Member of Environmental Health Signature Program-Environmental and Exposure Epidemiology Group, 2008-present
Member of the Center for Participatory Research Group, UNM, 2008-present
Member of the New Mexico Health Equity Working Group, 2008-present

Laura L. Harjo
Assistant Professor of Community and Regional Planning

Education

PhD: University of Southern California, 2012

Graduate Certificate in GIS: University of Southern California, 2001

BS: University of Kansas, 1994

AA: Haskell Indian Nations University, 1991

Academic Appointments

Assistant Professor, Community and Regional Planning, UNM, 2013-present

Visiting Assistant Professor, Community and Regional Planning, UNM, 2012-2013

Areas of Specialization (Topical and Regional)

Indigenous and collective rights, Indigenous peoples and globalization, settler colonialism, de-colonizing tribal governments and communities, community based research, spatial analysis of American Indigenous political economy issues, Indigenous peoples in the diaspora, social movements, and emancipatory epistemologies

Courses Taught

Computer Applications in Planning

Cultural Aspects of Community Development Planning

Computer Applications for Planning and Administration

Foundations of Community Development

Introduction to Geographic Information Systems (GIS)

Intermediate GIS

Community Participatory Methods

Indigenous Space, Place and Mapping

Advanced Planning Studio

Funded Research/Grants

Principal Investigator, U.S. Department of Interior, Office of Special Trustee, Geographic Coordinate Database, Pilot Project, September 2004, (\$200,000), 2004

Choctaw Nation, Mapping Tribal Land: Training in using GIS coordinate geometry (COGO), and proprietary Cherokee Nation Land Information System, (\$10,000), 2001

Principal Investigator, Arkansas Riverbed Authority, Mapping and Analysis of Tribal Land Holdings: The historic river and present day river, (\$12,000), 2000

Major Works/Publications

Harjo, Laura L., "Map to the Next World: (Re)conceptualizing Sovereignty" Special Issue: Indigenous Geographies, *Southwestern Geographer* (submitted to special issue), 2013.

Harjo, Laura L., Review of "Place and Native American Indian History and Culture." *American Indian Culture and Research Journal*, Vol. 32:4, 2008.

Harjo, Laura L., "GIS support for empowering the marginalized community: the Cherokee Nation case study." in Campagna, M. (ed.) *GIS for Sustainable Development*, New York: Taylor and Francis, 433-449, 2006.

Honors

Research Fellow, Advancement Project, Los Angeles/Washington DC, 2011-2012

NCAI Delegate, NCAI Google Tools Summit, Mountain View, CA, 2012

NCAI Delegate, Geo for Good Google Summit, Mountain View, CA, 2012

Lynn Reyer Award in Tribal Community Development, Society for the Preservation of American Indian Culture, 2010

Ambassador to the United Nations, Muscogee (Creek) Nation, 2007-2009

Service

Technical Advisor, Nambe Pueblo Plaza Restoration Project, 2013

Technical Advisor, iArchitecture Museum Exhibit Planning, 2013

Technical Advisor, Red Water Pond Community Project, 2013

Technical Advisor, Navajo Nation, Northwestern New Mexico Economic Development Project, 2012

Technical Advisor, Santa Clara Pueblo Housing Authority, Needs Assessment and Housing Plan Project, 2012

Member, EPSCoR Working Group, "Water, Energy and Culture through Time in the San Juan Basin: Understanding Past Patterns, Present Conditions and Future Best Practices for Planning and Culture," 2012

Member, CityLab - UNM/City of Albuquerque, Route 66 Corridor Development Working Group, 2012

Nation Urban Indian Family Coalition Los Angeles Policy Agenda Planning Committee, American Indian Community Coalition Representative, 2012

Board Member, Indian Land Tenure Foundation, 2011-present

Co-Founder/Board Member, Indigenous Mapping Network, 2005–2011

Region III Representative, American Planning Association, Indigenous Planning Division, 2004-2006

Conference Coordinator, Intertribal GIS/Indigenous Mapping Conference, 2003-2005

Cherokee Nation Tribal Liaison to the Census, 1999–2005

Frances Mariko Hayashida
Associate Professor of Anthropology

Education

PhD: University of Michigan, Dept. of Anthropology, 1995

MA: Stanford University, Dept. of Anthropology, 1984

BA: Stanford University, Dept. of Anthropology, 1984

Academic Appointments

Associate Professor, Department of Anthropology, University of New Mexico, 2008-present

Assistant Professor, Department of Anthropology, University of Missouri, 2006-2008

Assistant Professor, Dept. of Anthropology, Pennsylvania State University, 1998-2006

Research Fellow, Dept. of Physics, Technical University of Munich, Archaeometry Program, 1997-1998

Lecturer, Dept. of Anthropology, University of Virginia (Spring Term), 1997

Areas of Specialization (Topical and Regional)

Andean archaeology and ethnohistory, complex societies, humans and the environment, political ecology, political economy, agriculture and water management, craft production, food (beer) production, ethnoarchaeology, archaeometry

Courses Taught

Creando el Mundo Material: Enfoques Arqueológicos de la Tecnología

Conservation and Indigenous People

Food, Foraging, and Farming Comparative Early Civilizations

World Archaeology

Human Impacts on the Environment: Archaeological Perspectives

Strategies for Sustainability: Case Studies from the Andes

Strategies in Archaeology

Archaeological Method and Theory

The Intellectual History of Archaeology

South American Archaeology

People and Cultures of the Andes

The Rise and Fall of the Inka Empire

Inka Technology and Culture

Crafts and Crops: Production in Ancient Societies

Funded Research/Grants

Comisión Nacional de Investigación Científica y Tecnología, Chile (CONICYT-USA 2013-0012),

Concurso de apoyo al desarrollo de proyectos de investigación Chile – Estados Unidos, [National Commission for Scientific Research and Technology, Chile, Program to Support Chile-U.S. Research Projects], *Water Management and Agrohydraulic Systems in Desert Environments: the Upper Loa from A.D. 1000-1500*, US counterpart, proposal co-author and project co-Principal Investigator with A. Troncoso and D. Salazar (Universidad de Chile), and C. Parcero-Oubiña (Consejo Superior de Investigaciones Científicas, Spain), (150,000,000 CLP, approx \$231,455 USD), 2014-2016

National Science Foundation Catalyzing New International Collaborations Grant, *Agriculture and Empire in the High Altitude Atacama*, OISE-1265816 (\$68,345), 2013-2016

Wenner-Gren Foundation for Anthropological Research, International Collaborative Research Grant, *Agriculture and Empire in the High Altitude Atacama* submitted by F. Hayashida and A. Troncoso with co-Principal Investigators C. Parcero-Oubiña and D. Salazar (\$34,233), 2013-2015

National Geographic Society Research and Exploration Grant #9296-13, *Agriculture and Empire in the High Altitude Atacama*, with co-Principal Investigators C. Parcerro-Oubiña, D. Salazar and A. Troncoso (\$25,056), 2013-2014

National Science Foundation Archaeology Grant BCS-0838211, *The Ynalche Project: The Political Ecology of Late Prehispanic Agriculture on the North Coast of Peru*, (\$259,048), 2008-2012

Major Works/Publications

Parcerro-Oubiña, C., P. Fábrega-Álvarez, D. Salazar, A. Troncoso, F. Hayashida, M. Pino, C. Borie, E. Echenique, Ground to air and back again: archaeological prospection to characterize prehispanic agricultural practices in the high-altitude Atacama (Chile). *Quaternary International* doi:10.1016/j.quaint.2015.12.050, 2016.

Parcerro-Oubiña, C., P. Fábrega-Álvarez, C. Ferro-Vázquez, X. Ayan Vila, A. Troncoso Meléndez, D. Salazar Sutil, and F. Hayashida, Campañas de trabajo 2013 en el área de las Vegas de Turi (Alto Loa, Chile). *Informes y Trabajos del IPCE* 12:75-94, 2015.

Hayashida, F. Beer. *The Archaeology of Food: An Encyclopedia*, edited by M. Beaudry and K. Metheny, Altamira Press, 2015.

Hayashida, F. Chicha. *The Archaeology of Food: An Encyclopedia*, edited by M. Beaudry and K. Metheny, Altamira Press, 2015.

Hayashida, F. and N. Guzman. Reading the material record of Inka rule: style, polity, and empire on the north coast of Peru. In *The Inka Empire: A Multidisciplinary Approach*, edited by Izumi Shimada, pp. 287-305. University of Texas Press, 2015.

Parcerro-Oubiña, C., P. Fábrega-Álvarez, C. Ferro-Vázquez, C., A. Troncoso Meléndez,., D. Salazar Sutil, and F. Hayashida. Paisajes fortificados en el altiplano andino: nuevos trabajos en torno al Pukara de Topaín (segunda región, Chile). *Informes y Trabajos del IPCE* 11, 127-144, 2014.

Hayashida, F. La agricultura Sicán y su transformación bajo el dominio chimú e inca: la Pampa de Chaparrí como estudio de caso. In *Cultura Sicán: Esplendor Preincaico de la Costa Norte* edited by Izumi Shimada, pp. 323-340, Fondo Editorial del Congreso del Perú, 2014.

Service

Graduate Advisor, Dept. of Anthropology, UNM, Archaeology Subfield, 2011-2015

Resource Allocation Committee, Dept. of Anthropology, UNM, Fall 2011

LAII - Executive Committee, UNM, 2011-2013

LAII - Grants and Awards Committee, UNM, Fall 2009, Spring 2011

Search Committee, Ethnology Position, Department of Anthropology, UNM, 2010-2011

Undergraduate Advisor, Department of Anthropology, Archaeology, Spring 2011

Master's Exam Committee, Department of Anthropology (Archaeology), 2009-2011

LAS Student Committees Served On Since 2006

1 exam committee chaired

1 exam committee served as member

David Henkel
Professor Emeritus of Community & Regional Planning

Education

PhD: Cornell University, 1984

MA, PA, BA: University of Pennsylvania, 1969

Academic Appointments

Emeritus Professor, University of New Mexico, 2010-present

Professor, University of New Mexico, 2009-2010

Associate Professor, University of New Mexico, 1999-2009

Assistant Professor, University of New Mexico, 1992-1999

Visiting Professor, University of New Mexico, 1992

Adjunct Associate Professor of Planning, UNM, 1986-1992

Adjunct Professor of International Management, UNM, 1988-1991

Administrative Appointments

Director, Community & Regional Planning program, UNM, 2000-2008

Areas of Specialization (Topical and Regional)

Natural Resources Management/Environmental Planning, Land Use/Growth Management, Rural Community Development, International Development Planning, Group Process Facilitation, Administration

Courses Taught

Planning Theory and Process

Introduction to Community and Regional Planning

Introduction to Environmental Problems

Planning Communication Workshop

Internship Seminar

Watershed Management

Environmental Policy and Administration Seminar

Introduction to Analytical Methods

Natural Resources Field Methods

Cultural Aspects of Planning

Regional Planning Process

Rural Development

Ecotourism

Sustainable Enterprise Development

Studio

Funded Research/Grants

“Academic and Professional Training for Natural Resources Planning & Management.”

U.S. Agency for International Development (\$195,000), 2003-2007

“Statewide Comprehensive Outdoor Recreation Plan,” NM Parks and Recreation Division (\$50,000), 2003-2007

“Rural Agricultural Enterprise Network.” US Dept. of Agriculture (\$330,000), 1998

Major Works/Publications

Henkel, David. "Community-Based Water Systems." *Human Ecology Review*. Vol. 20, No. 2 – 2014.

Henkel, David. "Faith and Development in the Colonias of New Mexico and Arizona" in A. Esparza and A. Donelson, eds. *The Colonias Reader*. Tucson: University of Arizona Press, 2010.

Henkel, David. "Upholding Environmental Justice in the Colonias: A New Mexico Approach." *Journal of Borderland Studies*. Volume 24, No. 1, 2009.

Henkel, David. *Enhancing our Communities and Natural Resources*. Santa Fé: NM Energy, Minerals, and Natural Resources Department, 2008.

Henkel, David, with William Fleming. "Community-based Ecological Monitoring: A Rapid Appraisal Approach." *Journal of the American Planning Association*, Autumn, 2001.

Henkel, David. "Self-Help Planning in the Colonias: Lessons from Southern New Mexico." *Small Town*. (Dec.-Jan.), 1999.

Honors

Lambda Alpha International, honor society. Inducted 2005, treasurer 2007-2009

Dean's Award for Service, School of Architecture and Planning, UNM, 1999

University of New Mexico Principal Investigators of Research and Sponsored Projects, 1998

Government of the State of Chihuahua, México: Special Recognition for "Scientific Interest in the Development of Binational Urban Planning...and Protection of Natural Resources and Improvement of the Quality of Life," 1997

Arthur D. Little National Award for Innovation in Economic Development, Member of Rural Economic Assistance Link Board, 1994

Cornell University, Dean's Award for Excellence in Teaching, 1984

Service

Good Neighbor Environmental Board/U.S. EPA, 2011-2014

American Friends Service Committee - Board of Directors, 2009-2015

University of Quintana Roo, Chetumal, Q.R., Mexico, Postgraduate Curriculum Advisory Committee, 2003-2005

EarthWorks Institute (Santa Fe) – Board of Directors, 2000-2011

Director of Community & Regional Planning, 2000-2008

Faculty Senate Graduate Committee (2000-2004; Chair, 2002-2004)

Faculty Senate Bachelor of University Studies Committee, UNM, 2000-present

LAI – Executive Committee, UNM, 2007-2009, 2011-2012, 2014-2016

LAI – Faculty Concilium, UNM, 2000-present

LAI – Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 1993-1997

LAI – Grant Awards Committee, UNM, 1993-present

Coordinator, CRP, Natural Resources Emphasis, 1992-present

LAS Student Committees Served On Since 2006

5 theses reviewed as member

2 exam committees served as member

Ray Hernández-Durán
Associate Professor, Department of Art

Education

PhD: University of Chicago, 2005
MA: University of Wisconsin-Madison, 1994
Diploma: Obafemi Awolowo University, Ile-Ife, Nigeria, 1992
BFA: The University of Texas at Austin, 1990
BA: The University of Texas at Austin, 1988
Certificate: The University of Texas at San Antonio, 1981

Academic Appointments

Associate Professor, University of New Mexico, 2011–present
Assistant Professor, University of New Mexico, 2005–2011
Instructor, University of New Mexico, 2003–2005

Areas of Specialization (Topical and Regional)

Ibero-American Colonial visual cultures, Early Modernity and the Americas, Post-Colonial/Anti-Colonial/Decolonial theories, identity politics (i.e. gender, sexuality, race, and class), Colonial Art Historiographies, the Academy of San Carlos, Museum Studies, New Spain, the Caribbean, the Philippines, Nineteenth-Century Mexico

Courses Taught

Intro to Spanish Colonial Arts and Architecture
Art of New Spain during the Hapsburg Period (1521–1700)
Art of New Spain during the Bourbon Period (1700–1821)
Non-Religious Colonial Arts and Architecture
Aztec Arts and Architecture
Arts of Sub-Saharan Africa
Arts of the Yoruba, Ancient to Contemporary
Baroque Art and Architecture
Prehistoric to Gothic Art
Renaissance to Modern Art
Pro-Seminar: Introduction to Critical Theory
Seminar: Philosophies and Methods of Art History
Seminar: Visual Culture: Perspectives, Applications, and Debates
Seminar: Comparative Colonialisms: Spain and Britain (co-taught with Kirsten Buick)
Seminar: Changing Concepts of Space, Land, and Landscape in the Early Modern Americas
Seminar: African Art: Strategies of Display and Museum Education
Seminar: African Material Cultures and the Epistemologies of Art
Seminar: Professional Practices for Art Historians
Seminar: The Politics of the Museum Exhibition: Controversy, Censorship, and Debate
Seminar: Colonial Art Historiography: Mexico
Seminar: Exhibiting Colonial Visual and Material Cultures
Seminar: Art Education, Museum Education, and Community Outreach
Seminar: Text and Image in Spanish Colonial Art

Major Works/Publications

Hernández-Durán, R. "The Politics of Colonial Canon Formation in Nineteenth-Century Mexico," *Nineteenth Century Studies: The Interdisciplinary Journal of the Nineteenth Century Studies Association*,

Vol. 25, ed. David Hanson (Nineteenth Century Studies Association with support from Southeastern Louisiana University in Hammond, 2015), 147–159, 2011.

Hernández-Durán, R. *Pintura de los reinos: Identidades compartidas en el mundo hispánico: Mirada varias, siglos XVI–XIX*, eds. Rafael Dobado González and Andrés Calderón Fernández. Mexico City: Fomento Cultural Banamex, 2012. Reviewed for *Hispanic American Historical Review*. Durham, NC: Duke University, 2015.

Hernández-Durán, R. "Más allá de la visión: Contemplando a la Virgen de los Dolores en la Ciudad de México del siglo diecisiete (o, así a una somaestética colonial)," *En torno al documento*, eds. Carmen María Fernández-Salvador Ayala and Cristina Burneo (Quito: Universidad San Francisco de Quito, 103–111, 2014.

Hernández-Durán, R. "The Language of Line in Late Eighteenth-Century New Spain: The Calligraphic Equestrian Portrait of Viceroy, Bernardo de Gálvez (1796)," *Buen Gusto and Classicism in the Visual Cultures of Latin America, 1780–1910*, eds. Paul Barrett Niell and Stacie G. Widdifield. Albuquerque: University of New Mexico Press, 179–205, 2013.

Hernández-Durán, R. "Imperialism" and "Mexicans," *Encyclopedia of Race and Racism*, 2nd Edition, ed. Patrick L. Mason. Cengage Learning/Macmillan Reference U.S.A., 2013.

Hernández-Durán, R. "Modern Museum Practice in Nineteenth-Century Mexico: The Academy of San Carlos and *la antigua escuela mexicana*," *Nineteenth-Century Art Worldwide: A Journal of Nineteenth-Century Visual Culture*, eds. Petra ten-Doesschate Chu and Robert Alvin Adler, Volume 9, Issue 1, Spring 2010.

Hernández-Durán, Raymond. "El encuentro de Cortés y Moctezuma: The Betrothal of Two Worlds in Eighteenth Century New Spain." In *Woman and Art in Early Modern Latin America*, co-edited by Kellen Kee McIntyre and Richard E. Phillips, Leiden, The Netherlands: Brill Academic Press, 2006.

Service

LAI – Operations Committee, UNM, 2009-2011

Chair, Modern/Contemporary Latin American Art Search Committee, College of Fine Arts, UNM

College of Fine Arts Fellowships and Grants Committee

Community Engaged Scholarship Lecture Award Review Committee, UNM

Invited Juror, Spanish Market, Spanish Colonial Art Society, Santa Fe

College Art Association Conference Committee

Chair, Art/Architecture Track Sessions, Latin American Studies Association

LAS Student Committees Served On Since 2006

2 theses chaired

2 exam committees served as member

Mala Htun
Professor of Political Science

Education

PhD: Harvard University, Cambridge, 2000

AM: Harvard University, Cambridge, 1996

AB: Stanford University, Stanford, 1991

Academic Appointments

Professor, University of New Mexico, 2015-present

Associate Professor, University of New Mexico, 2011-2015

Associate Professor of Political Science, New School for Social Research and Eugene Lang College, 2007-2011

Assistant Professor of Political Science, New School for Social Research and Eugene Lang College, 2000-2007

Areas of Specialization (Topical and Regional)

Analyze state actions to expand the opportunities of disadvantaged groups and the consequences for democratic politics and social equality

Courses Taught

Introduction to Comparative Politics

Proseminar in Comparative Politics

Gender Politics

Funded Research/Grants

Legal Regimes and Women's Economic Agency, Norwegian Research Council, (PI: Francesca Refsum Jensenius 7,000,000 NOK, Subcontractor: Mala Htun, 600,000 NOK approx. \$70,110 USD), 2016-2019

New Mexico Center for the Advancement of Research, Engagement and Science on Health Disparities

Pilot Research Projects, PI: Robert L. Williams, National Institutes of Health, (\$301,012), 2014-2015

Includes pilot project: Improving Maternal Child Health in New Mexico, The Impact of Home Visitation Policies on Social Support. Project Lead: Mala Htun, (\$102,148), 2014-2015

Intersectional Disadvantage and Maternal-Child Health in New Mexico, PIs: Mala Htun and Richard Wood, Robert Wood Johnson Foundation for Health Policy, UNM, (\$20,000), 2013-2014

Collaborative Research. States and Sex Equality: Why do Governments Promote Women's Rights?, PI: Mala Htun, National Science Foundation, (\$244,396), 2006-2011

Major Works/Publications

Mala Htun. *Inclusion Without Representation in Latin America: Gender Quotas and Ethnic Reservations*, New York: Cambridge University Press, 2016.

Mala Htun and S. Laurel Weldon, "Religious Power, the State, Women's Rights, and Family Law." *Politics & Gender* 11: 1-27, 2015.

Mala Htun, Cheryl O'Brien and S. Laurel Weldon. "Movilización feminista y políticas sobre violencia contra las mujeres," *Foreign Affairs Latinoamérica* 14, no. 1: 2-13, 2014.

Mala Htun, Jennifer M. Piscopo, and Sophia von Bergen. "Women in Politics in Latin America," in Wilhelm Hofmeister, Megha Sarmah, and Dilpreet Kaur, eds. *Women, Policy and Political Leadership*, Singapore, Konrad Adenauer Stiftung, 2014.

Mala Htun, "Political Inclusion and Representation of Afrodescendant Women in Latin America," in Maria Escobar-Lemmon and Michelle Taylor-Robinson, eds. *Representation: The Case of Women*, Oxford University Press, 2014.

Mala Htun and Juan Pablo Ossa. "Political Inclusion of Marginalized Groups: Gender Parity and Indigenous Reservations in Bolivia." *Politics, Groups, and Identities* 1, 1 (March 2013): 4-25.

Mala Htun and Laurel Weldon, "Civic Origins of Progressive Policy Change: Combating Violence Against Women in Global Perspective," *American Political Science Review* 106, 3, (August 2012): 548-569.

Mala Htun, "Intersectional Disadvantage and Political Inclusion: Getting More Afrodescendant Women into Elected Office in Latin America." Inter-American Development Bank, Gender and Diversity Division, Program for Women's Leadership and Representation. Washington, D.C. October 2011. 64 pp. Also published in Spanish as: "Desventaja interseccional e inclusión política."

Mala Htun. *Sex and the State: Abortion, Divorce, and the Family under Latin American Dictatorships and Democracies*, Cambridge University Press, New York, 2003. Published in Spanish as *Sexo y Estado: Aborto, divorcio y familia bajo dictaduras y democracias en América Latina*. Ediciones Universidad Diego Portales, Santiago, 2010.

Honors

Recognized by New Mexico Senate and House of Representatives for "scholarly achievement in the social sciences and keen awareness of the human dimensions of global problems, 2016

Andrew Carnegie Fellow, 2015

Best Paper at 2007 Annual Meeting, Women in Politics Research Section, American Political Science Association, 2008

Council on Foreign Relations-Hitachi International Affairs Fellow in Japan, 2006-2007

Visiting Fellow, the Kellogg Institute for International Studies, University of Notre Dame, 2004

Fellow, Radcliffe Institute for Advanced Study, Harvard University, 2002-2003

Service

Program Co-Chair, Economic Development, Midwest Political Science Association, 2015-2016

Member and Advisory Board, Presidential Task Force on Racial and Class Inequalities in the Americas, American Political Science Association, 2013-2014

Chair, Presidential Task Force on Electoral Rules and Democratic Governance, American Political Science Association, 2011-2013

Co-President, Women and Politics Research Section, American Political Science Association, 2012-2014

Advisory Board, The Electoral Integrity Project, 2012-present

LAS Student Committees Served On Since 2006

3 exam committees served as member

Elizabeth Quay Hutchison
Professor of History

Education

PhD: University of California, Berkeley, 1995

MA: University of California, Berkeley, 1989

AB: Harvard and Radcliffe Colleges, 1986

Academic Appointments

Professor, University of New Mexico, 2014-present

Associate Professor, University of New Mexico, 2003-2014

Assistant Professor, University of New Mexico, 1998-2003

Instituto de Desarrollo Económico y Social, Argentina: Research Associate, 2012-present

Fulbright Senior Lecturer, Universitat Romiro I Virgili, Tarragona, Spain, 2005

Consultant, Ford Foundation (Santiago, Chile), 1992-1995, 1999, 2000-2001

Visiting Professor, Estudios de la Mujer, University of Granada, Spain, 2006

Visiting Professor, Pontificia Universidad Católica de Chile, 1999

Visiting Assistant Professor, Colby College, 1996-1998

Visiting Assistant Professor, Bowdoin College, 1995-1996

Instructor, Latin American Faculty of Social Sciences (FLACSO-Chile), 1994

Instructor, University of Santiago, University of Chile, 1992

Administrative Appointments

Director of the Feminist Research Institute, UNM, 2015-present

Areas of Specialization (Topical and Regional)

Latin American Labor History, Twentieth-Century Chile, Gender and Sexuality, Southern Cone, Human Rights, Religion, Cold War

Courses Taught

Modern Latin America

Women in Modern Latin America

Latin American Religions

Chile and Argentina since 1820

Latin American Labor and Working-Class History

Military and Society in Modern Latin America

The Other 9/11: Chilean Dictatorship

Latin American Film

Seminar: Gender and Sexuality in Latin America

Seminar: Historiography of Modern Latin America

Seminar: Women's Rights in Latin America

Seminar: Latin American Labor History

Seminar: Public Violence, State and Nation in Latin America

Seminar: Advanced Historical Methods

Funded Research/Grants

Snead-Wertheim Lectureship, UNM, 2013-2014

National Endowment for the Humanities Summer Stipend, "From Servants to Workers: Domestic Service and the Rights of Labor in Twentieth-Century Chile," Summer 2013

Shoemaker Faculty Research Grant, Department of History, UNM, 2012, 2010, 2007

Fulbright Senior Lecturer, Universitat Romiro I Virgili, Tarragona, Spain, 2005

“From Servants to Workers,” LAII, UNM, 2004; and Feminist Research Institute, 2004, 2001
“From Empleados to Trabajadoras,” Research Allocations Committee, UNM, 2000, 2002
“From Empleados to Trabajadoras de Casa Particular: A Social History of Domestic Service in Twentieth-Century Chile,” Shoemaker Research Fellowship, Department of History, UNM, 2006; (\$7013), 2002; (\$1500), 2001

Major Works/Publications

Hutchison, Elizabeth. *Labores propias de su sexo: género y trabajo en Chile urbano, 1900-1930*, with Jacqueline Garreaud, trans. Santiago: LOM Ediciones, 2006; Second edition, 2015.

Hutchison, Elizabeth. “The Problem of Domestic Service in Chile, 1924-1952,” In Elise van Nederveen Meerkerk, Silke Neunsinger and Dirk Hoerder, eds., “*Towards a Global History of Domestic Workers and Care Workers*,” Brill: Leiden, The Netherlands, 2015.

Hutchison, Elizabeth. *The Chile Reader: Society, Culture, Politics*, with Nara Milanich, Thomas Klubock, and Peter Winn, eds. Durham: Duke University Press, 2013.

Hutchison, Elizabeth. “Women in Modern Latin American History,” in Jennifer Vafidis, ed., *Oxford Bibliographies Online: Latin American Studies*. Oxford University Press, Internet, 2011.

Hutchison, Elizabeth. “Shifting Solidarities: The Politics of Household Workers in Chile, 1967-1988,” *Hispanic American Historical Review* 91:1 (February 2011): 129-162, 2011.

Hutchison, Elizabeth. *Labors Appropriate to Their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930*. Durham: Duke University Press, 2001.

Hutchison, Elizabeth. *Disciplina y desacato: Construcción de identidad en Chile, siglos XIX y XX*, with Lorena Godoy, Karin Roseblatt and Soledad Zárata, eds. Santiago: SUR/CEDEM, 1995.

Hutchison, Elizabeth. *El Movimiento de derechos humanos en Chile, 1973-1990*, with Patricio Orellana. Santiago: CEPLA, 1991.

Honors

Snead-Wertheim Endowed Lectureship (UNM), “Engendering Transition: Men, Women, and the Struggle for Human Rights in the Southern Cone,” 2013-2014

Service

Academic Freedom and Tenure Committee, UNM, Chair, 2013-2014

LAII – Executive Committee, UNM, Vice President 2008; member 2015-2016

LAII - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2006-2010

LAII - Grants & Awards Committee, UNM, 2010-2012

Religious Studies Program, UNM

Dept. of History, Latin American Faculty Section Head

Dept. of History Graduate Director, 2006-2009

LAS Student Committees Served On Since 2006

8 exam committees chaired

17 exam committees served as member

Celia Iriart
Associate Professor of Population Health

Education

PhD: University of Campinas, Brazil, 1999

MA: University of Buenos Aires, Argentina, 1986

BA: National University of Mar de Plata, Argentina, 1977

Academic Appointments

Associate Professor, College of Population Health, University of New Mexico, 2016-present

Associate Professor, Dept. of Family and Community Medicine, University of New Mexico, 2012-2016

Assistant Professor, Dept. of Family and Community Medicine, University of New Mexico, 2003-2012

Administrative Appointments

Associate Director, Master of Public Health Program, University of New Mexico, 2016-present

Associate Director, Public Health Program, University of New Mexico, 2012-2016

Areas of Specialization (Topical and Regional)

Social determinants of Latino childhood nutrition inequities (including micronutrient deficiencies, chronic malnutrition, and obesity); as well as in health sector reform and globalization and health

Courses Taught

Health Care System

Independent Study: Youth with severe mental health diagnosis & incarceration

Independent Study: Substance abuse in New Mexico

Independent Study: Theory and Methods in Social Medicine

Advanced Topics in Health Sector and Globalization

Health Systems and Globalization

Health Policy Seminar

Public Health Seminar

Public Health Community Assessment

Funded Research/Grants

“Impact of Maternal Work in the Ecuadorian Flower Industry on Infant Development: Qualitative Analysis of Participants’ Experiences and Perceptions.” Role: Co-Investigator; PI: Alexis Handal. Signature Program in Environmental Health Sciences – UNM/HSC, (\$10,000), 2014-2015

“Integrating a Public Health Certificate into Family Medicine Residency Training.” Role: Co-Investigator; PI: Sally Bachofer. HRSA, (\$1,100,000), 2011-2016

“Obesity and malnutrition among Hispanic children in the United States: double burden on health inequities.” PI: Celia Iriart. RWJF Center for Health Policy, award: 20% of salary and salary of statistician, 2012

Major Works/Publications

Iriart, C. *El sistema de salud de los Estados Unidos: mitos y realidades* (parte 1) [The US health care system: Myths and realities. Part 1] *Saúde em Redes*; 2(1) DOI: <http://dx.doi.org/10.18310/2F244614813.2016v2n1>, Available at: <http://revista.redeunida.org.br/ojs/index.php/rede-unida/article/view/665.org.br/ojs/index.php/rede-unida/issue/current>, 2016

Iriart C, Nervi L, Schoj V, Rios B, Catronuovo L. *New challenges to control tobacco consumption in Latin America: trade and investment agreements*. *Diversitates International Journal*; 7(2):1-23, 2015.

Iriart C, Handal A, Iglesias-Rios L. Deconstructing common sense on childhood obesity. *DIVERSITATES International Journal*; 6(1):1-22, 2014.

Iriart C, Boursaw B, Rodrigues GP, Handal AJ. Obesity and malnutrition among Hispanic children in the United States: Double burden on health inequities. *Pan American Journal of Public Health*. 2013 Oct; 34(4):235-43, 2013.

Iriart C, Iglesias-Rios L. Biomedicalización e infancia: trastorno de déficit de atención e hiperactividad. [Biomedicalization and childhood: attention deficit hyperactivity disorder.] *Interface, Comunicação, Saúde, Educação* October/December 2012; 16(43), 2012.

Iriart C, Handal AJ, Boursaw B, Rodrigues G. Chronic malnutrition among overweight Hispanic children: understanding health disparities. *Journal of Immigrant and Minority Health*. 2011 Dec;13(6):1069-1075. DOI: 10.1007/s10903-011-9464-7, 2011.

Iriart C, Franco T, Merhy EE. The creation of the health consumer: challenges on health sector regulation after managed care era. *Globalization and Health*. 2011 Feb 24;7:2. DOI: 10.1186/1744-8603-7-2. Open Access Journal available at: <http://www.globalizationandhealth.com/content/7/1/1> , 2011.

Iriart C, Waitzkin H. Atención gerenciada: exportación de riesgos? [Managed care: exportation of risks?] published by School of Medicine's Information Bulletin <http://www.fmed.uba.ar/revistas/boletin/main1.htm> Faculty of Medical Sciences, University of Buenos Aires, Argentina December 2001 & by Association for a Tax of Financial Transactions and Citizenship Action – ATTAC, Santiago de Chile. January 5, 2005. Online publication <http://www.attac.cl> , 2005.

Iriart C, Nervi L, Olivier B, Testa M. *Tecnoburocracia Sanitaria. Ciencia, Ideología y Profesionalización en la Salud Pública*. [Technobureaucracy in Public Health: Science, Ideology, and Professionalization]. Buenos Aires (Argentina): Lugar Editorial, 1994.

Honors

Recognition for outstanding contributions to public health from Governor Dr. Antonio Bonfatti and the Mayor of Rosario City, Argentina, Dr. Monica Fein, 2015

Foreign Collaborator, Federal University of Rio Grande do Sul, Brazil/Federal Council of Research in Brazil (CNPQ), 2014-present

Senior Fellow, New Mexico Care Center for the Advancement of Research, Engagement & Science on Health Disparities (NM CARES HD), Department of Family and Community Medicine, School of Medicine, University of New Mexico, 2014-present

Apple for the Teacher Award, Biomedical Sciences Graduate Program Category, School of Medicine, UNM, 2011

Senior Fellow, RWJF Center for Health Policy at UNM, 2008-2013

Service

HSC Faculty of Color Mentorship Planning Committee, 2012-2013

LAI - Interdisciplinary Committee on Latin America Studies (ICLAS), UNM, Member, 2011-present

Center for Participatory Research, Member, 2008-present

Member of New Mexico Health Equity Working Group. Representing RWJF Center for Health Policy at UNM, 2008-2010

Liaison PHP-Latin American and Iberian Institute, Dual Degree MPH-LAI, 2011-present

Claudia B. Isaac
Associate Professor of Community & Regional Planning

Education

PhD: University of California, Los Angeles, 1993

MPA/URP: Woodrow Wilson School of Public & International Affairs, Princeton Univ. 1981

BA: Bryn Mawr College, 1975

Academic Appointments

Regent's Lecturer, University of New Mexico, 2005-2008

Associate Professor, University of New Mexico, 1995-present

Assistant Professor, University of New Mexico, 1988-1995

Visiting Professor, Universidad de Guadalajara, 1996

Visiting Associate Professor, University of Michigan, 1995

Visiting Scholar, Women Studies Program, Gettysburg College, 1993

Rockefeller Humanist in Residence, Southwest Inst. for Research on Women, U. Arizona, 1992

Instructor, California State University, Northridge, 1985

Administrative Appointments

Director of Latin American Studies Program, UNM, 2002-2004

Director Community and Regional Planning Program, UNM, 1997-2000

Areas of Specialization (Topical and Regional)

Community based practice, community and downtown revitalization, race and planning, gender and development, Latin American economic development

Courses Taught

Planning Theory and Process

Qualitative Research Methods

Community Based Practice

Community Economics

Participatory Evaluation Methods

Latin American Development Planning

Advanced Planning Studio

Gender & Economic Development

Community Based Practice

International Field Studio

Internship Seminar

Housing Process

Funded Research/Grants

Principle Investigator, grant from the City of Albuquerque: "Workforce Housing Public Education Project", (\$75,000), 2007

Co-Principle Investigator with David Henkel, grant from USAID to fund "Ties Partnership" with the Universidad de Quintana Roo titled "Academic and Professional Training for Natural Resources Planning and Management" (\$225,000), 2003-2006

Received research grant from UNM Center for Regional Studies, 2001

Major Works/Publications

Isaac, Claudia B. (2013) "Ethics of Navigating Complex Communities," *Focus*: Vol. 10: Iss. 1, Article 11.

DOI: 10.15368/focus.2013v10n1.2. Available at: <http://digitalcommons.calpoly.edu/focus/vol10/iss1/11>, 2013.

Isaac, Claudia. "Learning from Difference: The Potentially Transforming Experience of Community/University Collaboration", with Margaret Dewar, *Journal of Planning Education and Research*, Summer, 1998.

Isaac, Claudia. "Witchcraft, Cooperatives and Gendered Competition in a P'urepecha Community", *Frontiers: A Journal of Women Studies*, Vol. 16, no. 2/3, 1996.

Isaac, Claudia. "The Promotion of Women's Cooperatives in Mexico: Is 'Feminist Technical Assistance' An Oxymoron?", *International Planning Studies*, Vol. 1, no. 1, February, 1996.

Isaac, Claudia. "Implications of Cooperative Promotion on Class Stratification Among Rural Women in Mexico", *Latin American Research Review*, Vol. 30, no. 2, 1995.

Isaac, Claudia. "La Pesada Carga de la Mujer Campesina en la Producción" in *Los Obstáculos Para el Desarrollo*, edited by Fred Harris. Albuquerque: Office of International Technical Cooperation, 1991.

Honors

Fire Award (Fueling Increasingly Relevant Education) for teaching social justice and equity from the New Mexico Education Equity Alliance, October, 2012

UNM Faculty of Color Lifetime Achievement Award, 2007-2008

"Honoring Women" award from Enlace Comunitario, 2007

"Excellence at UNM," 2001 and 1989

YWCA "Women on the Move" award for Education, Training and Development, 2000

UNM Women's Resource Center and the Women Studies Program for service to women on International Women's Day, 1997

UNM General Library Outstanding Faculty Award, 1994

Women's Studies Research Scholar, 1990

Service

Academic Coordinator for dual master's degree in Community & Regional Planning (CRP) and Latin American Studies, UNM; 1989-present

Member, Institutional Review Board, UNM Main Campus Committee (January 2012-present)

Faculty Advisor, Black Graduate Student Association, 2011-present

Women Studies Advisory Board, 2006-2008

UNM Faculty Senate Graduate Committee, 2003-present

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2005-present

LAI - Grants and Awards Committee, UNM, 2002-2007, Vice President 2005-2007

LAI - Executive Committee, UNM 2002-2007

Social Science Panel Member, Ford Foundation Minority Fellowship Programs Review Panel Meeting, 2004-2006

Universidad de Quintana Roo, Chetumal, Mexico, Academic Committee: Programa Postgrado de Planeación, 2002-present

LAS Student Committees Served On Since 2006

12 theses chaired

7 exam committees chaired

9 exam committees served as member

Margaret A. Jackson
Assistant Professor of Art & Art History

Education

PhD: University of California, Los Angeles, 2000
MA: University of California, Los Angeles, 1991
BA: Rhode Island School of Design, Providence, 1987

Academic Appointments

Assistant Professor, UNM Department of Art & Art History, 2010-present
Instructor, Otis College of Art and Design, 2009-2010
External Faculty Fellow, Stanford University, 2008-2009
Assistant Professor, University of Miami, 2001-2008
Visiting Assistant Professor, University of Illinois, 2000-2001
Instructor, California State University, 2000
Instructor, Otis College of Art and Design, 1999

Areas of Specialization (Topical and Regional)

Art and visual communication in the ancient Americas; Moche imagery and iconography; Visual cultures of ancient Mesoamerica and studies of notation and visual literacy

Courses Taught

Art and Architecture of the Andes
Pre-Columbian Art of Central America
Pre-Columbian Art of Mesoamerica
Pre-Columbian Art of Central America, Northern South America and the Caribbean
Survey of European Art History
Narrative in Pre-Columbian Art
Seminar: "Pre-Columbian Museum Studies: Mayan Art"
Seminar: "The Impact of Pre-Columbian Art on the Public Imaginary: Primitive to Present"
Travel Abroad, Peru: "Ancient and Indigenous Art and Architecture of Peru"

Funded Research/Grants

University of New Mexico, College of Fine Arts Internal Grant Award for Creative and Scholarly Research, 2015-2016

Dumbarton Oaks /Harvard Summer Stipend Fellowship, Washington DC. "Creation Stories and Religious Practice in Moche Murals of Ancient Peru" (Archival research), 2015

Faculty Research Allocation Award (RAC), UNM Office of Research. "Creation Stories and Religious Practice in Moche Murals of Ancient Peru," 2013-2014, 2015

Latin American and Iberian Institute, Course Development Funding. Originated new survey course on Pre-Columbian Art of Central America, Northern Andes and the Caribbean, 2011

Latin American and Iberian Institute, Research Support, University of New Mexico, 2011

Major Works/Publications

Jackson, Margaret A. "The Symbolic Value of Food in Moche Iconography" in *Andean Foodways: Interdisciplinary Approaches to Pre-Columbian, Colonial and Contemporary Food and Culture*, John Staller and Robert Bradley, eds. Oxford University Press, (expected) 2016.

Jackson, Margaret A. "Animals are Good to Think: Zoomorphism in Moche Art" in *Kay Pacha: Reciprocity with the Natural World in the Ancient Art of the Andes*. Traci Ardren, ed., published in association an exhibition from the Lowe Art Museum permanent collection. Miami, Florida: University of Miami, 2016.

Jackson, Margaret A. "The Mediated Image: Reflections on Semasiographic Notation in the Ancient Americas," chapter in *Agency in Ancient Writing*, Joshua Englehardt, ed. University Press of Colorado, 2012.

Jackson, Margaret A. "Moche as Visual Notation: Semasiographic Elements in Moche Ceramic Imagery" chapter in *Their Way of Writing: Scripts, Signs and Pictographies in Pre-Columbian America*, Elizabeth Boone and Gary Urton, eds. Dumbarton Oaks, Washington DC, Harvard University Press, 2011.

Jackson, Margaret A. *Moche Art and Visual Culture of Ancient Peru*. University of New Mexico Press, Albuquerque, 2008.

Jackson, Margaret A. "The Kislak Paintings and the Conquest of Mexico" Chapter co-authored with Rebecca P. Brien, in *Invasion and Transformation: Interdisciplinary Perspectives on Images of the Conquest of Mexico*, Brien and Jackson, eds., University Press of Colorado, 2008.

Jackson, Margaret A. "Andean Artwork," in *Krannert Art Museum and Kinkead Pavilion, Selected Works*, University of Illinois at Urbana-Champaign The Board of Trustees of the University of Illinois; Urbana, IL, 2008.

Honors

Winner of the 2010 Association for Latin American Art Annual Book Award for *Moche Art and Visual Culture of Ancient Peru*, University of New Mexico Press, Albuquerque, 2008

Service

Area Representative/Program Coordinator, Art History, Dept. of Art and Art History, 2015-2016

LAI - Vice President, Executive Committee, UNM, 2014-2018; member 2013-2014

LAI - Grants and Awards Committee, Member, UNM, 2010-2014

Advisory Committee, Member, Department of Art and Art History, 2010-2013

Hemispheres, Art History Graduate Student Journal, Faculty Advisor, vol. 7 (2014), and vol. 8 (2015)

Association for Latin American Art, ex-President, Vice-President, Sec-Treasurer (elected 2005-2014)

LAS Student Committees Served On Since 2006

2 theses reviewed as member

1 exam committee chaired

1 exam committee served as member

Theodore Jojola
Distinguished and Regents Professor of Architecture & Planning

Education

PhD: University of Hawaii, Manoa, Honolulu, 1982

MA: M.I.T., Cambridge, 1975

BFA: University of New Mexico, 1973

Academic Appointments

Distinguished Professor, School of Architecture and Planning, University of New Mexico, 2011-present

Visiting Distinguished Professor, Arizona State University, 2008-2011

Regents' Professor, School of Architecture and Planning, University of New Mexico, 2002-present

Administrative Appointments

Director and Founder, Indigenous Design and Planning Institute, 2011-present

Faculty Coordinator, Bachelors of Environmental Design & Planning 2005-2007

Director, Community & Regional Planning Program, UNM, 2004-2005

Acting Director, Community & Regional Planning Program, UNM, 1995-1996

Director, Native American Studies, UNM, 1980-1996

Areas of Specialization (Topical and Regional)

Community and regional planning, Indigenous planning, seven generations model, sustainable communities among Indigenous populations

Courses Taught

Indigenous Planning

Planning for Native Lands

Contemporary Indigenous Architecture

Communication Techniques for Planning

Funded Research/Grants

iArchitecture, funding and exhibit for an interdisciplinary course on Contemporary Indigenous Architecture, UNM and the Indian Pueblo Cultural Center, Albuquerque, 2010-present

Cultural Consultancy, Native American Cultural Center, Northern Arizona State University, Studio Ma Architects, 2009

Major Works/Publications

Jojola, Ted & Tim Imeokparia. *Fitting a Square Peg in a Round Hole: The History of Tribal Land-Use Planning in the United States*, Indigenous World of North America Series, Routledge Press, 2014.

Ryan Walker, Ted Jojola and David Natcher, editors. *Reclaiming Indigenous Planning*, McGill-Queen's University Press, 2013.

Jojola, Ted. Foreword, *Models of Indigenous Development*, Ian Skelton & Octavio Ixtacuy Lopez (editors), Common Ground Publishing, 2013.

Jojola, Ted. Just Another Day in Raven's Lifetime: IAIA as the Future of Education, in *Celebrating Difference: 15 years of Contemporary Native Arts at IAIA*, Ryan Flahive, editor, Institute of American Indian Arts, 50th Anniversary Series, Sunstone Press, 2012.

Jojola, Ted. Indigenous Contemporary Architecture, contributing author, *Perspective Series—American Indians and American Popular Culture*, Vol 2, Praeger Press, 2012.

Jojola, Ted. A Case for Indigenous Design Education, in *Design Intelligence*, Vol 17, No. 6, Nov/Dec 2011.

Jojola, Ted. Indigenous Planning: An Emerging Paradigm, in *Canadian Planning and Policy*, *Canadian Journal of Urban Research*, 17:1, Supplement 200, 2008.

Bonnie M. Duran, Ted Jojola, & Nathania Tsosie, coauthors. Assessment, Program Planning, and Evaluation in Indian Country: Toward a Postcolonial Practice of Indigenous Planning, in *Health Promotion In Multicultural Populations: A Handbook for Practitioners and Students*, Michael Kline & Robert Huff, editors, 2nd Edition, Sage Publications, 2007.

Kathleen Dean Moore, Kurt Peters, Ted Jojola and Amber Lacy, coauthors. *How It Is: The Native American Philosophy of V.F. Cordova*, University of Arizona Press, 2007.

Jojola, Ted. *Physical Infrastructure and Economic Development*, White Paper, National Tribal Economic Development Summit, National Congress of American Indians, Phoenix, Arizona, 2007.

Jojola, Ted and Paul Ong, coauthors. Indian Gaming as Community Economic Development, in *Jobs and Economic Development in Minority Communities*, Paul Ong and Anastasia Loukaitou-Sideris, editors, Temple University Press, 2006.

Jojola, Ted. The Legacy of the Pueblo Revolt and the Tiquex Province, in *An anthology of Po'pay and the Pueblo Revolt*, Joe Sando, editor, Clear Light Book Publishers, Santa Fe, NM, 2005.

Honors

Innovation in Planning: Education and Outreach Award, New Mexico American Planning Association, Reclaiming Indigenous Planning, 2014

Award of Merit for Planning Publications, Canadian Institute of Planners, Reclaiming Indigenous Planning, 2014

Creative Bravos Award, 29th Annual Ceremony, Creative Albuquerque, 2014

L. Bradford Prince Award, Historic Society of New Mexico, 2014

Richard W. Etulain Honorary Lectureship, 2012

Faculty Acknowledgement Award, American Indian Student Services, UNM, 2009

Division of Humanities Visiting Fellow, Curtin University, Perth, Australia, 2005

Service

Design with the Other 90% exhibition, Cooper Hewitt, Smithsonian Design Museum, Advisory Committee

ZETAC, Zuni Public Schools and UNM College of Education, Advisory Board

Co-founder of the [Indigenous Planning Division of the American Planning Association](#)

President of The Society for the Preservation of American Indian Culture

Historic Pueblo of Isleta Church Restoration Committee, Pueblo of Isleta

LAS Student Committees Served On Since 2006

1 thesis reviewed as member

Maria Lane
Associate Professor of Geography & Environmental Studies

Education

PhD: University of Texas, Austin, 2006
MS: University of Texas, 2000
BA: University of Virginia, 1995

Academic Appointments

Associate Professor, Department of Geography & Environmental Studies, 2013-present
Assistant Professor, Department of Geography & Environmental Studies, 2007-2013
Adjunct Assistant Professor, Department of Geography, 2006-2007

Administrative Appointments

Chair, Department of Geography & Environmental Studies, 2014-present

Areas of Specialization (Topical and Regional)

Historical Geography; Environmental Knowledge; Science and Technology Studies; Latin America and the Caribbean

Courses Taught

Approaches to Geographic Research
World Regional Geography
Geography of New Mexico and the Southwest
Environmental Issues Seminar
Geography of the Southwest
Physical Geography

Funded Research/Grants

Re-Imagining the Islands: Environmental Change in the Florida Keys, PI: K. Maria D. Lane, UNM Research Allocation Committee, (\$8,382), 2015-2017

GA Funding: Student Experience in National Trails GIS Development Activities, PI: K. Maria D. Lane, U.S. Department of Interior, National Park Service, Task Agreement No. P15AC01641, (\$25,098), 2015-2016

Evolving Priorities in Land Management: A Pilot Study Assessing Historical Intersections and Interactions between Management Practice and Land Cover in Large-Tract Landholdings throughout New Mexico's Rio Grande Valley, PI: Chris D. Lippitt, PI, with K. Maria D. Lane, Co-PI, UNM Research Allocations Committee, (\$10,000), 2013-2014

Proposal for Development of a Study-Abroad Course in Barbados, PI: K. Maria D. Lane, PI, with John N. Carr, Co-PI, UNM, Study-Abroad Allocations Committee, Summer 2013 (\$4,000), 2013

Research Experience for Undergraduates: Creation of a Historical GIS to supplement the Intersections of Authority project, PI: K. Maria D. Lane, National Science Foundation, REU Supplemental Grant, Funded jointly by Science & Technology Studies, Geography & Spatial Science Award No. 1052903, September 2010-May 2011 (\$7,090), 2010-2011

Emerging Landscapes, Evolving Priorities: Assessing the Intersections between Land Cover Change and the Management of Introduced Species and Habitats on the Turner Ranches in Southern New Mexico, PI:

K. Maria D. Lane, PI, with Chris D. Lippitt, Co-PI, UNM, College of Arts & Sciences, Seed Grant Program, Turner Ranches Initiative, (\$10,000), 2012-2013

Intersections of Authority: Science, Law and the Management of Water Resources in New Mexico's Rio Grande Valley, PI: K. Maria D. Lane, National Science Foundation, Science and Society Program, Standard Research Grant, Award No. 0750115, (\$132,412), 2008-2011

Major Works/Publications

Rebecca Lave, Matthew W. Wilson, Elizabeth S. Barron, Christine Biermann, Mark A. Carey, Chris S. Duvall, Leigh Johnson, K. Maria Lane, Nathan McClintock, Darla Munroe, Rachel Pain, James Proctor, Bruce L. Rhoads, Morgan M. Robertson, Jairus Rossi, Nathan F. Sayre, Gregory Simon, Marc Tadaki and Christopher Van Dyke. "Intervention: Critical physical geography." *Canadian Geographer* 58(1): 1-10, 2014.

Perramond, Eric P. and K. Maria D. Lane. "Territory to state: law, power, and water in New Mexico," in *Negotiating Territoriality: Spatial Dialogues between State and Tradition*, eds. Allan Charles Dawson, Laura Zanotti, and Ismael Vaccaro (New York: Routledge), 142-162, 2014.

Lane, K. Maria D. "Reading Boulder Dam: landscape alteration as national transformation in 1930s America." *Aether: The Journal of Media Geography*, 11: 102-126, 2013.

Lane, K. Maria D. *Geographies of Mars: Seeing and Knowing the Red Planet*. Chicago: University of Chicago Press, 2011.

Lane, K. Maria D. "Water, technology, and the courtroom: Negotiating reclamation policy in territorial New Mexico." *Journal of Historical Geography*, 37: 300-311, 2011.

Lane, K. Maria D. "An odyssey among deserts," in *North American Odyssey: Historical Geographies for the 21st Century*, eds. Craig Colten and Geoff Buckley (Rowman & Littlefield), 2014.

Honors

Distinguished Visiting Scholar, Queen's University Belfast, 2016

Outstanding New Teacher of the Year Award, University of New Mexico, 2010

Price/Webster Prize, for best *Isis* article, History of Science Society, 2006

Graduate Leadership Award, Dept. of Geography, University of Texas at Austin, 2005

Service

Interim Director of Graduate Program in Geography, Spring 2016

Faculty adviser, Student Association of Geography & Environmental Studies, 2015-2016

Project team for NEH Next Generation Humanities PhD Implementation Grant, 2015-2016

Member, Criterion Five Committee, UNM HLC Accreditation 2018-2019, 2015-2019

Member, Sexual Assault Policy working group for field-related incidents, 2015

Member, National Security Studies Committee, Office of the Provost, 2015

Member, Science Chair's Council, College of Arts & Sciences, 2014-present

Planning team for NEH Challenge Grant submission, 2014

Director of Geography Graduate Program, 2012-2014

LAS Student Committees Served On Since 2006

1 dissertation committee advisement

1 dissertation committee service

Jeremy Lee Lehnen
Assistant Professor of Spanish and Portuguese

Education

PhD: University of New Mexico, 2010
MA: Vanderbilt University, 1998
BA: Gonzaga University, 1996

Academic Appointments

Assistant Professor, University of New Mexico, 2011-present
Lecturer III, University of New Mexico, 2010-2011
Visiting Instructor of Spanish, Macalester College, 2008-2009
Lecturer of Spanish, University of Colorado at Boulder, 2002-2004
Instructor of Spanish, Tennessee State University, 2001-2002
Instructor of Spanish, Middle Tennessee State University, 1998-1999, 2000-2001

Areas of Specialization (Topical and Regional)

Latin American cinema, 20th & 21st century Latin American literature, masculine & queer studies, electronic media

Courses Taught

Human Rights in Latin American Film
Jogo Bonito: Futebol e Brasil
Machões, travestis e anti-heróis: a construção do sujeito masculino na produção cultural brasileira contemporânea
Brazilian Cinema
Brazilian Conversation and Culture
Brazilian Composition and Culture
Música Popular Brasileira
Human Rights in Latin American Film and Literature
Latin American Cinema
La literatura eléctrica / electrónica y la cultura contemporânea
Latin American Pop Culture
Mad Men: Masculinity in Contemporary Latin American Literature & Film
Street Talk: Languages of Violence in Contemporary Latin American Film & Culture
Cinema mexicano - del melodrama a lo marginal (Morelia, México)
Mean Streets: Film, Fiction and the City
Second semester intermediate Spanish
First semester introductory Spanish

Funded Research/Grants

Teaching Allocations Grant, UNM, (\$2000), 2012

Major Works/Publications

Lehnen, Jeremy. "Mourning Love: Derrida e o amor e luto em 'Requiem Sertanejo'". *Pro-Posições: Revista Quadrimestral da Faculdade de Educação da Unicamp* Vol. 27. No. 1 Jan/Abr (2016): 57-72, 2016.

Lehnen, Jeremy. "Machos em crise? A masculinidade nos romances de Daniel Galera." *Do trauma à trama: o espaço urbano na literatura brasileira contemporânea*. Ed. Ricardo Barberena, Regina Dalcastagnè. Porto Alegre: Editora Luminara, 273-300, 2016.

Lehnen, Jeremy. "Madame Satã: Unapologetically Queer." *Luso-Brazilian Review* Vol. 52. No. 1 Spring (2015): 77-94, 2015.

Lehnen, Jeremy. "Sex, Silence and Social Disintegration: *Batalla en el cielo*" *Cine Y... Revista de Estudios Interdisciplinarios sobre cine en español / Journal of Interdisciplinary Studies on Film in Spanish*. Vol. IV. No. 1 Winter (2014): 1-12, 2014. Web.

Lehnen, Jeremy. "Disjunctive Urbanisms: Walls, Violence and Marginality in Rodrigo Plá's *La zona* (2007)" *Mexican Studies / Estudios mexicanos*. Vol. 28. No. 1 Winter (2012): 163-182, 2012.

Lehnen, Jeremy. "A Literatura nos tempos da NAFTA: Uma visão panorâmica da literatura mexicana do século vinte e um." *Literatura Americanas*. Ed. Cícero Galeno Lopes. Porto Alegre: Editora Universitária PUCRS, 105-115, 2012.

Lehnen, Jeremy. "Narratives of Fear: Constructions of Otherness in Contemporary Brazilian Cinema: *O homem do ano*." Ed. Jaime Ginzburg. *Literatura e Autoritarismo: Dossiê "Cultura Brasileira Moderna e Contemporânea"*. Santa Maria: U Federal de Santa Maria Brazil. December 2009. Web.

Service

Director of Graduate Studies, Department of Spanish & Portuguese at UNM, Spring 2015

Graduate Committee, Department of Spanish & Portuguese at UNM, 2012-present

Organizing Committee, "1920s-2020s: To Hollywood and Back Latin American Cinema in a Global Context." Greenleaf Conference Series, Latin American and Iberian Institute, UNM, February 2014

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2011-2015

LAI - Human Rights LAS Core Concentration Committee (Ad hoc), UNM, 2011-2013

LAI - Brazilian Studies LAS Core Concentration Committee (Ad hoc), UNM, 2011-2013

LAI - Operations Committee, UNM, 2011-2012

Undergraduate Committee, Department of Spanish & Portuguese, UNM, 2011-2012

Selection Committee Chair, *Sin Fronteras Film Festival*, UNM, 2009-2010

Organization Committee, *Sin Fronteras Film Festival*, UNM, 2009-2010

Committee for the *XVIth Annual University of New Mexico Conference on Ibero-American Culture and Society*, UNM, 2009-2010

Selection Committee for the *XVIth Annual University of New Mexico Conference on Ibero-American Culture and Society*, UNM, 2005-2006

Organization Committee for the *XIIIth Annual University of New Mexico Conference on Ibero-American Culture and Society*, UNM, 2004-2005

LAS Student Committees Served On Since 2006

6 exam committees served as member

Leila Maria Lehnem
Associate Professor of Spanish & Portuguese

Education

PhD: Vanderbilt University, 2003
MA: Vanderbilt University, 2000
MA: University of Washington, 1998
BA: Eberhardts-Karls-Universitat, Tübingen, Germany, 1995

Academic Appointments

Associate Professor of Spanish and Portuguese, University of New Mexico, 2012-present
Assistant Professor of Spanish and Portuguese, University of New Mexico, 2004-2012
Assistant Professor of Spanish & Portuguese, Macalester College St. Paul, NM, 2008-2009
Assistant Professor of Spanish and Portuguese, University of Colorado, Boulder, 2002-2004

Administrative Appointments

Associate Chair, Department of Spanish and Portuguese, 2013-2015

Areas of Specialization (Topical and Regional)

Nineteenth, Twentieth and Twenty-First-Century Brazilian Literature; Twentieth and Twenty-First-Century Spanish American Literature; Contemporary Brazilian and Spanish-American cultures, especially in relation to processes of nation (un) building and globalization

Courses Taught

Brazilian Culture: Beginning Approaches to Afro-Brazilian Culture
Culture and Composition
The Dictatorship and Post-Dictatorship in Brazil
Human Rights in Latin American Literature
Encounters with the New World I & II
What Lies Beneath: Violence, Trauma and Memory in Contemporary Latin American Culture
Popular Brazilian Music II
Brazilian Cinema
Brazilian Literature Survey I & II
Special Topics in Luso-Brazilian Culture: Forbidden Delicacies: Cannibalism in Brazilian Culture
Pro-Seminar Brazilian Culture: Beginning Approaches to Afro-Brazilian Culture
Pro-Seminar Authoritarianism and Human Rights in Latin American Cultural Production
Pro-Seminar Introduction to Latin American Studies
Seminar: Citizenship and Crises in Contemporary Latin American Literature and Film
Pro Seminar Research Critical Methodology
Seminar: Citizens of Consumption: Latin American Fiction of the Post-Dictatorship
Seminar: The Global Condition: Globalization and Contemporary Latin American Literature

Funded Research/Grants

Latin American and Iberian Institute Field Research Grant, Funds to travel to Brazil and interview writers for manuscript project. (\$1,750), Summer 2006
National Endowment for the Humanities, Summer Seminar on Urban Brazilian Fiction, (\$3,600), 2006

Major Works/Publications

Lehnem, Leila. "Algum lugar, nenhum lugar: Deslocamentos globais em Paloma Vidal e Adriana Lisboa." *Letterature d'America*. 34.150 (2015). 79-101, 2015.

Lehnen, Leila. "Memória e Cidadania em *K*, de Bernardo Kucisinki" *Nonada – Letras em Revista* 1.22, 14 pp., 2014.

Lehnen, Leila. "Memórias manchadas e ruínas memoriais em *A mancha* e "O condomínio", de Luis Fernando Veríssimo." *Revista Estudos de Literatura Brasileira Contemporânea* 43: 69-97, 2014.

Lehnen, Leila. *Citizenship and Crises in Contemporary Brazilian Literature*. Palgrave Macmillan, 2013.

Lehnen, Leila. "Itinerant Citizens: Imagining Global Citizenship in the Works of Osvaldo Soriano." *The Generation of '72: Latin America's Forced Global Citizens*. Ed. Sophia A. McClennen and Brantley Nicholson. *A Contracorriente* 9.4, 2012.

Lehnen, Leila. "Patricidal Passions: Assaulting the Father/Motherland in Reinaldo Arenas' *El asalto* and João Gilberto Noll's *A céu aberto*." *Revista literatura em debate*. 4.6, 2010.

Lehnen, Leila. "Haunted Homes and Desert Landscapes: The Sites of Memory in Latin American Postdictatorship Fiction." *Revista literatura e autoritarismo*. Dossiê "Cultura brasileira moderna e contemporânea," 2009.

Lehnen, Leila. "O paraíso não tão bacana de André Sant'Anna." *Estudos de literatura brasileira contemporânea* 3, 2009.

Lehnen, Leila. "Suburban Nightmares: The Liminal Spaces and Bodies of Fernando Bonassi's *Subúrbio*." *Vanderbilt E-Journal of Luso-Hispanic Studies*. 4: 21-42, 2009.

Lehnen, Leila. "El discurso *ufanista* y la identidad nacional en Antônio Gonçalves Dias y José Santos Chocano." *Hispanic Poetry Review* 8.1: 13-34, 2009.

Lehnen, Leila. "The Dire Streets of Marcelino Freire's *Angu de sangue* (2000)." *Latin American Urban Cultural Studies*. Ed. David William Foster. *Hispanic Issues On Line*. 3.2:30-48, 2008.

Service

President Modern Languages Association Luso-Brazilian Division, 2015-2016

American Portuguese Studies Association Vice-President, 2015-present

LAI - President, Executive Committee, UNM, 2013-present

LAI - Member, Executive Committee, UNM, 2009-2013

LAI - Member, Grants and Awards Committee, UNM 2009-2013,

LAI - Interdisciplinary Committee on Latin American Studies, (ICLAS), UNM, 2006-2007

LAI - Operations Committee, UNM, 2005-2007

LAI – Developed LAS gateway seminar (offered with SOC 595) with Richard Wood during 2010-2011 and 2012-2013

LAS Student Committees Served On Since 2006

1 thesis chaired

1 thesis reviewed as member

1 exam committee chaired

4 exam committees served as member

Kimberle López
Associate Professor of Spanish

Education

PhD: Spanish, University of California, Berkeley, 1994
MA: Spanish, University of California, Berkeley, 1989
BA: Spanish, Russian and French, Portland State University, 1987

Academic Appointments

Associate Professor of Spanish, University of New Mexico, 2001-present
Assistant Professor of Spanish, University of New Mexico, 1994-2000
Visiting Assistant Professor, University of California, Berkeley, summer 1995

Administrative Appointments

Interim Chair, Department of Spanish and Portuguese, University of New Mexico, 2005
Associate Chair, Dept. of Spanish and Portuguese, University of New Mexico, 2003-2004

Areas of Specialization (Topical and Regional)

Latin American literature, with an emphasis on 19th and 20th centuries; Mexico and Brazil

Courses Taught

Seminar on Women and Domestic Life
Pro-seminar: Research and Critical Methodology
Survey II of Spanish American Literature
Spanish American Short Story
Introduction to Hispanic Literature
19th Century Peninsular Spanish Novel
Literary Theory
Spanish American Picaresque Novel
Dominican and Dominican American Literature
Spanish American Regionalist Novel
The Indigenist Novel

Funded Research/Grants

Improving Media Technology in the Classroom, UNM Teaching Allocations Subcommittee
Grant, Fall 2003
Colonial Desire in the New Latin American Novel of the Conquest, UNM College of Arts & Sciences
Research Semester, 1999
National Endowment for the Humanities Summer Stipend, 1995
U.C. Mexus Dissertation Research Grant, 1993-1994
U.C. Berkeley Center for Latin American Studies Research Grant to Brazil, Summer 1992

Major Works/Publications

Lopez, Kimberle. *Latin American Novels of the Conquest: Reinventing the New World*. Columbia: University of Missouri Press, 2002.

Service

Women's Studies Executive Committee, UNM, 2004-2006

Comparative Literature/Cultural Studies Advisory Committee, UNM, 2003-2006

Graduate Committee, Spanish and Portuguese, UNM, 1996-2005

Graduate Advisor, Spanish and Portuguese, UNM, 2000-2002

LAII - Chair, Publications Committee, UNM, 1998-2003

Senate Graduate Committee, Arts and Sciences Humanities Representative, UNM, 2001-2003

LAII - Policy Committee, UNM, 1999-2003

LAS Student Committees Served On Since 2006

1 exam committee chaired

3 exam committees served as member

Miguel López
Associate Professor of Spanish and Portuguese

Education

PhD: University of California, Berkeley, 1998
MA: San Francisco State University, 1992
BA: San Francisco State University, 1990
BA: Universidad de Guadalajara, Mexico, 1986

Academic Appointments

Associate Professor, University of New Mexico, 2005-present
Assistant Professor, University of New Mexico, 1998-2005

Areas of Specialization (Topical and Regional)

Mexican and Chicano literature, 20th & 21st century Latin American literature and cultural studies, border studies, violence and culture

Courses Taught

Indigenous Societies
Mexican Literature
Chicano Literature
Introduction to Hispanic Literature
Cultural Studies in Latin America
Estudios Fronterizos
Novela Indigenista
Cruzando Fronteras
Survey I of Spanish American Literature
Mexican Novel of the Revolution
Love in the Time of NAFTA
Postcolonial Studies
Novel and Film of the Mexican Revolution
Spanish American Essay

Funded Research/Grants

Susan Geiger Research Grant, Feminist Research Institute, Summer, 2006
Latin American and Iberian Institute, Field Research Grant, Summer, 2006
College of Arts & Sciences Honor's Course Grant, UNM (\$2000), 2004
College of Arts & Sciences Research Semester, UNM (one semester paid leave), 2002
Teaching Allocations Subcommittee, UNM (\$2500), 2000

Major Works/Publications

López, Miguel. "Women in the Global Machine: Patrick Bard's *La frontera*, Carmen Galán Benitez's *Tierra marchita*, and Alicia Gaspar de Alba's *Desert Blood: The Juárez Murders*. In *Gender Violence at The U.S.-Mexico Border: Media Representations and Public Response*. Ed. Héctor Domínguez-Ruvalcaba and Ignacio Corona. University of Arizona Press, 128-53, 2010.

López, Miguel. *Utopian Dreams, Apocalyptic Nightmares: Globalization in Recent Mexican and Chicano Narrative*. West Lafayette: Purdue University Press, 2008.

López, Miguel. "La globalización y el gesto canibalesco en *The Rag Doll Plagues*, de Alejandro Morales" *Revista Casa de las Américas* 252, 2008.

López, Miguel. "Traces of Red: Anthropology, Historiographic Metafiction, and Chicano Identity in Guy Garcia's *Obsidian Sky*" *Confluencia*, 2008.

López, Miguel. "Pensar la nación mexicana a través del apocalipsis ecológico en dos novelas distópicas de Homero Aridjis." In *La luz queda en el aire— Estudios internacionales en torno a Homero Aridjis*, edited by Thomas Stauder, 70-95. Frankfurt: University of Erlangen-Nürnberg Press, 2005.

López, Miguel. "The Politics of Blood: Miscegenation and Digeneration in Alejandro Morales' The Rag Doll Plagues." *Aztlan: A Journal of Chicano Studies* 28: 39-73, 2003.

López, Miguel. "Intersecciones del cuerpo y de la historia en Oficio de tinieblas y Ascencion Tun." *Revista de Literatura Mexicana Contemporanea* 16: 30-38, 2002.

López, Miguel. "Transculturación y resistencia en la construcción del sujeto colonial en Crónica de las destrucciones de Olivier Debrouse." *Chasqui: Revista de Literatura Latinoamericana* 30.1: 43-63, 2001.

López, Miguel. "Memoria y reescritura de la historia en *Crónica de las destrucciones* de Olivier Debrouse." In *Las miradas de la crítica: Los discursos de la cultura hoy*. Ed. Rosaura Hernández Monroy, Manuel F. Medina and Javier Durán. Atzacotalco: Editorial de la Universidad Autónoma Metropolitana, 359-373, 2001.

Service

LAI – Operations Committee, UNM, 2008, 2011-2012

LAI - Executive Committee, UNM, 2005-2007

LAI - Grants and Awards Committee, UNM, 2004-2005

LAI - Program Committee, UNM, 1998-2003

Department of Spanish & Portuguese, Graduate Committee, UNM, 2004-2005

Department of Spanish & Portuguese, Undergraduate Committee, UNM, 2000-2001

McNair Scholarship Mentor, 2005

LAS Student Committees Served On Since 2006

7 exam committees served as member

Kathryn McKnight
Associate Professor of Spanish

Education

PhD: Stanford University, 1992

MA: Stanford University, 1987

BA: Earlham College, 1982

Academic Appointments

Associate Professor, University of New Mexico, 2005-present

Assistant Professor, University of New Mexico, 2000-2005

Assistant Professor, Grinnell College, 1992-1997

Visiting Lecturer, Earlham College, 1984-1986

Administrative Appointments

Associate Director for Academic Programs, Latin American and Iberian Institute, 2009-2013

Associate Chair, Department of Spanish and Portuguese, Fall, 2008

Acting Chair, Department of Spanish and Portuguese, Summer, 2008

Areas of Specialization (Topical and Regional)

Colonial Latin American Literature; Early-Modern nuns' writings; Afro-Latino narratives from the 16th and 17th centuries

Courses Taught

Afro-Latino Music and Society

Colonial Icons in Text and Film

Improving Your Writing & Research

Introduction to Hispanic Texts

Spanish American Literature: Survey I & II

16th-Century Spanish American Literature: Negotiating the Encounter

Colonial Literatures

The Colonial Subject of 17th-Century Spanish America

Criollismo Colonial

Gender in Colonial Latin American culture

Mujeres y negros en la colonia

Performing Coloniality

Proseminar: Research and Critical Methodology

Funded Research/Grants

Research Allocations Committee Grant, UNM, for translation, *AfroLatinoVoices: Documentary Narratives from the Early Modern Iberian World, 1552-1808*. With coeditor Leo Garofalo, (\$1500), 2007-2008

Faculty Development Grant from the College of Arts and Sciences, UNM, for faculty development, teaching assistant training, and program assessment, regarding Spanish 300-level classes in the Department of Spanish and Portuguese, co-recipient with Professors Margo Milleret and María Dolores Gonzales, (\$7000), 2005

Grant for travel to archives in Spain, Research Allocation Committee, UNM for work on "Telling their own stories: Afro-Hispanics portray themselves in Colonial Spanish America" (\$3,480), 2001-2002

Major Works/Publications

McKnight, Kathy. "Limón diverso: Narraciones de identidad y cimarronaje del Palenque del Limón en Cartagena de Indias (1634)." *Estudios coloniales latinoamericanos en el siglo XXI: Nuevos itinerarios*. Ed. Stephanie Kirk. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 2012.

McKnight, Kathy. *Afro-Latino Voices: Documentary Narratives from the Early Modern Iberian World*. Co-editors Kathryn Joy McKnight and Leo Garofalo. Cambridge, MA: Hackett, 2009. English edition in 2015.

McKnight, Kathy. "Colonial Religiosity: Convents, Nuns, Witches, and Heretics." *A Companion to Latin American Literature and Culture*. Ed. Sara Castro-Klaren. Oxford: Blackwell, 197-209, 2008.

McKnight, Kathryn. "Gendered Declarations: Testimonies of Three Captured Maroon Women, Cartagena de Indias, 1634." *Colonial Latin American Historical Review* 12.4 (2003): 499-527 (actual date of publication: March 2006).

McKnight, Kathryn. "Confronted Rituals: Spanish Colonial and Angolan 'Maroon' Executions in Cartagena de Indias (1634)." special issue of the *Journal of Colonialism and Colonial History*, 5.3, 2004.

McKnight, Kathryn. "'En su tierra lo aprendió': An African *Curandero*'s Defense before the Cartagena Inquisition." *Colonial Latin American Review* 12.1: 63-84, 2003.

McKnight, Kathryn. "The Diabolical Pacts of Slavery. The Stories of Two Mulatto Slaves before the Inquisition in New Spain." *Revista de Estudios Hispánicos* 37: 509-36, 2003.

Honors

Katherine Singer Kovacs Prize for an outstanding book in English in the field of Latin American and Spanish languages and cultures, awarded for *The Mystic of Tunja, The Writings of Madre Castillo, 1671-1742* (University of Massachusetts Press, 1997) awarded in by the Modern Language Association, 1998

Service

Graduate Studies Committee, Department of Spanish and Portuguese, 2012-present

MA Admissions Committee, Department of Spanish and Portuguese, 2012-2014

Chair, Greenleaf Colonial Conference, Organizing Committee, LAII, UNM, 2012-13

LAII - Planning Committee, Africans and Their Descendants in the Early Modern Ibero-American World, UNM, 2011

Undergraduate Committee, Department of Spanish and Portuguese, 2009-2011

LAII - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2007-2008

Executive Committee of the Division on Colonial Latin American Literatures of the MLA, 2002-2007

Organizing Committee, "Interdisciplinary Methods in Colonial Studies in the Americas: Exchanges over Space and Time," Colloquium of the Colonial Studies Working Group, UNM, 2007

LAS Student Committees Served On Since 2006

1 thesis reviewed as member

Lois Marilyn Meyer
Professor of Language, Literacy & Sociocultural Studies

Education

Phd: University of California, Los Angeles, 1991

MA: Loyola University of Chicago, 1976

BA: Kalamazoo College, 1971

Academic Appointments

Professor, University of New Mexico, 2000-present

Professor, San Francisco State University, 1989-2000

Instructor, University of California at Berkeley, 1994, 1995, 1999

Visiting Assistant Professor, University of Berkeley, 1993

Visiting Instructor, Sonoma State University, 1987-1989

Visiting Instructor, University of the Americas, Mexico City Branch, Mexico, 1978-1982

Administrative Appointments

Chair of the Department of Language, Literacy & Sociocultural Studies, UNM, 2011-2014

Areas of Specialization

Comparative language policy and planning; Bilingualism & second language acquisition; curriculum for linguistic and cultural diversity; discourse analysis; global English issues; qualitative research and program evaluation; language policy in Mexico and the U.S.; indigenous bilingual education in Oaxaca

Courses Taught

ESL Methods

History and Theory of Bilingual Education

Curriculum Development for Multicultural Education

1st & 2nd Language Development in Cultural Contexts

Seminar in Issues of Language and Literacy

Topics Seminar – Global English Issues

Discourse Analysis in Cultural Contexts

Funded Research/Grants

Meyer, L. Successful sabbatical proposal (FA 2014) for continuing collaboration with the Coalition of Indigenous Teachers and Promoters of Oaxaca (CMPIO) on two projects: a) analysis of research data collected during the Diplomado in Communal Initial Education in 2011-2012; and, b) planning and local facilitation of a Oaxacan research team to collaborate in the COE Summer Research Grant submitted by V. Werito, G. Martinez, and L. Meyer, and funded by the COE in May 2014. In addition, continued data collection and teacher workshop at the University of Cuenca, Ecuador, 2014

Evaluator, English Language Program, University of Cuenca, Ecuador, 2014

Meyer, L. *Transcription of interviews for No Child Left Bilingual research*. Research supported by a \$500.00 grant from the Multicultural Education Center, UNM, 2005

Meyer, L. *Language Assessment Instruments for Tireman Library*. \$1000 grant from the Latin American and Iberian Institute's Library Committee, UNM, 2003

Major Works/Publications

Meyer, L. Teaching our own babies: Teachers' Life Journeys into Community-Based Initial Education in Indigenous Oaxaca, Mexico. In P. Beckman & J. Gallo (eds.) themed issue on Rural Education, *Global Education Review* 3(1), 14-31, 2016.

Abouelhassan, R. & Meyer, L. Economy, Modernity, Islam and the Story of English in Egypt. *World Englishes*. Vol. 35/1, 147-159, 2016.

Jiménez Ramírez, J., Martínez Pérez, L., Mendoza Almaráz, J., and Meyer, L.M. Análisis de las actividades de niños de Educación inicial en Pueblos Originarios de Oaxaca, México. In P. Ames & A. Padawer (Eds.), Special edition titled “Infancia indígena, identificaciones étnico nacionales y educación: experiencias formativas cotidianas dentro y fuera de las escuelas, *ANTHROPOLOGICA/AÑO XXXIII*, N° 35, pp. 141-172, 2015.

Meyer, L. M. Being Community: Engaging Struggles, Constructing Academic Lives, and Effecting Social Change. In C. Connery and R. Lake, *Constructing a community of thought: Letters on the scholarship, teaching and mentoring of Vera John-Steiner*. Teachers College Press, 2013.

Meyer, L. Fishman's Cultural Autonomy as an Approach to Sociolinguistic Power-Sharing. In O. Garcia & G. S. Fishman (eds.). Special Issue: Cultural Autonomy and Fishmanian Sociolinguistics. *International Journal of the Sociology of Language* 213: 127-142, 2012.

Meyer, L. 2010. Hacia una alternativa de formación indígena bilingüe e intercultural: una pedagogía liberadora desde la “comunalidad.” In E. Guajardo, ed. *Revista Latinoamericana de Educación Inclusiva* 4:1, 83-103. Thematic volume: Teacher preparation in Latin America. Santiago, Chile: Escuela de Educación Diferencial, Facultad de Ciencias de la Educación, Universidad Central. Electronic version at www.rinace.net/rlei/ , 2010.

Meyer, L. Grandma's Helper. An original storybook first published as a kindergarten reading selection in E. Sulzby & L. Morrow, *Celebrate Reading*, a Kindergarten-8th grade reading series. Reprinted as a free-standing tradebook in 2004. Glenview, IL: Scott Foresman Publishing Co., 2004, 1993.

Meyer Precup, L. *You, too, Tohui? / Tu, tambien, Tohui?* An original preschool children’s storybook and activity book (Spanish and English version). Mexico, D.F.: Editorial Educativa, S.A., 1982.

Honors

Fulbright Senior Researcher award, *Teacher Education for Diversity in Oaxaca, Mexico*, 1999-2000
Center for the Enhancement of Teaching (CET) *Outstanding Teaching Awards*, *San Francisco State University*, 1996, 1997, 1998

Dr. Waldemar Rojas Award for Risk-taking, Persistence and Courage in Education, San Francisco, CA 1997

Services

Coordinator of the Educational Linguistics PhD Program, UNM, 2003-2004, 2009-present

LAI – Executive Committee member, UNM, 2005-2008

LAI – Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2011-present

Member of the Faculty Senate Ethics Committee, 2004

Coordinator of the Bilingual/ESL program, 2004 to 2007

LAI – Library Committee of the Faculty Concilium, 2002-2003

LAI – Alternate member of the Policy Committee, 2001-present

College of Education, Undergraduate Committee (co-chair 2007-2008; member 2006-2008)

College of Education, UNM, Dean’s Latin American & Iberian Advisory Committee, 2002-2003

College of Education, UNM, Chair of the Dean’s Advisory Committee on Latin America and Iberia, advisory group for the Latin American Programs in Education (LAPE), 2001-2003

Manuel-Julian R. Montoya
Associate Professor of Management

Education

PhD: Emory University, Atlanta, 2010
MA: New York University, New York, 2002
BA: University of New Mexico

Academic Appointments

Associate Professor, University of New Mexico, Anderson School of Management, 2016-
Assistant Professor, University of New Mexico, Anderson School of Management, 2010-2016
Lecturer, Emory University, IDS Program, 2005-2010

Areas of Specialization (Topical and Regional)

Global Structures, Global Political Economy, Emerging Markets, Creative Enterprise, Critical Management Studies, Post-Structuralist Philosophy, Epistemologies of Capital, Foreign Relations, Narrative and Value Chain, Poetics and Business, World Literature

Courses Taught

International Management
Global Experiential Learning (Innovation Academy designation)
Global Experiential Learning (Graduate Level)
Global Relations and Theories of Capital
Global Business Environment
McNair/ROP Interdisciplinary Summer Research Design

Funded Research/Grants

Grant for International Business Students Global Initiatives (Olympic Folk Art Market), NM Dept. of Cultural Affairs, (\$25,000), 2015-present
Author, United States State Department Diplomacy Lab, Successfully received State Dept. Designation, 2014-Present
Co-Principal Investigator, NSSP 5-Year Grant (\$500,000), 2014-present
Author, Art Places Poetics Program Grant-Private (\$500,000), 2013
National Science Foundation, Co-PI: EPSCoR Global Center for Cultural Entrepreneurship Grant (responsible for \$50,000), 2013-present

Major Works/Publications

Montoya, M. Poetics as a Dynamic Concept in Creative and Cultural Enterprise. *Cultural Entrepreneurship in Theory and Practice*. Rene Kooyman, Olaf Kuhlke, and Annike Schramme. Deftl, Eburon Academic Press, 90-99, 2015.

Gouvea, R. & Montoya, M. Mercosur after Chavez. *Thunderbird International Business Review*, 1-13, 2014, doi: DOI: 10.1002/tie.21650, 2014.

Kapelanis, D., Gouvea, R., Montoya, M., & Vora, G. An Export Portfolio Assessment of Regional Free Trade Agreements: A Mercosur and Pacific Alliance Perspective. *Modern Economy*, 5, 614-624, 2014.

Gouvea, R. & Montoya, M. Designing an Equitable Green Economy: A Brazilian Perspective, *International Journal of Environmental Studies*, 71 (2), 182-199, 2014.

Gouvea, R., Kapelianis, D., & Montoya, M. The Brazilian Spring: Reconsidering Risk Assessment in Business and the Global Political Economy. *Case Studies in Business and Management*, 1 (1), 38-63, 2014.

Gouvea, R., Montoya, M., & Walsh, S. How the Corruption Quadruple Helix Affects BRIC: A Case Study of Corruption in Big Emerging Economies. *Journal of Politics and Law*, 6 (2), 2013.

Gouvea, R., Kassicieh, S., & Montoya, M. Using the quadruple helix to design strategies for the green economy. *Technological Forecasting and Social Change*, 80 (1), 221-230, 2013.

Gouvea, R. & Montoya, M. Brazil & China: Competitors or Partners? Designing Strategic Alliances in the Age of Uncertainty. *Asian Journal of Latin American Studies*, 26 (1), 1-23, 2013.

Honors

US Army War College National Security Fellow, 2016-2017

Anderson School of Management, Hall of Fame Inductee, Distinguished Faculty Service Award, 2014-2015

Endowed Professor of Creative Enterprise, Anderson School of Management, 2014-present

Stephen M. Kellen Fellow, Council on Foreign Relations, 2010-present

George Woodruff Fellow, UNM Center for Regional Studies Fellow, Emory University, 2010

Junior Faculty of the Year, UNM Provost's Office for the Study of Effective Teaching, 2012-2013

Emory University Outstanding Educational Service Award, 2011-2012

UNM Teacher of the Year, UNM Accessibility Resource Center, 2011-2012

Delta Sigma Pi Outstanding Teacher Honor, 2011-2012

FITE Department Teacher of the Year Award, 2010-2011

Center for Regional Studies Fellow, UNM Center for Regional Studies, 2007-2010

National Hispanic Fund for the Arts Scholar, Truman Scholar, New York University, 2002

Rhodes Scholarship, Oxford University, Fall 1999. The Rhodes Trust, 1999-2000

Service

Chair, Global Education Office Study Abroad Health and Safety Advisory Committee, 2015-2017

MBA Entrance and Credits Committee, 2015-2017

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2015-2016

LAI - Grants and Awards Committee, UNM, 2010-2012

Faculty Advisor Humans vs. Zombies UNM student organization, 2013-present

Faculty Advisor International Business Students Global, 2013-present

McNair/ROP Program: Served as faculty mentor and advisor for several students in the program, 2010-present

Center for Leadership and Academic Excellence Scholarship Committee member: Includes Rhodes, Marshall, and Truman, 2011-present

Graduate Resource Center Latino/a Fellows Program Faculty Fellow, 2012-present

National Security Studies Program Advisory Committee, Currently Co Principal Investigator, 2010-present

National Scholarship Committee: Rhodes, Truman, Marshall, Gates/Cambridge scholarships, 2010-present

Provost's Interdisciplinary Studies Committee, 2012-2013

Jennifer Moore
Professor of Law

Education

JD: Harvard Law School, 1987

BA: Amherst College, 1983

Academic Appointments

Regents' Professor, University of New Mexico, School of Law, 2011-

Professor, University of New Mexico, School of Law, 1995-2011

Regent Lecturer in Law, UNM School of Law, 1997-1998

Visiting Professor, CUNY Law School at Queens College, Fall 1990

Visiting Professor, West Virginia University College of Law, Spring 1990

Administrative Appointments

Director of UNM Peace Studies, 2004-2006

Associate Dean for Academic Affairs, UNM School of Law, 2004-2005

Legal Appointments

Member, American Bar Association

Member, State Bar of California, 1987

Member, National Lawyers Committee on Human Rights, advisory committee to Peace Brigades International, 2010-present

Associate Legal Officer, United Nations High Commissioner for Refugees, Washington, DC, 1993-1995

Associate Protection Officer, United Nations High Commissioner for Refugees, Conakry, Guinea, West Africa, 1991-1993

Areas of Specialization (Topical and Regional)

Public international law; refugee law, human rights and humanitarian law, particularly in Africa; humane treatment and humanitarian norms regarding the status of detained persons in time of armed conflict; interaction between counter-terrorism policy and constitutional protections in various countries including the United States, Morocco, Tanzania and Iran

Courses Taught

Contracts I

Immigration Law

International Law

International Legal Problems

Human Rights

Peace and Conflict

Refugee and Asylum Law

Advocacy (Legal Writing)

Clinical Law

Legislative and Administrative Processes

Funded Research/Grants

Fulbright Senior Scholar, University of Dar es Salaam Faculty of Law, Tanzania, (co-taught Public International Law; conducted research on refugee and human rights policy in Tanzania), 2002-2003

Summer Faculty Research Grant Recipient, UNM School of Law, 2001, 1997, 1996

Major Works/Publications

Moore, Jennifer. "Conceptualizing and Contextualizing Criminal, Historical and Social Justice in Africa." In *Transitional Justice in Post-Conflict Societies in Africa*, J.R. Stormes SJ, E O. Opongo SJ, P. Knox SJ, and K. Wansamo SJ, eds., Paulines Publications, Nairobi, 2016.

Moore, Jennifer. "Protection against the Forced Return of War Refugees: An Interdisciplinary Consensus on Humanitarian *Non-refoulement*" (in *Refuge from Inhumanity: War Refugees and International Humanitarian Law*, Eds. David Cantor and Jean-Francois Durieux, Martinus Nijhoff, 2014.

Moore, Jennifer. *Humanitarian Law in Action within Africa*. Oxford University Press, 2012.

Moore, Jennifer. *Refugee Law and Policy: A Comparative and International Approach*. 4th Edition, Carolina Academic Press, with K. Musalo and R. Boswell, 2011.

Moore, Jennifer. "Whither the Accountability Theory: Second-Class Status for Third-Party Refugees as a Threat to International Refugee Protection." In *The Refugee Convention at Fifty: A View from Forced Migration Studies*, edited by Van Selem, Kamanga, Morrison, Nadig, Spoljar-Vrzina and van Willigen. Lexington Books, 2003.

Moore, Jennifer. "Toward a More Responsive Sovereignty: Confronting Human Rights Violations through National Reconstruction," from *Effective Strategies for Protecting Human Rights*, edited by David Barnhizer, Ashgate, 2001.

Moore, Jennifer. "The International Protection of Refugees: The Impact of Emergent Challenges on U.S. Law and Policy", from *Contemporary Practice of Public International Law*, edited by Ellen G. Schaffer and Randall J. Snyder. Oceana Publications, Inc., 1997.

Honors

Weihofen Professorship, 2014-2016

Ron and Susan Friedman Award for Faculty Excellence, 2012-2014

Human Rights Award, Church Women United, Albuquerque Chapter, 2012

Kelleher Professorship, 2006-2008

Member, Martin Luther King, Jr. Collegium of Scholars, Morehouse College, 2004

Henry Weihofen Lectureship in Law, UNM School of Law, 2001-2002

Service

Member, Editorial Board, Hekima Journal of Peace Studies & International Relations, Hekima College, University of East Africa, Nairobi, Kenya (since 2015)

LAI - Chair, Curriculum Committee, UNM, 2005-2006

LAI - Co-Chair, Curriculum Committee, UNM, 2000-2005

Judge, Jessup International Law Moot Court Competition practice rounds, UNM Law School, 1996, 1997, 1999, 2000, 2001, 2002

LAS Student Committees Served On Since 2006

2 exam committees served as member

Jami Nelson-Nuñez
Assistant Professor of Political Science

Education

PhD: University of Colorado, Boulder, 2014

MA: University of Colorado, Boulder, 2009

BA: University of Colorado, Boulder, 1999

Academic Appointments

Assistant Professor, Dept. of Political Science, UNM, 2015-present

Areas of Specialization (Topical and Regional)

Sustainability of water and sanitation infrastructure in rural and peri-urban communities; development of robust service-delivery addressing the needs of the poor; poverty, development and government responsiveness

Courses Taught

Politics of Poverty and Inequality

Funded Research/Grants

Sustainability of Water and Sanitation Infrastructure in Peru, PI: Karl Linden; Role: Lead Research Coordinator; National Science Foundation, IRES Grant, 2011-2014

Major Works/Publications

Boulding, Carew and Jami Nelson-Nunez. "Civil Society and Support for the Political System in Times of Crisis," *Latin American Research Review*, Vol. 49 (1), 128-154, 2014.

Andersson, Krister and Jami Nelson-Nunez. "Rural Development," in *The Oxford Companion to Comparative Politics*, eds. Craig Murphy, Margaret Crahan and Joel Krieger. New York: Oxford University Press, 332-334, 2013.

Honors

Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy, UNM, 2015-present

Research Associate, One Earth Future Foundation, 2015

Research Fellow, One Earth Future Foundation, 2013-2014

Consultant, CONAPAC, Iquitos, Peru, 2014-2015

Service

LAII - Grants and Awards Committee, UNM, 2015-2016

Sara Niedzwiecki
Assistant Professor of Political Science

Education

PhD: University of North Carolina, Chapel Hill, 2014

MA: University of North Carolina, Chapel Hill, 2010

BA: Universidad Torcuato di Tella, Buenos Aires, 2005

Academic Appointments

Assistant Professor, Department of Political Science, University of New Mexico, 2014-present

Areas of Specialization (Topical and Regional)

Politics of welfare states in Latin America; multilevel governance and subnational politics with emphasis on measurement of decentralization

Courses Taught

Political Development in Latin America

Comparative Politics

Latin America's Big Three: The Politics of Argentina, Brazil, and Mexico

Comparative Welfare States

Pro-Seminar in Latin American Politics

Funded Research/Grants

Methodology, Measurement, and Statistics Program at the National Science Foundation, through PolMeth for Mixed Methods Research Workshop, (\$7500), 2016

Major Works/Publications

Niedzwiecki, Sara, with Liesbet Hooghe, Gary Marks, Arjan Schakel, Sandra Chapman Osterkatz, and Sarah Shair-roseneld. *Measuring Regional Authority*, Oxford University Press, 2016.

Niedzwiecki, Sara "Social Policies, Attribution of Responsibility, and Political Alignments. A Subnational Analysis of Argentina and Brazil" *Comparative Political Studies* (49, no.4, 457-498), 2016.

Niedzwiecki, Sara, with Alissandra Stoyan, Jana Morgan, Jonathan Hartlyn, and Rosario Espinal "Trust in Government Institutions: The Effects of Performance and Participation in the Dominican Republic and Haiti" *International Political Science Review* (37, no.1, 18-35), 2016.

Niedzwiecki, Sara, with Santiago Anria "Social Movements and Social Policy: The Bolivian Renta Dignidad" *Studies in Comparative International Development (Online First)*, 2015.

Niedzwiecki, Sara "Social Policy Commitment in South America. The Effect of Organized Labor on Social Spending from 1980 to 2010" *Journal of Politics in Latin America* (7, no. 2, 3-43), 2015.

Niedzwiecki, Sara, with Evelyne Huber "Emerging Welfare States in Latin America and East Asia" In Stephan Leibfried et.al. eds. *The Oxford Handbook of Transformations of the State*, 2015.

Niedzwiecki, Sara "The Effect of Organized Civil Society on Social Policy Reform. Pension and Health Reforms in Argentina and Brazil (1988-2008)" *Latin American Politics and Society* (56, no.4, 22-48), 2014.

Niedzwiecki, Sara, with Evelyne Huber "Soziale Sicherungssysteme in Lateinamerika und Ostasien: Hin zu einer universellen Grundsicherung?" *Zeitschrift fr Sozialreform* (59, Heft 2, S 255-274), 2013.

Niedzwiecki, Sara, with Fairstein "El acceso al agua en Argentina" *In Derecho al Agua*, Prosalus, Spain, 2008.

Honors

"Social Policies, Attribution of Responsibility, and Political Alignments" "Regional Self-Rule and Voting Participation in Latin America" (with A. Stoyan) Voted "Papers of the Month" at MLGWatch, 2016
REPAL Annual Conference Best Paper Prize, Red para el Estudio de la Economía Política de América Latina, 2015

Dean's Distinguished Dissertation Award in Social Sciences, Graduate School, UNC-CH, 2015

Decentralization and Subnational Governance Best Paper LASA Prize, 2014

Senior Fellow at Robert Wood Johnson Foundation Center for Health Policy, 2014-present

Service

Member, Executive Committee, Department of Political Science, UNM, 2016-2017

Co-organizer, Southwest Workshop on Mixed-Methods Research, Dept. of Political Science, UNM, 2015-2016

LAI - Organizer, LAII Speaker's Series, UNM, 2016

LAI - Grants and Awards Committee, UNM, 2014-2015

Member, Committee of Studies for graduate students, Dept. of Political Science, UNM, 2014-present

Emerging Diversity Scholar at National Center for Institutional Diversity, Univ. of Michigan, 2014-present

Committee Member of Decentralization and Sub-National Governance section of LASA, 2014-2015

Coordinator of Diplomacy Lab Project on Economic Prosperity and Democracy, 2014

LAS Student Committees Served On Since 2006

1 exam committee served as member

Anna Maria Nogar
Associate Professor of Spanish and Portuguese

Education

PhD: University of Texas, Austin, 2008

MA: University of Texas, Austin 2004

BS: University of New Mexico, 2000

Academic Appointments

Associate Professor, University of New Mexico, 2015-present

Assistant Professor, University of New Mexico, 2008-2015

Visiting Lecturer, University of New Mexico, 2007-2008

Assistant Instructor, University of Texas, 2003-2007

Areas of Specialization (Topical and Regional)

Colonial Mexican literature and cultural studies, with focus on communities of reading and mystical writing; Mexican American literature and culture, from the colonial era to the present day; New Mexican literature, in particular 19th and early 20th-century writers; transpacific and transatlantic literary and cultural exchanges during the colonial period

Courses Taught

Mexican American Cultural Studies Methodology

Critical Borderlands Literature, 1885-2014

Literatura de Nuevo México

Advanced Culture of Nuevo México

Contemporary Mexican American Culture

Survey of Chicano Literature

Introduction to Hispanic Literature

Cultura de Nuevo México

Second-Year Spanish I

Intermediate Medical Spanish for Medical Professionals

Literature of New Mexico

Mexican American Literature and Culture

Funded Research/Grants

Travel Grant: Latin American and Iberian Institute, UNM, (2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009)

Teaching Allocation Grant: Center for Teaching Effectiveness, UNM, with Mary B. Quinn, 2014

Escuela de Estudios Hispano-Americanos (Consejo Superior de Investigaciones Científicas): Seville, Spain, 2010

Northeast Modern Language Association, 2010

Research Assistantship: Latin American and Iberian Institute, UNM, 2010-2011

Southwest Hispanic Research Institute, UNM, 2010

Research Allocation Committee (RAC), UNM, 2009

Major Works/Publications

Ignacio Sánchez Prado, Anna M. Nogar and José Ramón Ruisánchez. "Introduction: Cambridge History of Mexican Literature." *Cambridge History of Mexican Literature*. Cambridge University Press, pp. 1-14, 2016.

Anna M. Nogar. "New Spain's Archival Past and Present Materiality." *Cambridge History of Mexican Literature*. Eds. Ignacio Sánchez Prado, Anna M. Nogar and José Ramón Ruisánchez. Cambridge: Cambridge University Press, pp. 128-140, 2016.

Anna M. Nogar and Enrique Lamadrid. "神話、伝説、そして歴史——ニューメキシコの文化的記憶におけるムヘロタス" ("Myth, Legend and Memory: Indo-Hispana Mujerotas ("Strong Women") in Nuevomexicano Cultural Memory.") 沖縄ジェンダー学3 交差するアイデンティティ (*Gender Studies in Okinawa 3: Crossing Identities*). Ed. and Trans. Ikue Kina. Tokyo: Otsuki Shoten Publishers, pp. 233-66, 2016.

Cambridge History of Mexican Literature. Edited volume. Eds. Ignacio Sánchez Prado, Anna M. Nogar and José Ramón Ruisánchez. Cambridge: Cambridge University Press, 2016.

Colonial Itineraries of Contemporary Mexico: Literary and Cultural Inquiries. Edited volume. Eds. Oswaldo Estrada and Anna M. Nogar. Tucson: University of Arizona Press, 2014.

María de la Paz García and Anna M. Nogar. *Complete Spanish for Americans*. Spanish language textbook. Miami: Santillana Press, 2008.

Service

Executive Committee Member: Modern Languages Association (MLA) Division, Ethnic Studies in Language and Literature (2012-2017, elected 5-year term)

National Park Service National Trails Initiative Faculty Advisory Board, 2016-present

Mellon Mays Undergraduate Fellowship Advisory Board, 2015-present

Director of Undergraduate Studies, Dept. of Spanish and Portuguese, UNM, 2014-2015

Graduate committee, Dept. of Spanish and Portuguese, UNM, 2013

LAI - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2009-2012

LAI - Operations Committee, UNM, 2009-2011

Colonial Studies Working Group, UNM, 2007-2012

Feminist Research Institute Board, UNM, 2008-present

LAS Student Committees Served On Since 2006

1 theses chaired

1 exam committee chaired

2 exam committees served as member

Suzanne Oakdale
Associate Professor of Anthropology

Education

PhD: University of Chicago, 1996
MA: University of Chicago, 1987
AB: University of Chicago, 1985

Academic Appointments

Associate Professor, University of New Mexico, 2005-present
Assistant Professor, University of New Mexico, 1998-2005
Visiting Lecturer, Indiana University, 1995-1996
Adjunct Faculty, University of New Mexico, 1997
Visiting Assistant Professor, Williams College, 1997-1998

Areas of Specialization (Topical and Regional)

Brazilian Amazon (Tupi-speaking indigenous communities), life history, ritual and symbolic behavior, history of anthropological theory, Latin America

Courses Taught

Cultures of the World
Principles of Cultural Anthropology
Ritual and Symbolic Behavior
Theory of Symbolic Action
Autobiography and Life History in Anthropology
Theory in Ethnology II
Indigenous Peoples of Latin America
Life History Methods and Approaches
South American Indigenous Peoples: National and International Perspectives

Funded Research/Grants

New Course Development Award, for course taught Spring 2014, Latin American and Iberian Institute, UNM. New Course: ANTH 340/540 "Shamanism and the Politics of Cosmology," 2013
Award for Faculty, National Endowment for the Humanities, "Kawaiwete Perspectives on Twentieth Century Brazilian Indigenous Policies," (\$29,400), 2012-2013
"Life in a 'Pre-Colonial' Park at the Center of the Nation: Contextualizing the Autobiographical Accounts of Two Indigenous Leaders in Brazil's Xingu Indigenous Park," LAII Field Research Grant, UNM (\$1,142.50), 2011
New Course Development Award, for course taught Fall 2011, Latin American and Iberian Institute, UNM. New Course: ANTH 340/540 "Latin American Culture and Society: Brazil," 2010
"Autobiographical and Biographical Narratives in Lowland South America: Unexpected Relations Between Persons, Language, and History." Suzanne Oakdale and Magnus Course, Co-Organizers. Workshop held September 2010 at the University of Edinburgh. Wenner-Gren Foundation (Workshop Grant), (US\$7,718); British Academy (Small Research Grant), (3,924.00 British Pounds), 2010
New Course Development Award 2008, for course taught in Spring 2009, Latin American and Iberian Institute, UNM. New Course: ANTH 340/540 "South American Indigenous Peoples: National and International Perspectives," 2008
"Kayabi Perspectives on Twentieth Century Brazilian Indian Relations: A View from the Missions," LAII Field Research Grant, UNM (\$1,450); RAC Small Grant, UNM (\$1,715), 2007
"Kayabi Perspectives on Twentieth Century Brazilian Indian Relations," LAII Field Research Grant, UNM (\$1,297); RAC Small Grant, UNM (\$1505), 2004

“Changing Initiation Practices in an Amazonian Community,” LAII Field Research Grant (\$1000); RAC Small Grant, UNM, (\$3163), 2001

Major Works/Publications

Oakdale, Suzanne. “Ritual and the Circulation of Experience;” *Ritual Communication*, E. Basso and G. Senft, eds. Pages 153-170. New York: Berg, 2009.

Oakdale, Suzanne. “Introduction.” *Tipiti: Journal of the Society for the Anthropology of Lowland South America*. Special Edition on Life Histories, pages 1-12, 2007. (Back issue, published in 2009).

Oakdale, Suzanne. “‘Alterity,’ History, and Subjectivity.” *Tipiti: Journal of the Society for the Anthropology of Lowland South America*. Special Edition on Life Histories, pages 59-78, 2007. (Back issue, published in 2009).

Oakdale, Suzanne. “The Commensality of ‘Contact,’ ‘Pacification’ and Inter-Ethnic Relations in the Amazon: Kayabi Autobiographical Perspectives.” *Journal of the Royal Anthropological Institute* 14:4, pages 791-807, 2008.

Oakdale, Suzanne. “The Animals' Revenge.” In *Revenge*, edited by Stephen Beckerman and Paul Valentine. University Press of Florida, expected publication date, 2007.

Oakdale, Suzanne. *I Foresee my Life: The Ritual Performance of Autobiography in an Amazonian Community*. Lincoln: University of Nebraska Press, 2005.

Oakdale, Suzanne. “Forgetting the Dead, Remembering Enemies:” In *Interacting with the Dead: Perspectives on Mortuary Archaeology for the New Millennium*, edited by Gordon F. M. Rakita, Jane E. Buikstra, Lane A. Beck, Sloan R. Williams. University Press of Florida, 2005.

Honors

Snead-Wertheim Lecture Recipient, “Ethnicity and Eating Together in the Brazilian Amazon: Indigenous Autobiographical Perspectives,” University of New Mexico, 2007

Service

Member of the Advisory Committee, Department of Anthropology, 2013-2014

Member of the Religious Studies Committee, UNM, 1999-2005, 2006-2008

Graduate Advisor for Ethnology, member of Graduate Committee, UNM, 2002-2005, 2008-2012

Graduate Director for the Anthropology Department, UNM, 2008-2012

LAII – Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2000-2001, 2005-2011

LAII - Library Committee, UNM, 1998-2003

Undergraduate Advisor for Ethnology and member of the Undergraduate Committee, UNM, 2000-2001

LAS Student Committees Served On Since 2006

1 thesis reviewed as member

1 dissertation chaired

13 exam committees served as member

Barbara Reyes
Associate Professor of History

Education

PhD: University of California at San Diego, 2000

MA: University of California at San Diego, 1992

BA: University of California at San Diego, 1981

Academic Appointments

Associate Professor, University of New Mexico, 2008-present

Assistant Professor, University of New Mexico, 2000-2008

Visiting Associate Professor, University of California at San Diego, Summer 2009 & 2010

Visiting Assistant Professor, University of California at San Diego, Summer 2007 & 2008

Research Assistant Professor, Center for Regional Studies, UNM, 2006

Lecturer, University of California, San Diego, 2001

Administrative Appointments

Director, Southwest Hispanic Research Institute, UNM, present

Interim Director, Southwest Hispanic Research Institute, UNM, 2014-2015

Director, Women Studies Program, UNM, 2011-2015

Acting Director, Center for the Southwest, UNM, 2008-2009

Areas of Specialization (Topical and Regional)

Early and contemporary Chicano history, New Mexico history, Borderlands history, Hispanic Frontier history, and Immigration history, as well as gender studies

Courses Taught

Immigration to U.S.

Women and U.S./Mexico Borderlands History

Chicana/o History

History of New Mexico

Mexican Immigration in the 20th Century

Hispanic Frontiers

Chicano Political and Intellectual History

Hispanic Frontiers

Early History of Mexican-Americans

History of Immigration

Special Topics in Chicana/o History: Special Topics in Immigration History

History of Mexican Immigration

Gender, Race and Ethnicity in Immigration

History of New Mexico

History of Hispanic Frontier

Social and Economic History of the Southwest I

Funded Research/Grants

Shoemaker Research/Travel Award: "Civil Right or Civic Duty: Latinas in American Public Service."

Department of History, UNM, (\$4000), 2009-2010

Feminist Research Institute, UNM, Manuscript research/writing, "Private Women/Public Lives: Women and Nineteenth Century California Missions," (\$800), 2007

Center for Regional Studies, UNM, Faculty Research/Writing Fellowship, "Private Women/ Public Lives: Women and Nineteenth Century California Missions," (\$53,000), 2006

National Research Council, Ford Foundation, "Private Women/Public Lives: Women and Nineteenth Century California Missions," (\$37,000), 2002-2003

Feminist Research Institute, UNM, "Private Women/Public Lives: Women and Nineteenth Century California Missions," (\$1918), 2002-2003

Research Allocations Committee, UNM, (\$3400), 2002

Major Works/Publications

Reyes, Barbara. "Nosotras las Mujeres, Alta California en el siglo XIX desde la perspectiva de las Californianas." Revista *Meyibó*, Universidad Autónoma de Baja California, Instituto de Investigaciones Históricas, Tijuana, Baja California, México, Año 3, Nueva Época, Núm. 6, Julio-Diciembre, pp. 7-36, 2012.

Reyes Hernández, Barbara. "Detengan a esa mujer! Etnia, raza y género en las Californias de la época colonial." Revista *Meyibó*, Universidad Autónoma de Baja California, Instituto de Investigaciones Históricas, Tijuana, Baja California, México, Nueva Época, Núm. 2, Julio-Diciembre, pp. 23-55, 2010.

Reyes, Barbara. *Private Women/Public Lives: Gender and the Missions of the Californias*. University of Texas Press, 2009.

Reyes, Barbara. "Eulalia Perez," "Apolinaria Lorenzana," and "Eulalia Callis de Fages." In *Latinas in the United States: An Historical Encyclopedia*, edited by Vicki L. Ruiz and Virginia Sanchez-Korrol. Indiana University Press, 2006.

Reyes, Barbara. "Graciela Olivarez." Encyclopedic entry in *Notable American Women*, edited by Susan Ware. Harvard University Press, 2005.

Honors

Recognition for Outstanding Commitment to the Support and Empowerment of Students at UNM, Women's Resource Center, 2013

Recognition for *Outstanding Work by Faculty of Color at UNM*, presented by the Project for New Mexico Graduates of Color (PNMGC), Raza Graduate Student Association (RGSA), Black Graduate & Professional Student Association (BPGSA), and the Society for Native American Graduate Students (SNAGS), UNM 2007-2008

Ford Foundation Post-Doctoral Fellowship 2002-2003, National Research Council

Susan Geiger Award, Research Grant, Feminist Research Institute, UNM, 2002

Service

Southwest Hispanic Research Institute (SHRI) Faculty Advisory Board, 2003-2009, 2012-2014

Chicana and Chicano Studies Faculty Advisory Board, 2012-2014

LAI - Operations Committee, UNM, Chair, 2005; member 2007-2008, 2014-2016

LAI - Faculty Concilium, UNM, 2006-2014

LAI - Research Associate and Affiliated Faculty, 2003-2011

Affiliated Faculty, Department of American Studies, 2005-2014

Board of Associated Scholars, Center for the Southwest, 2003-2011

LAS Student Committees Served On Since 2006

3 exam committees chaired

4 exam committees served as member

Ilia Rodríguez
Associate Professor of Communication and Journalism

Education

PhD: University of Minnesota, 1999

MA: University of California at Santa Barbara, 1990

BA: University of Puerto Rico, 1986

Academic Appointments

Associate Professor, Communication and Journalism, UNM, 2003-present

Assistant Professor, University of New Mexico, 2000-2003

Areas of Specialization (Topical and Regional)

History of journalism, U.S. ethnic minorities and media, and international communication with emphasis on Latin America. The role of mainstream and minority news media in shaping public understandings of multiculturalism, inter-ethnic relations, and national identities; media discourses on Latino/African-American relations.

Courses Taught

Media Theory and Research

Qualitative Research Methods II

Media History

Intermediate Reporting

International Perspectives in Communication

Multiculturalism, Gender / Media

Introduction to Mass Communication

Foundations of Communication Research

Funded Research/Grants

TAS Grant. UNM teaching grant to attend training session on multimedia journalism at Poynter Institute in St. Petersburg, Florida, 2009

Teaching grant to develop a course for the comparative study of media in Latin America. *Languages and Internationalization across curriculum: Health and cultural integrity*, project funded by the U.S. Dept. of Education UIAFL Program, Latin American and Iberian Institute, UNM. (\$2500), 2007

Institute of Educational Inquiry, *Journalism, education and the public good*, 3-day workshop in Oregon. Covered cost of travel, lodging and meals for the team, 2006

Minnesota Center for Rural Policy & Development, St. Peter, MN. *Improving communications between Latina immigrants and service providers in Central Minnesota*. Co-authored with Margaret Villanueva, Flora Calderón-Steck, and Luke Tripp at St. Cloud University, MN. (\$6000), 2002-2004

Major Works/Publications

Santiago-Díaz, & Rodríguez, I. Writing race against literary whiteness: the Afro-Puerto Rican outcry of Piri Thomas. *The Bilingual Review* 31.1: 12-29, Jan 2012-Apr 2013.

Rodríguez, I. "Diversity writing' and the Liberal Discourse on Multiculturalism in U.S. Mainstream Newspapers." *Howard Journal of Communications* 20 (2), 167-188, 2009.

Santiago-Díaz, E. & Rodríguez, I. "Desde las fronteras de dos casas letradas: Habla Piri Thomas." *Revista Iberoamericana* 75 (229), 1199-1122, 2009.

Rodríguez, I. "El valor de la investigación histórica para la teorización sobre la prensa 'étnica' en los Estados Unidos: El caso del periodismo en español de Nueva Orleans." *Razón y Palabra. Primera Revista*

Electrónica en América Latina Especializada en Comunicación. [on-line serial] 63. Available at: <http://www.razonypalabra.org.mx/index.html>. July 2008.

Rodríguez, I. "Telling stories of Latino population growth in the United States: Narratives of inter-ethnic conflict in mainstream, Hispanic and African-American newspapers." *Journalism: Theory, Practice and Criticism* 8 (5), 568-585, 2007.

Rodríguez, I. "The Spanish-language and bilingual press of New Orleans in the crosscurrents of journalistic trends in the 19th and early 20th centuries." *Louisiana Communication Journal* 8, 42-57, 2006.

Villanueva, M., Calderon-Steck, F., Rodríguez I. & Tripp, L. Latina Immigrants in Minnesota Communities: A Comparative Survey on Demographics, Needs, Barriers, and Assets. Working Paper #64, published by the Julian Samora Research Institute at Michigan State University, 2005.

Rodríguez, I. "Is everyone buying the American dream? Diversity as a news value and the pitfalls of liberal multiculturalism." Proceedings of the II Regional Conference of the Latin American Federation of Schools of Social Communication (University of Miami, Coral Gables). Lima: UNESCO, FELAFACS. (In CD-ROM format), 2004.

Service

Director, PhD Program and Chair, Graduate Committee, Dept. of Communication and Journalism, UNM, 2011-2012

Member of Association for Education in Journalism and Mass Communication's Presidential Task Force on Latinos and Latin Americans, 2011-2012

Member, MA Admissions Committee, Dept. of Communication and Journalism, UNM, 2010-2011

Member, PhD Admissions Committee/Graduate Studies, Dept. of Communication and Journalism, UNM, 2007-2009

Member of Undergraduate Studies Committee, Dept. of Communication and Journalism, UNM, 2005-2006, 2003-2004

LAI – Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2013-2016

LAI – Member of Caribbean Studies Group, 2004-2006

LAI – Member of Operations Committee and Faculty Concilium, UNM, 2003-2004

Member of the Southwest Hispanic Research Institute (SHRI), UNM, 2003-present

Officer of the Minorities and Communication Division of the Association for Education in Journalism and Mass Communication, 2003-present

Eva Rodríguez González
Associate Professor of Spanish Linguistics

Education

PhD: University of Kansas, 2006
MA: University of Kansas, 2003
MA: Universities of Santiago de Compostela, 1999
CAP: University of Santiago de Compostela, 1999
BA: University of Santiago de Compostela, 1997

Academic Appointments

Associate Professor of Spanish Linguistics, UNM, 2014-present
Associate Professor of Spanish Linguistics and Assistant Chair, Department of Spanish and Portuguese, Miami University, 2013-2014
Graduate Seminar Instructor, Universidade de Vigo, Spain, Summer 2010
Assistant Professor of Spanish Linguistics, Miami University, 2006-2013
Part-Time Spanish Lecturer, Department of Linguistics and Department of Education, University of Kansas, 2005
Spanish Full Time Instructor, Department of Modern Languages, Washburn University, Topeka, Kansas, 2004-2006

Areas of Specialization (Topical and Regional)

Second language acquisition, psycholinguistics, bilingualism, foreign language pedagogy

Courses Taught

Recent Research on the Teaching of Spanish
Language Teaching Methodology
Second Language Acquisition
Applied Linguistics

Funded Research/Grants

Verbum Casa das Palabras Summer School (Co-Organizer with Dr. Gerardo Fernández Salgueiro et al.).
Project: Verbum Summer School in Linguistics (Vigo, Spain); (€10,000), 2010

National Science Foundation Grant (NSF, submissions): PI: Eva Rodríguez González “The acquisition and processing of Spanish Subjunctive by adult second language learners” (\$181,250, \$136,927, \$117,174 for 2008, 2009 and 2011)

Harry Russell and Glenn Barr Summer Fellowship, Department of Spanish and Portuguese, Miami University, (\$1,000), 2011

Miami University Senate Committee on Faculty Research and the Office for Advancement of Research and Scholarship, Faculty Summer Research Appointment Award “Assessment Procedures in Task-Based Foreign Language Teaching”, Miami University, (\$6,200), 2010

Howe Center for Writing Excellence Award “Integrating Writing throughout the Spanish Basic Language Curricula”, Miami University, (\$5000), 2009

Major Works/Publications

R-G, E. "The effects of Peer Feedback practices in Spanish Second Language Writing." In Mueller Gathercole, V. C. (Ed.). "*Solutions for the Assessment of Bilinguals*" Multilingual Matters. Bristol: UK, pp. 194-213, 2013.

Hernández, T. & R-G, E. "Impact on Instruction of the Use of L2 Discourse Markers." *Journal of Second Language Teaching and Research* 2.1, 3-31, 2013.

R-G, E. & Parafita-Couto, M.C. "Calling for Interdisciplinary approaches to the study of Spanglish and its Linguistic Manifestations" *Hispania* 95.3, 460-479, 2012.

R-G, E. "Neighborhood density effects in the processing of Spanish Preterite" *Journal of Spanish Psychology*, 15.1, 35-47, 2012.

Castañeda, M. E. & R-G, E. "L2 Speaking Self-Ability Perceptions through Multiple Video Speech Drafts." *Hispania* 94. 3, 483-501, 2011.

Castañeda, M. E.; R-G, E. & Schulz, M. "Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing your ELL in Mainstream Classrooms." *The Tapestry Journal*, 3.1, 38-64, 2011.

R-G, E. "Analysis of Spanish Preterite learner errors". *Academic Exchange Quarterly*, Winter 2008, Volume 12, Issue 4, 181-187, 2008.

Vitevitch, M.S. & R, E. Neighborhood density effects in spoken word recognition in Spanish. *Journal of Multilingual Communication Disorders*, 3, 64-73, 2005.

Honors

Selected Participant, Institute of Miami Leadership Development (IMLD), Miami University, 2013-2014

Recipient of Women Leadership Award, Miami University, 2013

Top 100 Miami University Faculty Member (Student Commendations, Spring 2012 graduation)

Top 100 Miami University Faculty Member (Student Commendations, Spring 2011 graduation)

Nahiteeheyoni Award for University Service Learning, Miami University, 2010

Service

Coordinator of Spanish Second Language Program, UNM, 2014-present

LAII - Executive Committee, UNM, 2015-2016

LAII - Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2015-2016

LAII - Operations Committee, UNM, 2014-2015

Member: Fulbright-Hays Program, United States Department of State. 2013-Present

External Evaluator, Ohio Summer Teachers' Institute, National Endowment of Humanities 2012-2014

Discussion Leader: "Bilingualism at an early age" at the *White House Initiative on Educational Excellence for Hispanics, Hispanic Community Action Summit*, Lorain, OH, February 18, 2012

Co-organizer and instructor of Summer 2010 Program for Children with Individual Needs "Learning by sharing who we are." Four-day program in June 2010 for Hispanic Bilingual Children in the city of Oxford, Ohio, 2010

Co-organizer of the Verbum Summer School of Linguistics 2010

Levi Romero
Assistant Professor of Chicana and Chicano Studies

Education

MA: University of New Mexico, 2000

BA: University of New Mexico, 1994

Academic Appointments

Assistant Professor of Chicana and Chicano Studies, UNM, 2015-present

Assistant Professor, Chicana and Chicano Studies and Community and Regional Planning Program (joint appointment), UNM, 2014-2015

Lecturer III, Chicana and Chicano Studies Program, UNM, 2012–2014

Lecturer, English Department, UNM, 2003-2008

Administrative Appointments

Director, New Mexico Cultural Landscapes Certificate Program, Chicana and Chicano Studies, UNM, 2013-present

Associate Director, Chicana and Chicano Studies, University of New Mexico, 2013-2015

Areas of Specialization (Topical and Regional)

Cultural landscapes studies and sustainable building methodologies of northern New Mexico, acequia systems, molinos, salas and other agrarian and cultural contexts related to the upper Rio Grande watershed. Oral history projects; community projects.

Courses Taught

Querencia: Place and Identity

Acequia: Water, Land, Community

New Mexico Villages and Cultural Landscapes

New Mexico's Literary Landscapes

Writers in the Community

The Spoken Word

Human Settlements

Planning Communications Workshop

Communications III

Design Planning and Assistance Center Studio

Following the Manito Trail, Oral History Intersession Course

Funded Research/Grants

NEH Enduring Questions Award (Identity and Place), 2015

McCune Charitable Trust Foundation: Resolana as the Library of the Future, 2013

NEH Grant, Dome Poems: Poems of Memory and Emergence, 2012

Lumina Foundation Grant, Unidos Project, "Traditional Acequia System as Model for Educational Ecosystem," 2012

Major Works/Publications

Romero, L. *Sagrado: A Photopoetics Across the Chicano Homeland* (photos, narratives, poetry, cultural landscapes documentary). Romero, Herrera, Kaiser, editors/contributors, UNM Press, 2013.

Romero, L. *A Poetry of Remembrance: New and Rejected Works*, UNM Press, 2008.

Romero, L. *In The Gathering of Silence*, West End Press, 2nd printing, 2007.

Romero, L. *In The Gathering of Silence*, West End Press, 1996.

Honors

International Latino Book Awards, Honorable Mention. *Sagrado: A Photopoetics Across the Chicano Homeland*, 2015

Southwest Book Award, Border Regional Library Association. *Sagrado: A Photopoetics Across the Chicano Homeland*, 2014-2015

New Mexico Arizona Book Awards, Multicultural Subject. *Sagrado: A Photopoetics Across the Chicano Homeland*, 2014-2015

New Mexico Book Association Award, Finalist. *Sagrado: A Photopoetics Across the Chicano Homeland*, 2014

Taos Shortz Film Festival, People's Choice Award-Documentary, *Going Home Homeless*, 2014

New Mexico Centennial Poet, 2012

UNM Men of Color Alliance (MOCA), 2011-2012 Ally and Mentor Recognition

Alibi Magazine, Best of Burque, Best Poet Category

Poet Laureate, School of Architecture and Planning Program, UNM, 2010

Writers' League of Texas, Book Award, Finalist, *A Poetry of Remembrance: New and Rejected Works*, 2009

Best Books of the Southwest, *A Poetry of Remembrance: New and Rejected Works*, 2009

1st place, New Mexico Women's Press Excellence in Communications, 2009

3rd place, National Women's Press Award, (radio interview with Tania Casselle), 2009

Service

Study-Abroad Program, faculty leader, UNM, Summer 2015

La Sala Filantropica Archive Center, (Alianza de Los Herederos de La Merced del Embudo), Dixon, New Mexico, 2015-2016

Research Scholar, Chicana and Chicano Studies, UNM, 2011-2012

Scholar in Residence, Instituto de Agua y Cultura Program, UNM Taos Branch, 2011

Visiting Research Scholar, School of Architecture and Planning, UNM, 2008-2011

Cañar / Quito, Ecuador: University of New Mexico, Indigenous Design Planning Institute,

UNM Men of Color Alliance (MOCA), 2011-2012 Ally and Mentor Recognition

Yelapa, Mexico: Writing/Cultural Studies Retreat, UNM English Department, Spring 2005

LAS Student Committees Served On Since 2006

2 exam committees served as member

Eleuterio Santiago-Díaz
Associate Professor of Spanish & Portuguese

Education

PhD: Brown University, 2002

MA: University of California at Santa Barbara, 1990

BA: University of Puerto Rico at Río Piedras, 1980

Academic Appointments

Associate Professor, University of New Mexico, present

Assistant Professor, University of New Mexico, 2003

Instructor, St. Cloud State University, 2001-2003

Assistant Professor, Tulane University, 1998-2000

Instructor, Cambridge Community College, Minnesota, 1994-1995

Teaching Fellow and Teaching Assistant, Brown University, 1991-1992

Areas of Specialization (Topical and Regional)

Afro-Hispanic literature and culture, Hispanic Caribbean literature and culture, Latin American literature

Courses Taught

Modernismo in Spanish American Literature

Afro-Hispanic Literature of the Caribbean

Caribbean Identities

Introduction to Latin American Culture

Senior seminar on Asturias and Carpentier

Plague in Latin American Literature

Literature of the Spanish Caribbean

U.S. Latino Caribbean Literature

Major Works/Publications

Santiago-Díaz, Eleuterio. *Breaths*. Albuquerque: UNM Press, 2012.

Santiago-Díaz, Eleuterio. *Escritura afropuertorriqueña y modernidad*. Instituto Internacional de Literatura Iberoamericana, University of Pittsburgh, 2007.

Santiago-Díaz, Eleuterio. "Veinte siglos después del homicidio: el apocalipsis de Vieques según Carmelo Rodríguez Torres." *Revista Iberoamericana* 211: 485-504, 2005.

Santiago-Díaz, Eleuterio. "In Search of an Afro-Puerto Rican Chronicle: Contesting race, nation, and modernity." In *Marvels of the African World: Cultural Patrimony, New World Connections, and Identities*, edited by Omoniyi Afolabi. Africa World Press, 2004.

Honors

Mortar Board Student Recognition for Outstanding Teaching, Tulane University, 1998-1999, 1999-2000

Service

LAI – Grants and Awards Committee, UNM, 2008, 2014-2016

Member of the Caribbean Studies Group at the Latin American & Iberian Institute, 2004–present

Member of the Southwest Hispanic Research Institute, 2003-present

Departmental Activities: Member of the Activities Committee, 2005-2006

Chair of Activities Committee, 2004-2005

Member of Undergraduate Studies Committee, 2003-2004

Campus Activities: Co-organizer of Spring Break student exchange between UNM and the University of Puerto Rico, 2005

LAS Student Committees Served On Since 2006

2 exam committees chaired

4 exam committees served as member

Suzanne M. Schadl
Associate Professor - University Libraries

Education

PhD: University of New Mexico, 2002
BA: Ohio State University, 1992

Academic Appointments

Associate Professor, Curator Latin American Collections/Outreach Coordinator, University Libraries, University of New Mexico, 2015-present
Assistant Professor, Coordinator Inter-American Studies/Latino & Latin American Collections Curator, University Libraries, University of New Mexico, 2009-2015
Adjunct Professor, Organizational Information Learning Sciences, University of New Mexico, 2013-present
Adjunct Professor, Latin American Studies, University of New Mexico, 2009-present
Assistant Professor, Roanoke College, 2002-2004
Lecturer, UNM Taos, 2001-2002
Visiting Lecturer, University of Texas at Austin, 1999-2000

Areas of Specialization (Topical and Regional)

American Studies, Chicano/a Studies, Foreign Languages and Literature, Latin American Studies, Spanish and Portuguese, Women's Studies

Funded Research/Grants

Project Director, New Mexico Humanities Council Grant, "Getting Up P'al Pueblo: the visual Revolution of ASAR-Oaxaca in New Mexico Perspective," (\$8,500.00), 2013

Project Director, Latin American Microforms Project, "Van de Velde Colonial Documents Digitization" (\$3,000), 2013

Research Allocation Travel Grant, for "Secondary?: source citations measuring colonialist and imperialist process", UNM, (\$1,650), 2012

Project Manager, "Secondary?: source citations measuring colonialist and imperialist Process", funded by Latin American and Iberian Institute, UNM, (\$10,000), 2011-2012

LAII/UNM, US Department of Education, Technological Innovation for Foreign Information Access program (TICFIA), Role: Collections Manager, "La Energia: Energy Policy, Regulation and Dialog in Latin America," (\$187,041), 2009-2012

Major Work/ Publications

Schadl, Suzanne, with Molly Nelson and Kristen S. Valencia. "Uncommons: Transforming Dusty Reading Rooms into *Artefactual*, "Third Space" Library Learning Labs," *Journal of Learning Spaces* 4:1, 2015.

Schadl, Suzanne, with Marina Todeschini. "Cite Globally, Analyze Locally: Citation Analysis from a Local Latin American Studies Perspective," *College and Research Libraries* 76:2:136-149, 2015.

Schadl, Suzanne. Co-Authors: ASARO, Mike Graham de la Rosa. *Getting Up for the People: the Visual Revolution of ASAR-Oaxaca*. San Francisco: PM Press, 128 pgs, 2014.

Amy S. Jackson, with Kevin Comerford, Suzanne Schadl, Rebecca Lubas. "Discovering Our Library's Resources: Vendor Tools Versus In-House Tools" in *Planning and Implementing Resource Discovery Tools in Academic Libraries*. Eds. Mary Pagliero Popp and Diane Dallis. Hershey, PA: Information Science Reference, 194-224, 2012.

Schadl, Suzanne. Co-Authors: Paulita Aguilar, Kathleen Keating, and Johann van Reenen. "Reference as Outreach: Meeting Users Where They Are," *Journal of Library Administration* 51:4: 343-358, 2011.

Honors

Awarded, José Toribio Medina Award, SALALM (Seminar of the Acquisition of Latin American Library Materials), 2015

Awarded, Regents' Lecturer, College of University Libraries and Learning Sciences, UNM, 2014-2017

Service

LAI – Executive Committee, UNM, Secretary, 2013-2015; member 2009-2010, 2015-2016

LAI – Operations Committee, UNM, Chair, 2009-2013; member 2013-present

LAI – Interdisciplinary Committee on Latin American Studies, UNM, 2009-2012

UNM Bilinski Fellowship Committee, Co-Chair 2016-present

New Mexico Humanities Council, 2016-present

SALALM, (Seminar on the Acquisition of Latin American Library Material), Vice President, 2016-present, Board Appointed Co-Rapporteur General, 2013-2016

Global Education Office, UNM, Mexico Working Group and Brazil Working Group, 2015-present

LAMP, (Latin American Microform Project), Center for Research Libraries, Chair 2014-2016, Elected Board Member, 2013-2014

National Hispanic Cultural Center Museum, Collections Advisory Board member, 2014-present

RCL (Resource for College Libraries), reviewer, 2009, editor, 2012-present

UNM Faculty Senate, Library Committee, 2011-2015, Graduate Committee 2014-present

ALZAR (Academic Latina/o Zone of Activism & Research), Co-Chair, 2011-2015

LARRP (Latin Americanist Research Resources Project), Center for Research Libraries, 2008-present

UNM Lobo Reading Experience, 2010, 2015, 2016

Naomi Shin
Associate Professor of Spanish and Portuguese and Linguistics

Education

PhD: Linguistics, City University of New York Graduate Center, 2006
BA: Oberlin College, 1994

Academic Appointments

Associate Professor of Linguistics and Spanish, University of New Mexico, 2016-present
Assistant Professor of Linguistics and Spanish, University of New Mexico, 2012-2016
Assistant Professor of Spanish Linguistics, University of Montana, 2006-2012

Areas of Specialization (Topical and Regional)

Hispanic Linguistics, child language development, bilingualism, language contact, sociolinguistics

Courses Taught

Language Change
Language in Society
Introduction to Linguistic Analysis
Seminar in Hispanic Sociolinguistics
Childhood Bilingualism
Spanish-English Bilingualism
Spanish in the U.S.
Advanced Spanish Grammar

Funded Research/Grants

“*Hablamos así*: Differentiating language impairment from language loss among bilingual children” PI: Naomi Shin. Co-PI: Barbara Rodríguez. Sociological Initiatives Foundation (\$20,000), 2015-2017

“¿Qué saben los niños? A study of young children's Spanish grammar. PI: Naomi Shin. Co-PI: Barbara Rodríguez. UNM Research Allocations Committee (RAC) (\$9425), 2015-2017

“How do children learn grammatical patterns that are probabilistic, but systematic?” Faculty investigator: Naomi Shin. Student investigator: Joely Morales. UNM undergraduate student research initiative. (\$500), 2016

Mexican migrant families in the Flathead Valley. PI: Naomi Shin. Humanities Montana. (\$4,000), 2012-2013

Investigating bilingual children's Spanish language skills: The children of Mexican migrant workers in Western Montana. PI: Naomi Shin. The University of Montana. (\$2,500), 2012-2013

Social and behavioral sciences research proposal development program. The University of Montana. (\$7,205), 2011-2012

2010-2011. Investigating the narratives of child and adult Spanish speakers. The University of Montana. (\$2,540), 2010-2011

Major Works/Publications

Shin, Naomi L. & Jackelyn Van Buren. Maintenance of Spanish subject pronoun expression patterns among bilingual children of farmworkers in Washington/Montana. *Spanish in Context* 13(2), 2016.

Shin, Naomi L. Acquiring patterns of morphosyntactic variation: Children's Spanish subject pronoun expression. *Journal of Child Language*. doi:10.1017/S0305000915000380, 2015.

Shin, Naomi L. Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change* 26(3):303-330, 2014.

Shin, Naomi L. & Cecilia Montes-Alcalá. El uso contextual del pronombre sujeto como factor predictivo de la influencia del inglés en el español en Nueva York. *Sociolinguistic Studies* 8(1). 85-110, 2014.

Villa, Daniel, Naomi L. Shin & Eva Nagata. La nueva frontera: Spanish-speaking populations in Central Washington. *Studies in Hispanic and Lusophone Linguistics* 7(1), 149-172, 2014.

Shin, Naomi L. Children's Spanish subject pronoun expression: A developmental change in *tú*? In S. Sessarego & F. Tejedo (eds.). *Spanish Language and Sociolinguistic Analysis*, Amsterdam/ Philadelphia: John Benjamins, pp. 303-322, 2016.

Shin, Naomi Lapidus & Daniel G. Erker. The emergence of structured variability in morphosyntax: Childhood acquisition of Spanish subject pronouns. In A. Carvalho, R. Orozco & N. Shin (eds.), *Subject pronoun expression in Spanish: A cross-dialectal perspective*, Washington DC: Georgetown University Press, 171-191, 2015.

Ana Carvalho, Rafael Orozco, & Naomi Lapidus Shin (eds.). *Subject pronoun expression in Spanish: A cross-dialectal perspective*. Georgetown University Press, 2015.

Honors

Outstanding New Teacher of the Year Award, UNM, 2015

UNM Teaching Fellow, 2014-2015

Merit Award for outstanding achievement in research, teaching, and service. University of Montana, 2012

Graduate Teaching Fellow, Dept. of Linguistics & Communicative Disorders, Queens College, City

University of New York, 2001-2003

Service

MA exam committee, Dept. of Linguistics, UNM, 2013-2014

LAII - Grants and Awards Committee, UNM, Spring 2013

LAII - Faculty Concilium member, UNM, Spring 2013-present

Lindsay A. Smith
Assistant Professor of Anthropology

Education

PhD: Harvard University, 2008

MA: Harvard University, 2004

BA: Rice University, 2002

Academic Appointments

Assistant Professor, Dept. of Anthropology, University of New Mexico, 2012-present

Postdoctoral Fellow, Center for Society & Genetics, University of California, 2010-2012

Postdoctoral Fellow, Science in Human Culture, Northwestern University, 2008-2010

Areas of Specialization (Topical and Regional)

Social and Ethical Dimensions of Genetics, Medical Anthropology, Science Studies, Human Rights, Transitional Justice, Feminist Anthropology, Argentina, Guatemala, and Peru

Courses Taught

Global Health and Human Rights

Introduction to Medical Anthropology

Anthropology of Biopolitics

Cultures of the World

Genomics and Society

Cultures of the World

Funded Research/Grants

International Collaborative Research Grant. "Identifying the Border: Forensic DNA databases and the New Disappeared in Guatemala, Mexico, and the United States." PI: Lindsay Smith; Co-PI: Vivette Garcia Deister. Wenner-Gren Foundation for Anthropological Research. (\$34,800), 2016-present

"The Ethics of Post-Conflict and Post-Disaster DNA Identification", PI: Jay Aronson; co-PI: Sarah Wagner; Lindsay Smith - Role: Research Consultant. National Human Genome Research Institute, National Institutes of Health, Washington, DC, (\$1,201,086), 2011-2014

Summer Travel Grant Argentina: DNA and Human Rights, PI: Lindsay Smith. David Rockefeller Center for Latin American Studies, Harvard University, (\$1000), 2008

"Subversive Genes: Forensic DNA and Human Rights in Argentina", PI: Lindsay Smith. Wenner-Gren Foundation for Anthropological Research, (\$23,429), 2006

Major Works/Publications

Smith, Lindsay. "Genetics is a Study in Faith: Forensic DNA, kinship analysis, and the ethics of care in post-conflict Latin America." *The Scholar and the Feminist* Vol. 11, no 3, 2013.

Smith, Lindsay. "Genetics as a tool for Social Justice" *Genetics, Behavior, and Society*, in James Wright Editor, *The International Encyclopedia of Social and Behavioral Sciences*. Elsevier. Pp 969-974, 2015.

Smith, Lindsay and Arthur Kleinman. "Emotional Engagements: Acknowledgement, Advocacy, and Direct Action." In *Emotions in the Field*, Davies, J. and Spencer D. Palo Alto: Stanford University Press, pp 171-187, 2010.

Smith, Lindsay and Sarah Wagner. "DNA Identification: Checking Expectations of Truth and Justice," *Anthropology News*, Vol. 48, no. 5, 2007.

Honors

Fellow. Mellon and the United Negro College Fund Summer Seminar. "In Search of Home: An Interdisciplinary Exploration of the Shared Experiences of Indigenous and Immigrant Populations in Colonized Space," July 2014

Research Group Fellowship, Title: Between Life and Death: Necropolitics in the Era of Late Capitalism, March-June 2012, University of California Humanities Research Institute, 2012

Diversity Program for Innovative Courses in Undergraduate Education Award, Course: Global Health and Human Rights. January 2012. University of California, Los Angeles, 2012

Service

UNM, Mellon Mays Undergraduate Program Advisor Board Member, 2014-present

UNM, Mellon Advisory Board Member, graduate fellowship program, 2014-present

LAI - Grants and Awards Committee, UNM, 2012-2015

Advisory work with UNAM Ciencias Forenses program in regard to support for the search of the missing in Ayotzinapa, 2014

Faculty Mentor, Ronald E. McNair Scholars Program, UNM, 2012-2013

Ethnology Graduate Admissions Committee, UNM Anthropology, 2013-2015

Medical Anthropology Working Group Convener, UNM Anthropology, 2012-2013

Delegate for "The Missing: An agenda for the future" an international policy forum on the use of DNA in identifying missing people held in The Hague, Netherlands, October 29-31, 2013

Member of roundtable on inference in genetic ancestry testing forum for the American Society for Human Genetics (ASHG), 2013

United States DNA outreach team member, Guatemalan Forensic Anthropology Foundation, 2011-2012

LAS Student Committees Served On Since 2006

- 2 theses chaired
- 1 exam committee chaired
- 1 exam committee served as member

William Stanley
Professor of Political Science

Education

PhD: Massachusetts Institute of Technology, 1991
AB: Stanford University, 1981

Academic Appointments

Professor, University of New Mexico 2006-present
Associate Professor, University of New Mexico 1998-2006
Assistant Professor, University of New Mexico, 1992-1998
Visiting Assistant Professor, University of New Mexico, 1990-1992
Adjunct Assistant Professor, Fletcher School of Law & Diplomacy, Tufts University, 1987-1988

Administrative Appointments

Director, Latin American Institute, University of New Mexico, 2016-present
Chair, Department of Political Science, University of New Mexico, 2011-2016; Acting Chair 2009-2010
Interim Director, Latin American and Iberian Institute, University of New Mexico, 2001-2004
Director of Latin American Studies, University of New Mexico, 1994, 2000-2001, 2005 (acting)

Areas of Specialization (Topical and Regional)

Central America, civil wars, political violence, conflict resolution, peace processes, and post-conflict reforms to state institutions including police, military, and judiciaries

Courses Taught

Introduction to Empirical Research
Seminar: Civil Wars and Peacekeeping
Seminar: Climate Change Politics
Pro-Seminar in International Politics
Seminar: Human Rights in Latin America
Pro-Seminar in Comparative Politics
Seminar: Justice and Institutional Reform in Latin America
Junior Honors Seminar
International Politics of Climate Change
International Peacekeeping
Central American Politics
Inter-American Relations
US Foreign Policy
United States Security Policy in the Third World
Introduction Political Analysis
International Politics

Funded Research/Grants

Nominal PI, National Science Foundation, *Coproducing Innovation: The Politics of Knowledge Production and Diffusion in Mexico*, (Steven Samford dissertation research project), (\$10,000), 2010
Contract Author, Mission Histories Project, International Peace Institute for history of UN peace mission in Guatemala, (\$32,000), 2006-2008
Nominal PI, National Science Foundation, *The Politics of Subnational Judicial Performance in Brazil and Mexico*, (dissertation grant for Matthew Ingram), (\$16,894), 2006-2007
Regents Lecturer, University of New Mexico, (\$8,700), 2004-2007

PI, US Department of Education, Title VI National Resource Center grant for the New Mexico Consortium of Latin America (UNM Latin American and Iberian Institute and NMSU Center for Latin American and Border Studies) (\$691,500), 2003-2006

PI, US Department of Education, Title VI Foreign Language and Area Studies Fellowship grant for LAII/UNM, (\$243,000), 2003-2006

Major Works/Publications

Stanley, William. *Enabling Peace in Guatemala: the Story of MINUGUA*. Boulder and London: Lynne Rienner Press, 325 pp, May 2013.

Stanley, William, with Mark Peceny. "Counterinsurgency in El Salvador," *Politics and Society*, 38 (10), pp. 67-94, March 2010.

Stanley, William. Coauthored with Charles Call. "Military and Police Reform after Civil Wars," in *Contemporary Peacemaking: Conflict, Violence and Peace Processes*, John Darby and Roger MacGinty, eds., pp. 212-223. Houndsmill, Basingstoke, Hampshire and New York: Palgrave MacMillan, 2003, republished in second edition, pp. 300-312, 2008.

Stanley, William. "Multiple Transitions and Interim Governance El Salvador and Guatemala," for *Interim Governments: Institutional Bridges to Peace and Democracy?* Karen Guttierri and Jessica Piombo, eds., pp. 123-146. Washington, D.C.: United States Institute of Peace Press, 2007.

Stanley, William. "Business as Usual? Justice and Policing Reform in Postwar Guatemala," in *Constructing Justice and Security After War*, Charles T. Call, ed., pp. 113-155. Washington, D.C.: United States Institute of Peace Press, 2007.

Stanley, William. "El Salvador: State-Building Before and After Democratisation, 1980-1995." *Third World Quarterly* 27 (1): 101-114, 2006.

Stanley, William. *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador*. Philadelphia: Temple University Press. 328 pp. June 1996.

Honors

Regents' Lecturer, University of New Mexico, 2004-2007

Service

UNM Faculty Senate 2010-2011

Executive Committee, Dept. of Political Science, UNM, 2004-2005, 2007/2008, ex-officio 2009-2010, 2011-present

LAII - Interdisciplinary Committee Latin American Studies (ICLAS), UNM, Chair 1994-1995, 2000-2001, 2005; member 1995-1996, 1998-1999, 2005-2007, 2007-2011, 2012-2016

LAII – Executive Committee and Faculty Concilium, Secretary, 2005-2007; ex-officio 2015-2016

LAII – Grants and Awards Committee, UNM, Chair, 1994-1995, 2000-2004; member 1993-1994, 1996-2000, 2015-2016

LAS Student Committees Served On Since 2006

1 thesis reviewed as member
11 exam committees chaired
4 exam committees served as member
2 reader of professional paper

Douglas E. Thomas
Professor of Management

Education

PhD: Texas A&M University, 2001
BA: Brigham Young University, 1996

Academic Appointments

Professor, University of New Mexico, 2013-present
Associate Professor, University of New Mexico, 2007-2013
Assistant Professor, University of New Mexico, 2001-2013
Visiting Lecturer, Brigham Young University, 2001
Visiting Lecturer, University of Texas at San Antonio, 2000-2001
Research Assistant and Instructor, Texas A&M University, 1997-2000

Administrative Appointments

Associate Dean for Accreditation, Anderson School of Management, UNM, 2009-2010
Assistant Dean for Accreditation, Anderson School of Management, UNM, 2008

Areas of Specialization (Topical and Regional)

Entrepreneurship, strategic management, international management, Mexico, Latin America

Courses Taught

EMBA Strategic Management course
EMBA Entrepreneurship elective
Strategic Management
Strategic Management in Latin America
The International Environment of Business

Funded Research/Grants

Co-Principal Investigator (with Dante-DiGregorio), U.S. Department of Education's Title VIB (BIE) Program, Widening the Scope of UNM's International Business Education Programs, (\$189,631), 2009-2011
Co-Principal Investigator (with Dante-DiGregorio), U.S. Department of Education's Title VIB (BIE) Program, Technology Entrepreneurship and Sustainable Enterprise involving Latin America, (\$195,500), 2006-2008
Thomas, Douglas E., White, Craig. Business Plan Premier software on ASM's Virtual Lab (\$8,000), 2006
Thomas, Douglas E., White, Craig. Implan and Economic Impact Analysis. ASM Summer Economic Development Grants (\$15,000), 2005
Di Gregorio, Dante & Thomas, Douglas E. Assessing the Internationalization of New Mexican Firms, 2005

Major Works/Publications

Hunsaker, B. Tom & Thomas, Douglas E. Predicting Public Confidence in Higher Education Institutions: An Analysis of Social Factors. *Research in Higher Education Journal*, 22: 1-9, 2013.

Hunsaker, B. Tom & Thomas, Douglas E. Graduation Rates and the Higher Education Demographic Evolution. *The Journal of Learning in Higher Education*, 9(2): 29-34, 2013.

Thomas, Douglas E., Di Gregorio, Dante, & Gonzalez de Castilla, Fernan. Internationalization of

Franchises from Emerging Markets: A Focus on Latin America. *International Journal of Business Strategy*, 13(1): 13-20, 2013.

Thomas, Douglas E., Arthur, Michelle M. & Hood, Jacqueline N. Internationalization, TMT Gender Diversity and Firm Performance in Mexican Firms. *International Journal of Strategic Management*, 12(2): 13-26, 2012.

Zhu, Hong, Eden, Lorraine, Miller, Stewart R., Thomas, Douglas E., Fields, Paige. Host-Country Location Decisions Of Early Movers And Latecomers: The Role Of Local Density And Experiential Learning. *International Business Review*. 21(2): 145-155, 2012.

Grosse, Robert E. & Thomas, Douglas E. Sources of competitiveness of Large Mexican Groups. In Robert E. Grosse & Luiz F Mesquita (eds). *Can Latin American Firms Compete?:* 250-265 Oxford, UK: Oxford University Press, 2007.

Eden, Lorraine, Thomas, Douglas E. & Olibe, Kingsley. Why multinationality matters: Exploring the "L" in the OLI paradigm. In Peter Gray (ed). *Extending the Eclectic Paradigm in International Business: Essays in Honor of John Dunning:* 31-54. Cheltenham, UK: Edward Elgar Publishing, 2003.

Honors

Outstanding Research and Teaching Award, FITE Department, UNM, 2009

Outstanding Researcher Award, FITE Department, UNM, 2008

ASM Alumni Endowed Professorship, 2007-present

Lobo Center Endowed Lectureship, 2006-2007

Anderson Alumni Fellow, 2003-2006

1 of 40 under Forty up-and-coming Business Professionals, New Mexico Business Weekly, 2006

Service

Chair, UNM's Faculty Senate Budget Committee, 2013-present

LAII - Vice-President, Executive Committee and Faculty Concilium, UNM, 2013-2014

Faculty Chair, Anderson School of Management, 2012-2014

Chair, Policy & Planning Committee, Anderson School of Management, 2012-2014

Chair, Dean's Advisory Review Committee, Anderson School of Management, 2012-2014

Chair, UNM's Writing Across the Curriculum Committee, 2009-2010

Director of Anderson-Mexico Summer Program, 2006-present; and Co-Director of Anderson-Mexico Summer Program, 2004-2005:

Universidad Anahuac Mayab, 2013-2014; Centro Fox, Guanajuato, Mexico, 2009-2012; Universidad de Guadalajara, Guadalajara, Mexico, 2008; UNM-ITESM (Tecnológico de Monterrey) Chihuahua & Aguascalientes, Mexico, 2004-2007; UNM- ITESM (Tecnológico de Monterrey) Chihuahua Summer Program, Chihuahua, Mexico, 2006; UNM-ITESM (Tecnológico de Monterrey) Chihuahua Summer Program, Chihuahua, Mexico, 2005; UNM-ITESM (Tecnológico de Monterrey) Aguascalientes Summer Program, Aguascalientes, Mexico, 2004

Harold J. Toro
Assistant Professor of Sociology

Education

PhD: University of California, Berkeley, 2007
MA: University of California, Berkeley, 1998
BA: Haverford College, 1991

Academic Appointments

Assistant Professor, Department of Sociology, UNM, 2013-present
Post-doctoral Fellowship, Robert Wood Johnson Center for Health Policy, UNM 2012-2013
Post-doctoral Scholar, Harvard University, Weatherhead Center for International Affairs, 2007-2008

Areas of Specialization (Topical and Regional)

Political Sociology, Social Stratification, Economic Sociology, Economic Development and Modernization, Latin America, Social Theory, Sociology of Education, Migration

Courses Taught

Classical Social Theory
Introduction to Social Theory

Funded Research/Grants

Tinker Research Grant, University of New Mexico, 2014

Major Works/Publications

Harold J. Toro-Tulla. "Economic Change and Occupational Stasis: Puerto Rico as a Case Study of Social Stratification and Development." In *Social Stratification and Mobility*, 2014

Andrew Penner, Harold J. Toro-Tulla, and Matt L. Huffman. "Do Women Managers Ameliorate Gender Differences in Wages: Evidence from a Large Grocery Retailer." In *Sociological Perspectives*, 2012.

Andrew Penner, and Harold J. Toro-Tulla. "Women in Power and Gender Wage Inequality: The Case of Small Businesses." In *Gender and Sexuality in the Workplace*. Edited by Christine Williams. University of Texas Press, 2010.

Bobonis, Gustavo, and Harold J. Toro-Tulla. "Modern Colonization and Its Consequences: The Effects of U.S. Educational Policy on Puerto Rico's Educational Stratification, 1897-1910." In *Caribbean Studies Journal*, 2007.

Service

Coordinator Colloquium Committee: UNM Department of Sociology, 2013-2014
Acting member: Global and Transnational Sociology Task Force, UNM Department of Sociology, 2014

Loa Traxler
Assistant Professor of Anthropology

Education

PhD: University of Pennsylvania, 2004

BA: Manchester College 1985

Academic Appointments

Assistant Professor, University of New Mexico, 2013-present

Administrative Appointments

Director of Museum Studies, University of New Mexico, 2013-present

Areas of Specialization (Topical and Regional)

The Americas, architecture and the built environment. Mesoamerica, Maya civilization. Museum studies, archaeological collections, cultural heritage and public museums.

Courses Taught

Maya Prehistory and Archaeology

Museum Collection Management

Funded Research/Grants

National Endowment for the Humanities, America's Historical and Cultural Organizations Implementation Grant. *MAYA 2012: Lords of Time* exhibition. (L. Traxler, PI and Exhibition Curator) (\$400,000), 2011-2013

The Andrew W. Mellon Foundation, Program for Museums and Art Conservation Planning Grant. Penn Museum Collection Sharing Program. (\$72,100), 2011

National Endowment for the Humanities, America's Historical and Cultural Organizations Planning Grant. *The Ancient Maya City* exhibition. (L. Traxler, PI and Exhibition Curator) (\$39,996), 2009-2010

David Rockefeller Center for Latin American Studies, Harvard University, Program for Libraries and Archives in Latin America, Grant. Museo Ixchel del Traje Indígena, Guatemala City. (\$10,405), 2008

Selz Foundation Research Grant. Early Copan Acropolis Program Architectural Surveying, Copan, Honduras. (Proposal coauthored with R. Sharer) (\$52,130), 1996-1998

Major Works/Publications

Traxler, L. Catalogue Entries for Plates 12, 23, 24, 25, 30, 53, and 58. In *Ancient Maya Art at Dumbarton Oaks*, Pre-Columbian Art at Dumbarton Oaks, No. 4. J. Pillsbury, M. Doutriaux, R. Ishihara-Brito, and A. Tokovinine, editors. Dumbarton Oaks. Research Library and Collection, Washington, DC, 2012.

Traxler, L. "Time Beyond Kings" *Expedition* 54 (1):36-43, 2012.

Traxler, L. "2012 and Beyond." *Expedition* 54 (1):44-45, 2012.

Traxler, L. "Kings and commoners at Copan: Isotopic evidence for origins and movement in the Classic Maya period." (with T. D. Price, J. H. Burton, R. J. Sharer, J. E. Buikstra, L. E. Wright, and K. A. Miller) *Journal of Anthropological Archaeology* 29(1):15-32, 2010.

Traxler, L. "Micro-Attenuated Total Reflection Spectral Imaging in Archaeology: Application to Maya Paint and Plaster Wall Decorations." (with R. A. Goodall, J. Hall, R. J. Sharer, L. Rintoul, and P. M. Fredericks) *Journal of Applied Spectroscopy* 62(1):10-16, 2008.

Traxler, L. "The Center of Power for the Kings of Copan." CD-ROM publication. Proceedings of the III Congreso Internacional de Copán, *The Art of Power in the Mundo Maya*, edited by R. Agurcia Fasquelle. Honduran Ministry of Tourism, 2007.

Traxler, L. "The Foundations of Ethnic Diversity in the Southeastern Maya Area." (with R. Sharer) In *Maya Ethnicity: The Construction of Ethnic Identity from the Preclassic to Modern Times*, edited by F. Sachse. Acta Mesoamerica. Saurwein Verlag, Markt Schwaben, 2006.

Traxler, L. *The Ancient Maya*, Sixth Edition. (by R. Sharer with L. Traxler) Stanford University Press, Stanford, CA, 2006.

Traxler, L. "Early Classic Royal Power in Copan: The Origins and Development of the Acropolis (ca. AD 250-650)." (with R. Sharer, D. Sedat, J. Miller, and E. Bell) In *Copan: The History of an Ancient Maya Kingdom*, edited by E.W. Andrews and W. L. Fash. School of American Research, Santa Fe, 2005.

Traxler, L. "Las Tumbas Reales Más Tempranas de Copán: Muerte y Renacimiento en un Reino Maya Clásico." (with R. Sharer) In *Antropología de la Eternidad. La Muerte en la Cultura Maya*, edited by A. Ciudad Ruiz, M. H. Ruz Sosa, and M. J. Iglesias Ponce de León. Sociedad Española de Estudios Mayas y del Centro de Estudios Mayas, Instituto de Investigaciones Filológicas, UNAM, 2003.

Honors

American Alliance of Museums, Media and Technology MUSE Awards Silver Medal, Interactive Kiosks, Penn Museum for *MAYA 2012: Lords of Time* exhibition. Bronze Medal, Interpretive Interactive Installations, Bluecadet and Penn Museum for *MAYA 2012: Lords of Time* exhibition. 2013
Fellow, American Academy of Arts and Sciences, 2010-present
Research Fellow, Penn Center for Native American Studies, University of Pennsylvania, 2007-2013

Service

Society for American Archaeology, Committee on Museums, Collections, and Curation, 2013-present
American Academy of Arts and Sciences, Fellow 2010-present
Penn Museum Publications Editorial Committee, 2009-2012
Board of Directors, Friends of the Ixchel Museum, Inc. 2007-present (President, 2007-2010; Treasurer, 2013-present)
Penn Center for Native American Studies, University of Pennsylvania, Research Fellow, 2007-2013
Board of Directors, Copan Maya Foundation, 2005-present

LAS Student Committees Served On Since 2006

1 exam committee served as member

Samuel Truett
Associate Professor of History

Education

PhD: Yale University, 1997
MA: Yale University, 1992
BA: University of Arizona, 1988

Academic Appointments

Associate Professor, History, University of New Mexico, 2006-present
Assistant Professor, History, University of New Mexico, 1998-2006
Visiting Lecturer, California Institute of Technology (Mellon Fellowship), 2005
J. William Fulbright Lecturer, University of Tampere, Finland, 2000-2001

Areas of Specialization (Topical and Regional)

Borderlands history, environmental history, North American frontiers, U.S. West and Mexico, Indigenous America, comparative frontiers and borderlands, British and U.S. Empires

Courses Taught

Comparative Frontiers and Borderlands
U.S.-Mexico Borderlands History
Transnational/Borderlands History
Global Borderlands History
U.S. and Latin American Environmental History
North American Environmental History
The American West
Senior Seminar in Borderlands History
Culture and Empire in North America
Hispanic Frontiers in North America
Native American Southwest
Culture, Power, and Place in North American History
Borderlands and Border Peoples
The Southwest: From the Alamo to Hollywood
North American Borderlands History to 1848
The North American West (Colonial to Modern)
Indigenous Borderlands: U.S. Southwest and Mexico
History of New Mexico

Funded Research/Grants

UNM Research Allocations Committee Large Grant, for research in Cambridge, London, Edinburgh, and Boston/Salem, 2014-2015
UNM, College of Arts & Sciences-Turner Enterprises, Seed Grant, for “Historic Sites, Networks, and Baselines on the Armendaris and Ladder Ranches: Creating an Inventory-Archive of Historic Cross-Disciplinary Research on Climate and Environmental Change,” (\$10,000), 2012-2013
UNM Research Allocations Committee Large Grant, for research in Oxford and London, 2011
National Endowment for the Humanities Grant for *Nature and History at the Nation’s Edge: Field Institute in Environmental and Borderlands History*, NEH Summer Institute, PI: Katherine Morrissey, Principal Faculty Members: Samuel Truett, Paul Hirt, and Marsha Weisinger; co-authored grant proposal, (\$200,000), 2009
Feminist Research Institute Research Grant, UNM, for research in U.S. National Archives, 2007

UNM College of Arts & Sciences Grant, UNM, for Arizona-New Mexico collaboration, Borderland Environments Field Institute, 2007

UNM Research Allocations Committee (RAC) Grant, for research at British Library, 2006

UNM Research Allocations Committee (RAC) Grant, for research in Sonora, Mexico, 1999

Latin American and Iberian Institute Field Research Grant, for research in Sonora, Mexico, 1999

Major Works/Publications

Truett, Samuel. "The Unsettled New World Order," in Pierre Musso, ed., *Après les attaques de Paris Pax mediterranea [After the Attacks of Paris: Pax Pediterranea]*. Paris, Editions Manucius, 2016.

Truett, Samuel. "The Borderlands and Lost Worlds of Early America," in *Contested Spaces of Early America*, ed. Edward Countryman and Juliana Barr. Philadelphia: University of Pennsylvania Press, 2014.

Truett, Samuel. Introduction, H-Diplo Roundtable on Rachel St. John, *Line in the Sand: A History of the Western U.S.-Mexico Border*, H-Diplo Roundtable Review 14:17 (21 January 2013), 2-4, 2013.

Truett, Samuel. "Teaching Borderlands History for a New Generation," *The Western History Association Newsletter: Teaching the West, A Special Edition* (Spring 2012), 18-19, 2012.

Truett, Samuel. "On Borderlands," co-authored with Pekka Hämäläinen, lead piece for special issue in borderlands history *Journal of American History* 98:2 (September 2011), 338-61, 2011.

Truett, Samuel. Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands. New Haven: Yale University Press, 2006.

Honors

Organization of American Historians Distinguished Speakers Program, 2016-2019

Fellowship, Institut d'Etudes Avancées, Nantes, France, 2015-2016

Western History Association Distinguished Speakers Program, 2012-2015

Lloyd Lewis Fellowship in American History, The Newberry Library, Chicago, IL, 2008-2009

Featured as "Top Young Historian," *History News Network*, 2008

Center for New World Comparative Studies Fellowship, The John Carter Brown Library, 2008

Shoemaker Endowed Fellowship, Department of History, UNM, for research in Mexico, 2007

Bolton-Kinnaird Award in Borderlands History, Western History Association, 2006

Mellon Postdoctoral Research Fellowship, Huntington Library, San Marino, CA, 2004-2005

Snead-Wertheim Endowed Lectureship in Anthropology and History, UNM, 2001-2002

Service

LAII – Interdisciplinary Committee on Latin American Studies (ICLAS), UNM, 2012-2014

LAII - Grants and Awards Committee, UNM, 2001-2002, 2009-2010, 2014-2015

UNM Senate Graduate Committee, 2006-2007

History Department Graduate Advisory Committee, UNM, 1998-2000, 2001-2002, 2005-2006

History Department Undergraduate Committee, 2002-2004

LAS Student Committees Served On Since 2006

3 exam committees served as member

Cristóbal Valencia R.
Assistant Professor of Anthropology

Education

PhD: University of Illinois at Urbana Champaign, 2011
MA: University of Texas at Austin, 2004
BA: Portland State University, 1996

Academic Appointments

Assistant Professor of Anthropology, University of New Mexico, 2012-present
Visiting Assistant Professor of Anthropology, University of New Mexico, 2011-2012

Areas of Specialization (Topical and Regional)

Ethnographic research on interrelated nature of race, class, and gender with the state, social movements, and democracy

Courses Taught

Principles of Cultural Anthropology
Cultures and Societies of Latin America and the Caribbean
Anthropology of New Mexico
Culture and Power in the Americas
Introduction to Sociocultural Anthropology
Anthropology in a Changing World
Latina/o Cultures
Seminar: Social Movements
Seminar: Theory in Ethnology II
Seminar: Race and Natural Resources

Funded Research/Grants

Hibben Undergraduate Research Fellow, Faculty Award (PI: C. Valencia, RA: Christopher Nejo) (\$8000), Summer 2015
Comparative Political Economies of Mega-energy Projects in the US Southwest and Venezuela (PI: C. Valencia). University of New Mexico, Department of Anthropology, (\$40,000) 2012-2015
Faculty Travel Award, Latin American and Iberian Institute, UNM, 2012
We are the State! Grassroots participation in Venezuela's Bolivarian Revolution (PI: C. Valencia).
National Science Foundation Social Behavioral Economic Research Improvement Fellowship, (\$15,000), 2010-2011

Major Works/Publications

Valencia, C.R. *We are the State! Barrio Activism in Venezuela's Bolivarian Revolution*. University of Arizona Press, 2015.

Valencia, C.R. Bolívar, Yá no es Blanco: La Importancia de Procesos de Identidad, in *Nuestra América Negra: Territorios y voces de la interculturalidad*. Editorial Centro de Estudios Sociales y Culturales, Universidad Bolivariana de Venezuela, 169-196, 2012.

Valencia, C.R. Active Marooning: Confronting 'mi negra' and the Bolivarian Revolution. *Radical History Review* 103:117-130, 2009.

Valencia, C.R. Hemos Derrotado el Diablo: Chávez Supporters, Anti-neoliberalism, and Twenty-first Century Socialism. *Identities* 15(2):147-170, 2008.

Valencia, C.R. Venezuela's Bolivarian Revolution: Who are the Chavistas?" in *Venezuela: Hugo Chávez and the Decline of an 'Exceptional Democracy'* Eds. Steve Ellner and Miguel Tinker Salas. Lanham, Maryland: Rowman and Littlefield Publishers, 121-139, 2007.

Valencia, C.R. Venezuela in the Eye of the Hurricane: Landing an Analysis of the Bolivarian Revolution. *Journal of Latin American and Caribbean Anthropology* 11(1): 173-186, 2006.

Valencia, C.R. An Exercise in Recasting History Using Modern Scholarship: The Case of the Tres Niños Mártires de Tlaxcala. *Brújula* 2(1): 57-71, 2003.

Honors

Faculty Presenter Travel Award, Centro de Estudios Sociales y Culturales, Universidad Bolivariana de Venezuela, 2012

Ally and Mentor Recognition, Men of Color Alliance University of New Mexico, 2012

Faculty Recognition, Program for New Mexico Graduate Students of Color, 2012

Service

El Puente Fellows Program, Faculty Mentor, 2015-present

Ethnology Undergraduate Faculty Advisor, UNM, 2014-present

Secretary, Association of Latina/o Anthropologists, American Anthropological Association, 2014-present

LAI - Chair, Operations Committee, UNM, 2013-present

LAI - Faculty Affiliate and Faculty Concilium, 2012-present

Faculty Advisor, Project for New Mexico Graduate Students of Color, 2012-present

Faculty Mentor, Latino/a Graduate and Professional Student Fellowship, 2012-present

Co-chair, Chicana(o) Latina(o) Association for Autonomous Anthropology, 2005-2011

Co-chair, Advanced Seminar in Chicano Research, 2002-present

Rosa Vallejos
Assistant Professor of Linguistics and Spanish & Portuguese

Education

Ph.D: University of Oregon, 2010
MA: University of Oregon, 2004
BA: Universidad Nacional Mayor de San Marcos, Peru, 2001

Academic Appointments

Assistant Professor, Depts. of Linguistics and Spanish & Portuguese, UNM, 2012-present
Postdoctoral Researcher, University of Lyon, France, 2012
Instructor, Programa de Formación de Maestros Bilingües de la Amazonía Peruana - Instituto Superior Pedagógico Público Loreto, Iquitos, Perú, 1997-2001

Areas of Specialization (Topical and Regional)

Functional syntax & the syntax-discourse interface, Spanish in contact with Amazonian languages,
Documentary & comparative linguistics

Courses Taught

Survey of Native American Languages
Introduction to Linguistic Analysis
Introduction to Hispanic Linguistics
Seminar: Language Contact
Seminar: Spanish Functional Syntax
Spanish Morphosyntax

Funded Research/Grants

Spanish in the Amazon: Historical forces, social relations and linguistic outcomes. PI: Rosa Vallejos. Research Allocations Grant, UNM, (\$9969), 2015-2017
Spanish in the Amazon: Social relations and linguistic outcomes. PI: Rosa Vallejos. Latin American & Iberian Institute, UNM, (\$1478), 2015
Kokama: Trilingual Dictionary, Pedagogical Grammar, and Text Corpus. PI: Rosa Vallejos. National Endowment for the Humanities, (\$54,000), 2013-2014
Collaborative Research: Kokama-Kokamilla and Omagua: Documentation, Description and (Non-)Genetic Relationships. PI: Rosa Vallejos. In collaboration with Lev Michael (UC Berkeley). National Science Foundation, (\$106,130), 2011-2014
Documentation and description of Amazonian languages. PI: Rosa Vallejos. Undergraduate Research Initiative, Arts and Sciences, UNM, (\$1000), 2013-2014
A dictionary development workshop for the Kokamas from the Amazon. PI: Rosa Vallejos. Latin American & Iberian Institute, UNM, (\$2191), 2013
Documenting the language of the Kokama-Kokamilla people. PI: Rosa Vallejos. Endangered Language Fund, (\$2900), 2005

Major Works/Publications

Vallejos, Rosa. *A grammar of Kukama-Kukamiria: A language from the Amazon*. Leiden: Brill. (748 pages), 2016.

Vallejos, Rosa. Structural outcomes of obsolescence and revitalization: documenting variation among the Kukama-Kukamirias. In Gabriela Perez-Baez, Chris Rogers and Jorge Rosés-Labrada (Eds.), *Language Documentation and Revitalization in Latin America*, 143-164. Berlin: De Gruyter Mouton, 2016.

Vallejos, Rosa & Rosa Amías. *Diccionario kukama-kukamiria / castellano*. Iquitos: Formabiap. (314 pages), 2015.

Vallejos, Rosa. La indexicalidad de género en kukama-kukamiria desde una perspectiva tipológica [A typological approach to gender indexicality in Kukama-Kukamiria]. In Ana Fernandez, Albert Alvarez, and Zarina Estrada (Eds.), *Estudios de Lenguas Amerindias 3: contribuciones al estudio de las lenguas originarias de América*, 199-225. Hermosillo (Mexico): Universidad de Sonora, 2015.

Vallejos, Rosa. La importancia de la documentación lingüística en la revitalización de las lenguas: un esfuerzo colaborativo entre los kukama-kukamiria [The role of documentary linguistics in the revitalization of languages: a collaborative effort among the Kukamas]. In Luis Enrique López (Ed.), *Pueblos Indígenas y Educación 64*. 61-106. Quito (Ecuador): Abya Yala, 2015.

Cambio de valencia en kukama [Valence changing mechanisms in Kukama]. In Francesc Queixalós, Stella Telles, and Ana Carla Bruno (Eds.), *Incremento de valencia en las lenguas amazónicas*, 261-282. Bogota (Colombia): Caro & Cuervo, 2014.

Vallejos, Rosa. Peruvian Amazonian Spanish: Uncovering variation and deconstructing stereotypes. *Spanish in Context* 11.3: 425-453, 2014.

Vallejos, Rosa. Reference constraints and information-structure management in Kokama purpose clauses: A typological novelty? *International Journal of American Linguistics*, 80.1: 39-67, 2014.

Vallejos, Rosa. Integrating language documentation, language preservation, and linguistic research: Working with the Kokamas from the Amazon. *Language Documentation & Conservation*, 8:38-65, 2014.

Vallejos, Rosa. Los kukama-kukamiria y su rol en la cultura e historia de Loreto [The Kukama-Kukamiria and their role in the culture and history of Loreto]. In Varón Gabai, Rafael and Maza Carlos (Eds.), *Iquitos*. Lima: Telefónica del Perú. 182-191, 2014.

Fonología y propuesta de alfabeto para la lengua Secoya [A phonological description and an alphabet proposal for the Secoya language]. In Vallejos, Rosa and Natalia Verástegui, *Fonología y propuesta de alfabeto para las lenguas Secoya y Sharanahua*. Lima, Peru: Ministry of Education, 3-45, 2013.

Honors

Teaching Award for Excellence, College of Arts & Sciences, UNM, 2016

Society for the Studies of Indigenous Languages of the Americas (SSILA), *Mary Haas Book Award*, 2011

Honorable Mention for the 2011 Panini Award, Association of Linguistic Typology, 2011

The Sumasil Foundation, award in recognition of efforts to support bilingual education for minority groups, 2004

Service

LAII - Operations Committee, UNM, 2015-2016

LAII - Grants and Awards Committee, UNM, 2012-2013

Linguistics MA Comprehensive Examination Committee, UNM, 2015-2016

Spanish & Portuguese Activities and Events Committee (Chair) 2015-2016

Member of the Local Organizing Committee of the *11th Conference of the Association for Linguistic Typology* (ALT 11) hosted by UNM, 2014-2015

Santiago R. Vaquera-Vásquez
Associate Professor of Spanish and Portuguese

Education

PhD: University of California, Santa Barbara, 1997
MA: University of California, Santa Barbara, 1992
BA: California State University, Chico, 1989

Academic Appointments

Associate Professor, Dept. of Spanish and Portuguese, University of New Mexico, 2016-present
Assistant Professor, Dept. of Spanish and Portuguese, University of New Mexico, 2013-2016
Assistant Professor, Dept. of Spanish and Portuguese, University of Iowa, 2007-2013
Senior Lecturer, Dept. of Spanish, Italian and Portuguese, Pennsylvania State University, 1999-2007
Assistant Professor, Dept. of Modern & Classical Languages, Texas A&M University, 1996-1999
Lecturer, Dept. of Spanish, The Santa Barbara City College, 1993-1994

Areas of Specialization (Topical and Regional)

Chicano/a and US Latino/a literatures, Mexican literature, Creative Writing, American/Latin American literatures, US/Mexico Border cultures

Courses Taught

Chicana/o Popular Culture
Borderlands Narratives
Introduction to Chicano/a Literature
Creative Writing in Spanish

Major Works/Publications

Vaquera-Vásquez, Santiago. *En el Lost 'n Found*. Miami: Ediciones Suburbano, 2016.

Vaquera-Vásquez, Santiago. *One Day I'll Tell You the Things I've Seen: Stories*. Albuquerque: UNM Press, 2015.

Vaquera-Vásquez, Santiago. "La urgencia de llamarse chicano." *Revista Avispero* 10 (2015): 51-55, 2015.

Vaquera-Vásquez, Santiago. "Con una epístola en la mano (fragmento de la Carta de Santiago a los cruzadores de fronteras." *Ventana abierta* Vol XI: 38 (Spring 2015):265-70, 2015.

Vaquera-Vásquez, Santiago. *Luego el silencio*. Miami: Ediciones Suburbano, 2014.

Vaquera-Vásquez, Santiago. "'The Inextinguishable Longings for Elsewheres' The Impossibility of Return in Junot Díaz. *Identity, Diaspora and Return in American Literature*. Maria Antònia Oliver-Rotger, ed. Routledge Transnational Perspectives on American Literature 23. New York; London: Routledge, 2014. 170-188, 2014.

Vaquera-Vásquez, Santiago. "Apuntes de un cruzador de fronteras." *Pasiones y obsesiones: secretos del oficio de escribir*. Sandra Lorenzano, ed. Mexico: Fondo de Cultura Económica; Universidad del Claustro de Sor Juana, 190-203, 2012.

Vaquera-Vásquez, Santiago. *Algún día te cuento las cosas que he visto*. A chapbook. Charleston, SC: CreateSpace Independent Publishing Platform, 2012.

Vaquera-Vásquez, Santiago. "Estaba un día el Santos...: clavado en las texturas de la desmadredad." *Revista Iberoamericana* Vol LXXVII. 234: 163-75, 2011.

Vaquera-Vásquez, Santiago. "Meshed América: Confessions of a Mercacirce." *Code Meshing as World English: Policy, Pedagogy, Performance*. Vershawn Ashanti Young, Aja Martínez, eds. NCTE Press, 257-271, 2011.

Vaquera-Vásquez, Santiago. "Vivir para beberla: cae la noche fronteriza (de lo que hablamos cuando hablamos de borrachera)." *Aguas santas de la creación. Congreso internacional bebida y literatura*. Sara Poot-Herrera, ed. Mérida (Yucatán), México: Dirección de Cultura del Ayuntamiento de Mérida, UC-Mexicanistas (Intercampus Research Program). Vol. 3: 345-358, 2010.

Vaquera-Vásquez, Santiago. "The Story of My Border: Entries for a Border Dictionary." *Cien años de lealtad en honor a Luis Leal / One Hundred Years of Loyalty in Honor of Luis Leal*. Sara Poot Herrera, Francisco A. Lomelí, María Herrera-Sobek, eds. Mexico: UCSB; UC-Mexicanistas; UNAM; Instituto Tecnológico de Monterrey; Universidad del Claustro de Sor Juana, 1205-1222, 2007.

Vaquera-Vásquez, Santiago. "Postcards from the Border: In Tijuana, *Revolución* is an Avenue." *Border Transits: Literature and Culture Across the Line*. Critical Approaches to Ethnic American Literature 2. Ana M. Manzananas, ed. Amsterdam; New York: Rodopi, 79-97, 2007.
REPRINTED: *Tijuana Dreaming. Life and Art at the Global Border*. Josh Kun, Fiamma Montezemolo, eds. Durham, NC: Duke UP, 117-135, 2012.

Vaquera-Vásquez, Santiago. "Notes from an Unrepretent Border Crosser." *South Atlantic Quarterly* 105:4:699-716, 2006.

Honors

Fulbright Senior Scholar of American Ethnic Literature. Hacettepe University, Ankara, Turkey, 2016-2017

Fellow-in-Residence, Obermann Center for Advanced Studies, University of Iowa, Fall 2011

Fulbright Senior Lecturer of American & US Latina/o Literature, Universidad Autónoma de Madrid, Universidad de Alcalá de Henares, 2006

Visiting Scholar "L.A./La Frontera/Mexico City" Dartmouth College Humanities Research Institute, 2000

Service

Graduate Committee, Spanish and Portuguese, UNM, 2013-2016

Co-Faculty Advisor. Conexiones Ecuador, study abroad program. Summer 2014

Faculty Advisor: Spanish and Portuguese Graduate Student Association, Department of Spanish and Portuguese, UNM, 2013-present

LAS Student Committees Served On Since 2006

1 exam committee served as member

Kira M. Villa
Assistant Professor of Economics

Education

PhD: Cornell University, 2014

MS: Cornell University, 2008

BA: University of Wisconsin-Madison, 2002

Academic Appointments

Assistant Professor, Economics, University of New Mexico, 2014-present

Areas of Specialization (Topical and Regional)

Development economics, health economics, nutrition economics; applied econometrics and quantitative analysis, economics of the family, early childhood development, demography

Courses Taught

Intermediate Microeconomics

Development Economics

Econometrics I

Sustainable Development

Major Works/Publications

Villa, Kira, and Cynthia Mathys. Quality and safety of food assistance. In *Uniting on food assistance: the case for transatlantic cooperation*, edited by C. B. Barrett, A. Binder and J. Steets. London; New York: Routledge, 2012.

Barrett, Christopher B., Andrea Binder, Alex Guas, Erin C. Lentz, Cynthia Mathys, Julia Steets, Joanna B. Upton, and Kira Villa. Moving food assistance forward. In *Uniting on food assistance: the case for transatlantic cooperation*, edited by C. B. Barrett, A. Binder and J. Steets. London; New York: Routledge, 2012.

Villa, Kira M., Christopher B. Barrett, and David R. Just, "Whose Fast and Whose Feast? Intrahousehold Asymmetries in Dietary Diversity Response among East African Pastoralists," *American Journal of Agricultural Economics*, (2011) 93 (4): 1062-1081. doi: 10.1093/ajae/aar038 First published online: August 8, 2011.

Villa, Kira M., Christopher B. Barrett, and David R. Just, "Differential Nutritional Responses across Various Income Sources Among East African Pastoralists: Intrahousehold Effects, Missing Markets and Mental Accounting," *Journal of African Economies* 2010, pp. 1-35; doi: 10.1093/jae/ejq038, 2010.

Honors

Agricultural & Applied Economics Association's Outstanding *American Journal of Agricultural Economics* Article of 2011-Honorable Mention for "Whose Fast and Whose Feast? Intrahousehold Asymmetries in Dietary Diversity Response Among East African Pastoralists," 2012

Dyson School of Applied Economics and Management. Warren Award (First Place) for Whose Fast and Whose Feast? Intrahousehold Asymmetries in Dietary Diversity Response Among East African Pastoralists," 2012

Marygold Walsh-Dilley
Assistant Professor - Honors College, Sociology,
and Geography and Environmental Studies

Education

Ph.D: Cornell University, 2012

MA: Cornell University, 2005

BA: Reed College, 1999

Academic Appointments

Assistant Professor of Social and Behavioral Science, Honors College and Dept. of Sociology (by courtesy), UNM, 2015-present

Associate Assistant Professor, Dept. of Geography and Environmental Studies, UNM, 2015-present

Postdoctoral Associate, Dept. of Development Sociology and the Atkinson Center for a Sustainable Future, Cornell University, 2012-2014

Areas of Specialization (Topical and Regional)

Food and agricultural systems; global and transnational sociology/geography; food studies; qualitative methods; indigenous politics; globalization; resilience; postcolonial, feminist and critical theory; global development; Latin America.

Courses Taught

Individual and Collective: Understanding Social Change

Food & Society: Why we eat what we do, and why it matters

Indigenous Peoples and Globalization: Latin America and Beyond

Funded Research/Grants

Field Research Grant, Latin American and Iberian Institute, UNM (\$2,175), 2016

Honors Research Institute grant, Honors College, UNM (\$5,500), 2015

Major Works/Publications

M. Walsh-Dilley, W. Wolford, and J. McCarthy. "Rights for Resilience: What Resilience Practitioners Can Learn from Food Sovereignty". *Ecology & Society* 21(1):11. Online. URL: www.ecologyandsociety.org/vol21/iss1/art11/, 2016.

M. Walsh-Dilley. "Tensions of Resilience: Collective Property, Individual Gain and the Emergent Conflicts of the Quinoa Boom". *Resilience: International Policies, Practices, and Discourses* 4(1). DOI: 10.1080/21693293.2015.1094168, 2016.

M. Walsh-Dilley and W. Wolford. "(Un)Defining Resilience: Subjective Understandings of 'Resilience' from the Field". *Resilience: International Policies, Practices, and Discourses* 3(3). DOI: 10.1080/21693293.2015.1072310, 2015.

S. Keene, M. Walsh-Dilley, W. Wolford and C. Geisler. "A View From the Top: Examining Elites in Large Scale Land Deals". *Canadian Journal of Development Studies* 36(2). DOI: 10.1080/02255189.2015.1044503, 2015.

M. Walsh-Dilley and W. Wolford. "Social Mobilization and Food Security: The Contribution of Organized Civil Society to Hunger Reduction Policies in Latin America", Chapter 15 (pp. 347-373) in D.E. Sahn, ed. *The Fights Against Hunger and Malnutrition: The Role of Food, Agriculture, and Targeted Policies*. London: Oxford University Press, 2015.

B. McKay, R. Nehring, and M. Walsh-Dilley (authors listed alphabetically – equal contribution). “The ‘State’ of Food Sovereignty in Latin America: Political Projects and Alternative Pathways in Venezuela, Ecuador, and Bolivia”. *Journal of Peasant Studies* 41(6): 1175-1200, 2014.

M. Walsh-Dilley. “Negotiating Hybridity in Highland Bolivia: Moral Economy and the Expanding Market for Quinoa”. *Journal of Peasant Studies* 40(4): 659-682, 2013.

M. Walsh-Dilley. “Indigenous Reciprocity and Globalization in Rural Bolivia”. *Grassroots Development* 33: 58-61, 2012.

M. Walsh-Dilley. “Localizing Control: Mendocino County and the Ban on GMOs”. *Agriculture and Human Values* 26(1): 95-105, 2009.

Honors

Faculty Mentorship Award, Development Sociology Graduate Student Association, Cornell University, 2014

Service

LAI - Faculty Representative, Executive Committee, UNM, 2016-2018

Organizer, Honors College Seminar Series, UNM, 2016

Mellon-Mays Undergraduate Fellowship Faculty Advisory Board, UNM, 2015-2017

Service-Learning Advisory Board, UNM, 2015-2016

Hiring Committee, Honors College, UNM, 2015

Richard Wood
Professor of Sociology

Education

PhD: University of California at Berkeley, 1995

MA: Graduate Theological Union, 1989

BA: University of California at Davis, 1982

Academic Appointments

Professor of Sociology, University of New Mexico, 2014 -

Assistant to Associate Professor, University of New Mexico, 1996-2014

Teaching Assistant to Research Associate, University of California at Berkeley, 1989-1995

Administrative Appointments

Chairperson, Department of Sociology, University of New Mexico, 2014-present

Special Advisor for Strategic Initiatives, Office of the Provost, UNM, 2013-present

Director, Southwest Institute on Religion and Civil Society, UNM, 2005-present

Director, Religious Studies Program, UNM, 2004-2009

Areas of Specialization (Topical and Regional)

Political sociology and the sociology of religion (including liberationist and evangelical Christianity in Latin America), focusing on the institutional and cultural underpinnings of democratic life

Courses Taught

Social Movements

Classical Sociological Theory

Ethnography

Sociology of Religion

Funded Research/Grants

START: Supporting Transformative Action in Reciprocity Together in the UNM College of Education. PI: Chaouki Abdallah. Role: Lead author and Co-PI. William K. Kellogg Foundation, (\$1,050,000), 2014-2015

Redesign of the UNM College of Education, PI: Chaouki Abdallah. Role: Co-PI and principal leader for redesign. William K. Kellogg Foundation, (\$335,000), 2013-2014

The Impact of the Pentecostal and Charismatic Movements on Local Community Organization and Civic Participation in Central America. Co-PIs: Jeannette Aguilar and Richard L. Wood. Research grant for survey and ethnographic work and to launch a major research network in Central America, centered at the Universidad Centroamericana "Jose Simeón Cañas" (UCA) in El Salvador. Templeton Foundation and the University of Southern California's Center on Religion & Civic Culture., (\$395,292), 2010-2012

Web Access for Civil Society Initiatives, PI: Richard L. Wood. Funding for coordinating project in Jordan, Syria, Egypt, and Saudi Arabia, focused on the internet as a communications tool in civil society. Primary focus on Islam and democracy, human rights, and women's empowerment. Supported six UNM graduate students. U.S. Department of State, (\$949,200), 2006-2008

Nexus: Religion in the Public University. PI: Richard L. Wood. Grant funding for public events on religion in American society, supporting a sociology graduate student Stacy Keogh and six major UNM-based public events. The Louisville Institute. 2005-2006, \$33,521; funding renewed to December 2007 for total of \$55,989.

Major Works/Publications

Wood, Richard L. and Brad R. Fulton. *A Shared Future: Faith-based organizing for racial equity and ethical democracy*. Chicago, IL: University of Chicago Press, 2015.

Bardhan, Soumia and Richard L. Wood. "The Role of Technology and Culture in Civil Society Promotion in the Middle East: A Case Study Approach". *Digest of Middle Eastern Studies* 24:1 (Spring 2015), 111-138, 2015.

Braunstein, Ruth, Brad Fulton, and Richard L. Wood. "The Role of Bridging Cultural Practices in Racially and Socioeconomically Diverse Civic Organizations." *American Sociological Review* 79 (4): 705-25, 2014.

Keogh, Stacy and Richard L. Wood. "The Rebirth of Catholic Collective Action in Central America", *Social Compass* 60 (2): 289-307. <http://hdl.handle.net/1928/23067> , 2013.

Fulton, Brad and Richard L. Wood. "Interfaith Organizing: Emerging Theological and Organizational Challenges." Pp. 17-39 in *Yours the Power: Faith-Based Organizing in the USA*, edited by Katie Day, Esther McIntosh, and William Storrar. Leiden and Boston: Brill, 2013.

Fulton, Brad and Richard L. Wood. "Interfaith Organizing: Emerging Theological and Organizational Challenges". *International Journal of Public Theology* 6: 1-23, 2012.

Wood, Richard L. "Taming Prophetic Religion? Faith-Based Activism and Welfare Provision" in the *International Journal of Public Theology*; Francis Davis and Andrew Bradstock (eds); 3:1, 101-119, 2009.

Wood, Richard L. *Faith in Action: Religion, Race, and Democratic Organizing in America*. University of Chicago Press, 2002.

Honors

UNM's Office of Graduate Studies' Outstanding Graduate Student Mentor Award, 2013

Gunter Starkey Teaching Award for outstanding teaching, College of Arts and Science, University of New Mexico, 2004

Best Book in the Sociology of Religion, for *Faith in Action: Religion, Race, and Democratic Organizing in America*, American Sociological Association, 2003

Service

President, President-Elect, and Past President (2009-2012) of the UNM Faculty Senate

Member, UNM Faculty Committee on Governance 2006-2008

Senator at-large, UNM Faculty Senate; 2003-2004, 2004-2005

Executive Committee, Department of Sociology, UNM, 1996-98, 2000-2001, 2003-2004

LAI - Interdisciplinary Committee for Latin American Studies (ICLAS), UNM, 1999-2001, 2003-2004, 2011-2013

LAI - Developed LAS gateway seminar (offered with SOC 595) with Leila Lehnen during 2010-2011 and 2012-2013

LAI - Grants & Awards Committee, UNM, 2002-2004, 2008

LAI - Publications Committee, UNM, 1997-1999

LAI - Library Committee, UNM, 1997-1998

LAS Student Committees Served On Since 2006

7 exam committees served as member