

The University System of Georgia  
New Program Proposal

**Institution:** The University of Georgia

Date: 8 August 2005

**School:** Franklin College of Arts and Sciences

**Name of proposed program:** Latin American and Caribbean Studies

**Degree:** Bachelor of Arts, Latin American and Caribbean Studies CIP Code \_\_\_\_\_

**Starting Date:** Spring 2006

### **1. Program abstract**

The University of Georgia (UGA), in recognition of the growing challenges and opportunities presented by the rapidly expanding Latino/Brazilian population in Georgia, and the increased social, political, and economic significance of Latin America and the Caribbean for the United States, proposes the development of a new interdisciplinary major leading to a Bachelor of Arts degree in Latin American and Caribbean Studies (LACS). The program will be administered by UGA's Center for Latin American and Caribbean Studies (CLACS). The new major is critical to UGA's Strategic Plan to internationalize its undergraduate curriculum, fills an important need by responding to the state's increasingly diverse Latino/Brazilian population, has demonstrated student interest, and is enthusiastically supported by UGA's Latin Americanist faculty and the Deans of its Schools and Colleges. The new major builds directly on an already existing Certificate Program in Latin American Studies currently administered by CLACS. Funds to establish the new major have been obtained from The Department of Education's Undergraduate International Studies and Foreign Language Program (UISFL) has recently awarded CLACS a two-year grant of \$180,000 to establish the LACS major.

LACS majors will be required to show high-level proficiency in one of the major languages of Latin America and the Caribbean (3000/4000 level course work equivalent to four years of language study) and good speaking comprehension of one other regional language. After satisfying the UGA semester core curriculum requires (Areas A, B, C, D, and E, 42 credit hours), the degree would be obtained by completing 18 credit hours in Area F that would include a two-semester course on contemporary Latin America and the

Caribbean (team-taught by UGA Latin Americanist faculty), two 2000-level history courses on Latin American Civilization, and two intermediate-level language courses in Spanish, Portuguese, or French. The LACS major requirements (21 hours) include nine 3000/4000-level hours of advanced language training in Spanish, Portuguese, or French and 12 hours of upper division courses focused specifically on Latin America and the Caribbean (see inventory of courses in section 5). To complete the degree, students must also choose another 39 hours of elective course work (18 to 24 of which must be upper division) in one of three primary academic tracks: Social Sciences, Humanities, Arts, and Music, and Environmental Science, Policy, and Historical Preservation.

Students will be strongly encouraged to develop joint programs of study across the schools and colleges of the University. We anticipate that many will complete double majors (e.g., LACS and International and Public Affairs, LACS and International Business, LACS and History). The Dean of the Franklin College of Arts and Sciences strongly endorses the new program, as do the Deans of eight of UGA's schools and colleges (see attached letters of support). UGA's Latin Americanist faculty and staff have demonstrated enthusiastic support of the new program. Twenty core-faculty members have agreed to strengthen courses in their various specialties by developing 13 new courses for the new major.

In addition to formal course work at UGA, all students in the proposed new major will spend a full semester in a study abroad program, either in UGA-sponsored programs or in Latin American colleges or universities. This study abroad experience will provide LACS students with opportunities for language learning and cultural understanding that cannot be achieved solely by formal course work in the US.

The career options available to LACS graduates are immediate and highly visible. We envisage that LACS students will find employment opportunities in the private sector and in local and state government and educational organizations. Qualified graduates with high-level linguistic skills and in-depth knowledge of Latin America and the Caribbean's social, political, and cultural practices are in high demand by major Georgia businesses. LACS graduates with educational expertise are urgently sought in the K-12 grades of Georgia's public schools. Graduates from the Terry College of business with a joint degree in LACS will find

a broad range of jobs open to them in the US and in Latin America and the Caribbean. LACS students who plan to continue their education in graduate school will be well prepared to do so.

## **2. Objectives of the program**

The University of Georgia is linked inextricably to the rapid changes of globalization that are affecting the cultural, social, political, and economic development of all nations. International education programs such as the proposed undergraduate major in Latin American and Caribbean Studies must be considered as core elements of today's college and university liberal arts experience. The proposed LACS major will produce students with demonstrated high levels of language competence and in-depth, substantive understanding of the societies, cultures, politics, and economies of the peoples of Latin America and the Caribbean. The new major represents a coherent program of study for Georgia's future leaders, preparing them to successfully participate in a global workplace that is increasingly linguistically and culturally diverse.

The proposed LACS major will contribute significantly to UGA's ten-year strategic plan as outlined in Table 1.

Table 1

### Goals of the University of Georgia's Strategic Plan (2001-2012) for International Studies

- Strengthen [the University's] current international programs that have achieved international distinction, such as the Center for International Trade and Security and the Carl Vinson Institute of Government's International Center for Democratic Governance.
- Establish new academic programs focused on the international dimension of academic disciplines, such as the School of Public and International Affairs, the College of the Environment, and the Terry College's and the Warnell School of Forest Resources' Global Partnership Programs.
- Increase the number of languages taught and the variety of methodologies for teaching languages.
- Strengthen the area studies programs of the Franklin College of Arts and Sciences [e.g., the Center for Latin American and Caribbean Studies].
- Increase the number and diversity of students participating in education abroad programs and activities through the active advancement and support of international education.
- Expand the nature and scope of study abroad programs to enrich and maximize the array of students' choices for meaningful international educational experiences, including the establishment of international residential centers and multidisciplinary programs in all major geographical regions of the world.
- Support multidisciplinary programs abroad which are articulated with the appropriate

academic majors with respect to curriculum and progression toward an academic degree [such as that of the new BA degree in LACS].

- Establish four international residential centers located in strategic geographical areas of the world that represent the thematic focus of the Centers of African Studies, Asian Studies, European Studies, and Latin American and Caribbean Studies [the latter established in Costa Rica in 2003].

Franklin College of Arts and Sciences has developed its own strategic plan that provides further evidence of UGA's commitment to foreign languages and international studies (see Table 2).

Table 2

Franklin College of Arts and Sciences' Strategic Plan (2002-2012) for International Studies

- A. Provide more academic opportunities for international study and experiences on campus by
- Reinforcing the importance of foreign language and culture studies as part of every liberal arts degree program.
  - Encouraging international study, research, and scholarship among faculty and students.
  - Establishing high performance standards in international studies and the study of foreign languages and cultures.
  - Increasing the availability of interdisciplinary area studies majors and minors.
  - Expanding offerings of diverse foreign language and culture courses, including non-western cultures.
  - Using international resources on campus to strengthen and advance understanding of social, environmental, economic and political issues through workshops, seminars, colloquia, and speaker series.
  - Identifying and promoting opportunities for international teaching, research, and exchange for faculty and students.
- B. Enhance study abroad programs by improving student and faculty incentives by
- Encouraging continued close academic integration of study abroad programs with on-campus units and specific majors.
  - Working with the Office of International Education to ensure that undergraduates and their advisors have easy access to information on study abroad and foreign exchange programs.
  - Working with the central administration to provide increased financial support for Georgia residents to participate in University Georgia sponsored study abroad programs.
  - Making faculty participation in international programs part of assigned faculty responsibilities that will be recognized in tenure/promotion and pay raise decisions.
  - Developing a faculty workload policy that recognizes teaching in off-campus programs as part of the standard academic year work assignment.

### 3. Justification and need for the program

a. Societal need for the program: The United States is experiencing one of the most significant demographic changes in its history. In the last decade, the Latino population in the nation grew by 58 percent. The US South's Latino population increased by 14 percent between April 2000 and July 2002

(<http://eire.census.gov/popest/estimates.php>). In Georgia, Latinos have increased by more

than 300 percent, up from 109,000 in 1990 to nearly 436,000 in 2004. UGA demographer William Batchel states that the current Latino population in the state is "...closer to 750,000, with the largest numbers in the counties of Gwinnett (65,000), Dekalb (53,000), Fulton (48,000), Cobb (48,000) and Dalton"

(<http://168.29.148.205/www/urbanag/newurbanag/GeorgiaHispanicSpecialists.html>), also see "Immigrant Nation, Divided Country", special program CNN Presents, 18 October 2004, filmed in Northeast Georgia).

Georgia ranks first in the nation as the state with a growth rate of 18.6 percent for its Latino population. In 2004, four of the ten US counties experiencing the greatest increase in new Latino residents are in Georgia. The state's Brazilian population has grown dramatically and as many as 50,000 Brazilians may currently live in the Atlanta area alone and Atlanta is now a major center of Brazilian culture in the United States.

The Latinization of Georgia presents tremendous challenges and opportunities for UGA students, many of who will continue their residence in the state after graduation. The new major in Latin American and Caribbean Studies will provide a holistic and scholastically sound education to a cadre of students who will be able to meet these challenges and make the best of these new opportunities.

The career options available to graduates of LACS are immediate and highly visible. Well-qualified bicultural graduates with high-level linguistic skills in Spanish and Portuguese and in-depth knowledge of Latin America and the Caribbean's social, political, and cultural practices are urgently needed for teachers in the K-12 grades of Georgia's public schools. Social workers with Latin American and Caribbean study abroad experience are in great demand. Career paths in the private sector and in local and state government organizations and Georgia businesses will be immediately available for LACS graduates.

b. Student demand for the program: UGA students recognize the need for the new major as indicated by data collected from 496 undergraduates currently enrolled in Spanish and Portuguese courses at the university. These students represent a significant segment of the total student body that would be interested in the BA degree in LACS. The results of the survey are seen in Table 3.

Table 3. Student Interest Survey for a major in LACS

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Survey of students enrolled in Spanish and Portuguese language classes University of Georgia, fall 2004				
	Percent students who think LACS major desirable for UGA	Percent interested in majoring in LACS	Percent interested in a double major (LACS and another field)	Percent interested in a minor in LACS
All Spanish classes (N = 386)	.90 .92*	.24 .42*	.31 .47*	.51 .75*
All Portuguese classes (N = 110)	.92 .98*	.33 .45*	.44 .56*	.60 .72*

\* indicates 3000 and 4000-level courses

As seen in Table 3, student support for the LACS major at UGA is especially strong (over 90 percent of all respondents). About a third to a half of students in both Spanish and Portuguese classes of all levels indicated their interest in a LACS degree or a double degree had one been available. Nearly 50 percent of students would have chosen LACS as an academic minor had the major been established.

The survey shows that students in the intermediate and advanced level language courses are almost universally in favor of the proposed program. Nearly three-quarters of them would have chosen LACS as a major or double major had that option been open to them as they developed their undergraduate programs. Had the survey been conducted in classes in anthropology, sociology, history, international studies, political science, history, or geography whose students would also likely be inclined to support our efforts, results would likely be similar, especially given the option for obtaining a double-major. The need for the program is sufficiently high that, if a LACS major were available at UGA, we anticipate that we would be able to attract 120 students in the first three years.

c. Additional reasons that make the program desirable: The key personnel involved in the CLACS proposal to develop a major in LACS are comprised of a committed group of highly qualified UGA faculty and staff. Professor Brent Berlin, CLACS Director, Mr. Paul David Duncan, CLACS Assistant Director, and Professor David A. Smilde as the new program’s Curriculum Coordinator will head the new program.

Brent Berlin has been Director of CLACS since 1995 and has overseen the Center’s rapid expansion and growing national recognition. He is currently Graham Perdue Professor of Anthropology at UGA, Co-Director of the Laboratories of Ethnobiology, and Emeritus

Professor of Anthropology and Integrative Biology, University of California, Berkeley, where he served as Director of the University of California, Berkeley's Center for Latin American Studies and Co-Director of the Berkeley-Stanford Title VI Joint National Resource Center for Latin American Studies from 1983-1987. Berlin will devote .25 to .33-time to the new LACS program.

Berlin is member of the country's most prestigious scientific societies and scholarly organizations, including the National Academy of Sciences (1980), the American Academy of Arts and Sciences (1981), and the American Association for the Advancement of Science (1980). In 1999, he received the prestigious Fyssen Foundation International Prize (Paris, France) in recognition of his research in ethnobiology and cognitive anthropology. Berlin has had extensive administrative experience, having served as Principal Investigator on numerous national and international research grants

The LACS Program Curriculum Coordinator is David A. Smilde, a sociologist with long-term experience and an extensive publication record on Venezuelan popular movements. He will devote .25-time to the new major. Professor Smilde held a prestigious Residential Fellowship with the Kellogg Institute for International Studies at Notre Dame University before joining UGA's sociology department and has taught at the Universidad Católica Andres Bello, in Caracas, Venezuela.

Smilde has established himself as a highly popular teacher and relates well with students. He is currently developing courses on social change, social movements and protest, and globalization to be offered in the proposed new LACS major. Professor Smilde has been an active participant in our current Latin American and Caribbean Studies program and will work closely with the Director and CLACS Advisory Board on curriculum development.

CLACS Assistant Director Paul David Duncan is responsible for the daily operation of the Center, maintaining its budget, proposal development, planning and implementation of CLACS activities (seminars, colloquia, work shops), and coordination of activities associated with the Latin American Ethnobotanical Garden and the Ethnobotanical Sister Gardens project. He will devote .25-time to the new program.

Duncan holds a M.S. Degree in Forestry with a Certificate in Agroforestry from the University of Florida. Mr. Duncan has near-native fluency in Spanish and is conversant in Haitian Creole gained from having worked and lived in the Latin America and Caribbean region

for more than a decade. As with the Director of CLACS, Duncan serves on the Latino Advisory Board of the Vice-President for Service and Outreach at UGA.

Berlin, Duncan, and Smilde will be assisted in their efforts by the CLACS Advisory Board, a committee appointed by the Dean of the Franklin College of Arts and Sciences to aid the CLACS administrative branch in implementing its mandate for promoting Latin American and Caribbean Studies at UGA. The Board includes the following individuals:

Carolina Acosta Alzuru is Assistant Professor, Department of Advertising and Public Relations of the UGA College of Journalism and Mass Communication. Her work centers on the representation of Latin America in the public media and is known for her textual analysis of the Falklands/Malvinas War coverage in the US and Latin America. She currently examines the political implications of opinion management in Latin American telenovelas.

José B. Alvarez IV is Associate Professor, Department of Romance Languages. He specializes in contemporary Latin American literature, film, performance, and culture. He has particular interest in Cuban narrative and film of the revolution, cultural theory and gender studies. Alvarez has headed the successful Latin American Film Festival partially sponsored by CLACS for the last eight years. Professor Alvarez serves as Director of UGA's study abroad program in Spain, one of University's largest and most successful programs and has recently begun a study abroad program in Cuba.

Stephanie Bohon is Assistant Professor, Department of Sociology and a specialist on issues relating to Latino migration. Her work on the educational barriers for recent Latino migrants in Georgia, including housing and transportation, is widely known and cited. Professor Bohon will be an important advisor on the proposed new program's outreach activities with the Latino community in Georgia.

Milton Masciadri is Professor of Music in UGA's School of Music. A world-renown double bassist virtuoso, Professor Masciadri was named a "UNESCO Artist for Peace" in Paris in 1998, making him the 12th person to be awarded the designation, including noted conductor Zubin Mehta and famed soprano Montserrat Caballé. Masciadri is one of UGA's most active Latin Americanists and coordinates CLACS Annual musical program.

Wayne Parrot is Professor, Department of Crop and Soil Sciences, College of Environmental Sciences at UGA. Born and raised in Guatemala, Parrott has a long-standing



interest in the region and leads students in an annual summer study abroad course to Central America as part of his work on the ecology of tropical agriculture. His research and teaching involves improvement of crop plants geared towards development of engineering technology for difficult plants (legumes) and engineering with multiple genes.

Amy Ross is Assistant Professor in the Department of Geography. She is a specialist on issues relating to human rights, counterinsurgency, and Latin American military power. She is best known for her analysis of the truth commissions in Guatemala and South Africa following the periods of political violence in those two countries.

Thomas Whigham is Professor in the Department of History. He teaches colonial and modern Latin America and specializes in the social and economic history of Argentina and Paraguay in the eighteenth and nineteenth centuries. He has worked as a Fulbright scholar in both of those countries, and was the recipient of the Le Conte Memorial Research award for 1996. He has just completed *The Paraguayan War, Causes and Early Conduct* (Lincoln and London: U of Nebraska Press, 2002), the first volume of a comprehensive study of the 1864-1870 conflict.

*Ex officio* members of the CLACS advisory board who will take an active part in the development of the LACS program include Dr. Glenn Ames and Ms. Laura Shedenhelm. Ames is the Director of UGA's International Service and Outreach and Shedenhelm is UGA Bibliographer for Latin America, Spain & Portugal in the Collection Development of the main Library.

Drs. Susan Quinlan, Robert H. Moser and Amélia Hutchinson, of UGA's Department of Romance Languages, are key personnel primarily responsible for LACS's efforts to strengthen UGA's Brazilian studies program. Quinlan is Associate Professor of Portuguese, Spanish, and Women's Studies. Her research interests include Luso-Brazilian literature, contemporary Brazilian women's literature, and literary theory. She has held a Fulbright Fellowship and a Humanities Center Fellowship (University of Georgia) and is an affiliated member of the programs in Women's Studies and Latin American and Caribbean Studies. Quinlan is also Director of the UGA Niterói Study Abroad Program and past president of the Brazilian Studies Association.

Robert H. Moser is Assistant Professor of Luso-Brazilian Literature. He is also the director of the UGA's Lusophone Fair initiative and co-director of the UGA study abroad

program in Niterói, Brazil. His research interests and recent publications encompass the areas of Brazilian, Portuguese and Luso-African literature and society.

Amélia Hutchinson is Lecturer and Supervisor for Portuguese Language Studies in the Department of Romance Languages. She is author of the 2003 best-selling Portuguese language text for speakers of English, *Portuguese: An Essential Grammar*, now in its second edition. She has also published articles on translation, Portuguese orthography, and medieval studies.

Drs. Bernadette Musetti and Paul Matthews will serve as UGA facilitators for CLACS's effort to provide area studies expertise to grades 6-12 instructors and heritage language instruction skills and course content for middle and high school foreign language teachers. Dr. Musetti is Co-Director of UGA's Center for Latino Achievement and Success in Education (CLASE), Office of Educator Partnerships, College of Education, UGA. She has had extensive experience in for planning and implementing several large conferences each year, serving as school-university liaison, and provides technical and Spanish language-related assistance to districts, local governments and NGOs. Dr. Matthews also serves as Co-Director of the CLASE program. His duties include teaching and supervising professional development, ESOL and teacher education courses, grant-writing, supervision of graduate students, program evaluation, conducting workshops, translation service, teaching and tutoring Spanish and educational outreach.

These key personnel and other core and affiliated Latin Americanist faculty at UGA represent a broad range of disciplines and specialties drawn from anthropology (5 faculty), agricultural economics (1), health promotion and behavior (1), environmental design (1) plant sciences (1), ecology (1), elementary education (2), family and consumer sciences (2), geography (1), history (3), horticulture (1), international education (3), journalism and mass communications (2), library science (1), music (3), political science and international affairs (2), romance languages (12), sociology (3), social work (1), soil sciences (1) and library science (1) ( see program **Curriculum Vitae** program personnel).

d. Not applicable

e. All public and private institutions in the state offering similar programs: No other college of university in the University System of Georgia offers an undergraduate major in Latin American and Caribbean Studies. Emory University offers this degree although its requirements

are much less stringent (see [http://www.lacsp.emory.edu/major\\_requirements.cfm](http://www.lacsp.emory.edu/major_requirements.cfm)). Other colleges and universities in the Southeast that do offer the BA in Latin American (and Caribbean) Studies include Vanderbilt University ([norma.g.antillon@vanderbilt.edu](mailto:norma.g.antillon@vanderbilt.edu)), the University of Kentucky ([nglugo00@uky.edu](mailto:nglugo00@uky.edu)), the University of North Carolina at Chapel Hill (<http://www.ilas.edu>), the University of South Carolina at Columbia ([mscardaville@sc.edu](mailto:mscardaville@sc.edu)), the University of Alabama (<http://www.as.ua.edu/las/under.htm>), the University of Florida ([www@latam.ufl.edu](http://www@latam.ufl.edu)), and the University of Miami ([UMCLAS@miami.edu](mailto:UMCLAS@miami.edu)).

#### **4. Procedures used to develop the program**

The new degree program has been developed in close consultation with the Deans of the Franklin College of Arts and Sciences, with the Advisory Board of the Center for Latin American and Caribbean Studies, and with UGA Latin Americanist faculty over the last three years.. Comparable programs in other state and private universities were evaluated closely before arriving at the current proposal. We are confident that while students can obtain the BA degree in 120 hours, our program provides students with an understanding of the languages and cultures of the region as does no other LACS program in the southeast (see programs indicated above for comparison).

#### **5. Curriculum:**

##### LACS Semester Degree Requirements

General UGA semester core curriculum requirements (Areas A, B, C, D, and E, 42 hours) are found at the UGA website (<http://www.uga.edu>). Area F requirements (18 hours) include courses on contemporary Latin America and the Caribbean (6 hours), Latin American Civilization (6 hours) and two courses of intermediate level language training in Spanish, Portuguese, or French. LACS major requirements (21 hours) include 9 semester hours of advanced language training and 12 hours of upper division courses focused specifically on Latin America and the Caribbean. To complete the degree, students must also choose another 39 hours of course work (18 to 24 of which must be upper division) in one of three primary academic tracks: Social Sciences, Humanities, Arts, and Music, and Environmental Science, Policy, and Historical Preservation. No more than 12 credit hours in the LACS major may be applied towards a BA degree in another major.

(\* Courses to be proposed)

##### **Area F Courses related to the major (18 hours)**

LACS 2001 Contemporary Latin American and the Caribbean, Part I (3)\*

LACS 2002 Contemporary Latin American and the Caribbean, Part II (3)\*

HIST 2221 Latin American Civilization to 1800 (3)

HIST 2222 Latin American Civilization Since 1800 (3)

*(Two of the following):*

SPAN 2002 Intermediate Spanish (3), PORT 2002 Intermediate Portuguese (3), FREN 2002

Intermediate French (3)

### **LACS required courses in the major (21 hours)**

*Three 3000-4000-level courses in two of the following languages: Spanish, Portuguese, French (9)*

[Those who elect Spanish and Portuguese must include SPAN 3010 and PORT 3010 as two of the three courses].

*Four 3000-4000-level courses from the following (12) 4XXX indicate new courses pending course approval*

### **Latin American and Caribbean Studies**

4990 Senior Seminar on Modern Latin America and the Caribbean (required of all majors)\*

### **Agriculture and Applied Economics**

AAEC 4910/6910 International Agribusiness Marketing and Management

### **Agriculture and Environmental Science**

AESC 3150 Topics in International Agriculture

AESC 3910 International Agriculture Internship

### **Anthropology**

ANTH(LING)3080 Anthropology of Language

ANTH 3260 The Aztecs and The Maya\*

ANTH(NAMS)3270 New World Archaeology

ANTH 3280 Archaeology of the Southwest\*

ANTH(NAMS)3430 Indians of Mexico and Central America

ANTH 3540 Multicultural Health Care

ANTH 4XXX Hispanic Health and Healing \*

ANTH 4XXX Indigenous Peoples of Latin America and the Caribbean \*

ANTH 4330 Ethnobotany of Latin America and the Caribbean\*

ANTH 4760 Human Adaptation\*

CRSS(HORT)(ANTH)(ECOL)(GEOG) 4930/6930 Agroecology of Tropical America

ANTH 4930 Agriculture & Ecology in Tropical America Field trip\*

ANTH 4200/6200 Field Methods in Archaeology

### **Comparative Literature**

CMLT 3200 Contemporary Literature

CMLT 3990 Directed Study in Comparative Literature

CMLT 4970H Directed Readings and/or Projects (Honors)

CMLT 4980H Directed Readings and/or Projects (Honors)

### **Crop and Soil Sciences**

CRSS(HORT)(ANTH)(ECOL)(GEOG) 4930/6930 Agroecology of Tropical America

CRSS 4940 Agriculture and Ecology in Tropical America field school\*

### **Ecology**

ANTH(ECOL) 4290/6290 Environmental Archaeology

### **Geography**

GEOG 4230 Geography of Latin America\*

GEOG 4800 Human Rights \*

GEOG 4920/6920 Special Problems in Area Analysis

GEOG 4XXX Revolution and Counter-Revolution in Latin America \*

### **History**

HIST 3220 History of Mexico

HIST 3230 History of Brazil

HIST 3240 The Caribbean Area

HIST 3250 History of the Americas

HIST 3260 Latinos/Latinas in the U.S.

HIST 4200/6200 Studies in Latin American History

HIST 4380 Latin America: A Socioeconomic History since 1930\*

HIST 4211/6211 Cuba from Emancipation to Revolution

HIST(RELI)4214 Introduction to the Religions of the Caribbean

HIST 4220/6220 The U.S. and Latin America

HIST 4XXX Race in Latin America and the Caribbean \*

### **International Affairs**

INTL 4389 Latin American Political Systems\*

INTL 4XXX Comparative Politics and Government in South America \*

### **Horticulture**

CRSS(HORT)(ANTH)(ECOL)(GEOG) 4930/6930 Agroecology of Tropical America

**International Business**

INTB 4800 Internship and/or Cooperative Education in International Business

**Journalism and Mass Communication**

JRMC 4XXX Telenovelas and Society in Latin America \*

**Music**

MUSI 4XXX Music and Styles of Latin America and the Caribbean \*

**Linguistics**

SPAN(LING) 3050 Introduction To Spanish Linguistics

SPAN(LING) 4650 Spanish Phonetics and Language Variation

**Plant Biology**

PBIO 4XXX Rise and Fall of Civilizations: Ecological Constraints and You! \*

**Portuguese –**

all 3000/4000 level classes

PORT 4XXX Culture and History in Brazil \*

**Romance Languages**

ROML 2550 Latino Literature, Language, and Culture

ROML 3000 Topics in Romance Languages

ROML 4XXX Voices of the Greater Caribbean: Life Beyond the Islands \*

ROML 4XXX Latin American Cinema \*

**Spanish** –all 3000/4000 level classes

**Speech Communications**

SPCM 4800 Intercultural Communication

**Sociology**

SOCI 4289 Global Gender Perspectives\*

SOCI 4XXX Latinos in the US \*

SOCI 4XXX Social and Political Problems in Latin American Society \*

SOCI 4XXX Sociology of Latin America \*

**Women's Studies**

WMST 1110 Multicultural Perspectives on Women in the U.S.

WMST 3100 Lesbian and Gay Studies

WMST 3110 Gender, Race, Class, Sexuality

WMST 3250 Issues in Women's Studies

WMST 3500 Women in the Caribbean

**Major Electives (18 hours)**

To complement their work in LACS, students must also successfully complete 39 credit hours of course work in one of three academic tracks -- social science, humanities, arts, and music, and environmental science and policy. In certain cases, combinations of courses in each of the three tracks can be selected for individual programs of study. Flexibility and innovativeness in program design will be encouraged.

**General Electives (21 hours)**

**Total hours required for the major: 120**

**6. Inventory of faculty directly involved:**

<b>Carolina Acosta-Alzuru, Ph.D</b>	Associate Professor Department of Advertising/Public Relations Grady College of Journalism and Mass Communication
Education	1999 Ph.D. Mass Communication, The University of Georgia 1996 M.A. Mass Communication, The University of Georgia, 1982 B.S. Information and Computer Science, Georgia Institute of Technology
Recent scholarship	Acosta-Alzuru, C. & Lester Roushanzamir, E. (2000). All You Will See is the One You Once Knew: Portrayals from the Falklands/Malvinas War in U.S. and Latin American Newspapers. <i>Journalism and Mass Communication Monographs</i> , 1(4), 301-345. Acosta-Alzuru, C. (2003). "I'm not a feminist...I only defend women as human beings:" The production, representation and consumption of feminism in a telenovela. <i>Critical Studies in Media Communication</i> , 20(3), 269-294. Acosta-Alzuru, C. (2003). Tackling the Issues: Meaning making in a Telenovela. <i>Popular Communication</i> . 1(4), 193-215. Acosta-Alzuru, C. (2003). Fraught with contradictions: The production, depiction, and consumption of women in a Venezuelan telenovela. <i>Global Media Journal</i> , 2(2). <a href="http://lass.calumet.purdue.edu/cca/gmj/contents.htm">http://lass.calumet.purdue.edu/cca/gmj/contents.htm</a> Acosta-Alzuru, C. (2003). Change your life!: Confession and conversion in <i>Telemundo's</i> <i>Cambia Tu Vida</i> . <i>Mass Communication and Society</i> , 6(2), 137-159. Acosta-Alzuru, C. & Lester Roushanzamir, E. (2003). "Everything we do is a celebration of you!": Pleasant Company constructs American girlhood. <i>The Communication Review</i> , 6(1), 45-69
Professional activity Responsibilities	Consulting, Teach regular courses in LACS, new course on telenovelas, advise students
<b>James M. Affolter, Ph.D</b>	Associate Professor Department of Horticulture Director of Research, The State Botanical Garden of Georgia

Education	1983 PhD. Botany, University of Michigan
Courses	Herbs and Spices, Tropical Ecology
Responsibilities	Teach regular courses in LACS, lead students in study abroad program at the UGA field site in Costa Rica
Professional activities	Outreach programs and research, The State Botanical Garden of Georgia
Recent scholarship	Constance, L., and J. Affolter. 1995. "Three new species and a new combination in <i>Arracacia Bancroft</i> ( <i>Umbelliferae/Apiaceae</i> )." <i>Brittonia</i> 47(3): 320-327. Affolter, J. 1997. "The essential role of horticulture in rare plant conservation." <i>HortScience</i> 32: 29-34. Affolter, J. 1997. "South African botanical gardens: protecting one of the world's richest floras." <i>Public Garden</i> 12(2): 18-21, 49. Ceska, J., J. Affolter, and J. Hamrick. 1997. "Developing a conservation sampling strategy for <i>Baptisia arachnifera</i> based on allozyme diversity." <i>Conservation Biology</i> 11(5): 1133-1139. Lagrotteria, M., and J. Affolter. (in press). "Sustainable production and harvest of medicinal and aromatic herbs in the Sierra de Cordoba region, Argentina," in V. Nazarea (ed.), <i>Ethnoecology: Situated Knowledge/Located Lives</i> . University of Arizona Press
Responsibilities	Teach regular courses in LACS, lead students in study abroad program at the UGA field site in Costa Rica

**José B. Alvarez IV, Ph.D**

	Associate Professor Department of Romance Languages
Education	1996: Ph.D. in Spanish, Arizona State University. Major field of concentration: Latin American Literature. Minor: Latin American Studies 1992: Master of Arts in Spanish, Colorado State University. Major field of concentration: 19th- and 20th- Century Latin American Literature. Minor: Political Science. 1987: Bachelor of Science, Central Missouri State University.
Courses	Latin American film, Latin American literature, Cuba
Professional activities	Director, Cuban Culture Uncovered. Interdisciplinary study abroad program in seven Cuban cities. ( <a href="http://www.cuba.uga.edu">www.cuba.uga.edu</a> ) Director, <i>UGA en España</i> . Created and direct three programs for study abroad in: Valencia, Cádiz, and Seville. ( <a href="http://www.spain.uga.edu">www.spain.uga.edu</a> )
Recent scholarship	<i>Cuban Contestatory Short Story of the Revolution</i> . New York: University Press of America (2002). El cuento cubano de 1959 a 1990: un movimiento pendular." <i>South Eastern Latin Americanist</i> XLIII.3 (2000): 21-36. "The Dialectics of Cuban Homoeroticism in Cuban Narrative." <i>Chicano/Latino Homoerotic Identities</i> . Ed. David William Foster. New York: Garland Publishing, 1999 241-271. "Nation, Cinema, and Women: Discourses, Realities, and Cuban Utopia." <i>Global Development Studies</i> 1.3-4 (1998-99): 91-99. Reprinted in: <i>Cuban Transitions at the Millenium</i> . Eds. Eloise Linger and John Cotman. Largo, Maryland: International Development Options, 2000. 115-122. "Discursos de resistencia y contestatarios en los Novísimos." <i>Romance Languages Annual</i> 10 Tome 2 (1999): 426-431. "El homoerotismo en la narrativa cubana del siglo XX." <i>Antípodas: Journal of Hispanic Studies of Australia and New Zealand</i> 11-12 (1999-2000): 25-48.
Responsibilities	Teach regular courses in LACS, evaluation of student proficiency in Spanish, study abroad programs in Cuba and Venezuela



**Glenn Ames, Ph.D**

Director, Office of International Public Service and Outreach  
 Professor, Department of Agricultural Economics

Education  
 1969-1973 Ph.D. University of Tennessee, Knoxville, Tennessee  
 1966-1968 M.A. Northern Illinois University, Dekalb, Illinois  
 1960-1964 B.S. Ed. Mansfield State College, Mansfield, Pennsylvania

Courses  
 Non-teaching position

Recent scholarship  
 2001 *WIC and the Demand for Food by the Hispanic Community in the United States*. (co-authored with Bruno A. Lanfranco, Chung L. Huang, and Forrest Stegelin). *Journal of Food Distribution Research* 23. No. 1. 85-96  
 2001 *Establishing an Agribusiness study Abroad Course in Mexico: A Project in Internationalizing the Curriculum*. (co-authored with Jack E. Houston, Jr.) *Journal of Agribusiness* 19. No. 2. 213-233.  
 2000 *Food Demand Among Hispanic Households: Revisiting Engel's Law*. (co authored with Bruno A. Lafranco, and Chung L. Huang.) *Políticas Agrícolas* 4 (3). 69-92.  
 1998 *A Profile of Firms Engaged in Fruit and Vegetable Trade Between the United States and Latin America*. (co-authored with L.R. Marin and J.E. Epperson). *Journal of Food Distribution Research*. 19, No. 1. 68-89.  
 1997 *U.S. Agricultural Trade with Mexico: What is the Role of Trade Assistance with Our Southern Neighbor*. (co-authored with Manlio G.C. Santillan, and J.E. Epperson). *Journal of International Food and Agribusiness Marketing* 9. No. 2. 19-34  
 1996 *An International Trade Analysis of the Impact of the North American Free Trade Agreement on U.S. Pecan Prices*. (co-authored with G.J. Sun and E. Epperson). *Agribusiness: An International Journal*. 12 (3) 167-174

Responsibilities  
 Serves on CLACS Advisory Board, works with students in international service learning in collaboration with Universidad Veracruzana, Jalapa, Veracruz, Mexico

**Elois Ann Berlin, Ph.D**

Associate Professor of Anthropology  
 Department of Anthropology  
 Co-Director, Laboratories of Ethnobiology

Education  
 1981 Ph.D, Medical Anthropology, University of California, Berkeley and San Francisco  
 1978 MPH, Epidemiology, University of California, Berkeley  
 1977 MA, Anthropology, University of California, Berkeley  
 1976 BS (honors), Conservation of Natural Resources, University of California, Berkeley

Courses  
 Ecology of food and nutrition, Comparative medical systems, Hispanic healing (new course), Nutritional anthropology

Professional activities  
 Past-president, International Society of Ethnobiology

Recent scholarship  
 in press Field methods in medical ethnobiology". In John Richard Stepp (editor) *Ethnobiological Field Methods*. Special Issue of *Field Methods*  
 2003 NGOs and the process of prior informed consent in bioprospecting research: The Maya ICBG project in Chiapas, Mexico". (with Brent Berlin) In Marie Roué (editor), *NGOs in the Governance of Biodiversity*, Special issue of *International Social Science Journal* Vol. 179:629-638.  
 2005a The Maya. (with Brent Berlin) In C. Ember, and M. Ember (eds.) *Encyclopedia of Medical Anthropology*. Sponsored by the

Human Relations Area Files (HRAF) at Yale University. New York: Kluwer Academic/Plenum Publishers.

2005b Diarrhea. (with Brent Berlin) In C. Ember, and M. Ember (eds.) *Encyclopedia of Medical Anthropology*. Sponsored by the Human Relations Area Files (HRAF) at Yale University. New York: Kluwer Academic/Plenum Publishers.

2005c Conocimiento indígena popular: La flora común, herbolaria y salud en los Altos de Chiapas. (with Brent Berlin) In Mario González-Espinosa, Neptalí Ramírez-Marcial y Lorena Ruíz-Montoya (editors) *La Diversidad Biológica de Chiapas*. Capitulo 10, México, D. F., México: COCyTECH, ECOSUR y Plaza y Valdéz.

2004a Prior informed consent and bioprospecting in Chiapas.(with Brent Berlin) In Mary Riley (editor), *Indigenous Intellectual Property Rights: Legal Obstacles and Innovative Solutions*. Walnut Creek, California: Alta Mira Press, pp. 341-372.

2004b Community autonomy and the Maya ICBG project in Chiapas, (with Brent Berlin) Mexico: How a bioprospecting project that should have succeeded failed". In Robert A. and Beverly Hackenberg (editors), *The Future Lies Ahead: Applied Anthropology in Century XXI*. Special issue of *Human Organization* Vol. 63(4):32-99.

Responsibilities Teach in the LACS program, advise students, work in study abroad programs in Mexico

**Brent Berlin , Ph.D**

Graham Perdue Professor of Anthropology  
Department of Anthropology  
Director, Center for Latin American and Caribbean Studies

Education 1960-1964 PhD Anthropology, Stanford University  
1959-1960 MA Anthropology, Stanford University  
1955-59 BA Anthropology, University of Oklahoma

Courses History of anthropological theory, Evolution of human cognition, Ethnobotany, Indigenous peoples of Latin America (new course)

Professional activities Past-president, International Society of Ethnobiology, Editorial board, *Journal of Ethnobiology*

Recent scholarship In press The first congress of ethnozoological nomenclature. *Journal of the Royal Anthropological Society*.  
2004 a Community autonomy and the Maya ICBG Project in Chiapas, Mexico: How a bioprospecting project that should have succeeded failed (with Elois Ann Berlin). *Human Organization* 63(4): 32-99. Special Issue "The Future Lies Ahead: Applied Anthropology in Century XXI", Robert A. and Beverly H. Hackenberg, issue eds.  
2004 b Conocimiento indígena popular: La flora común, herbolaria y salud en los Altos de Chiapas. (with Elois Ann Berlin) In M. González-Espinosa, N. Ramírez-Marcial y L. Ruiz-Montoya (eds.). *La Diversidad Biológica de Chiapas*. COCyTECH, ECOSUR y Plaza y Valdéz, México, D. F., Capítulo 10, pp. 289-335.  
2000 *Manual Etnomédica de Oxchuc, Chiapas, México*. (with Elois Ann Berlin). San Cristóbal de Las Casas, Chiapas, México: El Colegio de la Frontera Sur,  
1996 *Medical Ethnobiology of the Highland Maya of Chiapas, Mexico: The Gastrointestinal Diseases*. (co-authored with E.A. Berlin). Princeton, New Jersey: Princeton University Press.  
1992 *Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies*. Princeton, New Jersey: Princeton University Press.

Responsibilities Direct activities associated with the new program, teach in the

program, work with study abroad programs in Mexico

**Stephanie Bohon, Ph.D**

Assistant Professor  
 Department of Sociology

Education  
 Ph.D The Pennsylvania State University, 1998  
 MA Bowling Green State University, 1994  
 BA The College of Idaho (now Albertson College), 1990

Courses  
 Latinos in the US, Demography, Migration issues with recent Hispanic immigrants

Professional activities  
 WORKING GROUP MEMBER, Emerging Immigrant Gateways Project, Brookings Institution, Washington, D.C.  
 RESEARCH ASSOCIATE, The Southern Center on Poverty Research, University of Alabama

Recent scholarship  
 2005 Bohon, Stephanie A., Heather MacPherson, and Jorge H. Atilas. "Educational Barriers for New Latinos in Georgia." *Journal of Latinos and Education*. In press.  
 2004 Atilas, Jorge H. and Stephanie A. Bohon. "Camas Calientes: Housing Adjustments and Barriers to Adaptation among the South's Rural Latinos." *Southern Rural Sociology* (with synopsis in *Southern Perspectives*). In press.  
 2004 Neal, Micki and Stephanie A. Bohon, "Fear and Loathing in Georgia: Economic Worries and Anti-Immigrant Sentiments." In Carl L. Bankston (ed.) *New People in the New South: Trends and Continuities in Southern Immigration*. New York: Nova Science.  
 2004 Bohon, Stephanie A. "Occupations and Origins: Latin American Immigrant Adaptation in Four Ethnic Economies." In K. Pandit and S. Holloway, eds. *Immigration and Metropolitan Transformation in the United States*. Temple University Press. Forthcoming.  
 2004 Bush, Kevin, Stephanie A. Bohon and Hyoun Kim. Stress and Coping in Immigrant Families. In Patrick C. McKenry and Sharon J. Price (eds.) *Families and Change: Coping with Stressful Events and Transitions*. Second edition. New York: Sage. Publishers. Forthcoming.  
 2004 Bohon, Stephanie A. "Latinos in Georgia." *New Georgia Encyclopedia*.  
 2003 Neal, Micki & Stephanie A. Bohon. "The Dixie Diaspora: Attitudes toward Immigrants in Georgia." *Sociological Spectrum* 23(2): 181-212.  
 2002 Atilas, Jorge H., and Stephanie A. Bohon. "The Needs of Georgia's New Latinos: A Policy Agenda for the Decade Ahead." *Public Policy Research*. 3: 1-51

Responsibilities  
 Teach in the program, involve students in outreach activities with Latino populations in Georgia, demography

**Luís Corea Díaz, PhD**

Associate Professor  
 Department of Romance Languages

Education  
 1998 Ph.D Latin American Literature. Catholic University of America, Washington, D.C.  
 1995 MA Cultural and Latin American Studies. Catholic University of America, Washington, D.C.  
 1993 MA Latin American Poetry and Poetics. Universidad de Chile, Santiago, Chile.

Courses	Latin American literature
Recent scholarship	2003 <i>Una historia apócrifa de América. El arte de la conjetura histórica de Pedro Gómez Valderrama</i> . Medellín, Colombia: Universidad Eafit. 2000 <i>Todas las muertes de Pinochet. Notas literarias para una biografía crítica</i> . Muncie, IN: Ball State University Press. 1996 <i>Lengua Muerta. Poesía, post-literatura &amp; erotismo en Enrique Lihn</i> . Providence, R.I.: Ediciones INTI. (Editors: Julio Ortega y Roger Carmosino). 2004 "La cándida historia de un niño narrador: un epitafio anticipado." <i>Gaborium. Ensayos en homenaje a Gabriel García Márquez.</i> , edited by Julio Ortega. 2001 "Cervantes en América: Between New World Chronicle and Chivalric Romance." <i>A Twice-Told Tale. Reinventing the Encounter in Iberian / Iberian American Literature and Film</i> . Ed. by Theodore Young and Santiago Juan-Navarro. Newark, DE: Delaware UP. 2003 "Así hablaba (de poesía) Borges: las seis lecciones en Harvard University, 1967-1968." <i>Hesperia</i> 63. 2002 "La ciudad criolla, La Habana según Marta Traba." <i>CiberLetras</i> 7: <a href="http://www.lehman.cuny.edu/cibertras">http://www.lehman.cuny.edu/cibertras</a> 2001 "Ernesto Che Guevara, comandante O poeta." <i>Hispanic Poetry Review</i> Vol.2(4): 30-53.
Responsibilities	Language instruction in the program
<b>Lesley Feracho, PhD</b>	Associate Professor
Education	Department of Romance Languages Ph.D Duke University 1997 M.A Duke University, 1993. Cornell University 1986
Courses	Latin American literature
Recent scholarship	<i>Linking the Americas: Race and the Reformulation of Feminine Identity</i> . SUNY Press. 2005. <i>Langston Hughes Review</i> . Introductory Essay. 18 (2001):1-7. "Women's Diasporic Dialogues: Redefining Afro-Caribbean and Afro-Latin American Identity in Rojas' <i>El Columpio e Rey Spencer</i> and Chiriboga's <i>Jonatás y Manuela</i> ." <i>PALARA</i> 5(Fall 2001): 32-41. "Arrivals and Farewells: The Dynamics of Cuban Homespace in two Eleguá Poems by Nancy Morejón". <i>Hispania</i> , 83.1 (March 2000): 51-58. "Transgressive Acts: Race, Gender and Class in the Poetry of Carolina Maria de Jesus and Miriam Alves." <i>Afro-Hispanic Review</i> Vol. 18.1, Spring 1998, 38-45. "Dalton Trevisan." <i>Dictionary of Literary Biography</i> . Volume on Brazilian Writers. 2005. "Ana Lydia Vega: <i>True and False Romances</i> ." <i>Latina (W)rites: Remapping the Americas</i> . Palgrave. 2004.
Responsibilities	Language instruction in the program
<b>Theodore Gragson, PhD</b>	Associate Professor
Education	Department of Anthropology PhD Pennsylvania State University, 1989 MA Pennsylvania State University, 1984

<p>Courses</p> <p>Professional activities</p> <p>Recent scholarship</p>	<p>BA University of Montana, 1982</p> <p>Cultural ecology, Foundations of ecological anthropology</p> <p>Director, Coweeta Ecological Station</p> <p>2002 Heuristic Mapping of Frontier Processes. <i>Field Methods</i> 14(4): 368-389.</p> <p>1999 <i>Project for Sustainable Agriculture in Irrigated Areas</i>. The W. K. Kellogg Foundation.</p> <p>1993 <i>Foraging Peoples of the Chaco Boreal, Paraguay</i>. Fulbright Foreign Scholar Program.</p> <p>1998 Potential vs. Actual Vegetation: Human Behavior in a Landscape Medium. In <i>Advances in Historical Ecology</i>. William Balée, ed. Pp. 213-231. New York: Columbia University Press.</p> <p>1997 The Use of Underground Plant Organs and its Relation to Habitat Selection Among the Pumé Indians of Venezuela. <i>Economic Botany</i> 51(4):377-384.</p> <p>1999 Pumé Exploitation of <i>Mauritia flexuosa</i> (PALMAE) in the Llanos of Venezuela. <i>Journal of Ethnobiology</i> 15(2):177-188. Gragson, Ted L., and Ben G. Blount, eds.</p> <p>1999 <i>Ethnoecology: Knowledge, Resources and Rights</i>. Athens: The University of Georgia Press.</p> <p>1997 Gragson, Ted L., and Frederick V. Payton The Institutional Context of Irrigation in the Bajo Yaque del Norte Project, Dominican Republic. <i>Human Organization</i>. 56(2):153-157</p>
<p>Responsibilities</p>	<p>Teaching anthropology courses in the program</p>
<p><b>Bruce Haines, PhD</b></p>	<p>Associate Professor</p>
<p>Education</p>	<p>Department of Plant Sciences</p> <p>Ph.D Duke University, Durham, North Carolina</p> <p>MS University of Calif., Santa Barbara, California</p> <p>BS. Field Biology, University Of Calif., Santa Barbara, California</p>
<p>Courses</p>	<p>Tropical ecology and plant biology, new course on sustainable development</p>
<p>Recent scholarship</p>	<p>2003 Seed predation in neotropical pre-montane pastures: site, distance, and species effects. (co authored with F.A. Jones and C. Peterson) <i>Biotropica</i> 35 (2) 219-225</p> <p>2000 Early Successional Patterns and Potential Facilitation of Woody Plant Colonization by Rotting Logs in Premontane Costa Rican Pastures, (co-authored with C.J. Peterson). <i>Restoration Ecology</i> 8(4):361-36.</p> <p>2000 Mountain Sustainable Development from an Ecologists Perspective, the Case of the Proyecto Charral, Costa Rica, (co-authored with Chris Peterson). In Sarmiento, F. O. and J. Hidalgo (eds). <i>Simposio Internacional de Desarrollo Sustentable de Montanas: entendiendo las interfaces ecologicas para la gestion de los paisajes culturales en los Andes</i>. Corporation Editora Nacional: Quito. 227-232.</p> <p>2000 P retention in Tropical Pre-Montane Soils Across Forest-Pasture Interfaces, (co-authored with V.L. Jin, L.T. West. and C.J. Peterson). <i>Soil Science</i>. 65(1):881-889</p> <p>1999 Soil Microarthropod Contributions to Decomposition Dynamics: Tropical and Temperate Comparisons of a Single Substrate (<i>Quercus prinus</i> L.) y (co-authored with L. Heneghan, D.C. Coleman, X. Zou and D.A. Crossley, Jr. <i>Ecology</i> 80(6): 1873-1882.</p> <p>1998 Soil Microarthropod Community Structure and Litter Decomposition Dynamics: A Study of Tropical and Temperate Sites, (co-authored with L.Heneghan, D.C. Coleman, X Zou and D.A. Crossley, Jr.) <i>Applied Soil Ecology</i>. 9:33-38</p>
<p>Responsibilities</p>	<p>Teaching plant biology and sustainable development courses in the</p>

	program
<b>Amélia P. Hutchinson, Ph.D</b>	Lecturer
Education	Department of Romance Languages 2002 Ph.D King's College, University of London, 1984 MA University of Manchester 1971-1973 MA University of Lisbon, Portugal
Courses	Portuguese language courses
Professional activities	Supervisor for Portuguese Language studies
Recent scholarship	<i>Arthurian Literature in Portugal and its European Context</i> . Proposal presented to the University of Exeter Press, Exeter, UK (Forthcoming). <i>Portuguese: An Essential Grammar</i> , co-authored with Janet Lloyd, London, New York and Toronto: Routledge, 1996 (reprinted in 1999, 2001 and 2002), 2 <sup>nd</sup> edition August 2003. "Os Doze de Inglaterra: a romance of Anglo-Portuguese relations in the later Middle Ages?" In María Bullón-Fernández, ed., <i>"England and the Iberian Peninsula in the late Middle Ages."</i> (Forthcoming) "Punctuating the Narrative: the structural function of female characters in Fernão Lopes' and Gomes Eanes de Zurara's chronicles." In <i>Portuguese Studies Review</i> (Forthcoming) "Portuguese Arthurian Literature: an updated critical bibliography." In <i>Revista da Biblioteca Nacional</i> (Forthcoming). "Reading Between the Lines: a vision of the Arthurian world reflected in Galician-Portuguese poetry." In Bonnie Wheeler, ed., <i>Arthurian Studies presented to Professor P.J. Field on his Retirement</i> (Cambridge: D.S. Brewer, 2004), pp.117-132. "Leonor Teles: a story in her own right." In <i>Historical Reflections/Reflexions Historiques</i> , 30 (June 2004). Commemorative issue of the journal's 30 <sup>th</sup> year of publication. Preface to <i>A Critical, Dual-Language Edition of Quadras ao Gosto Popular/Quatrains in the Popular Style by the Portuguese Writer Fernando Pessoa</i> , translation and notes by Philip Krummrich. Lampeter: The Edwin Mellen Press, 2003, i-vi. "Econtro de Horizontes: Um estudo metahistórico das figuras de Leonor Teles e Filipa de Lencastre nas crónicas de Fernão Lopes." In <i>Hispania</i> , 83.3 (2002), 476-485. "Nun'Álvares Pereira: a Portuguese Hero of an Arthurian Mould." In N. Griffin, and T. Earle, eds., <i>Portuguese, Brazilian and African Studies presented to Clive Willis on his Retirement</i> , Warminster: Aris & Phillips, 1995, 55-68. "A Woman's Contribution to the History of the Sea." Lisa Jesse, ed., <i>Portuguese at Leeds: a selection of essays from the annual 'Semana Portuguesa'</i> , University of Leeds, Sheffield: Trinity & All Saints College and Juma Printing and Publishing, 1995, 99-114. "Dea or Deabus? o Declínio das Relações Masculino-Feminino como Reflexo do Declínio do Império." In <i>Actas do Congresso Internacional 'O Rosto Feminino da Expansão Portuguesa'</i> , 21-25 November 1994, (Comissão para a Igualdade e para os Direitos das Mulheres, Presidência do Conselho de Ministros) Lisbon, 1995, Vol.I, 181-186. <i>Portuguese Grammar Pocket Manual</i> , internal publication, Salford: the University of Salford, 1994.

Responsibilities	Teaching and certifying Portuguese language studies in the program
<b>Doris Kadish, Ph.D</b>	Professor
Education	Department of Romance Languages Ph.D 1971 Case Western Reserve University: MA 1964 Columbia University: BA 1961 Skidmore College:
Courses	French literature, Francophone Caribbean
Recent scholarship	Charlotte Dard, <i>La Chaumière africaine</i> . Paris: L'Harmattan, forthcoming 2004. (Edition) Sophie Doin, <i>La Famille noire suivie de trois Nouvelles blanches et noires</i> . Présentation et étude de Doris Y. Kadish. Paris: L'Harmattan, 2002. (Edition) Slavery in the Caribbean Francophone World: Distant Voices, Forgotten Acts, Forged Identities. Athens, Ga.: University of Georgia Press, 2000. (Edited book) Translating Slavery: Gender and Race in French Women's Writing, 1783-1823. (co-editor Françoise Massardier-Kenney). Kent, Ohio: Kent State University Press. 1994. (Co-edited book) Politicizing Gender: Narrative Strategies in the Aftermath of the French Revolution. New Brunswick, N.J.: Rutgers University Press, 1991. (Monograph) The Literature of Images: Narrative Landscape from Julie to Jane Eyre. New Brunswick, N.J.: Rutgers University Press, 1987. Practices of the New Novel in Claude Simon's <i>AL'Herbe</i> and <i>ALa Route des Flandres</i> . Fredericton, N.B., Canada: York Press, 1979. (Monograph) Maryse Condé, In <i>The Time of the Revolution</i> . (with Jean-Pierre Piriou). <i>Callaloo</i> , 25, 2 (2002): 454-493. Reprint, <i>Black Drama--1850 to Present</i> (Alexandria, Va.: Alexander Street Online Press, 2002). Sophie Doin, <i>ANoire et blanc</i> and <i>ABlanche et noir</i> . (with Françoise Massardier-Kenney). Liverpool: Liverpool University Press Online Series, 2000. Literature of Slavery: French Literature. @ <i>Macmillan Encyclopedia of World Slavery</i> . Editors Paul Finkelman and Joseph C. Miller. New York: Macmillan. 1998. Pp. 534-536. Suzanne Dracius-Pinalie, <i>ASweat, Sugar, and Blood</i> . @ <i>The Ancestral House: The Black Short Story in the Americas and Europe</i> . Ed. Charles H. Rowell. Boulder, Co.: Westview Press (HarperCollins), 1995. Pp. 156-163. Reprinted in <i>The Whistling Bird: Women Writers of the Caribbean</i> . Ed. Elaine Campbell and Pierrette Frickey. Boulder, Co.: Three Continents Press, 1998: 193-201. Expanded version in <i>Nouvelles</i> , Editions Desnel, 2002. Suzanne Dracius-Pinalie, <i>AThe Virago</i> . @ (with Jean-Pierre Piriou). <i>Callaloo</i> 19, 1 (1996): 103-107. Traduire Maryse Condé: Entretien avec Richard Philcox. @ (with Françoise Massardier-Kenney) <i>French Review</i> 69, 5 (1996): 749-761. Germaine de Staël, <i>AThe Spirit of Translation</i> . @ In <i>Translating Slavery: Gender and Race in French Women's Writing, 1783-1823</i> . Ed. Doris Y. Kadish and Françoise Massardier-Kenney. Kent, Ohio: Kent State University Press. 1994. 162-167. Sheffield: Trinity & All Saints College and Juma Printing and Publishing, 1995, 99-114.
Responsibilities	Teaching and certifying French language studies in the program
<b>Betina Kaplan, Ph.D</b>	Assistant Professor

Education	<p>Department of Romance Languages Ph.D, Columbia University, New York, NY. M.Phil, Columbia University, New York, NY. Licenciatura en Letras, Universidad de Buenos Aires, Argentina. Short-Filmaking, Escuela Panamericana de Arte, Argentina.</p>
Courses	<p>Language and Culture in the Classroom (Traditional and Web-based courses, Univ. of Ga., RESA) 1st and 2nd Language Acquisition (Traditional and Web-based courses, Univ. of Ga., RESA) ESOL in P-12 Settings (Traditional and Web-based courses, Univ. of Ga., RESA) Research Methods in Language Education (Univ. of Ga.) Understanding Cultural and Linguistic Diversity in Schools (Univ. of Ga.) Field-Based Practicum in FL Education (Univ. of Ga.)</p>
Recent scholarship	<p>“La violencia después del Estado terrorista: la familia “paródica” en <i>El Dock</i> de M. Sánchez”. <i>Actas del XIV Congreso Asociación Internacional de Hispanistas</i>. Edición de Isaías Lerner, Robert Nival y Alejandro Alonso. Newark: Juan de la Cuesta, 2004. 295-301. “Más allá del salón de clase: Una experiencia de integración de aprendizaje de español y servicio comunitario en UGA”. Coauthored with Teresa Perez Gamboa. <i>Hispania: A Journal Devoted to the Teaching of Spanish and Portuguese</i>, 2004 Mar; 87 (1): 137-38. “<i>Tan de repente</i> de Diego Lerman.” <i>Chasqui; revista de literatura latinoamericana</i> 32.2 (2003): 199-201. "Rompiendo barreras: una experiencia de integración de aprendizaje de español y servicio comunitario en UGA." Coauthored with Teresa Perez Gamboa. <i>Juntos: Community Partnerships in Spanish and Portuguese</i>. Eds. J. Hellebrandt, et al. ATTSP Professional Development Handbook. Boston: Heinle, 2003. 113-24. “Stepping Out of the Classroom to Increase Spanish Language Skills and Cultural Awareness.” Coauthored with Teresa Perez Gamboa. <i>Models for Excellence in Second Language Education. Dimension 2003</i>. Ed. C. Maurice Cherry. Valdosta, GA: Southern Conference on Language Teaching, 2003. 27-35 “<i>Botín de guerra</i> de David Blaustein.” <i>Chasqui; revista de literatura latinoamericana</i> 31.2 (2002): 151-152. "Pornografía, género y memoria en las narraciones sobre tortura". <i>Voces en conflicto, espacios de disputa. VI jornadas de historia de las mujeres y I congreso latinoamericano de estudios de las mujeres y de género. Instituto Interdisciplinario de Estudios de Género. Departamento de Historia. Universidad de Buenos Aires. Facultad de Filosofía y Letras. Agosto 2000, CD-ROM, Ed. Ana Lia Rey. Buenos Aires: UBA, 2001.</i> <i>Garage Olimpo</i> Dir. Marco Bechis. Film Review. <i>Chasqui; revista de literatura latinoamericana</i> 29.2 (2000): 185-187. "Pornography and Gender in Tales of Torture by Cortázar and Valenzuela." <i>Ojo de Buey</i> VI .5 (1999). <i>Literature and Society: Centers and Margins. Proceedings of The Second Columbia University Graduate Student Conference on Spanish and Portuguese Literatures.</i> (co-editor) New York: Dept. of Sp. and Port., Columbia Univ., 1994</p>
Responsibilities	<p>Teaching and certifying Spanish language studies in the program, service learning activities</p>



<b>Stephen A. Kowalewski, Ph.D</b>	Professor of Anthropology Department of Anthropology
Education	Ph.D University of Arizona, 1976 (Anthropology) BA DePauw University, 1969 (Anthropology)
Courses	Maya and Aztecs, Mesoamerican archaeology, History of anthropological theory
Recent scholarship	1980 Population/Resource Balances in Period I of Oaxaca, Mexico. <i>American Antiquity</i> 45:151-165. Kowalewski, Stephen A., Gary Feinman, Laura Finsten, and Richard E. Blanton 1983 Tres Mil Años en el Valle de Oaxaca: Un Estudio Regional de Asentamientos Prehispánicos. <i>Anales de Antropología</i> 20:27-74. Kowalewski, Stephen A., Gary Feinman, Laura Finsten, Richard E. Blanton, and Linda Nicholas 1989 Monte Albán's Hinterland, Part II: Prehispanic Settlement Patterns in Tlacolula, Etna, and Ocotlán, the Valley of Oaxaca, Mexico. 2 vols. <i>Memoirs of the Museum of Anthropology, University of Michigan</i> , No. 23. Ann Arbor. Kowalewski, Stephen A., and Jacqueline J. Saindon 1992 The Spread of Literacy in a Latin American Peasant Society: Oaxaca, Mexico, 1890 to 1980. <i>Comparative Studies in Society and History</i> 34(1):110-140. Blanton, Richard E., Stephen A. Kowalewski, Gary Feinman, and Laura Finsten 1993 <i>Ancient Mesoamerica: A Comparison of Change in Three Regions</i> . 2nd edition. Cambridge: Cambridge University Press. Blanton, Richard E., Gary M. Feinman, Stephen A. Kowalewski, and Linda M. Nicholas 1999 <i>Ancient Oaxaca: The Monte Albán State</i> . Cambridge: Cambridge University Press. Kowalewski, Stephen A. 2002 Monte Albán, Alfa y Omega. <i>Sociedad y Patrimonio Arqueológico en el Valle de Oaxaca. Memoria de la Segunda Mesa Redonda de Monte Albán</i> , ed. by Nelly M. Robles García, pp. 409-434. Instituto Nacional de Antropología e Historia, México, D.F. Balkansky, Andrew K., Stephen A. Kowalewski, Laura R. Stiver, Thomas J. Pluckhahn, Dimitri Beliaev, John F. Chamblee, Verénice Y. Heredia, Verónica Pérez Rodríguez, Roberto Santos Pérez, and Charlotte A. Smith 2002 Archaeological Survey in the Mixteca Alta of Oaxaca, Mexico. <i>Journal of Field Archaeology</i> 27(4):365-390. Kowalewski, Stephen A. 2003 Scale and the Explanation of Demographic Change: 3,500 Years in the Valley of Oaxaca. <i>American Anthropologist</i> 105(2):313-325.
Responsibilities	Teaching courses in anthropology on Indians of Mesoamerica, archaeology of Mesoamerica
<b>Paul H. Matthews, Ph.D</b>	Co-Director, University of Georgia Center for Latino Achievement and Success in Education (CLASE)
Education	Ph.D, Language Education, 2001, University of Georgia, Athens, Georgia MA, Latin American Studies 1994, University of Texas at Austin
Courses	AB, Spanish, 1991, University of Georgia, Athens, Georgia Language and Culture in the Classroom (Traditional and Web-based courses, Univ. of Ga., RESA)

	1st and 2nd Language Acquisition (Traditional and Web-based courses, Univ. of Ga., RESA)
	ESOL in P-12 Settings (Traditional and Web-based courses, Univ. of Ga., RESA)
	Research Methods in Language Education (Univ. of Ga.)
	Understanding Cultural and Linguistic Diversity in Schools (Univ. of Ga.)
Recent scholarship	<p>Matthews, P.H. (under review). Review of Teaching Hispanic Children. Submitted to <i>Journal of Latinos in Education</i>.</p> <p>Matthews, P.H. (2004). An annotated bibliography of selected Latino educational resources. <i>The Reporter, Winter 2004</i>, 9, 15, 17, 19, 21, 23, 35. (Georgia Association for Supervision and Curriculum Development)</p> <p>Matthews, P.H. (2003). Review of The foreign language educator in society: Toward a critical pedagogy. <i>Linguistics in Education</i>, 89, 1-3.</p> <p>Matthews, P.H. (2001). <i>Effects of tutoring discourse structure on motivation among university foreign language learners</i>. Dissertation, The University of Georgia.</p> <p>Matthews, P.H., &amp; Musetti, B. (2004). Programs and partnerships for Latino educational success. <i>The Reporter, Winter 2004</i>, 6-7. (Georgia Association for Supervision and Curriculum Development)</p> <p>Matthews, P.H., &amp; Matthews, M.S. (2004). Heritage language instruction and giftedness in language minority students: Pathways towards success. <i>Journal of Secondary Gifted Education</i>, 15(2), 50-55.</p> <p>Musetti, B., &amp; Matthews, P.H. (2004). Supporting Latino education in Georgia. <i>The Reporter, Winter 2004</i>, 8-9. (Georgia Association for Supervision and Curriculum Development)</p>
Responsibilities	In charge of summer training of middle school and high school teachers in LACS
<b>Robert H. Moser Ph.D</b>	Assistant Professor
Education	<p>Department of Romance Languages</p> <p>Ph.D 2002 Portuguese and Brazilian Studies, Brown University</p> <p>MA 1996 English as a Second Language and Cross-Cultural Studies</p> <p>BA 1991 Comparative Literature, Univ. California, Berkeley</p>
Courses	Portuguese and Brazilian literature, culture, and language
Recent scholarship	<p>2005: "Rosalina's Ghostly Seed: the Story of Miscarried Patriarchal Legacies in Autran Dourado's <i>Ópera dos Mortos</i>." <i>Luso-Brazilian Review</i>, U. of Wisconsin, Madison (in press).</p> <p>2005: "The History of Cartography in Brazil in the 1940s: Jaime Cortesão's Lecture Courses." <i>Imago Mundi; the International Journal for the History of Cartography</i>, London, UK (in press).</p> <p>2004: "The Carnavalesque <i>Defunto</i>: Death and the Dead in Modern Brazilian Literature," in book entitled <i>Images of the Corpse: From the Renaissance to Cyberspace</i>, ed. Elizabeth Klaver. Madison: The Univ. of Wisconsin Press, 2004, 88-112.</p> <p>2003: "<i>Terra Sonâmbula</i>: Manifestações de uma 'Odisséia Africana no Moçambique Pós-Independência.'" <i>Portuguese Literary &amp; Cultural Studies</i>, UMass-Dartmouth, N.º 10, Spring 2003, 131-151.</p> <p>2002: "A Busca de Adélia: Narrativa Póstuma em <i>Testamento do Senhor Napumoceno da Silva Araújo</i> de Germano Almeida." <i>Portuguese Literary &amp; Cultural Studies</i>, UMass-Dartmouth, Vol. 8,</p>

	<p>Spring 2002, 327-333.</p> <p>2002Book Review of <i>A Master on the Periphery of Capitalism</i> by Roberto Schwarz. <i>Hispania</i>, Vol. 85, No. 3, September 2002, 536-537.</p> <p>2002Article: "A Morte em Açã – A Morte e os Mortos em <i>Memórias Póstumas de Brás Cubas</i> de Machado de Assis." <i>Encruzilhadas/Crossroads</i>, N.º 6, Winter 2001, Dept. of Spanish and Portuguese, UCLA (in press).</p> <p>2000Short story: "The Diary of an Anonymous Portuguese Cartographer in Dieppe, France in the mid-16th Century." <i>Gávea-Brown</i>, Vol. 21.</p> <p>2000Article: "O Contributo de Jaime Cortesão para a História da Cartografia no Brasil ." <i>Leituras: Revista da Biblioteca Nacional</i>, Lisboa, N.º 6, Primavera 2000, 237-262.</p> <p>1999Book Reviews of <i>I'm Going to Have a Little House: the Second Diary of Carolina Maria de Jesus</i> and <i>The Unedited Diaries of Carolina Maria de Jesus. Brasil/Brazil</i>. Volume 22, 1999. (Journal published by Brown University and PUC – Rio Grande do Sul, Brazil) 146-152.</p>
Responsibilities	Portuguese language instruction, long-distant learning program with Brazilian institutions
<b>Bernadette McCormack Musetti Ph.D</b> Education	Co-Director: Center for Latino Achievement and Success in Education, Office of Educator Partnerships, College of Education Ph.D 2002 Languages and literacy, Univ. California, Davis MA 1985 TESOL, Monterey Institute of International Studies, Monterey, California BA 1983 Intellectual History, Mills College, Oakland, Calif.
Responsibilities	In charge of summer training of middle school and high school teachers in LACS
<b>Michael Orey, Ph.D</b>	Associate Professor Department of Educational Psychology and Instructional Technology
Education	Ed.D., Instructional Technology Virginia Polytechnic and St. U. 1989 MA, Instructional Technology Virginia Polytechnic and St. U. 1987 B.S., Instructional Technology Purdue University 1981
Courses	Courses on instructional technology
Professional activities	
Recent scholarship	<p>Orey, M., Fitzgerald, M.A., &amp; Branch, R. M. (Eds.). (2004). Educational media and technology yearbook (Vol 29). Englewood, CO: Libraries Unlimited.</p> <p>Fitzgerald, M.A., Orey, M., &amp; Branch, R. M. (Eds.). (2003). Educational technology yearbook (Vol 28). Englewood, CO: Libraries Unlimited.</p> <p>Orey, M., Koenecke, L., &amp; Crozier, J. (2003) Learning Communities Via the Internet à la Epic Learning: You Can Lead the Horses to Water, But You Cannot Get Them to Drink. <i>Innovations in Education and Teaching International</i>, 40(3), 260-269.</p> <p>Orey, M., &amp; Koenecke, L. (2003). The experience of two learners learning at a distance via the internet a la Epic Learning. In M.A Fitzgerald, M. Orey, &amp; R. M. Branch, (Eds.). (2003). <i>Educational media and technology yearbook (Vol 28)</i> (pp. 115-121). Englewood, CO: Libraries Unlimited.</p> <p>McClendon, V. J., Amiel, T., &amp; Orey, M. (2003). Parties of three: Fostering learning communities online . Paper presented at the World Conference on E-Learning in Corporate, Government,</p>

- Healthcare, & Higher Education (pp. 1475-1478). Phoenix, AZ: Association for the Advancement of Computing in Education.
- Amiel, T. McClendon, V. J. & Orey, M. (2003). Real time in the virtual classroom: A case study of student time use and behaviors in an online classroom. Proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education (pp. 1946-1952). Phoenix, AZ: Association for the Advancement of Computing in Education.
- Orey, M. (2003). Products and packaging: What will sell in higher education?. In M. N. Clay & J. P. Gubbins (Eds.), Proceedings of the Distance Learning Administration 2003 Conference (pp. 105-106). Jekyll Island, GA: State University of West Georgia Distance Education Center.
- Orey, M., & Kim, B. (2001). *Blended Learning: What Do They Use in an Introduction to Computers For Teachers Class?* In W. Fowler & Hasebrook (Eds.), *Proceedings of WebNet 2001* (pp. 953-956). O AACE.
- Moore, J.L., & Orey, M. (2001). The implementation of an electronic performance support system for teachers: An examination of usage, performance, and attitudes. *Performance Improvement Quarterly*, 14(1), 26-56.

## Responsibilities

In charge of long distant computer learning lab for program

**Pamela Orpinas, Ph.D**

Associate Professor  
Department of Health Promotion and Behavior

## Education

Ph.D, MPH 1993 Health Promotion, University of Texas

## Recent scholarship

- Orpinas, P., & Parcel, G.S. (1992). Behavioral medicine: Its contribution to the field of education and health promotion in the community [in Spanish]. *JANO. Medicina y Humanidades*, 42(980), 41-48.
- Orpinas, P., Parcel, G.S., McAlister, A., & Frankowski, R. (1995). Violence prevention in Middle schools: A pilot evaluation. *Journal of Adolescent Health*, 17, 360-371.
- Orpinas, P., Basen-Engquist, K., Grunbaum, J.A., & Parcel, G.S. (1995). The co-morbidity of violence-related behaviors with health-risk behaviors in a population of high school students. *Journal of Adolescent Health*, 16, 216-225.
- Grunbaum, J.A., Gingiss, P., Orpinas, P., Batey, L.S., & Parcel, G.S. (1995). A comprehensive approach to school health program needs assessments. *Journal of School Health*, 65(2), 54-59.
- Kelder, S.H., Orpinas, P., McAlister, A., Frankowski, R., Parcel, G.S., & Friday, J. (1996). The Students for Peace Project: A comprehensive violence- prevention program for middle school students. *American Journal of Preventive Medicine*, 12(5), 22-30.
- McReynolds, L., Murray, N., Orpinas, P., Kelder, S.H., & McAlister, A. (1996). Peer modeling in a violence prevention newsletter. *Journal of School Health*, 6(8), 308-310.
- Murray, N., Kelder, S.H., Parcel, G.S., & Orpinas, P. (1998). Development of an intervention map for a parent education intervention to prevent violence among middle school students. *Journal of School Health*, 68(2), 46-52.

- Orpinas, P., Murray, N., & Kelder, S. (1999). Parental influences on students' aggressive behavior and weapon-carrying. *Health Education and Behavior, 26*(6), 774-787.
- McAlister, A., Orpinas, P., & Velez, L. (1999). International variation in attitudes toward violence. In L.R. Kurtz and J. Turpin (eds.), *Encyclopedia of Violence, Peace and Conflict* (Vol. 2, pp. 247-256). San Diego, CA: Academic Press.
- Murray, N., Kelder, S.H., Parcel, G.S., Frankowski, R., & Orpinas, P. (1999). Padres trabajando por la Paz: A randomized trial of a parent education intervention to prevent violence among middle school children. *Health Education Research, 14*, 421-426.
- Orpinas, P. (1999). Who is violent? Factors associated with aggressive behaviors in Latin America and Spain. *Pan American Journal of Public Health, 5*(4/5), 232-244

## Responsibilities

Teaching course in the program

**Susan Quinlan, Ph.D**Professor  
Department of Romance Languages

## Education

1986 Ph.D., Romance Languages: Specialty in Luso-Brazilian Literature, Spanish American Literature. University of New Mexico.  
1977 MA, Portuguese: University of New Mexico.  
1973 BA, Spanish: State University of New York/Buffalo.

## Courses

Brazilian language and literature

## Professional activities

Past president, Brazilian Studies Association

## Recent scholarship

Lusosex: Gender and Sexuality in the Portuguese-Speaking World. Edited by Susan C. Quinlan and Fernando Arenas. Minneapolis: U of Minnesota P, 2002. 318p

Lutas do coração de Inês Sabino. Critical ed., modernization, intro. and notes by Susan Canty Quinlan. Florianópolis: Editora Mulhers; Santa Cruz do Sul: EDNISC (Universidade de Santa Cruz do Sul), 1999. 335p

Visões do passado, previsões do futuro: duas modernistas esquecidas - Ercília Nogueira Cobra e Adalzira Bittencourt. Critical ed., modernization, intro. and notes by Susan Canty Quinlan and Peggy Sharpe Rio de Janeiro: Tempo Brasileiro; Goiânia: Ed. da UFG. 1996. 222p.

The Female Voice in Contemporary Brazilian Narrative. New York: Peter Lang, 1991. 205p.

BOOKS IN PROGRESS Texts, Theories, and Women Writers in Brazil: 1900-1990. Includes chapters on Inês Sabino, Adalzira Bittencourt, Ercília Nogueira Cobra, Clarice Lispector, Nélide Piñon, and Judith Grossman. (Book proposal submitted).

Crime Queens: Emerging Detective and Crime Fiction by Brazilian Women (1990-2000) (Working title). Includes chapters on Patrícia Melo, Fernanda Young, Sonia Coutinho and Hilda Hilst

ARTICLES IN PRESS

"Teresa Margarida da Silva e Orta." Colonial Women Writers of the New World. New York: Katerina Wilson, ed. Garland. (Forthcoming).

"Evolution in the Work of Lya Luft." in Forging an Identity: Resistance and Identity in Brazilian Women's Narrative Gainesville: U of Florida Press (Forthcoming).

ENCYCLOPEDIA ENTRIES An Encyclopedia of Contemporary Latin American and Caribbean Culture. Ed. Daniel Balderstan, Mike Gonzalez and Ana. M. López. London: Routledge, 2000. “Ana Cristina César.” “Luso-Brazilian Review.” “Afrânio Coutinho.” “Nélida Piñon.” “Alfredo Dias Gomes.” “Samuel Rawet.” “Florestan Fernandes.” “Aguinaldo Silva.” “Wilson Martins.” “Sérgio Sant’Anna.” “Cecília Meireles” “Nelson Werneck Sodré.”

Responsibilities	Teaching coursea in the program on Brazilian language, culture, and literature
<b>Patricia Richards, Ph.D</b>	Assistant Professor Departments of Sociology and Women’s Studies
Education	Ph.D Sociology, 2002, University of Texas, Austin MA Sociology, 1998, University of Texas, Austin B.A. Sociology, 1994, University of Wisconsin-Madison
Courses	Sociology of Latin America, Gender
Recent scholarship	Patricia Richards. “Expanding Women’s Citizenship? Mapuche Women and Chile’s National Women’s Service,” in <i>Latin American Perspectives</i> , forthcoming. Patricia Richards. “Expandir el concepto de la ciudadanía de las mujeres: La visión de pueblo y la representación de las mujeres Mapuche en Sernam,” in <i>Anuario 2001</i> . Santiago de Chile: FLACSO-Chile, forthcoming. Mark Harvey, Gene F. Summers, Kathleen Pickering and Patricia Richards. “The Short Term Impacts of Welfare Reform in Persistently Poor Rural Areas,” pp. 375-409 in <i>Rural Dimensions of Welfare Reform: Welfare, Food Assistance and Poverty in Rural America</i> . Bruce A. Weber, Greg J. Duncan and Leslie A. Whitener, eds. Kalamazoo: Upjohn, 2002. Patricia Richards. “Reviving Social Rights in Latin America: The Potential Role of International Human Rights Documents,” in <i>Citizenship Studies</i> . 4(2000): 189-206. Antonio Ugalde and Patricia L. Richards. “Sociology of Mexico,” in <i>Handbook of Latin American Studies: No. 57</i> . Katherine D. McCann, ed. Austin: University of Texas Press, 2000.
Responsibilities	Teaching courses in the program on sociology of Latin America, women’s studies
<b>Reinaldo Román, Ph.D</b>	Assistant Professor Department of History
Education	Ph.D Latin American History, 2000, University of California, Los Angeles MA History, 1994, , University of California, Los Angeles BA Anthropology and Religious Studies, 1991, Brown Univ.
Courses	History of the Caribbean, Race relations in the Caribbean
Recent scholarship	<i>Conjuring Progress: Religion and Conflict in Cuba and Puerto Rico, 1899 to 1950s</i> (Under consideration at UNC Press). “The Changing Face of Popular Religion in Latin America,” co-authored with Pamela Voekel, in José Carlos Moya, ed. <i>Latin American Historiography</i> (Oxford University Press, forthcoming). “The Trials and Tribulations of Two Cuban Man-Gods.” <i>Plantation</i>

*Society* (forthcoming).

“Scandalous Race: Garveyism, the Bomba, and the Discourses of Blackness in 1920s Puerto Rico.” *Caribbean Studies* 31 (1) (January–June 2003), 43 pp., special issue: Garveyism in the Hispanic Caribbean, ed. Jorge L. Giovannetti and Reinaldo L. Román.

“Spiritists versus Spirit-mongers: Julia Vázquez and the Struggle for Progress in 1920s Puerto Rico.” *Centro* 14 (2) (Fall 2002): pp. 5-25.

“Christian Themes: Mainstream Traditions and Millenarian Violence,” in Michael Barkun, ed., *Millennialism and Violence*. (London and Portland: Frank Cass & Co., 1996): pp.51-82.

Responsibilities

Teaching courses in the program on the history of the Caribbean

**Amy Ross, Ph.D**

Assistant Professor  
Department of Geographyt

Education

Ph.D (Geography), University of California, Berkeley, 1999  
MA (Latin American Studies), University of California, Berkeley,  
BA (History), Brown University, 1985

Courses

Courses on counterinsurgency, Latin American revolution

Recent scholarship

The Spatial Fix of Justice International Law and the Prosecution of the Powerful, *Urban Geography, Legal Geographies Series*.  
Truth-Telling and Human Rights in Guatemala. *GeoJournal*, Special Edition on Human Rights, Rex Honey, editor.  
The Politics of Truth in Transition: Examining the South African Truth and Reconciliation Commission, *Political Geography*.  
"Truth Commissions as Sites of Struggle," in *Guatemala, Thinking about the Unthinkable*, Ruth M. Gidley and Cynthia Klee, eds. Association of Artists for Guatemala, London 1999.  
Introduction, and Guatemala: If the Truth be Told, in *Human Rights and Wrongs: Notes from the Field of Peace and Security*, SSRC/MacArthur Foundation newsletter, Volume 11, May 1998.  
"Guatemala, the search for the truth" in the San Francisco Examiner April 13, 1998.  
The United Nations: Peace Building in Guatemala, with Beatriz Manz, *Peace Review*, vol. 8, #4, December 1996  
"Drug running lures youth in Nogales" The Arizona Republic, November 1992. Special Report prepared for the Sunday edition, page 1. Central America Report, 1989-1991:É Regular weekly articles of political and economic analysis, special reports on human rights, democratic transition and elections in the region.

Responsibilities

Teaching courses in the program on the geography of Latin America, human rights issues

**Fausto Sarmiento, Ph.D**

Assitant Professor  
Department of Geography

Education

Ph.D 1996. The University of Georgia, Landscape Ecology  
MSc. 1991. The Ohio State University, Columbus, OH. Tropical Ecology  
BSc. 1998. Catholic University of Ecuador, Quito. Biology

Courses

Courses on Latin American Geography, biodiversity, montology

Professional activities

President, Mountain Geography Association

Recent scholarship

Sarmiento, F.O. (editor). 2003. *Las Montañas del Mundo: Una priorida global con perspectivas latinoamericanas*. Editorial Abya-Yala, Quito. 669pp.

Naveh, Z., A. Lieberman, F. O. Sarmiento & C. Ghersa. 2002. *Ecología*

- Paisajes. Teoría y Aplicación. Edición de estudiantes.* Editorial Universitaria de Buenos Aires, EUDEBA. Argentina.
- Sarmiento, F. O. 2001. *Diccionario de Ecología de Paisajes, Conservación y Desarrollo Sustentable para Latinoamérica.* Editorial Abya-Ya: Ecuador.
- Sarmiento, F. O. & J. Hidalgo (Eds). 1999. *Desarrollo Sustentable de Montañas: Entendiendo las interfaces ecológicas para la gestión los paisajes culturales en los Andes.* Memorias III Simposio Internacional AMA. Quito, Ecuador. Corporación Editora Nacional. 406 pp.
- Odum, E. P. & F. O. Sarmiento. 1998. *La Ecología: el puente entre ciencia y sociedad.* Editorial McGraw-Hill Interamericana de Mexico. Mexico, DF.
- Sarmiento, F. O. 1991. Reprint of the *Diccionario Ecológico Energético Ecuatoriano* for the III International Workshop on Environmental Journalism. The Conservation Trust of Puerto Rico, San Juan, PR.
- Pugh, J. & F. Sarmiento. 2004. Selling the public on sustainable watershed conservation. *Bulletin of Latin American Research* 23(3): 322-33
- Chaurette, E., F.O. Sarmiento and J. Rodríguez. 2003. A protected landscape candidate in the Tropical Andes of Ecuador. *Parks* 13(4): 42-51.
- Sarmiento, F.O. 2002. Impulsores de cambio del paisaje: dinámica de la líneas de árboles en la montología neotropical. *Ecotrópicos*:15(2):129-146.
- Sarmiento, F.O. 2002. Gerardo Budowski: A beacon to conservation of tropical mountains. *Mountain Research and Development* 22(2): 197-198.
- Sarmiento, F.O. 2002. Anthropogenic landscape change in highland Ecuador *The Geographical Review* 92(2):213-234.
- Sarmiento, F.O. & L. Frolich. 2002. Andean cloud forest treelines: Naturalness, agriculture and the human dimension. *Mountain Research and Development* 22(3):278-287
- Sarmiento, F.O. 2001. Mountain Regions: Sustained livelihood for an increasing population? Schwepunkt: Berge. *Entwicklung Landlicher Raum* 6: 16-18.

## Responsibilities

Teaching courses in the program on the geography of Latin America, biodiversity of Latin America

**Laura Shedenhelm, MA**

University of Georgia, Monographs and Special Projects Cataloger, Latin America, Spain, and Portugal

Univ. Georgia Libraries

## Education

MLS 1983 Univ. California, Los Angeles

## Courses

Non teaching position

## Recent scholarship

Review of *La vida es silbar*, dir. Fernando Pérez. *Chasqui* 32:2 (November 2003): 201-203.

“Bibliography on Ecotourism in Central America.” In Robert A. McNeil, ed. Societies under Constraint, Economic and Social Pressures in Latin America: Papers of the Fortieth Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials, University of Georgia, Athens, Georgia April 29-May 2, 1995. Austin, TX: SALALM Secretariat, Benson Latin American Collection, the General Libraries, the University of Texas at Austin, 1997. Pp. 180-195.

“Ecoturismo: el contexto centroamericano.” In Robert A. McNeil, ed. Societies under Constraint, Economic and Social Pressures in Latin America: Papers of the Fortieth Annual Meeting of the Seminar on the



Acquisition of Latin American Library Materials, University of Georgia, Athens, Georgia April 29-May 2, 1995. Austin, TX: SALALM Secretariat, Benson Latin American Collection, the General Libraries, the University of Texas at Austin, 1997. Pp. 175-179.

"Latin American Forestry Research: Resources and Strategy." In David Block, ed. SALALM and the Area Studies Community: Papers of the Thirty-Seventh Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials, Nettie Lee Benson Latin American Collection, University of Texas at Austin, Austin, Texas, May 30-June 4, 1992. Albuquerque, NM: SALALM Secretariat, General Library, University of New Mexico, 1994. Pp. 188-219.

American Library Association, Government Documents Round Table. Guide to Official Publications of Foreign Countries. 2nd ed. Bethesda, MD: CIS, 1997. Also 1st ed., Bethesda, MD: CIS, 1990. Compiled sections on Uruguay.

## Responsibilities

Will be in charge of library acquisitions for the LACS program

**David Smilde, Ph.D**

Assistant Professor

Department of Sociology

## Education

Ph.D 2000 University of Chicago

## Courses

Latin American social movements, Latin American sociology

## Recent scholarship

- 2002 López Maya, Margarita, David Smilde, and Keta Stephany. *Protesta y Cultura en Venezuela: Los Marcos de Acción Colectiva en 1999.* Caracas: FACES-UCV / CENDES / FONACIT
- 2004 \*Smilde, David. "Popular Publics: Street Protest and Plaza Preachers in Caracas." *International Review of Social History* vol.49 pp.179-195, (in press).
- 2004 Smilde, David "The Georgia Workshop on Culture and Institutions, 2003-2004," *Culture*, Newsletter of the Sociology of Culture Section, American Sociological Association, Spring Issue.
- 2004 \*Smilde, David. "Los Evangélicos y La Polarización: La Moralización de la Política y la Politización de la Religión" *Revista Venezolana de Economía y Ciencias Sociales*, 2004, vol. 10, n° 2, (May-August).
- 2004 \*Smilde, David. "Contradiction without Paradox: Evangelical Political Culture in the 1998 Venezuelan Elections," *Latin American Politics and Society* Vol.46, No.1 (Spring). [Previous version published as \*Kellogg Institute Working Paper #300 (September 2002).]
- 2003 \*David. "Skirting the Instrumental Paradox: Intentional Belief Through Narrative in Latin American Pentecostalism." *Qualitative Sociology* Vol 26, No.3 (Fall) pp.313-29. [Winner, 2004 Distinguished Article Award of the American Sociological Association Section on the Sociology of Religion.]
- 2001 \*Smilde, David. "Protagonismo Cultural desde la Pobreza: Respuesta a Mikel de Viana." *Revista Venezolana de Economía y Ciencias Sociales*, 7:1 (January-April) pp.45-64.
- 2001 \*López Maya, David Smilde, and Keta Stephany. "Identidades en Movimiento: Aspectos del marco de acción colectiva de la protesta popular venezolana 1999." *Espacio Abierto: Cuaderno Venezolano de Sociología.* Vol.10 No. 1 (March) pp.9-34.
- 2000 [Smilde, David] *Oxford Analytica* (January 28). "Evangelicals

	Bring Chavez's Message to the People." 1999 Smilde, David A. "El Clamor Por Venezuela: Latin American Evangelicalism as a Collective Action Frame," in <i>Latin American Religion in Motion</i> . Christian Smith and Joshua Prokopy
Responsibilities	Will serve as Curriculum Coordinator for the new program
<b>Susan Thomas, Ph.D</b>	Assistant Professor
Education	School of Music and Women's Studies Ph.D. in Musicology, 2002, Brandeis University M.F.A. in Women's Studies, 2001 Tufts University M.A. 1999 in Music (Ethnomusicology), New England Conservatory of Music M.M. in Vocal Performance, 1995, New England Conservatory, B.M. in Vocal Performance, 1993 University of California, Santa Barbara B.A. 1993, in Italian Language and Literature, U.C. Santa Barbara,
Courses	Latin American music
Recent scholarship	Review of K. Spillane, <i>Art Song in Latin America: Selected Works by 20<sup>th</sup>-Century Composers</i> . (Pendragon Press, 1998) for <i>MLA Notes</i> . June 2000, vol. 56, no. 4. Review essay of R. Moore, <i>Nationalizing Blackness: Afro-Cubanismo and Artistic Revolution in Havana, 1920-1940</i> , and P. Wade, <i>Music, Race, and Nation: Música tropical in Colombia</i> . For <i>Reviews in Anthropology</i> , forthcoming. "Cuban teatro bufo" in <i>Censorship: An International Encyclopedia</i> (London: Fitzroy Dearborn Publishers, 2001).
	<i>PAPERS PRESENTED</i>
	Feb. 2001 "Making an Entrance: The <i>Salida</i> Genre in the Cuban Zarzuela." Boston Area Seminar on Gender and Music Nov. 2000 "From the <i>Negríto</i> to the <i>Negro Trágico</i> : The Representation of Black Masculinity in the Cuban Zarzuela." Paper read at "Musical Intersections," annual meeting of the Society for Ethnomusicology/ American Musicological Society, Toronto Mar. 2000 "From the <i>Negríto</i> to the <i>Negro Trágico</i> : The Representation of Black Masculinity in the Cuban Zarzuela." Paper read at the Society for Ethnomusicology, Northeast Chapter Feb. 1999 "The Zarzuela and Cuban Nationalism." Brandeis University, Graduate Student Colloquium Oct. 1998 " <i>Teatro Lírico</i> and Cuban Identity." Paper read at "1898: the Birth of a Century" conference held at the Center for Latin American Studies, Tulane University Nov. 199 "Imagined histories and the Performative Present in Argentine Tango." Paper read at the Congress for Research on Dance (CORD), Columbus, Ohio
Responsibilities	Teaching on the music of Latin America and the Caribbean

## 7. Outstanding programs of this nature in other institutions

Three of the most outstanding programs of Latin American Studies in the US are found at the University of North Carolina-Chapel Hill (<http://www.unc.edu/depts/ilas/>), the University of Florida (<http://www.latom.ufl.edu/>), and the University of Texas

(<http://www.utexas.edu/cola/llilas/>). For many years, each Center/Institute has received support from the Department of Education as National Resource Centers with major funding from the Title VI Area Studies Program. All include faculty appointments, a major budgetary commitment from their respective university administrations, excellent physical facilities, and generous financial support for research of students and faculty. Contact information for each program is given below:

Charles R. Hale, Chair LLILAS  
Teresa Lozano Long Institute of Latin American Studies  
The University of Texas at Austin  
SRH 1.314D, 1 University Station D0800 Austin, TX 78712-0331 [cmms@mail.utexas.edu](mailto:cmms@mail.utexas.edu)  
Arturo Escobar Kenan Professor of Anthropology  
Associate Director, Carolina and Duke Consortium;  
Director, Institute of Latin American Studies  
University of North Carolina, Chapel Hill  
Chapel Hill, NC  
(919) 962-6880 [aescobar@email.unc.edu](mailto:aescobar@email.unc.edu)

Program Coordinator  
Center for Latin American Studies  
University of Florida  
319 Grinter Hall  
PO Box 115530  
Gainesville, Florida 32611-5530  
Tel: (352) 392-0375  
Fax: (352) 392-7682

## **8. Inventory of pertinent library resources**

The holdings of the UGA Libraries are the largest in the state, consisting of approximately 3.7 million volumes, 5 million microform units, and 16,000 active serial subscriptions. The library system has a main library (with three separate special collections units), a science library, a curriculum materials library, and a music reference library.

UGA's annual budget allocations for the acquisition of Latin American materials is approximately \$20,000 and, with approval of the proposed new major in LACS, this figure will likely increase. The strongest areas of concentration are in Latin American history and Latin American and Brazilian literatures. Philosophy, cinema, and anthropology are disciplines that also have strong concentrations of Latin American imprints. Geographically, the areas of greatest strength are Argentina, Brazil, and Mexico. Recent changes in faculty and program offerings place emphasis on collecting Caribbean imprints. More emphasis is

also placed on acquiring materials dealing with US Latinos and Diaspora groups from Latin America.

Acquisitions to be added to CLACS library and made available to students in the new program include:

*Encyclopedia of Latin American History and Culture*. New York: C. Scribner's Sons, 1996. (Alibris < <http://www.alibris.com/>> for 5 vol. set \$349.95).

*Encyclopedia of Contemporary Latin American and Caribbean Cultures*. Edited by Daniel Balderston, Mike Gonzalez and Ana M. López. New York: Routledge, 2000. (Blackwell-North American for 3 vol. set \$425.00)

*Cambridge Encyclopedia of Latin America and the Caribbean*. 2nd ed. New York: Cambridge University Press, 1992. (Alibris < <http://www.alibris.com/>> for \$95.65)

*Encyclopedia of Latin American Literature*. Verity Smith, editor. Chicago: Fitzroy Dearborn, c1997. (Blackwell-North American for \$200.00)

*Encyclopedia of Latin American Politics*. Edited by Diana Kapiszewski; Alexander Kazan, assistant editor. Westport, Conn.: Oryx Press, 2002. (Blackwell-North American for \$74.95)

*Oxford Encyclopedia of Mesoamerican Cultures: The Civilizations of Mexico and Central America*. David Carrasco, editor in chief. New York: Oxford University Press, 2001. (Alibris < <http://www.alibris.com/>> for 3 vol. set \$594.93)

*Encyclopedia of Latin American and Caribbean Art*. New York: Grove's Dictionaries, 2000. (Abebooks.com < [www.abebooks.com](http://www.abebooks.com)> for \$100.00)

*A History of Modern Latin America* / Lawrence A Clayton; Michael L Conniff. 2nd ed. Belmont, Calif. : Thomson/Wadsworth, 2005; ISBN: 0534621589 (\$87.98 from Alibris - <http://www.alibris.com/>)

*Concise Oxford Spanish Dictionary: Spanish-English/English-Spanish*/\$20

*Larousse Concise Dictionary: Portuguese-English/English-Portuguese*/\$20

*Latin American and Caribbean Foreign Policy*/Frank O. Mora /\$30

*Neighborly Adversaries: Readings in U.S.-Latin American Relations*/Michael La Rosa and Frank O. Mora/\$30

*The United States and Latin America: The New Agenda*/Victor Buler-Thomas, James Dunkerley/\$30

*Latinos: Remaking America*/Marcelo M. Suarez-Orozco, Mariela Paez/\$40

*The Future of Inter-American Relations*/Jorge I. Dominguez/\$30

*Latin America and the Caribbean in the International System*/G. Pope Atkins/\$50

McNeil, Robert A., ed. *Latin American Studies: A Basic Guide to Sources*. 2nd ed. Metuchen, N.J.: Scarecrow Press, 1990. (Abebooks.com < [www.abebooks.com](http://www.abebooks.com)> for \$40.00)

Grieb, Kenneth J., editor-in-chief. *Research Guide to Central America and the Caribbean*. Madison: University of Wisconsin Press, 1985. (Abebooks.com <[www.abebooks.com](http://www.abebooks.com)> for \$25.00)

Covington, Paula H., ed. *Latin America and the Caribbean: A Critical Guide to Research Sources*. Westport, Conn.: Greenwood Press, 1992. (Abebooks.com <[www.abebooks.com](http://www.abebooks.com)> for \$101.25)

*Archaeology of Ancient Mexico and Central America: An Encyclopedia*. New York: Garland, 2001. Susan Toby Evans and David L. Webster, editors. (Blackwell-North American for \$160.00)

*Encyclopedia of Latin American Theater*. Edited by Eladio Cortés and Mirta Barrea-Marlys. Westport, Conn.: Greenwood Press, 2003. (Blackwell-North American for \$125.00)

Werlich, David P. *Research Tools for Latin American Historians: A Select, Annotated Bibliography*. New York: Garland Publishing, 1980. (Abebooks.com <[www.abebooks.com](http://www.abebooks.com)> for \$25.00)

*Random House Latin-American Spanish dictionary* / David L. Gold; revised and updated by Kathleen O'Connor. 2nd ed. New York : Random House, c2000. (Blackwell-North American for \$25.00)

*História geral do Brasil* / Maria Yedda Linhares. 9a ed. rev. e atualizada. Rio de Janeiro, RJ, Brasil : Editora Campus, 2000. (Luso-Brazilian Books for \$50.00)

*Ojo! con los falsos amigos: diccionario de falsos cognatos em espanhol e português* / Suely Fernandes Bechara; Walter Gustavo Moure. São Paulo : Editora Moderna, 1998. (Luso-Brazilian Books for \$21.00)

*Dicionario espanhol-português de falsas semelhanças* / Fabio Marzano. Rio de Janeiro, R.J., Brasil : Editora Campus, 2001. (Luso-Brazilian Books for \$32.00)

*Dicionário de erros correntes da língua portuguesa* / João Bosco Medeiros; Adilson Gobbes. 3. ed. São Paulo : Atlas, 1999. (Luso-Brazilian Books for \$28.00)

*Webster's New World 575+ Spanish verbs* / by Elsa Pittman. (Blackwell-North American for \$15.00)

*501 Portuguese verbs : fully conjugated in all the tenses, in a new easy-to-learn format, alphabetically arranged* / John J Nitti; Michael J Ferreira. Hauppauge, N.Y. : Barron's Educational Series, 1995. (Luso-Brazilian Books for \$17.00)

*The Garland Handbook Of Latin American Music* / edited by Dale A. Olsen and Daniel E. Sheehy. New York : Garland Pub., 2000. (Blackwell-North American for \$45.00)

*Encyclopedia Of Latin American History and Culture* / Barbara A. Tenenbaum, editor in chief ; associate editors, Georgette Magassy Dorn ... [et al.]. New York : C. Scribner's Sons ; London : Simon & Schuster : Prentice Hall International, c1996. (Blackwell-North American for 5 vol. set \$600.00)

*Encyclopedia Of the North American Free Trade Agreement, the New American Community, and Latin-American Trade* / Jerry M. Rosenberg. Westport, Conn. : Greenwood Press, 1995. (Blackwell-North American for \$110)

*Historical dictionary of the "dirty wars"* / David Kohut, Olga Vilella, Beatrice Julian. Lanham, Md. : Scarecrow Press, 2003. (Blackwell-North American for \$60.00)

*Historical dictionary of Cuba* / Jaime Suchlicki. 2<sup>nd</sup> ed. Lanham, Md. : Scarecrow Press, 2001. (Blackwell-North American for \$85.00)

*Historical dictionary of inter-American organizations* / Larman C. Wilson and David W. Dent. Lanham, Md. : Scarecrow Press, 1998. (Blackwell-North American for \$70.00)

*Encyclopedia of folk medicine : old world and new world traditions* / Gabrielle Hatfield. Santa Barbara, Calif: ABC-Clio, 2004. (Blackwell-North American for \$85.00)

*Latin America and the Caribbean : a continental overview of environmental issues* / Kevin Hillstrom, Laurie Collier Hillstrom. Santa Barbara, Calif. : ABC-CLIO, c2004. (Blackwell-North American for \$65.00)

*Bilingual education : a reference handbook* / Rosa Castro Feinberg. Santa Barbara, Calif. : ABC-CLIO, c2002. (Blackwell-North American for \$45.00)

*Dictionary of Chicano folklore* / Rafaela G. Castro. Santa Barbara, Calif. : ABC-CLIO, c2000. (Blackwell-North American for \$55.00)

*Handbook of Mesoamerican mythology* / Kay Almere Read and Jason J. González. Santa Barbara, Calif. : ABC-CLIO, c2000. (Blackwell-North American for \$65.00)

*The best of Latino heritage 1996-2002 : a guide to the best juvenile books about Latino people and cultures* / Isabel Schon. Lanham, Md. : Scarecrow Press, 2003. (Blackwell-North American for \$38.00)

*Latin American classical composers : a biographical dictionary* / compiled and edited by Miguel Ficher, Martha Furman Schleifer, John M. Furman. 2<sup>nd</sup> ed. Lanham, Md. : Scarecrow Press, 2002. (Blackwell-North American for \$80.00)

*A Guide to Latin American, Caribbean, and U.S. Latino made film and video* / edited by Karen Ranucci and Julie Feldman. Lanham, Md. : Scarecrow Press, 1998. (Blackwell-North American for \$78.00)

*More than opium : an anthropological approach to Latin American and Caribbean Pentecostal praxis* / edited by Barbara Boudewijnse, André Droogers, and Frans Kamsteeg. Lanham, Md. : Scarecrow Press, 1998. (Blackwell-North American for \$60.00)

*20,000 Spanish American pseudonyms* / Daniel C. Scroggins. Lanham, Md. : Scarecrow Press, 1997. (Blackwell-North American for \$125.00)

*The United States and Latin America : a select bibliography* / John A. Britton. Lanham, Md. : Scarecrow Press ; Pasadena, Calif. : Salem Press, 1997. (Blackwell-North American for \$38.00)

*Early U.S.-Hispanic relations, 1776-1860 : an annotated bibliography* / by Rafael E. Tarragó. Metuchen, N.J. : Scarecrow Press, 1994. (Blackwell-North American for \$30.00)

*Authoritarian legacies and democracy in Latin America and Southern Europe* / Katherine Hite & Paola Cesarini, editors ; foreword by Nancy Bermeo. (Blackwell-North American for \$60.00)

*Brazil : equitable, competitive, sustainable : contributions for debate.* Washington, DC : World Bank, c2004. (Blackwell-North American for \$65.00)

*Decentralization and democracy in Latin America* / Alfred P. Montero & David J. Samuels, editors. Notre Dame, Ind. : University of Notre Dame Press, c2004. (Blackwell-North American for \$48.00)

*Federalism and Democracy In Latin America* / edited by Edward L. Gibson. Baltimore : Johns Hopkins University Press, 2004. (Blackwell-North American for \$50.00)

## 9. Facilities



The Center for Latin American and Caribbean Studies  
290 S. Hull Street  
The University of Georgia, Athens, Georgia

Partially as a result of CLACS programmatic activities promoting Latin America and the Caribbean and its rapid growth, in late 2001, the UGA administration assigned CLACS its own quarters at 290 S. Hull Street in the classic Wray-Nicholson complex on UGA's expanding North Campus. This historical building, referred to informally as "La Casa Amarilla," has been tastefully remodeled and meets the current and future needs of the Center perfectly. CLACS new quarters include offices for the Director, Center Program Coordinator, LACS Curriculum Coordinator, and two Visiting Scholars. A central seminar room serves as a general meeting area and is used for classes (e.g., CLACS weekly *mesa de conversación*, an informal instructional spoken Spanish non-credit class that averages 15-20 people per session), lectures, and presentations. The building includes a well-equipped computer lab designated for use by LACS students and visiting faculty.

Many of the major Latin American centers in the country have separate quarters, providing them with an opportunity to develop an environment that reflects the ambiance and spirit of Latin America and the Caribbean as a region. Just such an ambiance has developed at CLACS. These qualities make it especially well suited to house the new major in Latin American and Caribbean Studies.

## 10. Administration

The Director and Assistant Director of CLACS, a LACS faculty Curriculum Coordinator, will manage the new degree program and the CLACS Advisory Board comprised of seven UGA tenure faculty. Monthly meetings of these key personnel will provide ample opportunity for monitoring the program's progress and for implementation of recommendations by both internal and outside evaluators contracted to measure its success.

CLACS will disseminate information on degree requirements, post course offerings in the UGA schedule of classes, and publicize study abroad and internship opportunities on its web page (<http://www.clacs.uga.edu>) and on its listserv ([CLACS-L@listserv.uga.edu](mailto:CLACS-L@listserv.uga.edu)), in cooperation with the Dean's Office of Student Affairs in the Franklin College of Arts and Sciences. A directory of students enrolled in the program and a message board will be incorporated where individual students can describe their interests, goals, and experiences in particular classes and study abroad programs.

In addition to the efforts of CLACS' administrative staff, a major indication of efficient use of resources and personnel to achieve the objectives of the new program is demonstrated by the strength of commitment of LACS faculty. This is shown by the willingness of core faculty to expand their international studies expertise and strengthen Latin American and Caribbean Studies at UGA by developing new courses and revised/enhanced courses with significant area content. These new offerings, to be advertised widely on our web page, listserv, and in student publications, will provide immediate visibility for the new major. In conjunction with existing offerings on Latin America and the Caribbean, these new courses will allow students to readily select classes in their concentration and to complete their required course work expeditiously.

Of particular significance to the new program, and an exemplary indication of the efficient and innovative use of resources, is the Portuguese language and Brazilian Studies enhancement element of the proposal. This element aims to improve the teaching skills of our Portuguese language faculty and staff by integrating modern, computer-based distance-learning technology into the curriculum of every undergraduate Portuguese language class, linking UGA students with counterparts in Brazil as part of a dynamic language learning experience.



We will strengthen CLACS' visiting speaker program by inviting Latin American scholars *already in residence in the U.S.* to visit UGA and carry out activities focused on topics that are integrated closely with the over-all LACS program.

## 11. Assessment

Ms. Amanda Wolfe, Associate Director of the University of Florida's Center for Latin American Studies, has agreed to serve as external evaluator of the LACS program. With seven years of experience as Co-PI of a major Title VI National Resource Center in Latin American Studies at UF, Ms. Wolfe is highly qualified to serve as an external evaluator. Wolfe will structure her evaluation to determine how well we are meeting our program goals.

Ms. Wolfe's recommendations will be put in place and used to guide the collection and analysis of performance data as the major gets underway. She will assess the impact of the program's activities for two days in May 2006 and in 2007. In these visits she will conduct interviews with administrators, faculty, students, and staff related to progress made in meeting the program's goals. She will also maintain close e-mail contact with CLACS Director Berlin on issues directly related to program evaluation. Implementation of needed changes will be coordinated by the Director and Assistant Director of CLACS, the Curriculum Coordinator, the CLACS Advisory Board, and the offices of the Dean of Franklin College of Arts and Sciences.

**Internal evaluation.** In addition to the evaluation by the program's external evaluator, we will employ the program evaluation services of the Survey Research and Data Services Unit of the UGA Carl Vinson Institute of Government (CVIOG) to provide internal evaluation of our program. The Survey Research and Data Services Unit is managed by Dr. **Rich Clark**, whose academic training is in the area of public opinion and survey research methodology. Dr. Clark and his staff are experienced in all facets of survey research, including telephone surveys, mail surveys, and Internet surveys. His unit adheres rigorously to the standards and ethics set forth by the American Association for Public Opinion Research.

Data will be collected by systematic survey of students as they progress through the major. Their comments on modifications and changes relevant both to content and program structure will serve to guide LACS faculty committees in the program's future development.

All survey information will become a part of the LACS curriculum database and will be made publicly available to external evaluators, students, faculty and administrators.

The teaching staff of the Department of Romance Languages will carry out assessment of language proficiency of individual students in the two languages required for the program. Assessments will be aimed at measuring each student's conversational comprehension (speaking and hearing), reading, and writing abilities of their primary and secondary languages. Language assessors will be guided by ACTFL proficiency standards. The goal of our evaluation procedures is to provide high-level language certification that will serve as independent evidence of true linguistic competence, producing students whose overall linguistic preparation will be widely recognized as among the best in the Nation. Entry and exit interviews will be conducted with all students enrolled in the program. Additional interviews will be carried out in focus groups with selected LACS faculty and students

Standardized student evaluation forms will be developed and distributed by all LACS instructors who offer courses in the new major. The data on individual classes will be collected and analyzed as one measure of effectiveness (the student's performance in the class as measured by grade earned) and quality of teaching (based on student evaluations). These data will be incorporated in the LACS curriculum database that will be available for use in program assessment and provided to external and internal evaluators.

An annual faculty/student retreat will be scheduled in mid-spring for program evaluation. The retreat will allow participants in the program to discuss, over the course of a full day, all aspects of the new major. If possible, both outside and internal evaluators will also be in attendance.

**12. Accreditation:** There are no specific accreditation criteria established for programs in Latin American and Caribbean Studies at the present time.

**13. Affirmative action impact:**

The new major will make special efforts, in collaboration with the Office of Institutional Diversity, to increase the number of Latino/Brazilian students enrolled at UGA. Both Director Berlin and Assistant Director Duncan serve on the Latino Advisory Board of the Vice-President

for Service and Outreach at UGA, a special advisory committee whose mission is to promote Latino education and diversity on the UGA campus.

**14. Degree inscription:**

The degree inscription will read “Bachelor of Arts Degree in Latin American and Caribbean Studies”.

**15. Fiscal and enrollment impact and estimated budget**

Center for Latin American and Caribbean Studies  
 Estimated Budget for new Latin American and Caribbean Studies Undergraduate Major

	FY2006 FIRST YEAR		FY2007 SECOND YEAR		FY2008 THIRD YEAR	
II. COSTS	EFT	Dollars	EFT	Dollars	EFT	Dollars

A. Personnel--reassigned or existing positions						
1. Faculty	.25	35,000	.25	35,000	.25	35,000
2. Part-time Faculty						
3. Graduate assistants	.25	9,500	.25	9,500	.25	9,500
4. Administrators						
5. Support staff		11,570		11,570		11,570
6. Fringe benefits		8,052		8,052		8,052
7. Other personnel						
<b>TOTAL EXISTING PERSONNEL COSTS</b>		<b>64,122</b>		<b>64,122</b>		<b>64,122</b>
B. Personnel--new positions						
1. Faculty	.10	5,090	.10	5,090	.10	5,090
2. Part-time Faculty						
3. Graduate assistants						
4. Administrators						
5. Support Staff	.50	9,000	.50	9,000	.50	9,000
6. Fringe benefits		3,663		3,663		3,663
7. Other personnel						
<b>TOTAL NEW PERSONNEL COSTS</b>		<b>17,753</b>		<b>17,753</b>		<b>17,753</b>
C. Start-up Costs (one-time expenses)						
1. Library/learning resources		2,500		2,500		
2. Equipment		4,300		3,000		
3. Other						
D. Physical Facilities						
<b>TOTAL ONE-TIME COSTS</b>		<b>6,800</b>		<b>5,500</b>		
E. Operating Costs						
1. Supplies and						

Expenses	9,970	10,990	6,000
2. Travel	18,683	18,483	3,000
3. Equipment			
4. Library			
5. Other	18,000	26,500	
<b>TOTAL RECURR. COSTS</b>	<b>46,653</b>	<b>55,973</b>	<b>9,000</b>
<b>GRAND TOTAL COSTS</b>	<b>135,328</b>	<b>143,348</b>	<b>90,875</b>
<b>III. Revenue Sources</b>			
<b>A. Source of Funds</b>			
1. Reallocation of existing funds	17,000	17,000	17,000
2. New student work			
3. New tuition	20 x tuition	40 x tuition	60 x tuition
4. Federal funds	84,000	70,000	
5. Other grants	40,000	80,000	80,000
6. Student fees			
7. Other			
<b>SUBTOTAL</b>	<b>141,000</b>	<b>167,000</b>	<b>97,000</b>
New state allocation requested	0	0	0
<b>GRAND TOTAL REVENUES</b>	<b>141,000</b>	<b>167,000</b>	<b>97,000</b>
<b>B. Nature of funds</b>			
1. Base budget	17,000	17,000	17,000
2. One-time funds	84,000	70,000	80,000
<b>GRAND TOTAL REVENUES</b>	<b>\$141,000</b>	<b>\$167,000</b>	<b>\$97,000</b>

I. ENROLLMENT PROJECTIONS	FY2006 FIRST YEAR	FY2007 SECOND YEAR	FY2008 THIRD YEAR
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A. Student Majors			
1. Shifted from other programs	15	15	20
2. New to institution	05	25	40
<b>TOTAL MAJORS</b>	<b>20</b>	<b>40</b>	<b>60</b>
B. Course sections satisfying program requirements			
1. Previously existing	75	87	89
2. New	12	02	00
<b>TOTAL PROGRAM COURSE SECTIONS</b>	<b>87</b>	<b>89</b>	<b>89</b>
C. Credit Hours generated by those courses			
1. Existing enrollments	3,375	3,735	3,795
2. New enrollments	360	60	00
<b><i>TOTAL CREDIT HOURS</i></b>	<b>3,735</b>	<b>3,795</b>	<b>3,795</b>
D. Degrees Awarded	(YR. 2) 20	(YR. 3) 20	(YR. 4) 40

Enrollment projects, Latin American and Caribbean Studies Undergraduate Major

The University of Georgia  
**Franklin College of Arts and Sciences**  
**Office of the Dean**

October 29, 2004

Ms. Christine Corey  
Program Officer  
Undergraduate International Studies and Foreign Language Program  
International Education and Graduate Program Service  
U.S. Department of Education Washington, D.C.

Dear Ms. Corey:

We write today to offer our very strong endorsement of the Center for Latin American and Caribbean Studies (CLACS) at the University of Georgia and for the work it is doing to advance Latin American and Caribbean Studies on our campus. We are excited to support enthusiastically the 2004 application for Title VI federal funding that CLACS is submitting and specifically to indicate the high priority for foreign language and area studies in our College and at the University of Georgia.

Professor Brent Berlin, CLACS Director, Mr. Paul Duncan, program coordinator, and the numerous faculty, student, and staff colleagues who have planned, developed, and organized the many academic, cultural, and outreach programs on our campus and in our community deserve enormous credit for this work. They have been tireless and selfless in building the programs and in advancing the study and understanding of Latin and Caribbean America and Latino people on our campus and in our community. Despite the continuing financial stress facing the University, this program remains a high priority, and we delighted to indicate increased support for it. Specifically, the Franklin College will commit to two years of funding for half of the salary of a half-time secretary/receptionist. In addition, the College will also provide funding for teaching release for a faculty member in Sociology to serve as the student advisor for the certificate and proposed major program in Latin American & Caribbean Studies. Both of these commitments will be reviewed at the end of the two-year budget cycle to determine if there has been sufficient interest and student commitment to warrant their continuation.

Again, we appreciate the outstanding work of CLACS and its effort to advance greater knowledge and understanding of Latin and Caribbean America through teaching, research, and outreach in the southeast United States. It has an important place on our campus and in our academic priorities, and we believe it deserves and will use federal funds wisely and productively in support of its work and activities.

Sincerely,  
**Garnett S. Stokes, Dean**

**Clifton W. Pannell, Associate Dean**



The University of Georgia  
Franklin College of Arts and Sciences  
**Office of the Dean**

November 2, 2004

Professor Brent Berlin Director, Center for Latin American and Caribbean Studies  
University of Georgia 290 Hull Street Athens, GA 30602

Dear Professor Berlin:

We write to once again affirm our strong support for the Center for Latin American and Caribbean Studies (CLACS) and the work you and your colleagues do to advance Latin American and Caribbean Studies on our campus, in our state, and in various locations in Latin and Caribbean America. We are delighted to write in support of your request for federal funding to strengthen the work of CLACS and to indicate that our College and University have been steadfast in our commitment to CLACS even during severe budget reductions that we have experienced for the last three years.

We also write to restate the criteria for all graduates of the Franklin College who receive the A.B. and B.S. degrees to complete at least one and a half years of foreign language study. For many majors, the requirement is for two years of foreign language study; in the case of majors in foreign language and literature, the requirement is for four years of a specific foreign language. Spanish is the most popular foreign language for our students, while Portuguese and other Romance Languages also continue a good following. We have also had considerable success in recent years with offerings in Asian and African languages as well as Arabic. Our College is committed to continuing its promotion and requirement of foreign language study for our students who comprise more than half of the undergraduates at the University of Georgia.

We appreciate very much the work of CLACS and its affiliated faculty and students in promoting the study of Latin and Caribbean America on our campus and remind you that this remains a high priority at the University of Georgia.

Sincerely, d

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**Garnett S. Stokes**  
**Dean**

**Cliffton W. Pannell**  
**Associate Dean**

New College • Athens, Georgia 30602-1732  
An Equal Opportunity/Affirmative Action Institution

The University of Georgia  
October 20, 2004  
**Franklin College of Arts and Sciences**

Ms. Christine Corey, Senior Program Officer Undergraduate International Studies and Foreign Language Program International Education and Graduate Programs Service U.S. Department of Education Washington, D.C. 2002-5331

Ms. Corey:

I am writing in support of the proposed undergraduate major in Latin American and Caribbean Studies at the University of Georgia.

As the Associate Dean in the Franklin College responsible for student affairs, I am most interested in the Latin American and Caribbean Studies major because of the academic benefit that it would create for our students. With the caliber of undergraduate students who are attending the University of Georgia, there is a growing interest in the study of interdisciplinary areas, as well as in double and dual degrees. The study of Spanish language and culture is one that students realize is germane to the world in which they live. A major in Latin American and Caribbean Studies would afford students the opportunity to pursue formal study of this academic area within one-degree program.

My office would support this new program by providing lower-division advising, advertising and information to incoming and other interested students, as well as academic support through our graduation certification office.

Again, I fully support the proposed undergraduate major in Latin American and Caribbean Studies. It would create a real benefit for our students and it would be an excellent use of the expertise of current University of Georgia faculty.

Sincerely,  
**Michelle N. Garfield**  
**Associate Dean**

New College • Athens, Georgia 30602-1732  
An Equal Opportunity/Affirmative Action Institution

The University of Georgia  
**School of Public and International Affairs**  
Office of the Dean

October 25, 2004  
Ms. Christine Corey  
Senior Program Officer  
Undergraduate International Studies and Foreign Language Program  
International Education and Graduate Programs Service  
U. S. Department of Education  
Washington, DC 2002-5331

Dear Ms. Corey:

The purpose of this letter is to indicate my support for the proposed interdisciplinary major in Latin American and Caribbean Studies, based in the Franklin College of Arts and Sciences at the University of Georgia. The increased economic, political and social importance of Latin American and the Caribbean, and the growing Hispanic population in Georgia, make a compelling case for affording University of Georgia students the opportunity to pursue a program of study focusing on these areas.

The Department of International Affairs in the School of Public and International Affairs launched a new B.A. degree in international affairs in 2003-04. The proposed interdisciplinary major in Latin America and Caribbean Studies will complement our initiative and be a welcome addition to the undergraduate curriculum of the University of Georgia.

The new head of our Department of International Affairs is an internationally recognized scholar in comparative politics, with a specialization in Latin American politics. A second faculty member who joined us last year also specializes in Latin America. I am confident that there will be many ways for the Center for Latin American and Caribbean Studies in the College of Arts and Sciences and Department of International Affairs in the School of Public and International Affairs to work together in the field of Latin American and Caribbean studies.

Interdisciplinary programs which emphasize foreign language proficiency, study abroad opportunities, and possibilities for dual or double majors will be important components of the undergraduate curriculum at the University of Georgia in the years ahead.

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The proposed Latin American and Caribbean Studies major is an excellent example of that model. I am pleased to express my support for this proposal. Sincerely,

**Thomas P. Lauth**  
**Dean**

cc: Garnett Stokes  
Brent Berlin  
Howard Wiarda

The University of Georgia

Sharon Y. Nickols. Dawson Hall  
Dean **College of Family & Consumer Sciences** Athens, Georgia 30602-2622  
Office of the Dean Telephone (706) 542-4879  
October 19, 2004 Fax (706) 542-4862

Ms. Christine Corey, Senior Program Officer Undergraduate International Studies and Foreign Language Program International Education and Graduate Programs Service U.S. Department of Education Washington, DC 20002-5331

Dear Ms. Corey:

It is my pleasure to endorse the proposal from the University of Georgia Center for Latin American and Caribbean Studies for an interdisciplinary major in Latin American and Caribbean Studies. In my thirteen-plus years as a dean at the University of Georgia, I have observed a wonderful environment in which collaborative programs can and do thrive. This is beneficial for the faculty and the students. Our students want to be prepared for working and living in a global community. Many of them seek dual majors in the liberal arts and applied professional programs. Students in the professional schools recognize the value of having depth of knowledge about specific areas of the world, for example, Latin America and the Caribbean, along with their major in nutrition, consumer economics, forest resources, or design. For such students, the Certificate Program envisioned in the proposal meets their needs.

The faculty at the University of Georgia is adept at managing interdisciplinary programs. The University's resources from the Office of International Programs enable our faculty to be creative and to support a wide array of study abroad experiences. The College of Family and Consumer Sciences initiated a Maymester study tour in Costa Rico in 2004. We will offer two programs at the University of Vera Cruz in Mexico and a new program in Ecuador in 2005. I expect student interest and participation in these experiences to increase in the future.

The principals who have developed the proposal for the interdisciplinary major in Latin American and Caribbean Studies are highly respected on this campus. They work well with colleagues in the various schools and colleges. Supporting this initiative will be a good investment of resources from the U.S. Department of Education. Thank you for your consideration.

**Sharon Y. Nickols**  
**Dean**  
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The University of Georgia  
College of Environment and Design

October 11, 2004  
Ms. Christine Corey, Senior Program Officer  
Undergraduate International Studies and Foreign  
Language Program  
International Education and Graduate Programs Service  
U. S. Department of Education  
Washington, DC 20000-5331

Dear Ms. Corey:

This letter is enthusiastic support of The University of Georgia's application for a Title VI Grant from the Department of Education for Undergraduate International Studies and Foreign Languages Program. Specifically, the application is coming from the Center for Latin American and Caribbean Studies and Dr. Brent Berlin.

One of the centerpieces to the full University of Georgia's Strategic Plan is that 5% of its undergraduate student body experience studying abroad before graduation. This is a monumental and worthy undertaking in a university of 33,000 students, and Georgia is consistently recognized for its accomplishments in this area.

The particular unit which I manage, The College of Environment and Design including Ecology, Conservation, Environmental Ethics, Historic Preservation, Landscape Architecture, Design, and Planning, intends to be an active supporter and participant in the project/major outlined by Dr. Berlin. While we are close to meeting the studies abroad goal, we are working, for good reason, to exceed it. With regard to efforts in Latin America, the University has purchased and is refitting an eco lodge/research station in the cloud forests of Costa Rica, and exchange work is being done with Earth College, CATIE and the Monte Verde Institute. Our college is trying to develop tropical ecology and eco tourism planning and design programs at that site. We have also recently welcomed faculty in the college from Puerto Rico and Ecuador.

As you can see, we already possess the commitment to move strongly in this direction, and we know that the appropriately educated student and future

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practitioner is one with a greater worldview. The past four years have also seen consecutive budget cuts that have seriously impacted these initiatives. I am hopeful that your agency will support this application and greatly help us move ahead.

Sincerely,

**John F. Crowley**

**Dean**

JFC/dm

University of Georgia  
Terry School of Business

October 21, 2004

Ms. Christine Corey, Senior Program Office  
Undergraduate International Studies and Foreign Language Program  
International Education and Graduate Programs Service  
U.S. Department of Education  
Washington, DC 2002-5331

Dear Ms. Corey:

I am writing in strong support of the proposal put forth by the Center for Latin American and Caribbean studies at the University of Georgia. The proposed activities of establishing a major degree in Latin America and Caribbean Studies (LACS), the visiting Latin American and Caribbean scholars program, and the various cultural initiatives (such as lectures, symposia, workshops, and film series) are much needed given the current demographic trends.

It is well known that the demographic trends in Georgia as well as across the United States indicate that the Hispanic population is the fastest growing group in the United States. In addition, global economic forecasts suggest that Latin America will be among the fastest growing economic regions in the world in the next two decades. The initiatives proposed here will provide our students with valuable skills and cultural understanding to effectively compete in the changing market landscape.

There are various potential areas of collaboration between the Terry College of Business and the proposed program. Spanish is the language of choice for the majority of our International Business (IB) students. Many of our students at the Terry College add certificates, study-abroad programs, or they double major. In fact, thirteen percent of our IB students choose to double major. Given the Spanish language preference of our students, LACS would offer these students an attractive option that synergistically combines their language skills and International Business background with an enhanced understanding of Latin American and Caribbean socio-political, economic and cultural environments. Gaining such a competence in Latin America is likely to be very appealing to their future goals. This can be achieved through a double major with LACS or through their certificate program. Furthermore, the study-abroad programs and internships proposed in the new major are attractive to our students who are strongly encouraged to do both. Finally, our study abroad agreement with Monterrey, Mexico, as well as our Cuba program should government regulations permit in the future, could potentially be useful to the proposed major.



Demographics and global trends clearly point to the need for a more concerted effort of strengthening our understanding of and competence in Latin America. We have found collaborations with the Franklin College to be very successful in the past. We, therefore, enthusiastically support the proposed initiative put forth in this proposal.

Sincerely,

**Dr. Elena Karahanna**  
**Director of International Business Programs**

The University of Georgia  
**Office of International Education**

Athens, September 29th, 2004

Ms. Christine Corey, Senior Program Officer Undergraduate International Studies and Foreign Language Program International Education and Graduate Programs Service U.S. Department of Education Washington, D.C. 2002-5331

Dear Ms. Corey,

I strongly encourage your attention to the request from the Center for Latin American and Caribbean Studies (CLACS) for economic support from the Department of Education Title VI program to develop a Major in Latin American Studies, with options for three areas of emphasis. It is also important that the option of a Major could be coupled with joint degrees with some academic departments, and with smaller colleges in Georgia, which will be very appealing to many undergraduate students on campus. As former co-director of CLACS, it brings me great satisfaction to support such a long overdue endeavor.

I am particularly interested to see how the courses of Geography of Latin America and Mountain Ecology can effectively be taught within this Major, as well as the great potential the Major will bring to Study Abroad, generating enough interest to invigorate our current offerings in the region and to promote new partnerships for international education. We would like to increase our exchange programs with top Latin American Universities. Having the Major at UGA will allow us to develop a stronger campaign for American students going in Study Abroad programs. UGA is one of the very few public universities that own an instructional residential campus abroad, in San Luis, Costa Rica. Having the Major will permit the use of the facility in yearlong programs, to benefit language and cultural immersion for undergraduate students at UGA. I will be prepared to help CLACS in pursuing this structure for Study Abroad and will work with faculty members developing new courses in the region.

In the hope that your considerations to the UGA request is observed, I remain,

Sincerely

**Fausto Sarmiento, Ph.D.**

**Director, Office international Education.**  
c.c.: Director of CLACS  
Associate Provost for International Affairs

November 3, 2004

Ms. Christine Corey  
Senior Program Officer  
Undergraduate Education and Graduate Programs Service  
U. S. Department of Education  
Washington, DC 20002-5331

Dear Ms. Corey:

I am writing in support of efforts at the University of Georgia to establish a new undergraduate cross-disciplinary major – a BA degree in Latin American and Caribbean Studies. I support this effort for two reasons. First, the U.S., and especially Georgia, has experienced rapid growth in the Latino population over the last 20 years. The 2000 U.S. Census Report showed Latinos to be the nation's fastest-growing minority; just this year, Latinos surpassed African Americans to become America's largest minority group. Georgia's Latino population increased 300 percent between 1990 and 2000; many experts contend that the community grew even more, with large numbers of undocumented immigrants moving to the state to participate in the economic growth that Georgia experienced during that decade.

Second, I believe it is important to develop interdisciplinary programs. Universities play an important role in understanding and addressing contemporary issues such as the melding of cultures. The work of the university, however, cannot be done effectively in the silos of the disciplines. Faculty across the institution must be brought together to collectively address complicated issues. The University of Georgia is the 1862 Land-Grant institution for Georgia. A cross-disciplinary major in Latin American and Caribbean Studies would be a logical, timely addition to our curriculum. Such a major would demonstrate that the institution is in-tune with the conditions of the state, and is flexible and quick to adapt to a pressing need.

A major in Latin American and Caribbean Studies would support a Latino initiative that UGA is cultivating. As part of this initiative, I am working to convene academic faculty and public service faculty for the purpose of increasing communication on campus about teaching, research, and service related to Latinos. Public Service and Outreach activities to support the Latino initiative include support of UGA's Center for Latin American and Caribbean Studies; the sponsorship of major conferences on Latino Issues; a leadership program for Latino youth; and, support of efforts to increase the number of Latino faculty and students at UGA. I am enclosing a document that describes the University of Georgia programs and activities targeted to issues related to educational opportunities for the Latino population.

Again, I support this proposal. It is in the best interest of the students and of the state.

Sincerely,

Art Dunning  
Vice President for Public Service and Outreach

/dkb  
Enclosure

The University of Georgia

Joe W. Crim Phone: (706) 542-6777

\Professor of Cellular Biology Office of the Vice President for Instruction

Fax: (706) 583-0685

] Associate Vice President email: jcrimuga.edu

November 4, 2004

Ms. Christine Corey, Senior Program Officer Undergraduate International Studies and Foreign Language Program International Education and Graduate Programs Service U.S. Department of Education Washington, D.C. 2002-5531

Dear Ms. Corey:

Preparation of students at the University of Georgia to contribute to the larger global community is an area of increasing emphasis. One indicator of institutional commitment is the growing number of our students who elect to study abroad. A focus on Latin America and the Caribbean is particularly relevant because of the rapidly changing demographics of the State of Georgia. Accordingly, an initiative to establish an undergraduate cross-disciplinary major in Latin American and Caribbean Studies is both timely and warranted.

The University of Georgia is demonstrably well positioned to undertake a new program in Latin American and Caribbean Studies. A body of distinguished professors exists in a variety of interrelated disciplines to support the learning of students, led by our active Center for Latin American and Caribbean Studies. An increasingly talented group of students evidences interests in global learning, including study abroad. A surprisingly large fraction of current students elects to minor in a foreign language, with many selecting either Spanish or Portuguese, from the wide range of languages available at the University of Georgia. Indeed, many mainstays of an appropriate curriculum for the cross-disciplinary major are already present in our existing curriculum, including focal areas of social sciences, humanities, and environmental policy. The potential inherent in bringing together these presently disparate elements is tremendous - and worthy of your support to bring this initiative to fruition.

I strongly endorse the proposal of the Center for Latin American and Caribbean Studies to your program to enhance the training of students and contribute to the larger interests of the region.

Sincerely,

**Joe W. Crim**

**Associate Vice President for Instruction**

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CLASE

Center for Latino Achievement and Success in Education

November 4, 2004

As co-directors of the Center for Latino Achievement and Success in Education (CLASE), we fully support the Latin American and Caribbean Studies proposal. We are especially enthusiastic and appreciative of the elements for strengthening middle and high school teaching in this vital area. Given Georgia's current and future demographics and the importance of Latino/Hispanic students and families to our state economically, culturally, and socially, we appreciate and support the LACS initiative to help teachers become more fully prepared to work with this population and to focus on Latin America and the Caribbean.

Additionally, we at CLASE enthusiastically support the proposed plans for providing professional development in heritage language teaching for Latino/Hispanic students. These proposed activities have the potential to substantially strengthen K-12 education in Georgia, and complement well CLASE's mission and programs; we stand ready to assist in this area with CLASE's resources and support.

Sincerely,

**Bernadette Musetti, Ph.D.**

**Paul H. Matthews, Ph.D.**

**Co-Directors, Center for Latino Achievement and Success in Education**



**United States Department of State**

*Bureau of Western Hemisphere Affairs  
Washington, D.C. 20520-6258*

October 27, 2004

Professor Brent Berlin  
Mr. Paul Duncan  
Center for Latin American and Caribbean Studies  
University of Georgia  
Athens, GA 30602

Dear Professor Berlin and Mr. Duncan:

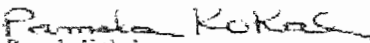
It was a pleasure to speak with you last week concerning your plans to create a major in Latin American and Caribbean Studies at the University of Georgia. Your outlines for the new degree are most interesting and timely, particularly when one considers the growing and diverse Latino population in the State of Georgia and the increasing social, political and economic significance of the region for the United States.

As we discussed, I am planning our outreach programs for 2005, and I believe that the Bureau of Western Hemisphere Affairs and CLACS could develop a productive collaboration that would be mutually beneficial. One activity that immediately comes to mind would be to have an officer from our Bureau work with you in developing seminars, conferences or lectures that fit with your efforts to enhance and strengthen your visiting speakers' program. Officers in the Bureau of Western Hemisphere Affairs are prepared to speak on a large number of topics relating to US policy on Latin America, the Caribbean, and Canada. State Department speakers would also be able to provide informative overviews on the mission of the Bureau and the U.S. Embassy Consulate program, as well as career possibilities with the State Department -- Foreign Service, Civil Service, and Intern programs. Our office is also prepared to aid you in finding suitable speakers drawn from the Lecture Program for Fulbright Scholars, a program directed by the Council for International Exchange of Scholars (CIES).

Finally, considering the rapidly expanding Hispanic population in Georgia, I believe we can arrange a program of informal town meetings to discuss topics concerning Latin America and the Caribbean, in collaboration with CLACS, local and state NGOs, the business sector, and the media. We have done this in other states, and the meetings have been most successful.

These are but some of the ways that I believe our Bureau and CLACS might develop a productive collaborative relationship. I am sure you may be able to think of others. At any rate, I want to emphasize our willingness to cooperate with you in any ways that we can in supporting your important Latin American and Caribbean Studies initiative. I look forward to hearing your views and suggestions.

With best wishes for your proposal,

  
Pamela Kokal  
Outreach Program  
Tel: 202-647-3796

UNIVERSITY OF FLORIDA  
Box 115530

Gainesville, FL 32611-5530

CENTER FOR LATIN AMERICAN STUDIES      Phone (352) 392-0375  
Email: akwolfe@latam.ufl.edu  
Brent Berlin  
Director  
Center for Latin American and Caribbean Studies  
290 S. Hull Street  
University of Georgia  
Athens, GA 30602  
October 29, 2004  
Dear Professor Berlin,

I am writing to confirm my willingness to serve as an external evaluator of the University of Georgia's Center for Latin American and Caribbean Studies (CLACS). I understand that the evaluation is contingent upon CLACS' receipt of a US Department of Education grant to establish a major in Latin American Studies.

CLACS has witnessed tremendous growth in recent years. While its current menu of activities (including extensive study abroad options, graduate student field research award competitions, cultural events, academic events such as colloquia and conferences, and an undergraduate certificate program) is impressive, an undergraduate major in Latin American Studies would certainly solidify the program and make a serious contribution to the offering of Latin American Studies within the state of Georgia. I would be pleased if my input as an external evaluator could contribute to this initiative.

I believe my background provides the expertise necessary for a comprehensive evaluation of CLACS' progress in implementing its USDOE grant. As the Co-PI and primary administrator of two Title VI grants (National Resource Center and Foreign Language and Area Studies), I am acutely familiar with the demands and rigors of area studies related DOE grants. I also have provided consulting services to other recipients of USDOE undergraduate area studies grants.

Should you have any questions, please let me know.

Sincerely,

**Amanda Wolfe**  
Associate Director

8 November 2004

Dear Dr. Duncan,

Thank you very much for your email regarding the development of a workshop to train middle and high school foreign language teachers to introduce heritage language curricula in Spanish focusing on Latin American countries, history and cultures. I am delighted to hear of this initiative from the University of Georgia and am glad to lend my full and unequivocal support to this effort.

The Georgia Department of Education is in the process of developing student performance standards for Spanish for Native Speakers I and II, courses which have been on the state-approved course list for some time but have not had standards associated with them. We are also including Spanish for Native Speakers I and II in our initiative to provide more students from diverse backgrounds with access to upper level coursework, particularly Advanced Placement (AP) courses. A document outlining possible pathways from the initial heritage language sequence through AP courses is attached for your review:

Workshops such as the one you mention would certainly play a crucial role in helping the Department communicate the importance of heritage language instruction to school systems around the state of Georgia. They would also provide a positive model of cooperation between the Georgia Department of Education and institutions of higher education that could lead to increased cooperation in other areas of the state and possibly even on other topics. And I certainly expect that the proposed workshop would serve as an important step towards improving instructional practices at the middle and high school level so that heritage speakers of Spanish consistently receive appropriate, high-quality instruction that supports a higher level of student achievement over the long term.

Finally, I would be delighted to serve as a facilitator for the proposed workshop. Interestingly enough, the Georgia Department of Education is working closely with both North and South Carolina on issues related to language learning.

Sincerely,

**Elizabeth Webb, PhD**  
Interim Director  
Innovative Academic Programs  
Georgia Department of Education  
1754 Twin Towers East  
Atlanta, GA 30334  
Tel: (404) 651-7275  
Facsimile: (404) 656-5744  
Email: [ewebb@doe.k12.ga.us](mailto:ewebb@doe.k12.ga.us)