# Cover Sheet: Request 11892

**B.A. in Hispanic and Latin American Languages, Literatures and Linguistics**

## Info

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**Description of request**

Proposal to create a new undergraduate major, CIP code 16.0908, to eventually replace the two current B.A. degrees offered in the Department of Spanish and Portuguese Studies (Spanish, 16.0904, Portuguese, 16.0905).

## Actions

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<td>This proposal has been under discussion and development for the past year. It has been reviewed by all faculty and graduate students in SPS, who received the proposal in July 2017. It was discussed and revised at meetings in August and September 2017. A departmental vote was held via Qualtrics during the last week of September among the 20 voting members of the SPS faculty. The vast majority of votes cast (14/15) were in favor of the proposal moving forward. 1 person voted 'absent' and the remaining 5 people did not participate in the vote.</td>
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Board of Governors, State University System of Florida
Request to Offer a New Degree Program
(Please do not revise this proposal format without prior approval from Board staff)

University of Florida
University Submitting Proposal
Fall 2018
Proposed Implementation Term

Liberal Arts and Sciences
Spanish and Portuguese Studies
Name of College(s) or School(s)
Name of Department(s)/ Division(s)

Foreign Language
B.A. in Hispanic and Latin American Languages, Literatures and Linguistics
Academic Specialty or Field
Complete Name of Degree

16.0908
Proposed CIP Code
The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President Date
Signature of Chair, Board of Trustees Date
Vice President for Academic Affairs Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
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<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
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<td>Year 5</td>
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*Note: The headcount figures used here come from the official primary major data as well as reported secondary major data, and ALSO include the numbers of students who are taking language courses that do not count towards the major but are prerequisites for the major. These courses are taught by department faculty and graduate students whose salary are included in other figures.
INTRODUCTION

I. PROGRAM DESCRIPTION AND RELATIONSHIP TO SYSTEM-LEVEL GOALS

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

(a) The proposed program is an undergraduate major program. We propose replacing our two current majors (CIP 16.0904, 16.0905) with the one combined (16.0908) program, and offering different tracks. (b) We are proposing three distinct tracks within this major: Spanish; Portuguese; and a combined Spanish and Portuguese track. (c) Total number of credit hours for this major is 120, with 33 hours coming from critical tracking/departmental coursework.

(d) The 16.0908 code provides an opportunity to highlight and combine the two languages that comprise our department, and to highlight the modern curriculum we offer and the potential for interdisciplinary study. This program is being proposed in order to more accurately reflect the nature of our departmental offerings and to better appeal to the changing interests and needs of our students. Our Spanish and Portuguese offerings are evolving, in conjunction with the changing face of humanities disciplines nation-wide, and have moved away from the traditional philological approach to explore new areas such as linguistics, film, and language for professions. As such, the current CIP codes (16.0904, 16.0905) that delineate our two current programs have become outdated, with their focus on language in written and historical contexts (philology) and reflect only a fraction of UF’s current department. At the upper division (3000/4000 levels), we offer a track in linguistics with courses on sociolinguistics, bilingualism, language in contact, and new approaches to language teaching and learning. The offerings in literature and culture include advanced coursework in film and society, popular culture, the visual arts and literature, and courses on themes such as violence, gender and sexuality as well as pressing socio-political issues in the Spanish- and Portuguese-speaking world. UF has already taken the first step in recognizing the unique status of Spanish and Portuguese in our state by creating a separate department for our languages, while combining other world languages into one department. As the only SUS institution that maintains a separate department for Spanish & Portuguese, we are uniquely poised to distinguish ourselves with this degree program that will prepare our students, especially for living and working in the state of Florida.

By adding a track combining coursework on Spain, Spanish America and Brazil, the combined program helps foster the linguistic and cultural competence (per the Modern Language Association 2007 report) students need in order to be successful in today’s multilingual world, with emphasis on the languages and cultures that are among the most important for the state of Florida.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The pre-proposal was reviewed by CAVP on 22 September, 2016. No concerns were raised.
C. If this is a doctoral level program please include the external consultant’s report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

N/A

D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).

This program supports UF’s focus on globalization, diversity and public engagement, while also contributing to the SUS goal of supporting “students’ development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace” (p.10) by better preparing graduates for work and life in Florida and surrounding areas.

- In the Teaching and Learning goal area, we hope to both strengthen the reputation of our program [excellence] by joining our well-respected out-of-state peers and aspirational peers who offer similar degrees (e.g., University of California Berkeley, Arizona State University, Emory University, Vanderbilt University, or Princeton University, to name a few). Ideally we will increase enrollments [productivity] thanks to renewed interest in Latin American area and language studies.
- In the Scholarship, Research and Innovation Goal area, the new degree program capitalizes on the strengths of our current faculty, and should foster increased research productivity among our colleagues and graduate students.
- Finally, in the Community and Business Engagement Goal area, this program will continue to engage in the excellent community engagement that we already practice, such as our Spanish service learning class and our experiential learning study abroad programs in the Dominican Republic and Peru, as well as our language and culture study abroad programs in Spain (Barcelona, Seville and Valencia) and Brazil. By uniting our curriculum more strongly between Spanish and Portuguese, we can extend these efforts to include both Spanish- and Portuguese-speakers in our community and communities abroad.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

N/A

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

All coursework for the program will be offered on University of Florida (Gainesville) campus and pre-approved study abroad programs.

**INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

II. NEED AND DEMAND

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program
which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Spanish is the second most widely spoken language in the US, with 45 million speakers as a first or second language and 6 million learners. While the 2010 Census reported that just under 1% of Floridians spoke Portuguese, a rapid increase in immigration from Brazil to Florida, particularly the Miami and Orlando areas, has contributed to a significant increase in recent years in the importance of Portuguese here as well. (Worldwide, Portuguese is spoken by over 2 million people in four different countries.) Additionally, Brazil continues to be Florida’s largest international trade partner, so it is no surprise that Portuguese is establishing itself, along with Spanish, as an important language of commerce in Florida. Florida residents will increasingly interact and engage in business dealings with Spanish America and Brazil, and thus the need to prepare UF graduates to function in both Spanish and Portuguese is becoming increasingly evident. This proposed major will continue to appeal to those students already interested in Spanish and Portuguese studies, while the combined track will provide an additional attraction for those interested in International Studies, Latin American Studies, Business, and Health. It will also be attractive to any students who plan to live and work in Florida or in the Americas.

We also anticipate that the large number of students who come to UF with proficiency in Spanish and/or Portuguese from their home environments will be more attracted to this combined degree than to a degree in only one language, as it allows them to capitalize on a current strength but add to their skills and marketability. The degree will continue to prepare students for a variety of career paths, from education to government work, from business to graduate study.

Current enrollment data, along with well-known national trends, show that enrollments in language majors are, overall, declining. However, the rate of decline in Spanish is slower in Florida than elsewhere, and the decline in Portuguese – nationwide – is less than the national trend, as indicated in the figures below.

**SUS enrollment data – Portuguese declared majors (16.0904)**

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**SUS degree data – Portuguese majors graduated (16.0904)**

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**SUS enrollment data – Spanish declared majors (16.0905)**

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Departmental data from 2017 indicate that in Spanish this trend is beginning to reverse. Regardless, though, we hope that the proposed curricular modification will help not only slow the decline, but also attract greater numbers of students to our majors. In a survey conducted to assess the state of foreign language department curricula 10 years after the MLA report referenced above (Lomicka & Lord 2017), nationwide results showed that students continue to think foreign languages are important: 84% think that taking a language other than English is important and 90% think foreign language study is a valuable asset to their future. Nowhere is this more relevant for Spanish and Portuguese than in the state of Florida. There is no reason to suspect enrollments in the Spanish and Portuguese tracks would decline (as compared to current enrollments in the separate majors currently offered), and we believe that with Brazil playing an increasingly vital role in the U.S., and specifically in Florida, students who would normally pursue Spanish courses toward a certificate or minor will be attracted to the possibilities offered by the combined Spanish/Portuguese track.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Student enrollment in Spanish and Portuguese has, as noted above, declined in recent years, which follows nationwide trends. However, here at the University of Florida, our decline is at a decidedly slower rate than the national average, and we have numerous double majors and new programs, including:

- A service learning course (SPN3948) offered both at home and abroad in the Dominican Republic and Peru: 25-50 students enroll residentially every fall/spring.

semester, and between 15-30 students participate in each of the two summer study abroad programs.

- A course in Spanish for the Health Professions (SPN3036) that fills to capacity (25+ students) every fall, spring and summer semester.

- Additional courses in Spanish for specific purposes, such as translation, legal professions, business, or education; each of these courses is offered once per academic year and they all generally fill to the 25 student cap.

- A new Certificate in Spanish for the Professions, consisting of 12 upper-level credits with a focus on preparing students in other fields to interact professionally with Spanish language and culture; each year about 25 students are enrolled in this Certificate.

- Courses about specific Latin American countries (e.g., last year’s course on Colombia as portrayed through film and literature) have sparked student interest in the intersection of language, literature, culture and social justice issues, illustrating the new focus on interdisciplinary studies.

In addition to our solid Hispanic studies background, we have a longstanding tradition in Latino Studies as well as Brazilian Studies in our department and in collaboration with the Center for Latin American Studies. The Center, in turn, depends especially on our Brazilian Portuguese curriculum for the continued success of their grants and programming. Together we offer study abroad programs and Foreign Language Areas Scholarships – both of which are mutually beneficial. The library’s internationally-known Latin American and Caribbean Collection is also an excellent resource for our faculty and students who, in turn, contribute to the holdings as well. In sum, by refocusing our majors into three tracks under the Hispanic and Latin American Languages, Literatures and Linguistics major, we will be even better able to contribute fully to the mission of the Center, along with our own departmental mission.

This new major, with its multi-tiered offerings offers more choices and options for students. We know from informal/anecdotal discussions with current students that the new combined major is potentially attractive. Should the program receive approval, we will advertise widely through undergraduate advisors, the Academic Advising Center, class visitations, and outreach to various UF email lists (Hispanic and Brazilian student organizations, International Studies, Latin American Studies, pre-health listserv, international business students, etc.).

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.

There are no SUS programs with the proposed CIP code. As can be seen in the table below, 9 SUS institutions offer a minor/concentration in Spanish and 6 offer a major, but only 2 offer a Portuguese major and 3 a minor. UF is currently the only institution that offers majors and minors in both languages. (FSU offers a two-language “co-major” option, but Portuguese is not one of the languages offered in that program.)
Currently, we do not envision collaboration opportunities with other SUS institutions, given these offerings, but would be open to such opportunities should they arise.

Of the for-profit and private institutions in the state, very few have well-known Spanish and/or Portuguese programs. To the best of our knowledge, and as is represented in the table below, only University of Miami offers degrees in both Spanish and Portuguese (a minor in Portuguese, a major or minor in Spanish), but no combined major is offered. There is a possibility to pursue a minor that combines two different languages at Miami, but these can be any of the languages offered in that department. From what we can determine based on online catalogs and descriptions, 5 schools offer minors in Spanish, and three offer majors in Spanish. The others do not appear to offer degree programs in languages at all, and while some offer foundational language courses, others do not offer any language classes.

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D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

Upon approval of the new program, all future students declaring a Spanish or Portuguese major will enroll in the new major, selecting the appropriate track. Current Spanish or Portuguese majors will be given the option of switching to the new major or being grandfathered in to their current program, allowing them to finish their degree. We will request the termination of the 16.0904 and 16.0905 (Spanish and Portuguese, respectively) majors once all current students have either switched to the new program or graduated.

We thus predict an initially large transfer of upper-level students from other majors in the first year, tapering off over time, while FTIC students progressing to upper levels will increase in number of the first five years. We predict that the overall numbers of majors in the program will be comparable to enrollment in our current majors, although we hope that the new combined track will attract students who might have previously been minors or were not pursuing programs in our department.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university’s ability to attract students of races different from that which is predominant on their campus in the subject program. The university’s Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.

The proposed program does not duplicate any other program currently offered in the SUS. We do not anticipate that the new UF program would have a major impact on Spanish and Portuguese language majors offered at other SUS institutions.

We anticipate that the students who will enroll in this major will maintain the same demographic makeup as our current Spanish and Portuguese majors, for the most part. As can be seen in the figures below, taken from UF’s IR enrollment tool, almost one third of our current (primary) majors indicate that they are Hispanic/Latino (31.9%), Black/African American (11.58%), or Asian (4.41%). These numbers are higher than the respective rates for the overall UF population, so we already are drawing a diverse population to the existing fields of study. Additionally, more than 2/3 of our current majors are women.

With that said, we do expect that the new combined Spanish and Portuguese track is likely
to draw even more students who are native speakers of either Spanish or Portuguese, who can maximize their heritage for greater academic gain in this new program. (We currently offer an accelerated Portuguese course for native- or heritage-language Spanish speakers, and hope to soon develop a comparable course in Spanish, for native/heritage-speakers of Portuguese.) Thus, within the modest growth we hope for thanks to this new track, we anticipate that a percentage of those will be Hispanic or Latin American minorities.

III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The figures provided in Tables 2 and 3 represent the allotment of faculty salaries in year one and year five, based on the anticipated percentages of teaching and service that faculty will be carrying out in the service of our undergraduate program. These estimates are made based on current teaching, advising and other related duties in the two existing undergraduate degree programs.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

The university does not plan to operate this program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition.

C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research,
improved labs and library resources).

The only programs that will be impacted by reallocation of funds are the two major programs that we seek to replace with the proposed one. Therefore, no negative impacts are anticipated.

D. **Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

We do not anticipate any potential impacts on other programs or departments, and there will be no need for increased prerequisite or other general education courses. Even the modest increase in majors we project will be unlikely to significantly impact other degree programs, especially because many of our current majors are pursuing their programs with Spanish or Portuguese as double majors or dual degrees.

E. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.).** Describe the external resources that appear to be available to support the proposed program.

No external financing is needed or sought. At this point, we are not discussing any specific partnerships or internships with any local entities, although we have on occasion worked with local organizations (such as Gators for Equal Opportunity and Harvest of Hope, as well as the Alachua County School Board) in some of our classes. These partnerships would be expected to continue as needed, and the change in major structure would not have an impact on those.

IV. **PROJECTED BENEFIT OF THE PROGRAM TO THE UNIVERSITY, LOCAL COMMUNITY, AND STATE**

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Hispanic languages, literatures and cultures, along with Latin American area studies, have been at the forefront of innovations on university campuses, promoting interdisciplinary study, cultural studies, and the preparation of students to be informed citizens of an increasingly global society, which, in Florida, consists largely of Spanish- and Portuguese-speakers. For example, coursework in the proposed major includes the option of translation courses that will permit our students to work as interpreters and translators, a career path that the Bureau of Labor Statistics anticipates will see projected growth rate between 2014 and 2024, in professional settings including but not limited to the law courts, industry and business, tourism, NGOs and the diplomatic corps. Equally, the cultural acuity of our graduates will make them candidates for working in the health care systems, in disaster relief situations and for security service in emerging and established nations in Latin America and the Caribbean. The BA will also prepare students for careers in foreign and inter- and intra-state policy planning. Many of these areas are included in the FloridaJobs.org report of the top 15 job areas where demand outpaces supply. The proposed program will also provide the foundational skills necessary for those aspiring to careers in higher education, preparing them for graduate study and eventually for careers as educators and administrators. Increasingly, universities and community colleges are requiring that instructors in languages, literature and culture be competent in more than one language. The
education we provide will ensure that our graduates are competitive in these arenas.

Ample research has shown that people who have learned a foreign language are capable of greater cognitive development in mental flexibility, creativity, problem-solving, conceptualizing, and reasoning, while a report in The Economist found that working in a foreign language can help decision-making, task management and other executive function skills. As such, students prepared in foreign language and culture are an undoubted asset to the workforce. Additionally, various studies have shown that students who are fluent in another language (and culture) have greater earning potential than their counterparts who speak only English. For example, research from the Wharton School found that studying a second language is correlated with about 2% more in annual income, while a U.S. News and World Report estimated in 2014 that those entering the workforce with second language fluency could expect an additional 10-15% pay increase. Others have concurred, stating that in jobs dealing with marketing, sales, or technical support, knowing a second language can add up to 15% to their wages (Hazlehurst, 2010). Another study, carried out by the Cardiff Business School, estimated that the lack of foreign-language proficiency in Britain costs the economy £48 billion ($80 billion), or 3.5% of GDP, each year.

In all, this proposed program will help meet the national and state-level need for Latin American, Spanish and Portuguese specialists in academic, government, and private sectors by producing students with superior language training and an excellent foundation in area studies by providing them with professional mentoring, enhancement activities, and significant opportunities for study, research, internships, and/or service learning abroad. It will also better prepare students to appreciate the importance of Latin America and Spain both in the global and in the U.S. context, given that Hispanics are the largest minority (by language group) both in the U.S. and in Florida.

V. ACCESS AND ARTICULATION – BACHELOR’S DEGREES ONLY

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

N/A

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on the resource page for new program proposal). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of
prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Program prerequisites are the same as those indicated for the 16.0904 and 16.0905 programs in the Common Prerequisite Counseling Manual, and a combination of foundational language skills for the combined track.

**Portuguese track**
FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.  
(1) Must demonstrate proficiency by testing or completion of a foreign language through the intermediate level. The intermediate level is PORX220 or equivalent.  
NOTE: Native or heritage speakers or other persons with experience in a foreign language may qualify for a higher level language course, or exempt course(s) entirely. Please see the university to ensure proper advising and placement.  
NOTE: Some institutions require a minimum grade in the language courses. Please check with the institution.

**Spanish track**
FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.  
(1) Must demonstrate proficiency in the language by testing or completion of the intermediate level. The intermediate level is SPNX220 or equivalent.  
NOTE: Native or heritage speakers or other persons with experience in a foreign language may qualify for a higher level language course, or exempt course(s) entirely. Please see the university to ensure proper advising and placement.  
NOTE: Some institutions require a minimum grade in the language courses. Please check with the institution.

**Combined track**
FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.  
(1) Must demonstrate proficiency in both languages by testing or completion of the intermediate level. The intermediate level is SPNX220 and PORX220 or equivalent.  
NOTE: Native or heritage speakers or other persons with experience in Spanish or Portuguese may qualify for a higher level language course, or exempt course(s) entirely. Please see the university to ensure proper advising and placement.  
NOTE: Some institutions require a minimum grade in the language courses. Please check with the institution.

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013.
Submit the Limited Access Program Request form along with this document.

N/A

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on the resource page for new program proposal). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. RELATED INSTITUTIONAL MISSION AND STRENGTH

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).

With this major we seek to provide an easily identifiable home for the study of the linguistic, literary and cultural traditions of Latin America and Spain, with the majority of classes taught in Spanish or Portuguese, thus making students aware of courses, resources, and opportunities already available on campus; indicating how students can best take advantage of them; and recognizing students’ achievements on their UF transcripts. The structure of the requirements of the major will make students aware of the different areas of study that are essential to developing an in-depth knowledge of their track. The student who completes this major will have:

(1) A strong base in the study of at least one or two of the languages of Latin America;  
(2) The experience of interdisciplinary study, leading to an understanding of the multi-faceted picture of the past, present, and future of Latin America and Spain;  
(3) Access to a critical mass of coursework related to Spain and Latin America, unavailable in any major, secondary major, or minor presently offered in the SUS system.

For example: International Studies with a Component in Latin America (9 credits related to Spanish or Portuguese); Teacher Education with a second endorsement in Spanish (3 credits in Spanish required beyond 3300 Composition and Conversation). A Spanish major and a Portuguese minor typically include coursework in Peninsular Spanish literature and culture as well as in the literatures and cultures of Latin America; a Certificate in Latin American Studies would complement and expand upon these courses of study.

Finally, the new SPS major provides the framework for an academic, cultural, and intellectual community on campus, bringing together students, faculty, and staff with common interests. The major will strengthen these intra- and inter-university connections and collaborations, with a special emphasis on increasing connections with our students. It will also be attractive to prospective UF students, to companies hiring graduates, and graduate schools admitting UF alumni, to candidates for positions related to Latin America at UF, and to sources for external funding through Latin American studies.

This program also complies with a number of President Fuchs’ goals/objectives:

• GOAL 1, Objective 3: Diverse, robust educational and interdisciplinary areas of excellence.

The nature of language study is inherently interdisciplinary, but by adding the
combined track this is increased. Students will be exposed to history, culture, language and literature from different regions and time periods, and explore their relation to other aspects of life.

• GOAL 1, Objective 4: Increased globalization to enhance our effectiveness as world citizens.
  
  We believe that one cannot truly engage in globalization, or be effective world citizens, without studying other languages and cultures. In order to thrive in Latin America and in South Florida, understanding the cultures at play there is essential.

• GOAL 2: An outstanding and accessible education that prepares students for work, citizenship, and life.
  
  UF students generally live and work in the state of Florida, a bilingual state (Spanish/English) that conducts considerable international trade with Brazil. Understanding these two languages, people, and cultures is imperative for our success. We offer a wide range of Spanish and Portuguese for Specific Purposes (e.g., related to particular careers) classes.

• GOAL 3, Objective 3: An increased professional and public visibility of UF faculty.
  
  As the only SUS institution to offer such a degree, we are poised to make a significant impact with our research, scholarship and student engagement.

• GOAL 5: A strengthened public engagement of the university’s programs with local, national, and international communities.
  
  The proposed program allows for synergy among the Hispanic and Lusophone areas of our department, and affords improved engagement with the public, particularly with the Hispanic and Brazilian cultures in our state.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The University of Florida’s Center for Latin American Studies is recognized nationally and internationally as one of the nation’s top Title VI centers. It is one of the largest centers in the U.S. and its work is highly interdisciplinary. It was created as the Institute for Inter-American Affairs in 1931 by then UF President John J. Tigert, who recognized Florida’s strategic location as the U.S. gateway to the Caribbean and South America. It offers a wide range of scholarships, degrees and certificates, several of which require the study of Spanish or Portuguese. Several of our classes are cross-listed with Latin American Studies, and several of our faculty are affiliate faculty with Latin American Studies. The faculty of SPS is thus directly related to a recognized center of excellence at the University of Florida. The department has also developed a strong program in Spanish Linguistics, with five faculty members in this subarea, who often collaborate with the faculty of Linguistics, participation on doctoral committees, co-sponsoring symposia and other collaborative research projects. Our mission also complements that of the Department of Languages, Literatures and Cultures, whose faculty also participates on doctoral committees and teaching classes such as language pedagogy and other linguistic-related fields.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Since we do not immediately require new faculty or the creation of a completely new program in order to implement this major, our activities are very basic. We are not in need of external individuals to help in the planning as our curriculum and major requirements are already established. We already have requirements for the majors and minors in Spanish
and in Portuguese and we are working on the combined track.

Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/2016</td>
<td>Gillian Lord (chair of SPS), faculty members of SPS</td>
<td>Discussion of possible new major structure at faculty meeting; straw vote reveals all in favor</td>
</tr>
<tr>
<td>8/2016</td>
<td>Gillian Lord</td>
<td>Pre-Proposal submitted</td>
</tr>
<tr>
<td>9/2016</td>
<td>Associate Provost Angel Kwolek-Folland, CAVP</td>
<td>Pre-Proposal reviewed/approved</td>
</tr>
<tr>
<td>12/2016</td>
<td>Gillian Lord</td>
<td>Received notice of CAVP approval</td>
</tr>
<tr>
<td>1/2017</td>
<td>Gillian Lord, faculty of SPS</td>
<td>Discussion of new program proposal procedures, formation of ad hoc committee (voluntary)</td>
</tr>
<tr>
<td>1/2017 – 5/2017</td>
<td>Gregory Moreland, Mary E. Ginway, Martin Sorbille</td>
<td>Ad hoc committee assigned to prepare draft of proposal; submitted to chair 5/2017</td>
</tr>
<tr>
<td>6/2017</td>
<td>Gillian Lord, Angel Kwolek-Folland</td>
<td>Meeting to clarify procedural doubts</td>
</tr>
<tr>
<td>6/2017 – 7/2017</td>
<td>Gillian Lord</td>
<td>Completion of draft of proposal</td>
</tr>
<tr>
<td>8/2017</td>
<td>All SPS faculty</td>
<td>Review, discussion and vote on proposal at faculty meeting</td>
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</table>

Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2017</td>
<td>Proposal submitted to college</td>
</tr>
<tr>
<td>10/2017 (projected)</td>
<td>Proposal submitted to UCC</td>
</tr>
<tr>
<td>1/2018 (projected)</td>
<td>Proposal submitted to Senate</td>
</tr>
<tr>
<td>3/2018 (projected)</td>
<td>Proposal submitted to Provost</td>
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<tr>
<td>3/2018 (projected)</td>
<td>Proposal submitted to BOT</td>
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<tr>
<td>5/2018 (projected)</td>
<td>Notification to BOG</td>
</tr>
<tr>
<td>6/2018 (projected)</td>
<td>Notification to Registrar’s Office</td>
</tr>
</tbody>
</table>

VII. PROGRAM QUALITY INDICATORS - REVIEWS AND ACCREDITATION

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution’s progress in implementing the recommendations.

We have not had any official program reviews or accreditation visits, as this is not the custom in this College. However, the Department Chair is a member of the Executive Board of the Association of Departments of Foreign Languages (ADFL) and, as such, has access to request departmental consultations. The SPS Department is in the process of arranging this consultation, which we expect will occur in September of 2017. The external consultant, Dr. Bill Nichols from Georgia State University, is the outgoing President of the ADFL and has performed several departmental reviews. Although we cannot know what he will suggest at this point, it is worth noting that the initial impetus for creating the current degree program came as a result of conversations the SPS Chair had with Professor Nichols, so this proposal already has his tacit indirect support.
VIII. CURRICULUM

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The Academic Learning Compact specifies the skills that majors are expected to achieve. Our Student Learning Outcomes are designed to measure the following:
1. Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish/Portuguese.
2. Competence in written Spanish/Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.
3. Communicative competence in spoken Spanish/Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.

B. Describe the standards and graduation requirements for the program.
To be certified for graduation with a B.A. in Hispanic and Latin American Languages, Literatures and Linguistics, students must fulfill the following requirements:
 a) Satisfy the Florida Statutes for the College-Level Academic Skills Requirement.
 b) Complete the requirements for the baccalaureate degree, as determined by faculty.
 c) Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (the text analyzed will be in Spanish or Portuguese and an oral presentation and discussion conducted in that language.

For the PDFs of these SLOs as they currently relate to the Portuguese and Spanish majors, please access the following web page: https://spanishandportuguese.ufl.edu/undergraduate-programs/academic-learning-compact/

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

For the Portuguese track: Students must have a GPA of 2.0. The track in Portuguese requires 33 hours of course work, including language, literature and culture. All students must take POR 3242 plus 30 additional hours of POR or POW courses at the 3000 and 4000 levels. A minimum of 12 credits must be at the 4000 level. Only one class in English (PRT) can count towards the major, substituting for POR/POW. Classes must be passed with a grade of C or better in order to be counted for the major.

For the Spanish track: Students must have a GPA of 2.0. The track in Spanish requires 33 hours of course work, including language, literature, linguistics and culture. All students must take SPN 2240/2340, SPN 3300/3350, and 27 additional hours of SPN and SPW courses at the 3000 and 4000 levels, including SPN3700 and one SPW3xxx course. A minimum of 12 credits must be at the 4000 level. Only one class in English (SPT) can count towards the major, substituting for SPN/SPW. Classes must be passed with a grade of C or better in order to be counted for the major.
For the combined Spanish and Portuguese track: Students must have a GPA of 2.0. The combined track requires 33 hours of course work, including language, literature, linguistics and culture, taken in either Spanish or Portuguese. Students must take POR 3242, SPN 2240/2340 and SPN3300/3350, plus 24 additional hours at the 3000 and 4000 levels. A minimum of 12 credits must be taken at the 4000 level. At least six credits at the 4000 level must be taken in each language (i.e., 6 credits of SPN/SPW4000 + 6 credits POR/POW4000). Only one class in English (SPT or PRT) can count towards the major, substituting for SPN/SPW or POR/POW. Classes must be passed with grade of C or better in order to be counted for the major.

No additional curricular changes are anticipated. Current faculty already cover necessary areas, and the combined degree is a logical synthesis of related fields. The foundation of the necessary curricular structure is already in place. Additional courses may be created as faculty expertise and student interests evolve, but none are required for the development of this new major.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Coursework for each of the tracks is detailed below. For course titles and descriptions, please refer to the information provided in the answer to part E.

Option A: Portuguese Track

Foundational coursework
- POR1130
- POR1131 > or POR3010 [or equivalent skills as demonstrated by previous coursework; exam (AP, IB, AICE, SAT2, etc.); or through natural acquisition]

Required coursework (33 hours)
- POR 3242 or POR 3243
- 30 additional hours of POR/POW/POT 3xxx and POR/POW/POT4xxx courses at least 12 of which must be at the 4000 level

Option B: Spanish Track

Foundational coursework
- SPN1130 [or equivalent skills as demonstrated by previous coursework; exam (AP, IB, AICE, SAT2, etc.); or through natural acquisition]
- SPN1131
- SPN2200
- SPN2201

Required coursework (33 hours)
- SPN2240 or 2340
- SPN3300 or 3350
- SPN3700
- any (1) SPW3000-level course
- 27 additional hours of SPN/SPW/SPT3xxx and SPN/SPW/SPT4xxx courses at least 12 of which must be at the 4000 level

Option C: Combined Spanish and Portuguese track

Foundational coursework
- SPN1130
- SPN1131 [or equivalent skills as demonstrated by previous coursework; exam (AP, IB, AICE, SAT2, etc.); or through natural acquisition]
- SPN2200

17
– SPN2201
– POR1130
– POR1131 (or equivalent skills as demonstrated by previous coursework; exam (AP, IB, AICE, SAT2, etc.); or through natural acquisition)

Required coursework (33 hours)
– SPN2240 or 2340
– SPN3300 or 3350
– POR 3242 or POR3243
– 24 additional hours of SPN/SPW/SPT/POR/POW/POT3xxx and SPN/SPW/SPT/POR/POW/POT 4xxx courses
  at least 6 of which must be at the SPN/SPW/SPT 4xxx level and
  at least 6 of which must be at the POR/POW/POT 4xxx level

E. Provide a one- or two-sentence description of each required or elective course.

**Portuguese Courses**

*Foundational coursework (does not count towards Major)*

**POR 1130 Beginning Portuguese 1**
Credits: 5.
First course in the basic Portuguese language sequence, which emphasizes the language as spoken in Brazil. Develops basic communication skills in reading, writing, speaking and listening. Not open to proficient speakers of Spanish.

**POR 1131 Beginning Portuguese 2**
Credits: 5; Prereq: POR 1130 with minimum grade of C, or S, or the equivalent.
Continuation of the series in basic Portuguese, which emphasizes the language as spoken in Brazil. Develops basic communication skills in reading, writing, speaking and listening. Not open to proficient speakers of Spanish.

**POR 3010 Introduction to Portuguese and Brazil: Accelerated**
Credits: 5; Prereq: FRE 3300, SPN 3300 or equivalent.
Designed for those with knowledge of another Romance language (usually Spanish) through study or home experience. A complete introduction to the language, assuming that students have no previous study of Portuguese.

**Required and elective courses**

**POR 3224 Applied Portuguese**
Credits: 1 to 5; can be repeated with change in content up to 3 credits; Prereq: instructor permission.
Portuguese-language reading and discussions to accompany and complement courses of diverse content offered in other departments. Readings and discussions are in Portuguese to develop vocabulary and fluency related to the content of the companion course and to provide an international perspective on the issues of the main course. (N)

**POR 3242 Oral and Written Practice**
Credits: 3; Prereq: POR 1131, POR 3010 or the equivalent.
Intermediate-level course emphasizing all four skills; consists of printed and electronic readings, writing essays and taking notes, oral discussions and presentations, lab activities and grammar review.

**POR 3243 Composition and Conversation**
Credits: 3; Prereq: POR 1131 or POR 3010, or the equivalent.
An intermediate-level course with continued expansion of vocabulary, review of essential grammar and structures and development of reading, writing and speaking skills.

**POR 3451 Introduction to Portuguese Translation and Interpretation**  
Credits: 3; Prereq: POR 3010 or the equivalent.  
Improve Portuguese language skills through application of the principles of translation while gaining information on professional opportunities in the field.

**POR 3500 Luso-Brazilian Civilization**  
Credits: 3; Prereq: POR 3242 or the equivalent, or instructor permission.  
Introduction to the central historical events, political institutions, intellectual currents and artistic movements in the foundation and development of Portugal, Brazil and Lusophone Africa. Preview of topics studied in other literature and culture courses. (H and N)

**POR 3502 Brazilian Culture**  
Credits: 3; Prereq: POR 3242 or instructor permission.  
Introduction to the study of modern cultural forms, including folk pageantry, performance arts, literature, film and television.

**POR 3701 Introduction to Portuguese Linguistics**  
Credits: 3; Prereq: POR 3242 or POR 3243 with minimum grade of C.  
An introduction to the basic concepts and analytical techniques of linguistics, applied specifically to the Portuguese language. Practices the linguistic analysis of the sounds, words and sentences of Portuguese, with relevant comparisons to Spanish and English where applicable.

**POR 4420 Advanced Composition and Syntax**  
Credits: 3; Prereq: POR 3243 or the equivalent (intermediate proficiency).  
A language course that distinguishes Portuguese from related Romance tongues, including the more difficult aspects of grammar and structure, specialized vocabulary, different stylistic registers, and application of these to translation and original composition.

**POR 4956 Overseas Studies**  
Credits: 3 to 6; can be repeated with change in content up to 6 credits. Prereq: undergraduate advisor permission.  
Provides a mechanism by which coursework taken as part of an approved study abroad program can be recorded on the UF transcript and counted toward graduation.

**POW 3100 Introduction to Literature in Portuguese**  
Credits: 3; Prereq: POR 3243 or the equivalent, or instructor permission.  
A survey of literature written in Portuguese by major authors from Portugal, Brazil and Lusophone Africa. Primary emphasis falls on narrative and comparisons of developments in Portugal and the former colonies. (H and N)

**POW 3130 Introduction to Brazilian Literature 1**  
Credits: 3; Prereq: POR 3243 or the equivalent, or instructor permission.  
A survey of literary production in Brazil 1500-1900, including the literature of discovery, colonial manifestations and the major works of Romanticism, Realism and Parnassianism. (H and N)

**POW 3131 Introduction to Brazilian Literature 2**  
Credits: 3; Prereq: POR 3243 or the equivalent, or program coordinator permission.  
A survey of 20th-century literary movements: premodernism, modernism and regionalism
in prose and poetry, with an emphasis on the fiction of contemporary writers. (H and N)

POW 4380 Contemporary Brazilian Poetry  
Credits: 3; Prereq: introductory knowledge of Brazilian literature.  
A study of lyric, both literary and musical, in the second half of the 20th century, including experimental trends, political verse, popular music and youth movements.

POW 4382 Brazilian Drama  
Credits: 3; Prereq: introductory knowledge of Brazilian literature.  
A survey of the milestones of Brazilian theatre with an emphasis on 20th century plays. In addition to the plays, the course also presents the theoretical framework and political context of theatrical production in Brazil. (H and N)

POW 4450 The Modernist Movement in Brazilian Literature  
Credits: 3; Prereq: introductory knowledge of Brazilian literature.  
Readings in fiction, poetry and essay of the nationalist and avant-garde decades of the 1920s and 1930s. Literary works are complemented by considerations of concurrent production in music and the arts.

POW 4454 Nineteenth-Century Brazilian Literature  
Credits: 3; Prereq: introductory knowledge of Brazilian literature.  
The major literary trends of the 19th century, primarily in fiction (Romanticism, Realism and Naturalism), poetry and essays, to familiarize students with representative works of each literary movement and genre. (H and N)

POW 4480 Contemporary Brazil Narrative  
Credits: 3.  
Rotating topics may include studies in genre (the short story, the novel), theme (science fiction) or author (Rubem Fonseca, Clarice Lispector, Guimaraes Rosa). (H and N)

POW 4700 Machado de Assis and His Contemporaries  
Credits: 3; Prereq: introductory knowledge of Brazilian literature.  
Machado de Assis, the 19th-century master of Brazilian letters, produced writings of every literary genre, including literary criticism, poetry and drama, in addition to his ingenious short stories and novels. This course surveys Machado's work and compares his novels to those of his contemporaries. (H and N)

POW 4905 Individual Work  
Credits: 1 to 3; Prereq: instructor permission.  
Individual work in Portuguese.

POW 4911 Undergraduate Research in Portuguese  
Credits: 0 to 3; can be repeated with change in content up to 6 credits.  
Provides firsthand, supervised research in Portuguese. Projects may involve inquiry, design, investigation, scholarship, discovery or application in Portuguese.

POW 4930 Readings in Luso-Brazilian Literature and Culture  
Credits: 3; Prereq: introductory knowledge of Luso-Brazilian literature.  
Diverse subjects in Brazilian and Portuguese studies, including the Brazilian Northeast, the Afro-Brazilian world, the culture of dictatorship, popular genres and popular music. In addition to readings of original texts, course may incorporate sound recordings and film.

PRT 3391 Brazilian Cinema
Credits: 4.
Critical analysis of Brazilian film and the relationship of content to social and political forces.

PRT 3930 Special Topics in Lusophone Culture and Civilization
Credits: 1 to 4.
Variable topics in Brazilian, Portuguese or Luso-African culture and civilization, including globalism, regionalism, song literature, film and video, negritude, women's movements and Amazonian discourse.

**Spanish courses**

*Foundational coursework (does not count towards Major)*

**SPN 1130 Beginning Spanish 1**
Credits: 5.
First in the basic Spanish language sequence, developing basic communication skills in reading, writing, speaking and listening. Meets three times weekly; students are required to work online for the remaining credit.

**SPN 1131 Beginning Spanish 2**
Credits: 5.
Second in the basic Spanish language sequence, continuing development of basic communication skills in reading, writing, speaking and listening. Meets three times weekly; students are required to work online for the remaining credit.

**SPN 1134 Accelerated Spanish Review**
Credits: 5.
Provides a rapid review of basic communicative Spanish as preparation for intermediate Spanish courses. For those with previous Spanish study but insufficient placement scores to move to the 2000 level.

**SPN 1180 Elementary Spanish: Review and Progress**
Credits: 3; Prereq: refer to placement section. Not open to bilingual speakers of Spanish. Alternative to SPN 1130, for students who have previous experience in Spanish. Covers the material of SPN 1130 and meets three times weekly. SPN 1131 follows this course.

**SPN 2200 Intermediate Spanish 1**
Credits: 3.
First of the intermediate Spanish language sequence. Develops intermediate skills in reading, writing, speaking and listening. Builds communicative competence and enhances social and cultural awareness of the Spanish-speaking world. Taught entirely in Spanish.

**SPN 2201 Intermediate Spanish 2**
Credits: 3; Prereq: SPN 2200 with a minimum grade of C or the equivalent placement scores on SAT II, IB or AP tests or the equivalent placement score or the equivalent coursework as approved by the undergraduate coordinator. Not open to bilingual speakers of Spanish. Second course in the intermediate Spanish language sequence. Continues development of intermediate skills in reading, writing, speaking and listening. Continues to enhance communicative competence and social and cultural awareness. Taught entirely in Spanish.

*Required and elective courses*

**SPN 2240 Intensive Communication Skills**
Credits: 3; Prereq: SPN 2201 with a minimum grade of C or the equivalent placement scores on SAT II, IB or AP tests or the equivalent placement score or the equivalent coursework as
approved by the undergraduate coordinator. Not open to bilingual speakers of Spanish. Develops the ability to understand oral and written Spanish and is required of all majors and minors who are not bilinguals, unless they initially placed above this level. Preparation for 3000-level courses.

**SPN 2270 Intermediate Spanish Abroad**

Credits: 3; Prereq: SPN 2201 or the equivalent placement scores on SAT II, IB or AP tests, and undergraduate coordinator permission.
Equivalent to SPN 2240, the obligatory first course in the Spanish major and minor for non-bilinguals. Preparation for upper-division Spanish courses. Promotes cultural awareness and develops an active command of the language by means of intensive interaction with the people and current issues and events of the Spanish-speaking host city and surrounding area.

**SPN 2271 Accelerated Intermediate Spanish Abroad**

Credits: 3; Prereq: SPN 1131 or SPN 1134 with a minimum grade of C or the equivalent placement scores on SAT II, IB or AP tests.
Students acquire intermediate communicative skills in Spanish through interaction in Spanish-speaking communities. Offered abroad only, course depends on intensive language immersion for successful acquisition in a shortened period of time. Successful completion is comparable to having passed SPN 2200 and SPN 2201.

**SPN 2340 Introduction to Reading and Writing for Bilingual Speakers**

Credits: 3; Prereq: placement test or department-administered test for bilingual speakers. An intermediate-level course for bilingual speakers of Spanish who have achieved a certain speaking and listening ability outside the classroom, but who have had little or no formal exposure to the language (e.g., one or two years of high school Spanish). Equivalent to SPN 2240.

**SPN 2442 Intensive Intermediate Spanish for Business**

Credits: 3; Prereq: SPN 1131 or the equivalent.
An intensive intermediate-level course for students interested in learning Spanish in the context of the business world. Includes business vocabulary and business practices in the Hispanic world. Usually offered abroad.

**SPN 2471 Accelerated Spanish Abroad**

Credits: 1 to 5; Prereq: SPN 2200 or the equivalent placement scores on SAT II, IB, or AP tests, and section coordinator or undergraduate advisor permission.
Reviews major aspects of grammar in a context that enhances understanding of the Spanish or Spanish-American way of life and modes of expression. Reading comprehension and composition are developed through readings on diverse topics related to Latin America and Spain.

**SPN 3036 Spanish for Health Professions**

Credits: 3; Prereq: SPN 3300 or SPN 3350 with minimum grade of C, or equivalent linguistic knowledge as determined by instructor.
Provides students with the linguistic and cultural skills necessary for effectively treating Spanish-speaking patients with medical emergencies, illnesses and other health issues.

**SPN 3224 Applied Spanish**

Credits: 1 to 5; can be repeated with change in content up to 5 credits; only 3 credits can count toward the major or minor. Prereq: SPN 3300 or SPN 3350, or undergraduate coordinator permission.
Spanish-language section designed to accompany and complement courses offered in other departments. Readings and discussions are in Spanish to develop vocabulary and fluency related to the content of the companion course and to provide an international perspective on the issues of the main course. (N)

SPN 3300 Spanish Grammar and Composition 1
Credits: 3; Prereq: SPN 2240; can be taken concurrently with SPN 2240 or SPN 3301. Not open to bilingual speakers of Spanish.
Intensive language course to develop mastery of grammatical principles, increase vocabulary and enhance writing and composition skills. This course (or SPN 3350 for bilingual speakers) is a prerequisite for most 3000/4000-level Spanish courses.

SPN 3301 Spanish Grammar and Composition 2
Credits: 3; Prereq: SPN 3300; can be taken concurrently with SPN 3300. Not open to bilingual speakers of Spanish.
Continues review of Spanish grammar begun in SPN 3300 and concentrates on intensive writing practice in expository Spanish. Highly recommended for Spanish majors and minors who are not taking the bilingual sequence; a prerequisite for SPN 4420, Advanced Composition and Syntax.

SPN 3350 Spanish Grammar and Composition for Bilingual Speakers
Credits: 3; Prereq: placement test or department-administered test for bilingual speakers, or bilingual sequence coordinator permission, or SPN 2340 with minimum grade of B.
Emphasizes the normative aspects of the language and grammar that are problematic for students who have learned the language through extended exposure outside the classroom (formal training of three or four years in high school) and whose speaking and comprehension abilities are more developed than their writing and reading skills. Equivalent to SPN3300.

SPN 3353 Spanish for Educators
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.
Designed for learners interested in teaching Spanish as a world language and/or increasing their linguistic and cultural expertise to work with educational stakeholders. Improve Spanish proficiency, learn methods for teaching Spanish, and gain awareness of Hispanic cultures as they relate to educational settings.

SPN 3392 Spanish Conversation, Film and Culture
Credits: 3; Prereq: SPN 2240 or placement test. Not open to bilingual speakers of Spanish.
Enhances students' oral skills in Spanish through movie reviews, oral reports, debates and class discussions. Introduces students to current social, economic and political issues in Latin-America and Spain through the critical analysis of contemporary Spanish-language films.

SPN 3414 Advanced Spanish Conversation 2
Credits: 3; Prereq: SPN 2240 or instructor permission. Not open to bilingual speakers of Spanish.
Authentic materials of the Hispanic world are used to improve listening, comprehension and speaking skills. Oral expression is used in conversation and in formal and informal presentations on a variety of topics.

SPN 3440 Commercial Spanish
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent as approved by the undergraduate coordinator.
An introduction to the vocabulary and business practices of the Hispanic world. Emphasis on oral and written business communications. Overview of cultural differences within the Hispanic world and between the U.S. and the Hispanic world, with emphasis on the business impact. (S and N)

SPN 3443 Marketing and Advertising in the Spanish-Speaking World
Credits: 3; Prereq: SPN 2340 or SPN 3300, or instructor permission.
An introduction to the related fields of marketing and advertising as they pertain to the Spanish-speaking world. Focuses on marketing campaigns and advertising strategies, in print and on television. Emphasis on the cultural element(s) and context(s) of marketing/advertising campaigns. Covers a representative sampling of Spanish-speaking countries, with special attention to Spain, Mexico, Argentina and the United States. Group work required for some class projects.

SPN 3451 Spanish Translation and Interpretation: Theory and Practice
Credits: 3; Prereq: SPN 3300 or SPN 3350 or the equivalent.
Provides an introduction to the theories and principles of translation and interpretation, combined with practice in English-to-Spanish and Spanish-to-English translations. Working individually and in groups, students will acquire translation techniques for a variety of genres, such as literary texts, letters, legal documents, newspapers, commercial advertisements, etc.

SPN 3472 Advanced Communicative Spanish Abroad
Credits: 3; can be repeated with change in content up to 6 credits. Prereq: SPN 2240 or SPN 2340, or placement scores on SAT II, IB, or AP tests, or equivalent coursework approved by the section coordinator or undergraduate advisor.
Practical, in-class communication exercises in comprehension, speaking, reading and writing. Classroom activities are coordinated with homework to emphasize communication. The foreign setting also serves as a living language laboratory.

SPN 3510 Culture and Civilization of Spain
Credits: 3; Prereq: SPN 3300 or SPN 3350, or equivalent coursework approved by the undergraduate coordinator.
A survey of Spanish history, customs and the arts from ancient times to the present; devotes considerable attention to life in contemporary Spain since the death of General Franco in 1975. (H and N)

SPN 3520 Culture and Civilization of Spanish America
Credits: 3; Prereq: SPN 3300 or SPN 3350, or equivalent coursework approved by the undergraduate advisor.
The rich and often conflicting diversity of the Americas as well as the historical experiences that allow us to speak of the Americas as a whole: The conquest, the colonial period, the struggles for independence against (neo)colonialism, the clashing and mixing of cultures, the yoke of slavery and servitude, the formation of rigid social hierarchies, and the frustrated search for democracy and economic development. These phenomena are followed in a variety of artistic media, from painting to poetry and from music to film. (H and N)

SPN 3572 Revolving Topics Abroad
Credits: 3 to 6; can be repeated with change in content up to 6 credits.
Rotating topics focus on Spanish culture and civilization.

SPN 3700 Introduction to Hispanic Linguistics
Credits: 3; Prereq: SPN 3300 or SPN 3350.
Initial overview of central theories and applications of linguistic analysis in the study of Spanish. The phonological, grammatical, discursive and social structures of Spanish are considered within five areas of popular inquiry in Hispanic linguistics: history of Spanish, language variation and change, Spanish in contact with other languages, political and educational linguistics, and acquisition of Spanish as a first and second language.

SPN 3831 Spanish for the Legal Professions
Credits: 3; Prereq: SPN 3300 or SPN 3350, or instructor permission.
Prepares students for professional work in legal professions in a Spanish-speaking environment. Enables students to understand legal texts and arguments, write documents and express themselves using legal vocabulary. Covers a broad mix of practical legal terminology, vocabulary and conversational skills. Conducted entirely in Spanish.

SPN 3930 Topics in Spanish and Spanish American Culture and Civilization
Credits: 3. Prereq: SPN 3300 or SPN 3350, or undergraduate advisor permission.
Variable topics in Latin American culture and civilization, including racial identity, feminism, regionalism, music, film, art, religion and sports.

SPN 3948 Spanish Service Learning
Credits: 3; can be repeated with change in content up to 6 credits. Prereq: SPN 2240.
Engages students in the local Spanish-speaking community through academic investigation and service work. Consists of classroom meetings, community projects outside of class, and reflective assignments; may be taken a maximum of one time on UF’s campus and one time abroad.

SPN 4314 Advanced Composition and Syntax for Bilingual Speakers
Credits: 3; Prereq: SPN 3350 with minimum grade of B or placement test or department-administered test for bilingual speakers.
Emphasizes aspects of Spanish style, syntax and registers that are problematic for the bilingual speaker (as defined in SPN 2340 and SPN 3350). Some formal training in the language is expected (SPN 3350 or equivalent in a Spanish-speaking country). Prospective students must take a department placement test and/or see the faculty member in charge of the course.

SPN 4420 Advanced Composition and Syntax
Credits: 3; Prereq: SPN 3301 or the equivalent, and undergraduate coordinator permission. Not open to bilingual speakers of Spanish.
Emphasizes the finer aspects of Spanish syntax, vocabulary and style that give the advanced student difficulties. Class discussion, drills and written compositions.

SPN 4713 Spanish Second Language Acquisition
Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.
Overview of second language acquisition theory with discussion of empirical studies on the acquisition of Spanish. Emphasis on research design and the analysis of oral or written production of learners of Spanish.

SPN 4780 Spanish Phonetics
Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.
Focuses on the precise description of Spanish pronunciation with some attention to dialect features and contrastive English phonetics.

SPN 4822 Sociolinguistics of the Spanish-Speaking World
Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.
General overview of sociolinguistic issues of the contemporary Spanish-speaking world:
language variation, language contact, discourse analysis, language attitudes, policy and
planning, and social factors in language acquisition and use.

SPN 4830 Introduction to Spanish and Spanish American Dialectology
Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.
Principles and methods of dialectology applied to the study of regional varieties of Spanish
in Spain and in Spanish America.

SPN 4840 Introduction to the History of the Spanish Language
Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010 and SPN 4780.
The phonological, morphological, syntactic and semantic evolution of the Spanish language
from Latin.

SPN 4850 Introduction to the Structure of Spanish
Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.
Explores syntactic, morphological and semantic aspects of the Spanish language.

SPN 4851 Spanish Bilingualism
Credits: 3; Prereq: SPN 3700 or LIN 3010, or the equivalent.
Examines the internal and external factors that lead to and result from bilingualism in
regions where Spanish is spoken. Organized into three primary components: social aspects;
linguistic aspects; political and educational aspects.

SPN 4905 Individual Work
Credits: 1 to 4; only 3 credits can count toward the major or minor; Prereq: undergraduate
coordinator permission.
For advanced majors and minors who seek independent work not offered in another course.
Must be arranged individually with Spanish faculty. For honors thesis use SPN 4906.

SPN 4906 Honors Thesis
Credits: 1 to 3.
Honors thesis preparation.

SPN 4911 Undergraduate Research in Spanish
Credits: 0 to 3; can be repeated with change in content up to 6 credits.
Provides firsthand, supervised research in Spanish. Projects may involve inquiry, design,
investigation, scholarship, discovery or application in Spanish.

SPN 4930 Revolving Topics in Linguistics and Culture
Credits: 3; can be repeated with change in content up to 9 credits. Prereq: SPN 3300 or SPN
3350, and SPN 3700 or LIN 3010.
Variable content provides opportunity for in-depth study of linguistic and cultural topics
not offered in other courses and of topics of special current significance.

SPN 4956 Overseas Studies
Credits: 1 to 18; can be repeated with change in content up to 18 credits. Prereq:
undergraduate advisor permission.
Provides a mechanism by which coursework taken as part of an approved study abroad
program can be recorded on the UF transcript and counted toward graduation.

SPT 2101 Masterpieces of Spanish Literature
Credits: 3; not for credit toward the major or minor.
Selected readings in English translation of major works of Spanish literature. Designed especially for students with no knowledge of Spanish. Satisfies general education.

### SPT 3511 U.S. Latino/Hispanic Cultures
Credits: 3.
Examines major cultural trends in U.S. Latino/Hispanic communities and explores music, dance, film, literature, theatre, oral culture, art, food and fashion. Taught in English and draws on readings, film, video, slide viewing, lectures and class discussions.

### SPT 3930 Topics in Latin American and Spanish Culture and Film
Credits: 3; repeatable for credit up to 9 credits; Prereq: any POW 3000 level course or any SPW 3000 level course or LIT 2000.
Provides a broad survey of topics and issues pertaining to Latin American (including Brazilian) and Spanish contemporary culture through the analysis and interpretation of texts and films. Coursework is organized by country, theme, or genre on a rotating basis.

### SPT 4393 Contemporary Spanish Theater and Film
Credits: 4; Prereq: one 3000-level SPW course or the equivalent.
Analysis of plays and films in context of contemporary Spanish society, such as crisis of traditional institutions, shifting roles of women and impact of immigration.

### SPW 3030 Survey of Spanish-American Literature: From Discovery to Independence
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.
Overview of Spanish-American literature and its cultural context from the European conquest of the Americas to the 19th century. Introduces principal literary movements and authors, and trains students to read critically and to appreciate literary Spanish. (H and N)

### SPW 3031 Survey of Spanish-American Literature: From Independence to Contemporary Times
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.
End of the 19th century to the present. Introduces principal literary movements and authors, and trains students to read critically and to analyze literary Spanish. Reading of major authors who may include Borges, Garcia Marquez, Neruda, Fuentes and Ferre. (H and N)

### SPW 3080 Survey of Spanish American Literature: Mexico
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.
Instruction in critical reading and writing about selected works from representative authors and movements in Mexican literature. Focus on issues of genre, historical development and Mexican culture.

### SPW 3100 Introduction to Spanish Literature 1
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.
Selected readings in epic, lyric, ballad and popular poetry, early forms of recreational and didactic prose and dramatic works from Spain's Medieval and Golden Ages are presented with attention to form and historical context. (H and N)

### SPW 3101 Introduction to Spanish Literature 2
Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.
Provides an overview of Spanish literature and its cultural context from the 18th century to the present. Introduces principal literary movements and authors and trains students to read critically and to analyze literary Spanish. (H and N)

### SPW 4190 Seminar in Spanish-American Literature and Culture
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. The advanced study of a writer, period, movement, region or topic of Spanish-American literature not ordinarily offered in the department. Refer to department website for specific description.

SPW 4213 Spanish Prose Fiction of the Golden Age
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. Examines a literary landscape of rampant generic diversity before novelistic norms were solidified as known today. Readings and lectures in Spanish.

SPW 4263 Readings in the Spanish Novel of the Nineteenth Century
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. Readings in the Spanish novel of the 19th century. A survey of major authors from costumbrismo to the realism and naturalism of Galdos, Clarin and Pardo Bazan.

SPW 4270 Readings in Post-war Narrative
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. Outstanding stories and novels of contemporary Spanish writers in relation to the historical and cultural context of post-civil war Spain.

SPW 4282 Readings in Contemporary Spanish-American Narrative 1
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. The period of modernization of fiction and the development of new narrative modes in the 1940s and the 1950s; may include magical realism, the detective story and the new urban narratives.

SPW 4283 Readings in Contemporary Spanish-American Narrative 2
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. The new narrative or the boom and post-boom of Latin-American fiction, 1960s to the present.

SPW 4310 Readings in Spanish Drama of the Golden Age
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. Variable readings in Spanish Classical Theater by Lope de Vega, Pedro Calderon de la Barca, Tirso de Molina and others, including entremeses and Autos sacramentales. Focuses on the comedia's appeal to lettered and unlettered spectators and its potential for mass control and social protest.

SPW 4354 Readings in Contemporary Spanish-American Poetry
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. A close reading and critical analysis of masterpieces by the major 20th-century poets of Spanish-America, including recent writers.

SPW 4364 Readings in the Spanish-American Essay
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. Examination of major texts from the early 19th century to the present focusing on such themes as the search for identity and the definition of ethnic, racial, social and class categories.

SPW 4521 U.S. Hispanic Literature
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent. Reading, discussion and analysis of works by U.S. Hispanic or Latino/a writers with an examination of the cultural life and social conditions of the Puerto Rican, Cuban and
Chicano communities in the U.S.

SPW 4532 Introduction to Spanish Romanticism
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.
By studying the canonical works of that moment (Rousseau, Feijoo, Cadalso, Jovellanos, Miranda, Bolivariable, Zorrilla, Rivas, Larra, Espronceda, Gomez de Avellaneda, Goya), the course explores the achievements, contradictions and failures of the enlightenment as well as the new organization by Romanticism in Spain and Latin America.

SPW 4604 Don Quixote
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.
A close reading of Cervantes' masterpiece that emphasizes the origins of the modern novel as a genre and its implication in the history of ideas.

SPW 4720 Readings in Spanish Literature from the Generation of 1898 to 1927
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.
A survey of turn-of-the-century Spanish crises from the perspective of the first generation of Spanish modernists. Authors include Unamuno, Costa, Machado, Valle-Inclin, Baroja and Ortega y Gasset.

SPW 4723 Readings in Spanish Literature from the Generation of 1927 to the Present
Credits: 3; Prereq: any one 3000-level SPW course or equivalent.
Studies the development of Spanish literature in this century beginning with the brilliant poets of the generation of 1927, continuing with representative fiction, drama and poetry of the years after the Civil War and concluding with fiction and poetry of the 1990s.

SPW 4780 Hispanic Women Writers
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.
A seminar dedicated to the exploration of literary works written in Spanish by women of Spain, Latin America and/or the United States.

SPW 4930 Revolving Topics in Literature and Culture
Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.
Variable content provides opportunity for in-depth study of literary and cultural topics not offered in other courses.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.
N/A

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.
No specialized accreditation agencies or learned societies are involved in the administration of Portuguese or Spanish majors.

H. For doctoral programs, list the accreditation agencies and learned societies that would be
concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?

N/A

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

We anticipate traditional delivery at the residential campus center and established study abroad programs, with occasional courses being offered in an online format. As previously indicated, no other SUS institutions offer the Hispanic and Latin American Languages, Literatures and Linguistics major, and thus we do not think it is particularly feasible to deliver this program in collaboration with other universities, per se. However, we will continue to accept relevant transfer credits from SUS and other institutions, as determined on a case-by-case basis.

IX. FACULTY PARTICIPATION

A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Please see Table 4. All current faculty in the Department of Spanish and Portuguese Studies will be expected to participate in the proposed program, in the same capacities in which they currently do.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Costs shown in Table 2 represent the sum of resources allocated, essentially through reallocation of funds currently used for the Spanish and Portuguese majors as the same faculty and office staff will be used. No new funding is not required for implementation.

C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

Please see Appendix C.
D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The faculty working in the new degree are those faculty members that currently serve the Portuguese and Spanish majors.

In terms of teaching, ranked faculty teach 2 courses each term (4 per AY), and 2 or 3 of those are undergraduate courses for the major and minor programs; non-tenure-track faculty teach an average of 6 or 7 courses per AY, all of which are at the undergraduate level and serve either majors/minors or students fulfilling the prerequisite classes prior to pursuing upper level coursework.

In the area of research, the 11 ranked faculty, including the current Chair and one of the College Associate Deans, in these programs have consistently produced high-caliber scholarship in well-known venues. On average (see table below), the faculty together produce 2 books each year and 24 refereed articles or book chapters, while presenting at an average of 38 conferences each year, plus give 11 invited or plenary talks. They also serve on an average of 20 editorial boards each year.

<table>
<thead>
<tr>
<th>(since 2012)</th>
<th>TOTAL</th>
<th>AVERAGE PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Edited volumes</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Refereed articles or book chapters</td>
<td>142</td>
<td>24</td>
</tr>
<tr>
<td>Non refereed items</td>
<td>127</td>
<td>25</td>
</tr>
<tr>
<td>Conference presentations</td>
<td>227</td>
<td>38</td>
</tr>
<tr>
<td>Invited / Plenary talks</td>
<td>67</td>
<td>11</td>
</tr>
<tr>
<td>Service on editorial boards</td>
<td>119</td>
<td>20</td>
</tr>
<tr>
<td>Service on university and college committees</td>
<td>134</td>
<td>22</td>
</tr>
<tr>
<td>Direction of UG honors theses</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>External T&amp;P reviews</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>Conference organization</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

The UF Libraries form the largest information resource system in the state of Florida. The libraries hold over 5,000,000 print volumes, 8,100,000 microfilms, 1,000,000 e-books, 170,000 full-text electronic journals, 1,000,000 microforms, and 1,000 electronic databases. The George A. Smathers libraries, a system of six research libraries, includes libraries for humanities & social sciences, sciences, architecture & fine arts, education and health sciences. The UF Levin School of Law supports a related, but independent law library.

The libraries have ample holdings both in and about the Spanish and Portuguese languages, literatures and cultures. The subject specialist librarian that works with our field estimates
that, in terms of material in or about Spanish and/or Portuguese, there are 418,452 non-
serial titles available for lending, and 31,499 serial titles accessible. Additionally, the Digital
Library of the Caribbean (dLOC) lists 2,783,922 pages of material available related to
Caribbean studies.

Electronic Books, journals and many key databases, such as Linguistics and Language
Behavior Abstracts, Modern Language Association, JSTOR, Elsevier, Academic Search
Premiere, and others, are available via the internet to UF students, faculty and staff. Many
relevant databases are multidisciplinary and are funded centrally. The UF libraries expend
over $5 million yearly on electronic resources, and recently became a member of the Kanopy
streaming service, which provides the UF community with access to over 13,000 award-
winning movies and documentaries, hundreds of which are in and/or about Spanish and
Portuguese.

Although what one considers the major journals for our programs depends on the field of
study (e.g., literature, culture, linguistics, etc.), there are many well-known and respected
journals available in both Spanish and Portuguese. The primary journals are listed below, as
a representative sample. (Note that given the interrelated nature of the two disciplines, there
is some overlap in the lists. This overlap provides further justification for the combined
Spanish-Portuguese track in our proposed new major.)

SPANISH
• Anales de la literatura española contemporánea
• Bibliografía española : órgano oficial de la Asociación de la Librería de España
• Bulletin of Hispanic Studies
• Bulletin of Spanish Studies: Hispanic Studies and Researches on Spain, Portugal and Latin
  America
• Chasqui
• Dispositio
• España contemporánea
• Hispania
• Indiana journal of Hispanic literatures
• Indice
• Insula
• Journal of Latin American Studies
• Journal of Spanish Cultural Studies
• Journal of Spanish Studies: Twentieth Century
• Modern Language Quarterly
• Ojáncano
• Revista de estudios hispánicos
• Romance Studies
• Romance Studies
• Spanish Applied Linguistics
• Studies in Hispanic and Lusophone Linguistics
• Studies in Latin American Popular Culture

PORTUGUESE
• Alfa
• Antares: letras e humanidades
• Bulletin of Spanish Studies: Hispanic Studies and Researches on Spain, Portugal and Latin
  America
• Chasqui
• Journal of Latin American Studies
• Luso-Brazilian Review
• Península: revista de estudos ibéricos
• Portuguese Literary & Cultural Studies
• Portuguese Studies
• Revista eletrônica do Instituto de Humanidades
• Romance Studies
• Studies in Hispanic and Lusophone Linguistics
• Studies in Latin American Popular Culture

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

No additional resources beyond normal growth in holdings already in place to support current programs are necessary in order to implement or sustain this program.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The current Spanish and Portuguese degree programs make use of classroom buildings (both dedicated, e.g., Turlington 1101, and general) space and our current offices. Additionally, small materials fees that students pay when enrolled in any language classes have enabled the maintenance of the Language Studio in Turlington Hall, where we can give class, carry out research, show films, etc.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

No additional space beyond these current assets is expected or required.

E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

N/A

F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Implementation of this program is not dependent upon any additional specialized equipment.

G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.
Implementation of this program is not dependent upon any additional specialized equipment.

H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

N/A

I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

N/A

J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

N/A
APPENDIX B

*Please see separate document with original signatures.*

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
Jessi Elana Aaron

Spanish and Portuguese Studies
University of Florida
P.O. Box 117405
Gainesville, FL 32611-7405
e-mail: jeaaron@ufl.edu
tel.: 352-392-2016

Education

Ph.D., University of New Mexico, 2006. Spanish and Portuguese (Hispanic Linguistics), with Distinction.
M.A., University of New Mexico, 2002. Anthropology (Ethnology).
B.A., Stanford University, 1999. Spanish (with honors), Political Science.

Professional appointments

Fall 2006-current Associate Professor, Spanish and Portuguese Studies, Affiliate: Linguistics, Latin American Studies, Center for European Studies, University of Florida. Tenure granted: August 2015.

Other teaching

Fall 2000-2006 Teaching Assistant, Department of Spanish & Portuguese, University of New Mexico
Fall 2004, Fall 2005 Teaching Assistant, Linguistics Department, University of New Mexico

Publications

Papers in refereed journals


**Papers in refereed conference proceedings**


**Chapters in books**


**Edited volumes**

2013 *Selected Proceedings of the 16th Hispanic Linguistics Symposium*. Somerville, MA: Cascadilla. (co-editors: Jennifer Cabrelli Amaro, Gillian Lord, Ana de Prada Pérez)

**Non-refereed publications**

Creative work

Fine art exhibition


Poetry

2006 “Marigolds”; “Desert winter.” *Feminism Now!* University of New Mexico Feminism in Print Collective.
1995 Selected poems, *¡Expresión!* Stanford University.

Papers delivered

Conference papers

2009 “Following the lead: Contextual generalization of continuative constructions in Modern Spanish.” *New Ways of Analyzing Variation* (NWAV) 38, Ottawa, Ontario, Canada, October 2009. (with Maria Fionda)
2007 “The future behind us: Competition in Spanish future temporal expression since 1600.” Workshop on *Historical Grammar and Spanish Dialectology, 18e conférence internationale de linguistique historique* (ICHL18), Montréal, Canada, August 2007.
2007 “¡Ojalá fuera asina!: Así-asina variation in sociohistorical perspective.” *Georgetown University Round Table* (GURT), Washington, DC, March 2007. (with Esther Brown)
2005 “Me voy a tener que ir yendo: A corpus-based study of the grammaticization of the *ir a + INF* construction in Spanish” *9th Hispanic Linguistics Symposium* (HLS), State College, Pennsylvania, November 2005
2004 “Medidas de subjetividad: la subjeticización de salirse en español” *VIII Encuentro Internacional de Lingüística en el Noroeste*, Hermosillo, Sonora, Mexico, November 2004 (with Rena Torres Cacoullos)
2003 “¿Cómo te diré?: The Synthetic Future in Mexican Spanish” 7th Hispanic Linguistics Symposium, Albuquerque, New Mexico, October 2003
2003 “Me salía con las amigas: Pragmaticalization of reflexive markers” 8th International Pragmatics Association Conference, Toronto, Ontario, July 2003 (with René Torres Cacoullos)
2002 “Determiner variation with English-origin nouns in New Mexican Spanish: Non-referentiality in bare nouns” New Ways of Analyzing Variation (NWAV) 31, Stanford, California, October 2002 (with René Torres Cacoullos)
2002 “Dialect contact and accommodation: Variation patterns in Salvadoran Spanish in Houston” New Ways of Analyzing Variation (NWAV) 31, Stanford, California, October 2002 (with José Esteban Hernández)
2001 “Mexicans with Disabilities and Cultural Citizenship: Belonging and a Community-Based Definition of Inclusion” Anthropology Wales Annual Conference, Cardiff, Wales, November 2001
2001 “A synchronic study of le frequency and uses in popular Mexican Spanish and educated speech of Madrid” Linguistics Association of the Southwest Annual Conference, Albuquerque, New Mexico, September 2001
1995 “La educación integrada y las personas con discapacidad” Décima Jornada Nacional e Internacional de las Personas con Discapacidad, Morelia, Michoacán, Mexico, October 1995

Invited lectures and workshops

2014 “Bare English nouns in New Mexican Spanish.” Spanish Sociolinguistics, Prof. Naomi Shin, University of New Mexico.
2013 “Quantitative methods in sociolinguistics.” LING 6601 Sociolinguistics, Prof. Diana Boxer, University of Florida, Gainesville, Florida, October 8, 2013
2013 Panel discussion: “Contributions of NMCOS to studies of Southwest Spanish, Hispanic Linguistics, and linguistic theory.” Celebrating Varieties of New Mexican Spanish, University of New Mexico, Albuquerque, New Mexico, September 27, 2013
2000 “Chueco in Mexico: Disability, Identity, and Human Rights.” Stanford Center for Latin American Studies, Stanford University, Stanford, California, May 2000

Graduate Advising

Successfully completed
Kaiser, Heather, PhD. “(Im)politeness in Uruguay: Apology and refusal behavior in three domains of interaction.” 2014. (co-chair)


Abreu, Laurel, PhD, Romance Linguistics. “Spanish subject personal pronoun use by monolinguals, bilinguals and second language learners.” 2009. Placement: Tenure-track assistant professor in Spanish, Mississippi State University. (co-chair)


Currently chair
Restrepo, Falcón, PhD. Expected 2018.

Member
Wilinski-Hodel, Mónica, PhD, Romance Linguistics.
Trujillo, Valerie, PhD, Romance Linguistics. “Listener and speaker effects on dominant language perception and language ratings among heritage speakers in New Mexico,” defended August 2013. Placement: Visiting assistant professor, University of Florida.
Quintanilla, José Roberto A., PhD, Romance Linguistics. “La (Des)pluralización del verbo haber existencial en el español salvadoreño: Un cambio en progreso?,” defended December 2009.

Professional Service
University Service
Academic Policy Council, 2012-2015
Disabilities Committee, 2012-2014
Undergraduate Curriculum Committee, 2013-2014
College Service
Faculty Senate, elected Senator, Fall 2010-Spr 2012

Departmental service
Undergraduate Studies Committee, chair, 2012-2014
Assistant Professor Search Committee, 2013-2014
Chair Advisory Board, substitute member, Fall 2013
Departmental Chair Search Committee, 2010-2011
Chair Advisory Board, elected member, 2010-2011
Assistant Professor Search Committee, 2009-2010
Assistant Professor Search Committee, 2008-2009
Undergraduate Curriculum Committee, chair, 2007-08AY, 2010-11AY, member, Fall 2008-Spr 2010
Merit Pay Committee, elected member, 2009
Graduate Placement Committee, 2007-2008
Adjunct Faculty Evaluation Committee, Dept. of Romance Languages and Literatures, 2006-2007

Other service
Field Research Grant committee, Center for Latin American Studies, Spr 2014
FLAS fellowship award committee, Center for European Studies, 2011-2012
Disability Resource Center mentor, 2010-2011
Women’s Mentoring Program, mentor, 2010-2011
France-Florida Research Institute, Advisory Board member, 2008-2011

Manuscript, proposal, and abstract review
*Social Semiotics*, ms. review, 2015
*New Ways of Analyzing Variation* (NWAV) 44, abstract review, 2015
*Hispanic Linguistics Symposium* (HLS) 2015, abstract review, 2015
*Language Variation and Change*, ms. review (multiple, 2009-2014)
*Studies in Hispanic and Lusophone Linguistics*, ms. review (multiple, 2007-2014)
25th Conference on Spanish in the US/10th on Spanish in Contact with Other Languages, abstract review, 2014
*New Ways of Analyzing Variation* (NWAV) 43, abstract review, 2014
*Hispanic Linguistics Symposium* (HLS) 2014, abstract review, 2014
Proceedings of 6th International Workshop on Spanish Sociolinguistics, ms. review, 2012
Georgetown University Press, book proposal review, 2012
New Ways of Analyzing Variation (NWAV) 40, abstract review, 2011
*Hispanic Linguistics Symposium* (HLS) 2011, abstract review, 2011
Proceedings of the 2010 Hispanic Linguistics Symposium, ms. review, 2010
Heinle Cengage Learning, textbook review, 2009
Social Sciences and Humanities Research Council of Canada, grant proposal review, 2009
Western Conference on Linguistics (WECOL), abstract review, 2008
New Ways of Analyzing Variation (NWAV) 38, abstract review, 2009
New Ways of Analyzing Variation (NWAV) 36, abstract review, 2007
IX edición de la Memoria del Encuentro Internacional de Lingüística en el Noroeste, ms. review
Proceedings of the 18e conférence internationale de linguistic historique (ICHL) 18, ms. review
*Spanish in Context*, ms. review
**Honors**

2008  Departmental Nominee for Tom L. Popejoy Dissertation Prize, Best Humanities Dissertation, 2006-2008, Department of Spanish and Portuguese, University of New Mexico

2007  Mujeres de Excelencia (Women of Excellence) Honoree
      The Institute of Hispanic-Latino Cultures “La Casita”, Dean of Students Office, University of Florida

2006  Nomination for Teaching Award, 2006 calendar year (ineligible due to recentness of hire)
      College of Liberal Arts and Sciences, University of Florida

2000  Arturo Islas, Jr. Award, $1,000
      Center for Comparative Studies in Race and Ethnicity, Stanford University, Stanford, California

1998  Phi Beta Delta, Universidad de las Américas-Puebla, Puebla, Mexico

1995  State Scholarship, $5,500
      Oregon Elks Foundation

**Grants**

2013  Faculty Travel Grant, $500
      Department of Latin American Studies, University of Florida

2013  Faculty Travel Grant, $460
      College of Liberal Arts and Sciences, University of Florida

2009  Faculty Travel Grant, $500
      College of Liberal Arts and Sciences, University of Florida

2008  Faculty Travel Grant, $700
      College of Liberal Arts and Sciences, University of Florida

2007  Course Development Grant, $5,000
      Course: Family resemblances: Cross-linguistic and historical explorations of Romance grammar
      Center for European Studies, University of Florida

2007  Faculty Travel Grant, $1000
      Center for European Studies, University of Florida

2007  Faculty Travel Grant, $400
      College of Liberal Arts and Sciences, University of Florida

2004  Field Research Grant, $986
      Research project: “Spanish Conversation in Puebla, Mexico: A Corpus for Study”
      Latin American and Iberian Institute, University of New Mexico

2004  Research and Professional Travel Grant, $1,000
      Research project: “When the present becomes the future: the changing future tense in Mexican Spanish”
      Office of Graduate Studies, University of New Mexico

1999-2000  Graduate Student Grant, $15,000
      Center for Latin American Studies, Stanford University, Stanford, California

1999  Latin American Studies Graduate Research Grant, $3,000
      Center for Latin American Studies, Stanford University, Stanford, California

1999  Master's thesis: “Disability, Identity and Social Marginalization in Mexico”

1999  Undergraduate Overseas Research Grant, $1,000
      Undergraduate Honors thesis, preliminary study: “Las personas con discapacidad física en Puebla, México (People with Physical Disabilities in Puebla, Mexico)”
      Undergraduate Research Opportunities/Overseas Studies Programs, Stanford University, Stanford, California.

**Fellowships**

2005-06  Ph.D. Fellowship, $10,300
2005
Latin American and Iberian Institute, University of New Mexico
National Science Foundation Fellowship, $500
Penn State University, to attend Workshop on Linguistic Convergence and Language Processing, held together with the joint meeting of the Hispanic Linguistics Symposium and the Conference on the Acquisition of Spanish and Portuguese as First and Second Languages
2004-05
Ph.D. Fellowship, $10,300
Latin American and Iberian Institute, University of New Mexico
2003-04
Ph.D. Fellowship, $10,000
Latin American and Iberian Institute, University of New Mexico
2001-02
Title VI/FLAS Fellowship, $12,000
Latin American and Iberian Institute, University of New Mexico

Courses taught
Graduate courses
- Dialectology of Spain and Spanish America
- Family resemblances: Cross-linguistic and historical explorations of Romance grammar
- Formation of Spanish Grammar
- Language and Gender in Spanish
- Sociolinguistics and variation in the Spanish-speaking World
- Sociolinguistics in the Spanish-speaking World: Variationist Methods
- Spanish in Contact: Issues in Bilingualism
- Spanish in the US

Undergraduate courses
- Assimilating the Tongue: Language, Identity, and Resistance in the Southwest
- Dialectology of Spain and Spanish America
- Discourse Analysis
- Introduction to Hispanic Linguistics
- Language and Gender in Spanish
- Language, Identity, and Discrimination
- Language Policy in the Spanish-Speaking World
- Language Use and Language Change in Spanish
- Latina/o Lives in the United States
- Sociolinguistics of the Spanish-speaking World
- Spanish in Contact
- Spanish in the US

Spanish language courses
- Intermediate conversation
- Intermediate Spanish, 1st semester
- Intermediate Spanish, 2nd semester

Languages
- English: Native
- Spanish: Advanced
- Portuguese (Brazilian): Advanced
- French: Intermediate
- Italian: Advanced reading, intermediate comprehension, speaking and writing
- German: Beginning-level knowledge
Also: Quiché Maya (2 yrs.), Modern Greek (1 yr.), Hebrew (1 yr.), Japanese (1 yr.), Attic Greek (6 mos.), and ASL (4 mos.).

**Doctoral dissertation**
“Variation and change in Spanish future temporal expression”, defended October 2006
Committee: Rena Torres Cacoullos (chair), Melissa Axelrod, Joan L. Bybee, Concepción Company Company, Catherine E. Travis

**Theses**
Master's thesis: “Disability, Identity and Social Marginalization in Mexico,” Advisor: Mary Louise Pratt, Stanford University

Undergraduate Honors thesis in Spanish: “Las personas con discapacidad física en Puebla, México,” Advisor: Guadalupe Valdés, Stanford University

**Travel**
Mexico, dissertation research, Puebla, summer 2004
Mexico, Master's thesis research, Puebla, summer 1999
Mexico, study abroad, undergraduate honors thesis research, Puebla, winter 1999
Mexico, study abroad, Puebla, winter-spring 1998
Mexico, Youth Leadership Exchange, Mobility International USA, Nayarí and Oaxaca, July-August 1995

**Research and Professional Experience**
Project Assistant, February 2001-August 2006, Spanish Colonial Research Center, *Colonial Latin American Historical Review*, University of New Mexico, Albuquerque, New Mexico

Graduate Assistant, March 2002-May 2003, Dr. Rena Torres Cacoullos, Department of Spanish and Portuguese, University of New Mexico, Albuquerque, New Mexico

Graduate Assistant/Translator, Summer 2000, Dr. Lúcia de Sá, Department of Spanish and Portuguese, Stanford University, Stanford, California

Puebla Student Advising Associate, 1998-1999, Stanford Overseas Studies Programs, Stanford University, Stanford, California

Webmaster, 1997-1999, Department of Feminist Studies, Stanford University, Stanford, California

Public Relations Intern/Editor, Summer 1996, Mobility International USA, Eugene, Oregon

Translator/Intern, 1993-1994, Centro Latinoamericano, Eugene, Oregon

**Professional Affiliations**
Linguistic Society of America
LUIS ALVAREZ-CASTRO

University of Florida
Dept. of Spanish and Portuguese Studies
lacastro@ufl.edu
www.people.clas.ufl.edu/lacastro

PO Box 117405
Gainesville, FL 32611-7405
Phone: (352) 273 3755
Fax: (352) 392 5679

EDUCATION

2005 PhD degree in Spanish Literature and Culture. The Ohio State University, Department of Spanish and Portuguese.
Dissertation: “El papel del lector en la prosa metaliteraria de Miguel de Unamuno.”

2002 PhD degree in Hispanic Philology. Universidad de Valladolid (Spain), Department of Spanish Literature and Literary Theory.
Dissertation: “La expresión agónica: Teoría y creación literarias en Miguel de Unamuno.”

1998 Graduate degree (MA equivalent) in Hispanic Philology. Universidad de Valladolid, Department of Spanish Literature and Literary Theory.
Thesis: “La mujer en la obra de Angel Ganivet.”

1996 Licenciado (BA equivalent) in Hispanic Philology. Universidad de Valladolid, Department of Spanish Literature and Literary Theory.

ACADEMIC APPOINTMENTS

2017-Present Professor of Spanish. Department of Spanish and Portuguese Studies, University of Florida.

2009-Present Affiliate Faculty. Center for European Studies, University of Florida.

2011-2017 Associate Professor of Spanish. Department of Spanish and Portuguese Studies, University of Florida.

2005-2011 Assistant Professor of Spanish. Department of Spanish and Portuguese Studies (formerly Romance Languages and Literatures), University of Florida.

2004-2005 Senior Lecturer. Dept. of Spanish and Portuguese, The Ohio State University.

1999, Fall Visiting Instructor. Department of Hispanic & Latin American Studies, Macalester College (MN).

ADMINISTRATIVE POSITIONS

2012-Present Associate Chair. Dept. of Spanish and Portuguese Studies. University of Florida.

PUBLICATIONS

Books (As Author)


2005  *La palabra y el ser en la teoría literaria de Unamuno*. Salamanca: Ediciones Universidad de Salamanca.


Books (As Editor)

2016  *Approaches to Teaching the Works of Miguel de Unamuno*. MLA. Under contract.


García, Mariano. *Heraldo de Aragón* (17 febrero 2015) and *Heraldo.es*.


Articles in Journals (Peer-Reviewed)


2016 “La estirpe de Augusto Pérez: Variaciones del personaje autónomo en la narrativa vanguardista española.” Cuadernos de la Cátedra Miguel de Unamuno. Accepted.


2010 “El éxito de todos los fracasos: La metapoesía en el primer Ángel González.” Anales de la Literatura Española Contemporánea 35.1: 259-86.


2001 “Ángel Ganivet: la creación literaria como proceso catártico.” *Siglo diecinueve* 7: 75-86.


### Articles in Journals (Non Peer-Reviewed)


### Contributions to Collective Works


2012 “En torno al regeneracionismo espiritual de Ángel Ganivet y Miguel de Unamuno: Un estudio comparativo de *España filosófica contemporánea* y *De la enseñanza superior en


**Book Reviews**


**INVITED SEMINARS**

2010 “Internet: recursos para la enseñanza de E/LE.” Curso de Metodología de Enseñanza del Español como Lengua Extranjera. Universidad de Valladolid (Spain), July 9 and 12. 5 hours.


2007  “La evaluación en el aula de E/LE: conceptos básicos y elaboración de pruebas.” Curso de Metodología de Enseñanza del Español como Lengua Extranjera. Universidad de Valladolid, July 18 and 20. 4 hours.

**INVITED LECTURES**

2016  “Miguel de Unamuno y las teorías modernistas de la novela.” Symposium on “Teorías de la novela en debate (1868-1966).” University of Bern (Switzerland), December 2.


2015  Roundtable on “Theatrics and Play in Zorrilla’s Don Juan.” International Conference “Don Juan y la Cultura Hispánica.” Asociación de Hispanistas Siglo XIX. Valladolid (Spain), June 23.


2009  “El chantaje existencial como estrategia de control hermenéutico en la narrativa de Unamuno.” 8th Jornadas Unamunianas. Universidad de Salamanca (Spain), September 25.


2007  “Miguel de Unamuno: La aventura de escribir, la aventura de leer.” Rollins College (FL), March 22.

2000  “Miguel de Unamuno y la escritura: hacia una configuración de su poética.” The University of Nottingham (United Kingdom), October 19.


1998  “Génesis y peripecia de un género: unas notas sobre la historia de la novela española e hispanoamericana.” Macalester College, October 5.
CONFFERENCE PRESENTATIONS


2015 “Sexual Slavery and Imperial Anxiety in Spanish Naturalist Fiction Set in the Americas: Flores’s Trata de blancas (1889) and López Bago’s Carne importada (1891).” 130th MLA Convention. Vancouver (Canada), January 10.


2012 “La Guerra de la Independencia como alegoría de la Guerra Civil en la televisión española de la Transición.” 28th Biennial Louisiana Conference on Hispanic Languages and Literatures. Louisiana State University, February 17.


2010 “La Guerra de la Independencia como alegoría de la Guerra Civil en la televisión española de la transición.” 17th Congreso de la Asociación Internacional de Hispanistas. Rome (Italy), July 23.


2008 “La causa más justa que ha visto el mundo: La guerra de la Independencia (1808-1814) en la televisión española de la transición.” 61st Annual Kentucky Foreign Language Conference. Lexington, April 19.


2007 “En torno al regeneracionismo espiritual de Ángel Ganivet y Miguel de Unamuno: Un estudio comparativo de España filosófica contemporánea y De la enseñanza superior en
España.” 6th International Conference on Hispanic Literature. Riviera Maya (Mexico), March 9.

2006 “Miguel de Unamuno, ¿poeta vanguardista?” International Conference “Unamuno y nosotros”. Universidad Autónoma de Querétaro (Mexico), November 23.


2006 “El chantaje existencial como estrategia de control hermenéutico en la narrativa de Unamuno.” 5th International Conference on Hispanic Literature. Lima (Peru), March 10.

2005 “Otro Quijote cumple un siglo: La Vida de Don Quijote y Sancho de Unamuno.” Commemorative Conference on Cervantes’ Don Quijote. The University of Texas at San Antonio, November 19.


2005 “Miguel de Unamuno y el lector de novelas: una intensa relación entre el soborno estético y el chantaje existencial.” 58th Annual Kentucky Foreign Language Conference. University of Kentucky, April 22.


2004 “La adaptación fílmica de la narrativa de vanguardia: el caso de Niebla (1914), de Unamuno.” 12th Annual International Graduate Conference on Romance Languages. Boston College, March 27.


2002 “Nuevas consideraciones en torno a Ángel González y su desengaño en la eficacia de la palabra poética.” 5th Annual Ohio State Symposium on Hispanic and Luso-Brazilian Literature, Linguistics and Culture, May 17.

2002 “El concepto de expresión agónica: Una clave interpretativa de la poética de Miguel de Unamuno.” 22nd Cincinnati Conference on Romance Languages and Literatures, May 11.
2002 “Angel Ganivet’s *El escultor de su alma* (1898) and the Recuperation of the *auto sacramental*: Towards Modernity through Tradition.” 26th Comparative Drama Conference. The Ohio State University, April 25.


1998 “Ángel Ganivet y sus *Cartas finlandesas*: ideas sobre la mujer en el fin de siglo.” International Conference “Finlandia y Ganivet. A propósito de las *Cartas finlandesas*.” University of Tampere (Finland), March 23.

1997 “Ángel Ganivet y la identidad española.” International Conference “La construcción de la identidad española e hispanoamericana: cine y literatura.” Universidad de Valladolid, Duquesne University, and Instituto de Estudios de Iberoamérica y Portugal, Valladolid, June 27.


**GRANTS AND AWARDS**


2016 2016-17 Colonel Allen R. and Margaret G. Crow Term Professor.

2015-16 Spanish Literature Professor of the Year, awarded by the University of Florida’s Spanish Graduate Student Association (OEGE).


2013 2012-13 Spanish Literature Professor of the Year, awarded by the University of Florida’s Spanish Graduate Student Association (OEGE).

2011  Faculty Enhancement Opportunity. Summer research fellowship granted by the University of Florida. Project: “El papel del lector en las metaficciones de Unamuno.”


2008  Humanities Scholarship Enhancement Grant. College of Liberal Arts and Sciences, University of Florida. Project: “Travel literature on the Peninsular War (1808-1814) and the myth of Romantic Spain.”

2007  2006-07 Spanish Literature Professor of the Year, awarded by the University of Florida’s Spanish Graduate Student Association (OEGE).

2003  International Dissertation Research Travel Grant, awarded by the Office of International Affairs, The Ohio State University.

2002  Tinker Field Research Grant, administered by the Center for Latin American Studies, The Ohio State University.

2001  Fellowship funded by the Spanish and Portuguese Department’s Eleanor Bulatkin / Aristóbulo Pardo Endowment, The Ohio State University.

1997-2000  Research Grant from Spain’s Ministry of Culture and Education. Program for the Training of College Professors.


**TEACHING EXPERIENCE  (UNIVERSITY OF FLORIDA)**

**Graduate and undergraduate**
Film adaptations of Spanish literature; Spanish Romanticism: literature and national identity; Nineteenth-century Spanish novel; Spanish Modernism (Generation of 1898); and Spanish Avant-Garde (Generation of 1927).

**Graduate**
Spain: The search for national identity; Naturalism in Spain: Criticism and fiction; Critical theory; Postcolonial approaches to 19th-century Spanish fiction.

**Undergraduate**
Introduction to Spanish literature (1700-Present); Spanish *costumbrismo*: Literature, film, and national identity; Andalusia and the Romantics; History and society of Spain in film; Love and gender identity in Spanish literature.
COMMITTEE SERVICE (UNIVERSITY OF FLORIDA)

2017-Present  Member, Advisory Committee, Dept. of Spanish and Portuguese Studies (SPS).
2017-Present  Member, Task Force on Humanities PhDs, College of Liberal Arts and Sciences (CLAS).
2015-Present  Member, Faculty Senate, CLAS.
2014-Present  Scheduler, literature courses (upper-level undergraduate and graduate), SPS.
2016-2017  Member, Finance Committee, CLAS.
2015-2016  Chair, Finance Committee, CLAS.
2015-2016  Member, Steering Committee, CLAS.
2015-2016  Member, Faculty Council, CLAS.
2014-2016  Member, Tenure and Promotion Committee, SPS.
2014-2015  Member, Finance Committee, CLAS.
2014-2015  Chair, search committee for the hiring of a coordinator of the lower division language program, SPS.
2011-2013  Member, Advisory Committee, SPS.
2013  Member, Ad Hoc Committee on World Literature General Education Course, CLAS.
2005-2011  Member, Graduate Studies Committee, SPS.
2005-2008  Member, Adjunct Evaluation Committee, Dept. of Romance Languages and Literatures.
2006-2007  Member, Undergraduate Curriculum Committee, RLL.

ACADEMIC ADVISING (UNIVERSITY OF FLORIDA)

2014-Present  Faculty advisor, Organización de Estudiantes Graduados de Español (OEGE).

Chair, PhD Supervisory Committees

Philip Allen. 2016-Present.
Alberto Escudero. 2014-Present.
Francesc Morales García. 2012-Present.

Chair, MA Supervisory Committees

Sonia San Juan. 2015-Present.

Member, PhD Supervisory Committees
Verónica Tienza-Sánchez. Graduated 2010.
Eydie Fernández. 2007-09.

Undergraduate Advising
2014-2016 Faculty advisor, Hispanic Scholarship Fund, UF Chapter.
2012-2015 Advisor, exchange program University of Florida - Universidad Pablo de Olavide (Seville, Spain).
2013 Director, honors thesis by Emet Anceaume: “Dos visiones de la inmortalidad en Niebla y San Manuel Bueno, mártir, de Unamuno.”
2010-2012 Faculty advisor, student club “Organización Líder España.”
2005-2006 Advisor, student club “Organización Lengua Española.”

EDITORIAL SERVICE

Peer Reviewer
Anales de la Literatura Española Contemporánea
Bulletin of Hispanic Studies
Bulletin of Spanish Studies
Decimonónica
Estudios Filológicos
Hispania
Journal of Spanish Cultural Studies
Letras Hispanas
Revista Canadiense de Estudios Hispánicos
Revista de Literatura
Rocky Mountain Review
Romance Notes

Editorial Boards

2017-Present  Associate Editor, Hispania.
2016-Present  Editor, Spanish Literature and Culture, Decimonónica.
2014-Present  Associate Editor, Siglo diecinueve (Spain).
2011-Present  Member, Scientific Committee, Ogigia: Revista Electrónica de Estudios Hispánicos (Spain).
2010-Present  Member, Scientific Committee, ES: Revista de Filología Inglesa (Spain).
2002-2014  Assistant Editor, Siglo diecinueve (Spain).
1997-2002  Editorial Board Member, Siglo diecinueve.
1998-2000  Associate Editor, La nueva literatura hispánica (Spain).
1997  Editorial Board Member, La nueva literatura hispánica.

Other Activities

2016  Evaluator. “Spanish Modernism and the Poetics of Youth: From Miguel de Unamuno to La Joven Literatura.” By Leslie Harkema. Toronto UP.
2012  Content consultant. Textbook on Spain, Red Line Editorial.
OTHER PROFESSIONAL ACHIEVEMENTS

2015 Organizer, special session on “Miguel de Unamuno’s literary legacy.” 2016 MLA Annual Convention (Austin, TX).
2015 Resident director, summer study-abroad program in Spain, “UF in Seville.”
2010 External evaluator, Naoka Mori’s dissertation. Title: “Bodas de sangre de Federico García Lorca y sus traducciones al japonés.” Universidad de Valladolid (Spain).
2007 Resident director, summer study-abroad program in Spain, “UF in Seville.”
2004 Conference coordinator for sessions on Literature and Culture. 7th Annual Ohio State Symposium on Hispanic and Luso-Brazilian Literature, Linguistics and Cultures, April 24.
2002 External evaluator, Francisco E. Puertas Moya’s dissertation. Title: “La escritura autobiográfica en el fin del siglo XIX. El ciclo novelístico de Pío Cid considerado como la autoficción de Ángel Ganivet.” Universidad Nacional de Educación a Distancia (Spain).

PROFESSIONAL MEMBERSHIPS

American Association of Teachers of Spanish and Portuguese (AATSP)
Asociación Internacional de Hispanistas (AIH)
Modern Language Association of America (MLA)
Nineteenth-Century Hispanism Network
Real Sociedad Menéndez Pelayo
Sociedad de Literatura Española del Siglo XIX (SLESXIX)

LANGUAGES

Spanish: native
English: near native
Portuguese: reading proficiency
French: reading proficiency
Italian: reading proficiency

REFERENCES

Upon request

(Updated: August 2017)
Shifra Armon
Associate Professor of Spanish
Associate Chair
Department of Spanish and Portuguese Studies
170 Dauer Hall, University of Florida 32611–7405

Email: sarmon@ufl.edu  Tel.: (352) 273 3751

Personal Data
Home Mailing Address: 3356 N.W. 26th Street, Gainesville, Florida 32605
Home Telephone: (352) 505-3767
Place of Birth: New York, New York

Education
The Johns Hopkins University
Hispanic & Italian Studies  Ph.D. 1993
Dissertation: "Mariana de Carvajal's Navidades de Madrid: An Anatomy of Courtesy"
Dissertation Director: Harry Sieber
Hispanic & Italian Studies  M.A. 1985

The University of Chicago
Comparative Literature  M.A. 1981

Hobart & William Smith Colleges
Comparative Literature  B.A. Magna Cum Laude 1978

Kirkland College  1973–1974
Educationally innovative sister-school later merged with Hamilton College

Academic Appointments
University of Alberta
Fulbright Canada Chair of Society and Culture  Fall 2017

University of Florida
Associate Professor of Spanish  2001–Present
Assistant Professor of Spanish  1995–2001

Cornell University
Visiting Assistant Professor of Spanish  1993–4

Suffolk University
Visiting Assistant Professor of Humanities  Spring 1993
Scholarly Activity

Current Research
A History of Curiosity: Staging Skepticism and Science in Early Modern Spain

Books

Reviews:


Reviews:

Refereed Articles and Published Essays

“Compromiso y distancia en «La Venus de Ferrara» de Mariana de Carvajal Saavedra.” *Edad de Oro* XXXIII, 351-364.


“The Dancing of an Attitude: Inconstancy as Masculine Virtue in Lope de Vega’s El perro del hortelano.” *Comedia Performance* 10. 93–118.


“Juan Pérez de Montalbán’s ‘Not-So-Terrible Mothers’.” *Romance Languages Annual* 11. 412–416.


**Theater and Book Reviews**


Review Essays and Other Non-Refereed Publications


Selected Papers Presented


(2008) “Ruff Life: Masculine Court Community in Imperial Spain (1500–1700).” Gender Conversations Series, UF Center for Women’s Studies and Gender Research, Gainesville FL.


(2005) “El Reloj de Barataria: Good Governance in Don Quixote II.” A Conference in Celebration of Cervantes. Villanova University, Villanova PA.


**Teaching and Advising**

**Graduate Advising**

Graduate Coordinator for Spanish (2002–2004)

I oversaw recruitment, admissions, MA and Doctoral Examinations, and day-to-day administration for fifty UF Spanish Literature and Hispanic Linguistics graduate students. I conducted a survey of graduate students to pinpoint concerns, introduced policy–changes to facilitate student–faculty communication, updated Graduate Handbook, held social events, and modernized admissions procedures.

**Supervisory Committees**

I have chaired the following successfully defended Ph.D. committees

“Desvíos de la naturaleza: articulación de dos discursos contrapuestos en torno a la monstruosidad barroca.” (David Vásquez Hurtado, 2016)

“Another Kind of Knighthood”: The Honor of Letrados in Spanish Renaissance and Baroque Literature” (Matthew Michel, 2016)

I am currently serving on the following active Ph.D. supervisory committees:

“Refundiciones del Teatro Clásico en el Siglo XIX” (Philip Allen)

(External) “Sacrilegae Artes: Attitudes Toward Prostitution in the Roman World” (Paloma Rodríguez.

“Narrativas de naufragio” (Alberto Luis Escudero)

“Las cholas de Bolivia” (Marcela Murillo)
“The Woman in the Machine: Androids, Cyborgs and the Postmodern” (Mercedes Tejera García)

I have served as member or external for the following Ph.D. supervisory committees:

“Crisis económica en el teatro contemporáneo español y argentino.” (Yanina Becco, 2017)

“Puerto-Rican Metatheater After Brecht” (Antonio López-Sajid, 2015)

“Auto-representación de los pueblos originarios de México” (Herlinda Flores, 2010)

“Sanctified Subversives: Righteous and Rebellious Nuns in English & Spanish Renaissance Literature” (Horacio Sierra, 2009)

“Spanish Evaluative Morphology: Pragmatic, Sociolinguistic and SLA issues” (Victor Prieto, 2005)

“Escribiendo desde el margen de la colonia: La autobiografía de Sor Catalina de Jesús Herrera” (Diana Serrano, 2003)

“Romper el silencio: Testimonios de cárcel y resistencia de trabajadoras republicanas” (Liliana Dorado, 2001)

“Compounding in Spanish: Patterns and Changes” (Irene Moyna, 2000)

“Science and Spanish Tradition Fused: Centripetal Discourse in Ramón y Cajal’s ‘Reglas y consejos sobre investigación científica’” (Lincoln Lambeth, 2000)

“Carmen de Burgos: Piecing a Profession, Rewriting Women’s Roles” (Lynn Scott, 1999)


“Identidad cambiaria e historia literaria en el discurso ecuatoriano sobre la cultura” (Álvaro Alemán, 1997)

“The Re-Creation of the Author in the Narrative of Clarín” (Eric Reinholtz, 1996)

Graduate teaching:

I provide coverage in Medieval, Renaissance and Baroque Spanish literatures and culture, including Cervantes, Spanish Theater, Prose–Fiction, Poetry. I offer special topics in Early Modern gender, History of Science, and Hapsburg court culture.

I conduct MA Comprehensive Examinations for peninsular literature from Medieval through Modern.

Pedagogy and Undergraduate Teaching

- Pedagogy
I designed and taught a pedagogy workshop entitled ““Five Habits of Highly Effective Feedback” for the UF Office of Faculty Development and Teaching Excellence’s First Year Faculty Teaching Academy (FYFTA) on February 14, 2017.

I have served as a Consultant for the College Board’s Advanced Placement Examinations in Spanish Language and Literature (See Service).

I have evaluated national education grants for FIPSE (See Service).

I published an article on Spanish Composition methodology  (See Publications).

I delivered a lecture at the University of Seville on using journaling as an educational component of undergraduate study-abroad programs (See Publications).

I am a trained Oral Proficiency Interviewer (See Service).

Curricular initiatives

I successfully proposed the course “Don Quixote: Hero or Fool?” for the UF Honors Program’s UnCommon Reading Program. The proposal won competitive funding, and I taught it in spring 2015.

I successfully proposed “Encountering Hispanic Studies,” a gateway course to Spanish Literature. The proposal won competitive funding, and I piloted it in summer and fall 2015.

I developed and taught “The Conquest on Trial” (Los indios en la corte de la Muerte) in fall 2013. Novohispanic theater performance became the vehicle for teaching Spanish conversation. Students collaborated on composing and staging their original ending to Miguel de Carvajal’s 1557 play.

I received “Creative B” funding from the College of Fine Arts to develop and teach “Spanish in the Museum” in summer 2012. The Samuel Harn Museum of Art, located on the UF campus provided content for practicing oral expression.

I created and taught “The Material World of Don Quixote” in summer 2010 with funding from the UF Department of History.

I designed and taught a site-specific undergraduate seminar on Women in Early Modern Seville, in Summer 2006.

I cross-list my courses on gender, “Género e identidad dentro del contexto transatlántico (1492-1700)” with the UF Center for Women’s Studies and Gender Research (ongoing).

I guest-lecture on Sephardic Jewry for the Center for Jewish Studies (ongoing).

Undergraduate teaching
**Introductory Peninsular literature courses from Medieval through 21st centuries based on Jo Labanyi’s concept of porous borders.**

**Advanced courses in Renaissance and Baroque Spanish literatures and culture, including Cervantes, Spanish Theater, Prose–Fiction, and Poetry,**

**I have designed and taught humanities core-courses for Brandeis University (“Dynasty: Family Romance in Classical Texts”) and Suffolk University (“Women, Gods and Goddesses”).**

**Commitment to Undergraduate Advising**

I directed an Independent Senior Research Project for the European Studies Interdisciplinary Major:

“Maslow’s Pyramid Challenged: Don Quixote, St. Teresa and the Ascetic Imperative (Sarah Iacomini 2016).

I directed a B.A. Honors Thesis which earned High Honors:

“A New Historicist Perspective of El Conde Lucanor” (Nilofer Bhanwani, 2009

I served as Faculty Advisor for the National Collegiate Hispanic Honor Society Sigma Delta Pi, (2009–2016)

I served as Freshman Orientation (“PREVIEW”) Advisor (2006)

I served as Bilingual Student Orientation Advisor for Office for Academic Support and Institutional Services (OASIS) and Cooperative Academic Achievement Program (CAAP) (2007)

I served two terms as Minority Mentor for three freshman women for the Office of the Provost and Dean of Students Office (1995–6; 2009–10)

**Study Abroad**

I have directed four summer study-abroad programs: one in Salamanca, Spain, at the Universidad Pontificia and three in Seville under the auspices the Universidad Internacional Menéndez y Pelayo (1999–2010). I am scheduled to direct the Seville program again in summer 2019.

**Service to the Department, the College and the University**

**UF Department of Spanish and Portuguese Studies**

Summary of Past Service as Member and/or Chair

Associate Chair

Communications Officer
Co-Chair “Major Event” (2016)  Adjunct Faculty Committee (Chair 2002-03)
Department Chair’s Advisory Committee  Faculty and Lecturer Search Committees
Course Scheduling Panel  Library Committee
Undergraduate Curriculum Committee  Graduate Studies Committee (Chair 02-04)
Merit Pay Guidelines Review Committee  Merit Pay Committee (Chair 2014-16)
MA Comprehensive Exam Committees  Adjunct Personnel Committee
Tenure and Promotion Committees  Study Abroad Awards Committee
As noted above, I also served as Spanish Graduate Coordinator from 2002-2004.

UF College of Liberal Arts and Sciences

1. Diversity Officer (2016-present)
2. Faculty Council (2013-15)
3. Sabbatical and Professional Leave Committee (2011-2012)
4. Curriculum Committee (2012-2014)

University of Florida

1. Secretary, UF Chapter, Phi Beta Kappa (2014-present)
2. Center for the Humanities and the Public Sphere Steering Committee (2009–12)
3. Disability Services Committee (2011–14)
4. Pathways to Teaching Committee (2002)
5. UF International Study Scholarship Selection Committee (2004)
6. Senate Ad Hoc Study Abroad Committee (2001)
7. Ethics on Campus Steering Committee (1997-98)

Brandeis University

Coordinator, Second-year Spanish (1990-1992)

The Johns Hopkins University

Study-Skills Consultant (1984-85)
Graduate Student Representative

**Organized Conferences and Speakers**

Phi Beta Kappa Visiting Scholar David Weiman, Barnard College. March 14-17 2017 (postponed until October 2017).


Florida Cervantes Symposium. April 2011

“Animals in Cervantes.” A talk by Dr. Adrienne Martin. April 2011)

“Teaching the Erotic”: An Interdisciplinary Pedagogy Roundtable featuring Dr. Adrienne Martin, University of California, Davis, Dr. Jessi Aaron, University of Florida, and Dr. Eric Segal, UF Harn Museum of Art. April 2011)

“Swordplay on the Spanish Stage.” A talk by Dr. Laura Vidler, United States Military Academy. January 2007.

“How to Get Published.” A Workshop for Graduate Students and Faculty with Dr. George Greenia, The College of William and Mary. December 2005.


**Service to the Profession**


Evaluated National Grants

- National Endowment for the Humanities
  Romance Literatures Panel

- European Union-United States Atlantis Program
  U.S. Department of Education
  Fund for the Improvement of Post-Secondary Education (FIPSE)
  (Alternate e-Reade, 2007))

- U.S. Department of Education
  Fund for the Improvement of Post-Secondary Education (FIPSE)
National Academic Honor Society Governance

Credentials Committee Member, Phi Beta Kappa Triennial Convention, Denver (October 2015)

Delegate to Phi Beta Kappa Triennial Convention, Denver (October 2015)

Faculty Advisor, Sigma Delta Pi National Collegiate Spanish Honor Society, UF Beta Rho Chapter (2009-present)

Educational Consulting

The College Board, Educational Testing Service Examination Reader
Advanced Placement Examination in Spanish Language (2006)
Advanced Placement Examination in Spanish Literature (1995-present)

Manuscript Reviewer

Modern Language Notes
Hispanic Studies Review
Renaissance Quarterly
Letras Femeninas
Hispanic Review
Lexington Press
Revista Canadiense de Estudios Hispánicos

Oral Proficiency Interview Trainee

Brandeis University, 1989

Invited discussant

Roundtable on Janet Adelman’s Blood Relations: Christians and Jews in The Merchant of Venice
Center for Jewish Studies, The University of Florida (2010).

Introduced Keynote Speakers

Dr. Elena Gascón-Vera, Wellesley College
4th Interdisciplinary Colloquium on Hispanic/Latin American Literatures, Linguistics and Cultures, University of Florida (2009)

Dr. Luis Álvarez-Castro, UF
3rd Interdisciplinary Colloquium on Hispanic/Latin American Literatures, Linguistics and Cultures, University of Florida (2007)

Chaired Special Conference Session

"Origins and Demise of the Novel of Chivalry in Europe"
Family Weekend ‘Back-to-School’ Lecture Series.
Office of Academic Advising, University of Florida (2006)

“Of Kings and Courtiers: El espejo de príncipes en España”
Southeast Modern Language Association (SAMLA), Atlanta Georgia (2005)

Panel Moderator

“El otro espacio literario: Lo visual y lo polifónico”
4th Interdisciplinary Colloquium on Hispanic/Latin American Literatures, Linguistics and Cultures. Gainesville, University of Florida (2009)

“Virtual Realities”
20th and 21st Century French and Francophone Studies International Colloquium
Hilton Conference Center, Gainesville, Florida (2005)

“Women in Flight”
International Conference on Narrative, University of Florida (1997)

Organized Regional Conference Panels


Recent Supported Research, Curricular Development, and Travel Over $1000.

Fulbright Canada Research Chair in Society and Culture, University of Alberta, Fall 2017. $25,000.

Faculty Rothman Summer Research Grant to develop book manuscript: “Staging Curiosity: Skepticism and Science on the Spanish Stage, 1650-1750”. UF Center for Humanities and the Public Sphere. Summer 2017. $3000.


Faculty Summer Travel Grant to conduct research at the Instituto Feijoo del Siglo XVIII. UF Center for European Studies. Summer 2016. $3000.

Honorarium to deliver Distinguished Visiting Lecture in Humanities at the University of Georgia (November 2016). $1500.

Professional Development funds for successful “(Un)Common Reading” course proposal on “Don Quixote: Hero or Fool.” UF Honors College (2014). $1000.

Course Development grant to revise gateway critical skills course for UF Spanish Literature Majors and Minors. UF Department of Spanish and Portuguese Studies (2014). $3000.

Faculty research grant to develop book manuscript: “The Virtue of Scientific Reason: Fashioning a Spanish Enlightenment Subject” at Biblioteca Real, Madrid (2014). UF College of Liberal Arts and Sciences. $11000.
Grant to support keynote for Florida Cervantes Symposium (April 2011). UF Center for the Humanities and the Public Sphere. $2000.

Grant to support Florida Cervantes Symposium (April 2011). Cervantes Society of America. $1000.


Faculty research grant to develop book manuscript at Archivo Histórico Nacional, Madrid (May 2008) College of Liberal Arts and Sciences. $7723.00


Faculty Research grant to develop scholarship on Salas de Barbadillo’s El caballero perfecto and the Politics of Purity at the NY Public Library (2003). UF Department of Romance Languages and Literatures


**Affiliations**

University of Florida Center for Women’s Studies and Gender Research
University of Florida Center for Medieval and Early Modern Studies
University of Florida Center for Jewish Studies

**Honors and Awards**

United States J. William Fulbright Commission: Fulbright Scholar Award, Fall 2017.
Honorary Member, Sigma Delta Pi Hispanic Collegiate Honor Society, 2011
Spanish Graduate “Teacher of the Year,” 2014-2015
Spanish Graduate “Teacher of the Year,” 2007-2008
Spanish Graduate “Teacher of the Year,” 2005-2006
Phi Beta Kappa, National Honor Society (1978)

**Languages**

Native proficiency in English
Near-native proficiency in Spanish
Reading knowledge of French, Portuguese, Latin, Italian
Intermediate reading and speaking proficiency in Hebrew

Memberships and Past Memberships

Society for Emblem Studies
Modern Language Association (MLA)
Northeast Modern Language Association (NEMLA)
Association for Hispanic Classical Theater (AHCT)
Cervantes Society of America (CSA)
Renaissance Society of America (RSA)
Society for Renaissance & Baroque Hispanic Poetry
Grupo de Estudios sobre la Mujer en España y las Américas (GEMELA)
American Society for Eighteenth-Century Studies (ASECS)
Efrain Barradas

Spanish and Portuguese Studies  P. O. Box 13492
University of Florida  Gainesville, Florida 3260
Gainesville, Florida 32611  (352)-335-3294
(352)-392-5235
E-mail: barradas@rll.ufl.edu

Education

1973-78:  Ph. D., Princeton University
          Department of Romance Languages and
          Literature

1971-73:  M.A., Princeton University
          Department of Romance Languages and
          Literature

1969-71:  All course requirements for M.A.
          University of Puerto Rico/Río Piedras
          Department of Hispanic Studies

1964-68:  B.A. (magna cum laude)
          University of Puerto Rico/Río Piedras

Academic Honors

1983-84:  Post-doctoral Fellowship for Minorities
          Ford Foundation/National Research Council.
          (Visiting scholar, Romance Languages
          Department, Harvard University)

1980:  Summer FSU-MTA Research Grant
        University of Massachusetts/Boston

1977-78:  Ford Foundation Fellowship,
          Princeton University

1973-75:  Ford Foundation Fellowship
          Princeton University

1971-73:  Reginal Studies Fellowship
          Princeton University

Teaching Experience

2000-present  Department of Romance languages and
              Center for Latin American Studies
              Professor

2001 (Summer)  Visiting professor and critic in residence, University of Rhode
                Island, Summer program in Salamanca (Spain).
1999 (Summer) Visiting professor, University of Massachusetts/Amherst, Summer program in Salamanca (Spain)

1975-1999: Department of Spanish and Portuguese University of Massachusetts/Boston
1991-present Professor
1982-1991: Associate Professor
1978-82: Assistant Professor
1975-78: Lecturer

1995 (Spring) Department of Romance Languages Harvard University Visiting Professor

1992 (Spring) Department of Romance Languages Harvard University Visiting Professor

1991 (Spring) Department of Romance Languages Harvard University Visiting Associate Professor

1990 (Spring): Department of Romance Languages Harvard University Visiting Associate Professor

1985 (Summer): Department of Hispanic Studies University of Puerto Rico/Río Piedras Visiting Professor

1974-75: Humanities Division Richmond College, CUNY Part-time Lecturer

1972-73: Department of Romance Languages and Literature Princeton University Teaching Assistant

1970-71: Department of Hispanic Studies University of Puerto Rico/Río Piedras Teaching Assistant

1968-70: Spanish Department Catholic University of Puerto Rico/Aguadilla Lecturer

Administrative Experience

1998-99 Chairperson Department of Hispanic Studies and Director, Latin American Studies Program University of Massachusetts/Boston

1985-89: Chairperson Department of Spanish and Portuguese University of Massachusetts/Boston

1978-79: Assistant Director Latin American Studies Program University of Massachusetts/Boston
Publications

Books.

1. (With Rafael Rodríguez), Herejes y mitificadores: Muestra de poesía puertorriqueña en los Estados Unidos. Introduction by Efraín Barradas; selection, notes and bibliography by Efraín Barradas and Rafael Rodríguez; translation by Carmen Lilianne Marín. Río Piedras, Puerto Rico, Ediciones Huracán, 1980.

Reviews:

- Ramón Figueroa, “Herejes y mitificadores...”, Sin Nombre (San Juan), vol. XII, no. 4, 1982, pp. 199-203.
- Robert F. Van Trieste, “Para leer en puertorriqueño...” Homines (Interamerican University, San Juan, Puerto Rico), vol. 6, no. 2, 1982-83, pp. 245-246.


Review:

- Héctor J. Martell Morales, “Para leer en puertorriqueño...: La crítica que esperábamos,” En Rojo/Claridad (San Juan) November 26-December 2, 1986, p. 27.
- Juan Martínez Capó, “Libros de Puerto Rico,” Puerto Rico Ilustrado/El Mundo (San Juan), September 26, 1982, p. 8-B.

**Reviews:**

- Marta Aponte Alsina, “Apalabramiento...” En Rojo/Claridad (San Juan) November 4-10, 1983, p. 15.
- Rafael Rodríguez, “Apalabramiento...”, En Rojo/Claridad (San Juan), September 2-8, 1983, p. 14.


**Review:**

- Carmen Dolores Trelles, “Poemas de nuestra Isla y de nuestro continente,” El Nuevo Día (San Juan), September 6, 1992, p. 12.


**Reviews**

- Carmen Dolores Trelles, “Poemas de nuestra Isla y de nuestro continente,” El Nuevo Día (San Juan), September 6, 1992, p. 12.
• Canetti Mirabal, Sonya, “Novedades editoriales”, Paliques (San Juan), March 19, 1999, pp. 42–43
• Vázquez Zapata, Larissa, “Fresca la palabra”, Por Dentro/El Nuevo Día (San Juan), February 7, 1999, p. 80.

   • Carmen Dolores Hernández, “De Salamanca a los Países Bajos,” La Revista (San Juan), October 29, 2006, p. 35.


Reviews
• Carmen Dolores Hernández, “Lorenzo Homar, provocador,” La Revista (San Juan), April 15, 2007, p. 34.

Contribution to Books.


Art Catalogues.


Review:


Review:


Prologues.

5. “De un pájaro las tres alas o de la necesidad de ver todas las partes del ave,” Ramón Figueroa, Los equilibristas: Emilio S. Belaval, Juan Bosch, Lino Novas Calvo y el cuento del Caribe hispano (1930-1940), Santo Domingo Editorial Letras Gráficas, 2006, pp. 11-14.

Articles (Literary and Cultural Criticism).


b. “Juan Bosch y Emilio S. Belaval: una relación literaria, un momento histórico, un texto olvidado”, Foro Hispánico (Ámsterdam), no. 29, June, 2006, pp. 27-39

42. “La poesía de Víctor Fernández Fragoso: Un rescate necesario”
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5. "Reflexions on Teaching Literature of the Migration." Boston-San Juan Exchange Program, Institute for Learning and Teaching, University of Massachusetts/Boston, June 12, 1981.

6. "La poesía negra en el Caribe." Department of Foreign Languages, Massachusetts Institute of Technology, October 21, 1981.

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10. "La lengua como frontera: Literatura y emigración puertorriqueñas." Puerto Rican Students Association, Yale University, November 9, 1983.
12. "La importancia de llamarse Luis Rafael Sánchez." Spanish Department, Rutgers University, March 27, 1984.
30. "Yo también vengo a decirles adiós a los muchachos: Sobre el problema del machismo en La importancia de llamarse Daniel Santos de Luis Rafael Sánchez”, Syracuse University, Syracuse, New York, April 5, 1996.
34. “¿Un barroco kitsch y tropical?: Notas para una historia de una estética caribeña,” Department of Romance Languages, Tufts University, Medford, Massachusetts, February 10, 2003.
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45. “The strange case of calla lilies or the invention of a Mexican national symbol,” Department of Modern Languages and Literatures, Trinity University, San Antonio, Texas, October 19, 2011.
46. “The strange case of calla lilies or the invention of a Mexican national symbol,” International Speakers Series, Santa Fe College, November 10, 2011.
48. “Neo-African Cultures in Latin America: Some Pedagogical Approaches”
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53. "Feminismo e identidad nacional en la poesía de Sandra María Esteves," XII Symposium on Spanish and Portuguese Bilingualism, University of Massachusetts/Amherst, April 11, 1992.


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84. “Frida frita y refrita o los libros de cocina como la creación del sujeto biográfico,” 2010 SECOLAS Annual Meeting, Instituto Mora, Mexico, DF, April 9, 2010.
85. “El extraño caso de un libro de cocina caribeño o cómo se puede hablar de política e inventarse recetas a la vez,” Quinto Foro de la Cocina Mexicana, Universidad del Claustro de Sor Juana, Mexico City, March 2, 2011.
86. “Neobarroco libre asociado de Puerto Rico: sobre la prosa periodística de Luis Rafael Sánchez,” SECOLAS, University of North Carolina, Wilmington, March 17, 2011.
91. “Para poner a prueba el arte latinoestadounidenses: los casos de Rafael Ferrer y Antonio López,” SECOLAS, Panama City, Panama, March 7, 2013.
94. “Alfonso Reyes en el contexto de la poesía mexicana,” SECOLAS, Cartagena de Indias, Colombia, Maech 12, 2016.

Round Tables.

8. “Palabras sobre un libro de Daniel Torres”, Presentation of Verbo y carne en tres poetas de la lírica homoerótica en Hispanoamérica, Department of Comparative Literature, University of Puerto Rico, Río Piedras, March 16, 2006.
Panel Chair and Respondant.


Seminars

1. "Arte y literatura: Problemas teóricos y aplicaciones pedagógicas"
   a. "Historia de una relación: Algunos planteamientos teóricos."
   b. "Casos hispanoamericanos: Aplicaciones pedagógicas."
   c. "Un caso puertorriqueño."
Facultad de Estudios Generales, Universidad de Puerto Rico, Río Piedras, April 12-14, 1993.

2. "The Hispanic Caribbean."
   b. "The Afro-Caribbean Culture."
   c. "The Spanish Heritage."
   d. "The Contemporary Caribbean: A Cultural Tug of War>"

   c. “Hispanic Identity in the Barrios”.
   d. “Neo-African Religions and National Identities”.

Member of Editorial Boards.

1. Member of the “Consejo Editorial” of La Torre (Revista de la Universidad de Puerto Rico), San Juan, University of Puerto Rico, 1992 – present.
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4. Member of the Editorial Board of Pedagogía (School of Education, University of Puerto Rico, Rio Piedras), 2002-present.

Consultships and Advisory Boards.

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10. Member of the advisory board of the "Colección Caribeña." Editorial Universitaria, University of Puerto Rico, 1989-present.


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RESEARCH INTERESTS

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PUBLICATIONS AND MANUSCRIPTS

A. BOOKS

B. PEER-REVIEWED CONTRIBUTIONS

Submitted


Accepted/Revise & Resubmit

Hispanic Contact Linguistics: Theoretical, Methodological and Empirical Perspectives.
Amsterdam: John Benjamins.


In Press


Published


C. OTHER CONTRIBUTIONS


D. IN PROGRESS

4. Prada Pérez, Ana de & *Feroce, Nicholas. In progress. Codeswitching Effects on Mood Selection in Spanish. (Write-up stage)

3. Prada Pérez, Ana de & Inmaculada Gómez Soler. In progress. Vulnerability Hypothesis and Subject expression in Spanish in contact with English. (Data coded, analyzed and presented.)

2. Inmaculada Gómez Soler & Prada Pérez, Ana de. In progress. Vulnerability Hypothesis and Future expression in Spanish in contact with English. (Data coded, analyzed and presented. After some recoding, we will be able to start writing it up).

1. Prada Pérez, Ana de & *Valerie Trujillo. In progress. The code switching effect on vowel quality and quantity in Spanish. (Data coded, analyzed and presented. Data normalization needs to be redone before we can start writing up the paper).

SELECTED RECENT PREsentations

A. INVITED

2017 University of Arizona, The Department of Spanish and Portuguese Linguistics Colloquium
“The effect of grammatical person on bilingual subject production”

2015 University of Florida, Center for the Humanities and the Public Sphere
“Codeswitching Effects: Evidence from Variable Subject Pronoun Expression in Spanish-Catalan Bilinguals.”

2014 University of Florida, Dr. Helene Blondeau’s graduate seminar (Spring 2014)
“The Vulnerability Hypothesis: Evidence from Subject Expression.”

2014 University of Florida, Dr. Efraín Barrada’s graduate seminar (Fall 2014)
“The grammars and effects of codeswitching: Concepts and methods.”

2014 University of Florida, Dr. Valdés Kroff’s graduate seminar on SLA (Fall 2014)
“Theoretical implications of research on bilingual subject pronoun production”

2013 Universidad de Valladolid
“The grammars and effects of code-switching: concepts and methods”

2010 University of Texas, Austin
“Subject expression and position in Spanish-Catalan bilingual speech: the role of
language similarity in interface vulnerability”

B. CONFERENCE (PEER-REVIEWED)

2016 **Hispanic Linguistics Symposium. Georgetown University. October 7-9.**
Prada Pérez, Ana de & Inmaculada Gómez Soler. 2016. Third person singular as the locus of cross-linguistic interference in Spanish HSs subject pronoun expressions (SPE).

2016 **Hispanic Linguistics Symposium. Georgetown University. October 7-9.**
*Dean, Chris & Ana de Prada Perez. 2016. Subject inversion across clause types in Spanish L2ers and Heritage Speakers.

2016 **Hispanic Linguistics Symposium. Georgetown University. October 7-9.**

2016 **8th International Workshop on Spanish Sociolinguistics. Universidad de Puerto Rico, Río Piedras. 13-16 April.**
Prada Pérez, Ana de & Inmaculada Gómez Soler. Subject expression in heritage speaker Spanish (HS) oral production vs. judgments.

2016 **8th International Workshop on Spanish Sociolinguistics. Universidad de Puerto Rico, Río Piedras. 13-16 April.**
Gómez Soler, Inmaculada & Ana de Prada Pérez. Variable future time expression in heritage Spanish.

2016 **8th International Workshop on Spanish Sociolinguistics. Universidad de Puerto Rico, Río Piedras. 13-16 April.**
Chloe de Crecy, Jorge Valdés-Kroff & Ana de Prada Pérez. The gender congruency effect in Spanish heritage speakers.

2016 **Linguistic Symposium on Romance Languages. Stony Brook University. March 31-April 1.**
Prada Pérez, Ana de & Inmaculada Gómez Soler. 2016. Subject expression in heritage speaker Spanish oral production vs. judgments.

2015 **Hispanic Linguistics Symposium. University of Illinois at Urbana Champaign, September 24-27.**

2015 **Bilingualism in the Hispanic and Lusophone World, Leiden University, Netherlands**
Prada Pérez, Ana de. Spanish-Catalan bilingual subject pronoun production and the Vulnerability Hypothesis

2015 **Bilingualism in the Hispanic and Lusophone World, Leiden University, Netherlands**
Damaris Mayans Ramon, Michael Johns, Edith Kaan, and Ana de Prada Pérez. Heritage speakers’ and second language learners’ processing of non-adjacent noun-adjective agreement

2014 **Hispanic Linguistics Symposium, Purdue University, Indiana**
Prada Pérez, Ana de. Theoretical implications of research on bilingual subject
pronoun production

2014 **Hispanic Linguistics Symposium, Purdue University, Indiana**

2014 **Hispanic Linguistics Symposium, Purdue University, Indiana**
Nicholas Feroce, Lilian Kennedy & Ana de Prada Pérez The use of the indicative and subjunctive in relative clauses in Spanish-English codeswitching (CS). Poster presentation

2014 **Workshop on Spanish Sociolinguistics, University of Wisconsin, Madison, Wisconsin.**
Prada Pérez, Ana de. The Vulnerability Hypothesis: Evidence from subject expression.

2014 **Symposium on Spanish as a Heritage Language**, Texas Tech University
Prada Pérez, Ana de, Adrián Rodríguez Riccelli, Kelly Woodfine and Sarah Rogers- The effects of language contact on variable phenomena: The case of clitic climbing in Spanish-English heritage bilinguals.

2013 **Second Language Research Forum, Brigham Young University, Utah.**
Prada Pérez, Ana de. The Vulnerability Hypothesis

2013 **Hispanic Linguistics Symposium, University of Ottawa, Canada**
Prada Pérez, Ana de. The Vulnerability Hypothesis

2013 **Hispanic Linguistics Symposium, University of Ottawa, Canada**
Osmer Balam & Ana de Prada Pérez. Light verb constructions in stative versus eventive passives in contact Spanish.

2012 **Hispanic Linguistics Symposium, University of Florida**
Poster Presentation.
Prada Pérez, Ana de, Adrián Rodríguez Riccelli, Kelly Woodfine and Sarah Rogers. Weakening in subject-verb number agreement in Spanish in contact with English.

2012 **7th Annual Interdisciplinary Colloquium on Spanish, Portuguese and Catalan Linguistics, Literatures, and Cultures, University of Florida**

2012 **7th Annual Interdisciplinary Colloquium on Spanish, Portuguese and Catalan Linguistics, Literatures, and Cultures, University of Florida**
Prada Pérez, Ana de. Subject expression in Minorcan Spanish: Consequences of contact with Catalan.

2012 **Hispanic Linguistics Symposium, University of Georgia**

2012 **Hispanic Linguistics Symposium, University of Georgia**
Aaron Roggia, A. Jacqueline Toribio, Liliana Sánchez & Ana de Prada Pérez. Differential Interface Vulnerability at the Left Periphery in Contact Spanish.

2011 **Generative Approaches to Language Acquisition, University of Thessaloniki**
Prada Pérez, Ana de & Diego Pascual y Cabo. Reverse psychological predicates: Spanish heritage speakers vs. second language learners.

2011 **Linguistic Symposium of Romance Languages, University of Ottawa**
Prada Pérez, Ana de & Diego Pascual y Cabo. Invariable gusta in the Spanish of Heritage Speakers in the US.

2011 **Generative Approaches to Second Language Acquisition, University of Washington**
Prada Pérez, Ana de & Diego Pascual y Cabo. On the Acquisition of Spanish Reverse Psychological Predicates Among Second Language Learners and Heritage Speakers.

2011 **6th Annual Interdisciplinary Colloquium on Spanish, Portuguese and Catalan Linguistics, Literatures, and Cultures, University of Florida**
Prada Pérez, Ana de, Diego Pascual y Cabo, Murielle Joseph, and Domonique Rora. Subject position in L2 Spanish: The effect of variable vs categorical input.

2011 **6th Annual Interdisciplinary Colloquium on Spanish, Portuguese and Catalan Linguistics, Literatures, and Cultures, University of Florida**
Prada Pérez, Ana de, Diego Pascual y Cabo & Carolina López. Invariable gusta in the Spanish of Heritage Speakers in the US.

2010 **Romance Turn IV, Tours, France**

2010 **Hispanic Linguistics Symposium**

2010 **Second Language Research Forum, University of Maryland (with Jason Rothman, Gonzalo Campos, and Diego Pascual y Cabo)**
Gonzalo Campos, Jason Rothman, Diego Pascual y Cabo & Ana de Prada Pérez. Subject-to-subject raising across an experiencer in the English and Spanish of Hispanic heritage speakers.

**Grants and Awards**

**A. As PI or Co-PI**


2015 **Center for the Humanities and the Public Sphere Support for Workshops and Speaker Series in the Humanities (2015-2016)**. Shifting between perspectives: Examining Code-switching in Hispanic Populations, $5,000, Academic Year 2015-2016, Ana de Prada Pérez, Jorge Valdés Kroff, Jessica E. Aaron.

2015 Philip Carter invited talk, Department of Spanish and Portuguese Studies, $500, Center for the Humanities and the Public Sphere, $300, College of Liberal Arts and Sciences, ($200), Department of Linguistics, $300, April 2-4

2014 (Not funded) **NSF Doctoral Dissertation Research**: Outcomes of Grammatical Gender in Northern Belize Contact Spanish
National Science Foundation, $17,889 (with Osmer Balam)

2014


**Center for the Humanities and the Public Sphere Support for Workshops and Speaker Series in the Humanities (2014-2015)**, Bilingualism Interest Group Speaker Series, $5,000 (With H. Wind Cowles, Ph.D., Edith Kaan, Gillian Lord, and Steffanie Wulff).

2014

Graduate student award for Professor of the Year in Spanish Linguistics

2013

**Library Enhancement Grant** (co-PI, with Elisabet Liminyana), $2,500 for the purchase of books and assorted media in Catalan studies.

2012

(Not funded) **NSF grant to fund the workshop** entitled “Applying Generative SLA to the Language Classroom”, $24,900, July 2012, with Jason Rothman.

2011

**Humanities Scholarship Enhancement Fund** ($9670.26)

“Language maintenance, shift, and linguistic identity: Comparing two cases of Hispanic Bilingualism”; University of Florida

2009

**Teaching Excellence Award**

Department of Spanish, Italian and Portuguese; The Pennsylvania State University

2008

**National Science Foundation Doctoral Dissertation Research Improvement Research [SBE 0746748]**

Minorcan Spanish: The Structural Consequences of Contact with Catalan

2008

**Paula Menyuk Travel Award for Boston University Conference on Language Development**

2008

**Sparks Fellowship for Academic Excellence**

Department of Spanish, Italian and Portuguese; The Pennsylvania State University

2006

**Teaching Excellence Award**

Department of Spanish, Italian and Portuguese; The Pennsylvania State University

2006

**Award for Outstanding Contribution to the Department**

The Spanish, Italian, and Portuguese Graduate Student Organization; The Pennsylvania State University

B. **WITH STUDENTS**

Graduate:

Osmer Balam (Latin American Scholarship, Language Learning)

Undergraduate:

Kelly Woodfine (University Scholars Program)

Andrea Hernández (McNair Scholars Program)

**TEACHING AND COURSE DEVELOPMENT**

A. **Graduate Committees and Undergraduate Honors Theses**

**Dissertation Committees, Chair/Co-Chair**

Lori Nevin (2016-present)

Damaris Mayans-Ramón (2011-present)

Mónica Willinski-Hodel (2011-present)

Osmer Balam (2011-2015)
**Dissertation Committees, Member**
Francisco Morales, expected Spring 2017
George Collins, expected 2016-2017

**Master Committees, Chair**
Kelly Woodfine, Spring 2016
Whitney Koonce, Spring 2015
David Miller, Spring 2014
Adrián Rodríguez-Riccelli, Spring 2013

**Master Committees, Member**
Chris Dean, Spring 2016
Gregorio Vázquez Médez, Spring 2016
Keegan Storrs, Spring 2016
Adrienne Fama, Spring 2015
Brandon Shufelt, Spring 2015
David Giancaspro, Spring 2013
Diana Pedraza, Spring 2013
Whitman Suarez, Spring 2013
Becky Halloran, Spring 2012
Mary Beth Hayes, Fall 2009

**Undergraduate Honor Theses, Chair**
Kelly Woodfine, May 2014
Andrea Hernández, May 2014
Jessica Annet, December 2010
KaLynn Ryker, May 2010

**Undergraduate Honor Theses, Second reader**
Jennifer Sierra, May 2016
Kimberly Ferris, May 2013
Tushar Chakravarty, Summer 2012
Rachel Frattarola, May 2010
Sarah Zahler, May 2010

**B. Courses**

**Instructor**

**Graduate**
1. Issues in Bilingual Spanish syntax
2. Analyzing Bilingual Data
3. Foundations of Hispanic Linguistics
4. Structure of Spanish
5. Spanish Contact and Bilingualism
6. Spanish SLA
7. Code switching
8. Practicum in Advanced College Teaching

**Undergraduate**
1. Research Methods in Bilingualism
2. Research
3. Bilingualism in the Spanish speaking world
4. The Structure of Spanish
5. Bilingual Spanish
6. Bilingualism in Spain
7. The Acquisition of Spanish
8. Spanish Second Language Acquisition
9. Introduction to Spanish Linguistics
10. Intermediate Spanish I (SPN 2200)
11. Intensive Communication Skills in Spanish (SPN 2240)

**Coordinator**
Spanish 3700: Introduction to Spanish Linguistics (Spring 2014)
Catalan program (2012-2013)

SERVICE

A. Service to the Profession and Public Schools

Panelist/Book and article reviewer

Organizing committee member
Conferences
- Generative Approaches to Second Language Acquisition (2013)
- Hispanic Linguistics Symposium (2012)

Workshops
- Shifting between perspectives: Examining Code-switching in Hispanic Populations (Invited speakers: Kay González Vilbazo, Rosa Guzzardo Tamargo, Jenny Dummont)
- Bilingualism Interest Group Speaker Series (Invited speakers: Kimberly Geeslin, Judy Kroll, Andrea Tyler)

Invited speakers
- Juana Liceras (U. of Ottawa), Liliana Sánchez (Rutgers University), Barbara Bullock (U. of Texas, Austin), Philip Carter (Florida International University)

Editing
- Journal: Cefiro, Board of Editors
- HLS proceedings (refereed): with Gillian Lord, Jessica Aaron and Jennifer Cabrelli Amaro

Chairing sessions at conferences

Science Fair Judge
- Gainesville Middle and High Schools (Usually 1/year.)

B. College and University

Board member
Center for Humanities and the Public Sphere

Grant/award reviewer
- Center for Humanities and the Public Sphere: 2014 UF Humanities Grant/Fellowship Proposal Review Opportunity
- 2015 Graduate Mentoring Award
- UFIC Fellowships, 2012

Shared governance
- Faculty Senate
CLAS nominating committee

**Exchange program/Study abroad Director**
- UF in Seville: Language and Culture, 2012
- University of Vic exchange program, 2012-present

**Mentor/Advisor**
- Gators MEDlife
- University Minority Mentor Program, 2011-2013
- Women’s Mentoring Program 2010-2011

**Marshall**
- Spring graduation 2011, 2012

**C. Department**

**Committee Chair**
- Merit Pay Guideline Revisions committee (ad hoc), 2014-present
- Unranked faculty evaluation committee, 2009-2012
- Search committee. Full-time lecturer.

**Committee Member**
- Merit Pay committee, 2013-2016
- Advisory committee, 2011-2014
- Study abroad committee, 2011-2012

**Director**
- Graduate curriculum task force (linguistics), 2012-2013

**Coordinator**
- Catalan Program, 2012-2013
CURRICULUM VITAE

M. (Mary) Elizabeth Ginway
EGINWAY@UFL.EDU

Department of Spanish and Portuguese Studies
P.O Box 117405, University of Florida,
Gainesville, Florida  32611-7405
(352) 273-3745 http://users.clas.ufl.edu/eginway

Fields of Interest: Brazilian Science Fiction and Fantasy, Latin American Science Fiction,
Brazilian Detective and Crime Fiction, Nineteenth- and Twentieth-Century Brazilian Narrative,
Machado de Assis, Brazilian Cinema

Positions
2003-present  Associate Professor of Portuguese, University of Florida
1997 -2003    Assistant Professor of Portuguese, University of Florida
1995-1997    Visiting Assistant Professor of Portuguese, University of Florida
1994-1995    Visiting Assistant Professor of Spanish, Emory University
1989-1993    Assistant professor of Portuguese, University of Georgia
1988 (Fall)  Lecturer in Spanish, New College, Sarasota, Florida
1981-1987    Teaching assistant in Spanish, Vanderbilt University

Education
Ph. D.  Spanish and Portuguese, 1989, Vanderbilt University
       Alexandrino Severino, director.
M. A.   Spanish, 1986, Vanderbilt University.
B. A.   Comparative Literature, magna cum laude, Smith College, 1981
       Phi Beta Kappa, Smith College, 1980

Publications
Books
*Ficção científica brasileira: mitos culturais e nacionalidade no país do futuro.*
Recommended Reading List for Non-Fiction:

Nominated for the MLA Katherine Singer Kovacs Prize by Bucknell University Press, 2005

Reviews of Brazilian Science Fiction:


Reviews:
Silvio Alexandre, Universo fantástico. 7 July 2010 [http://universofantastico.wordpress.com/2010/07/07/visao-alienigena-ensaios-sobre-ficcao-cientifica-brasileira-de-m-elizabeth-ginway/]

Co-edited volumes
*Choice* 50.12 (August, 2013). G. Gómez Ocampo. [http://www.cro3.org/content/50/12/50-6647.full]


Articles and Book Chapters on Literature


“Transgendering in Brazilian Speculative Fiction from Machado de Assis to the Present.” *Luso-Brazilian Review* 47.1 (2010): 40-60. 18


“The Body Politic in Brazilian Science Fiction: Implants and Cyborgs.” *New Boundaries in Political Science Fiction*, edited by Donald Hassler and Clyde Wilcox, University of South Carolina Press, 2008. 198-211. 15


http://www.strangehorizons.com/2013/20130923/2ginway-a.shtml


“Vampires, Werewolves, and Strong Women: Alternate Histories or the Re-writing of Race and Gender in Brazilian History.” *Extrapolation* 44.3 (2003): 283-95. 7


“Surrealist Benjamin Péret and Brazilian Modernism.” *Hispania* 74.3 (1992): 543-53. 1

In Press
Machado’s Tales of the Fantastic: Allegory and the Macabre. 15 pp. For volume *Emerging Dialogues on Machado de Assis*, under contract with Palgrave McMillan, Daniel Silva
“The Amazon as Locale for Utopia and Trauma in Brazilian Speculative Fiction, 1930-2008”

“Metáforas Biológicas e Cibernéticas de Resistência na Ficção Científica Tupinipunk”


Works in progress:
Book manuscript: “Transexuality, Cyborgs and the Undead: The Body in Brazilian and Mexican Science Fiction.” Three content chapters completed during sabbatical year. 300+ pages.

“Women and Female Identity in Cuban Science Fiction.” Translation of article by Anabel Enríquez Piñeiro. To be re-worked and submitted to *Extrapolation*.

Short online articles:
http://terramagazine.terra.com.br/interna/0,,OI2026142-El6622,00.html

http://terramagazine.terra.com.br/interna/0,,OI3003704-El6581,00.html

Articles on Pedagogy

“Video Use for Portuguese Language and Conversation Classes.” *Hispania* 74.3 (1991): 775-76.

Interviews and Newspaper Articles
April 15, 2014 Podcast with with Fabio Fernandes, Jacques Barcia, Cesar Alcazar, hosted by Shaun Jen and Julia Rios
Interview with Prof. Dr. M. Elizabeth Ginway, by Cristian Tamas. July 2013.


Internet Television Interview with César Freitas, “HQ & Cia” São Paulo, June 23, 2007.
http://www.hqcia.com/programa/elizabeth_ginway/


“Brazilian Director Shares Lessons with UF Students” Erik Maza, Gainesville Sun CAMPUS, Feb. 21, 2007, 7.


“Brazilian Films Featured in Hippodrome Series,” Brian Offenther, Gainesville Sun, January 23, 2006, 9A.


Book Reviews:

Haywood-Ferreira, Rachel. The Emergence of Latin American Science Fiction. Middletown,CT:


Translation and Introductions:


Grants and Honors
2014 Voted Lit. Professor of the Year by Graduate Students of SPS April 23
2014 Grant from CHPS: Workshop in the Humanities, Fall 2014: “International and Minority Science Fiction in a Global World” with Terry Harpold (Associate Professor, UF Department of English) 1750
2013 Nominated for CLAS Advising/Mentoring Award, Fall Semester
2012 Latin American Studies Course Development Grants (3000) for Spanish American SF
2011 Convocation, Faculty Honorees: University faculty designated as outstanding by the student award winners listed in this program
2010 Nominated for College Teaching Award
2010 FEO for Travel, SF in Spanish (15757) Summer A, 2010
2010 Course Development for Favela FLAC Course (2700)
2008-09 Colonel Allen and Margaret Crow Term Professorship (5000)
2007 Course Development Grant for Science Fiction and Fantasy in Latin America (2500)
2007 University of Florida International Center Grant Travel Grant for the Brazilian Filmmaker Joel Zito Araújo for Black History Month (1500)
2006 Course Development for Brazilian Culture in Rio de Janeiro POR 3500 (1500)
2005 HSBC Grant for Symposium: Latin America Writes Back, Oct. 27-29 (10000)
Internal funding: Center for Latin American Studies, Department of Romance Languages, Global Studies, University of Florida International Center, ORTGE
2001 Romance Languages Summer Research Award
2001 University of Florida International Center, Producer/writer for the Video CD-ROM for the Program in Rio de Janeiro.
2001 University of Florida International Center, Planner/Host, Brazil Week and 20th Anniversary of the Program in Rio de Janeiro
1999 Romance Languages Research Award
1998 Humanities Enhancement Award, University of Florida
1998 Romance Languages Research Award, University of Florida (declined)
1990-91 Lilly Teaching Fellowship, University of Georgia
1990 Sarah Moss Research Grant, University of Georgia
1983-86 Harold Stirling Vanderbilt Scholar, Vanderbilt University
1982-83 Fulbright Scholarship for research in São Paulo, Brazil

Invited Talks
“Latin American Cyborgs and Zombies.” Science Fiction in the Americas Symposium. Indiana University, Bloomington, IN, an academic panel followed by a workshop and lecture by Junot Díaz. April 8, 2014.
“Mitos de Amazonia y de Atlántida en la ficción científica brasileña.” Simposio “Mundos alternativos” sponsored by the Iberoamericankes Institut, Berlin, Germany, May 2013.
“Rubem Fonseca and Brazil's Crime and Detective Fiction.” Brigham Young University, March 11, 2011

At University of Florida
Conference papers and Roundtables


“Machado de Assis’s Tales of the Fantastic: Politics, Metafiction and the Macabre” Kentucky Foreign Language Conference, Lexington, KY April 19, 2012

“Dictatorship, Trauma and the Monstruous Fantastic in Tales from the Brazilian Amazon” International Conference on the Fantastic in the Arts, Orlando FL. March 20, 2012

“Robots, Atlanteans, and Zombies: the Post-humans of Brazilian Steampunk” International Conference on the Fantastic in the Arts March 2011


“Borderlands: the Hybrid Body and Cyborgs in Mexican Science Fiction and Film.” XVI Annual Mexican Conference, University of California, Irvine, April 2010

“Implants and Alex Rivera’s Film, Sleep Dealer” Fantastic n the Arts, March 2010, Orlando, FL

“Tales of the Amazon and Atlantis in Brazilian Science Fiction.” Eaton Conference, University of California, Riverside, May 2009.

“Scouring the Postmodern Scrapheap: The Post-human in Third Wave Brazilian Science Fiction.” International Conference for the Fantastic in the Arts, March 2009, Orlando, FL


“Transgendered Characters in Brazilian Speculative Fiction: from the Sublime to the Absurd” International Conference on the Fantastic in the Arts, Orlando, FL March 2008


“Literary Allusion in the Detective Fiction of Rubem Fonseca.” SAML, Charlotte, NC, Nov., 2006


“Transgenderings in Luso-Brazilian Speculative Fiction: Machado de Assis, André Carneiro and
“Recent Science Fiction Written by Women” for the panel: The Future is Now. The Emergence of Science Fiction in Spanish and Portuguese in the U.S.” LASA, Las Vegas, October 2004.
“Dark Fantasy in Brazilian Science Fiction: Marcia Kupstas’s O demônio do computador.” International Conference on the Fantastic in the Arts, Ft. Lauderdale, March 2003
“Tupinipunk or Brazilian Cyberpunk.” Kentucky Foreign Language Conference, April 2002.
“Cyborg as Racial Other Continuity and Change in Brazilian Science Fiction.” SAMLA, Atlanta, GA, November 2001.
“Writing Against American Science Fiction Paradigms.” Kentucky Foreign Language Conference, Lexington, KY, April 1999
“Brazilian Science Fiction The Bureaucrat’s Adaptation and Zamyatin’s We.” The Fantastic in the Arts, Fort Lauderdale, Florida, March 1991.
“Universe in Crisis The Role of Technology in J. Veiga.” Mountain Interstate Foreign Language Conference, Furman University, Greenville, South Carolina, October, 1985.

Teaching

University of Florida, 1995-present

Courses taught in Portuguese:
Elementary, Accelerated, and Intermediate Portuguese
Brazilian Culture (Summer Program in Rio de Janeiro)
Brazilian Science Fiction
Brazilian Drama
Machado de Assis
Nineteenth-Century Brazilian Literature
Twentieth-Century Brazilian Literature
Brazilian Popular Music; Favela (FLAC: Foreign Languages Across the Curriculum)
Crime and Detective Fiction in Brazil

Courses taught in English
Latin American Science Fiction and Fantasy
Brazilian Cinema
Culture of Dictatorship in Brazil

Courses in Spanish
Spanish-American Science Fiction
Seminar in Spanish American Literature:

Emory University 1994-95
Elementary and Intermediate Spanish, Spanish Conversation
University of Georgia, 1989-1993
Elementary, Accelerated and Intermediate Portuguese
Brazilian Literature 1500-1900
Twentieth-Century Brazilian Literature
Machado de Assis
Brazilian Theatre
Dystopian Fiction in Brazil
Naturalism in Brazil

New College, Fall 1988
Intermediate Spanish
Latin American Civilization

Vanderbilt University, 1981-87
Elementary Spanish, Intermediate Portuguese

Graduate Committees
University of Florida
PhD. Committees: Latin American Literature:
Alicia Mercado-Harvey (Chair)—Completed Fall 2013.
Giovanna Rivero (Chair)—Completed Spring 2015.

Paola Arboleda—(Committee member, completed Fall 2013.
Andrea Villa (Committee member)
Natalia Jacovkis, Latin American Literature, (Committee member) Completed, 2007

Outside member:
Joseph Weakland, English Composition
Lacy Hodges, English—Completed 2012
Quinn Hansen, Linguistics, completed 2010
Sharon Barkley, Linguistics, completed 2009
Marta Almeida, Linguistics, completed 1998

M. A. Director: Andrea Ferreira—(Crônicas of Machado de Assis)—Fall 2009
M. A. Co-director: Mary Risner, (Brazilian Business) 2001
M.A. Committees (thesis): MALAS: Juliana Azoubel, 2007 (Brazilian Dance); Edward Johnson, 2006 (Brazilian Business); Natalie Arsenault, 2002 (Brazilian Literature); Deborah Hooker (Brazilian Sociology) 1999

Honors theses: Chloe M. Burke: “Personagens afrodescendentes no cinema brasileiro.”

University of Georgia
M. A. Committees, Thesis Director

Service
University of Florida 1995-present
Service to the Gainesville Community
Introduction for director Abner Benaim from Panama. The movie "Chance" Oct. 2011. Harn Museum of Art. Latino Film Festival,
Science Fiction Film Festival, Hippodrome Cinema Spring 2011 (4 films)
Panel participant “Waste Land” Brazilian Documentary, Feb. 26, 2011
Introduction to “Cinderelas, Wolves and a Prince Charming” Latino Film Festival Oct. 2010
Sponsorship of director Alex Rivera Sleep Dealer and introduction for the Latino Film Festival, Oct. 3, 2009
Latin American Science Fiction and Fantasy Film Series, Hippodrome State Theater, Spring 2009, planner and presenter, (7 films)
Brazilian Film Series planner and presenter, Hippodrome State Theater, Spring 2006 (4 films)
Introduction for Brazilian Film Central Station, Oct. 1, 2005 as part of celebration of Hispanic Heritage Month for the Latina Women's League and the Alachua County Library District
Introduction for Brazilian Film Central Station, Jan 13, 2005, Latin American Film Series

Service to the University:
Moderator for SECOLAS April 26, 2012
Administration of Celpe-Bras Portuguese Proficiency Test, 2006- present, Fall/Spring
Introduction to film “Sleep Dealer” dir. Alex Rivera, for the UF Common Reading Sept. Program, Sept. 2009
President, UF Chapter of Phi Beta Kappa 2003-04
Vice-president, UF Chapter of Phi Beta Kappa 2002-03
Tinker Fellow Evaluation 2009
Graduate Council Student Conference evaluator, Spring Feb. 2009
Faculty reader of Overseas Studies Scholarship Applications Spring 2000, 2001, 2002
Board Member of the University Center for Excellence in Teaching 1998-2000
Faculty Advisory Committee (FAC), Center for Latin American Studies 2008-10
Membership Committee of Phi Beta Kappa, 1997-2000
Affiliate to the Center for Latin American Studies, 1995-present
Latin American Studies Colloquium Speaker, January 1998
Consecutive translation for speaker Leonardo Boff, Spring 1996
Fulbright Interviewer for Spanish and Portuguese language, Fall 1995, 1996

Service to the department
Chair, Latin American Literature Search, 2013-2014
Chair, Lower division coordinator search, Spring 2013
Chair, internal chair search 2010
Chair, Latin American Literature Search 2008-09
Member of Tenure and Promotion Committee, 2003-05, 2008-09, 2010-11-12-13
Advisory Committee 1998-2001; 2007-12
Organizer, “Informal Talk with Director Alex Rivera” Bilingual Program, March 22, 2010
Chair, Spanish Sociolinguistics Search, Fall Spring 2005-06
Masks in Brazilian Carnaval, Panelists for "Carnevale" Jan. 31, 2006 Univ. of Florida
Chair for “Parisian Spaces,” 20th and 21st Century International Conference, April 2005
Italian Search Committee Member, 2004-05
Speaker for the “Entre nous” series, March 2002
Adjunct Faculty Evaluation Committee, 2001-2002
Discussant for Carnival Carnevale Symposium, February 2001
Chair, Undergraduate Awards Committee, 1997-2000
Advisory Committee, 1998-2001; 2007-present
First-Year coordinator for Portuguese, 1996-present
Teaching Manual for Teaching Assistants in Portuguese, Summer 2000
Spanish-American Colonial Search Committee Member, 1997-98
Ad-hoc Bonus-Pay Committee, 1997
Multicultural Recognition Program, Faculty Sponsor, 1997
“Readers, Writers, Registers” Conference, Spring 1997, planned meals, food budget
Library Representative for Portuguese, 1995-96; 1998-99
Wrote new copy for the Portuguese Major for the Undergraduate Catalogue, 1995
Adjunct Faculty Evaluation Committee, Fall 1995

Service to the Portuguese section
Developed new courses, Favela, Brazilian Cinema, Detective Fiction, Brazilian Culture in Rio
Faculty sponsor for Phi Lambda Beta Awards Ceremony 1996--
First-year Language Coordinator for Portuguese 1130-31, POR 3010, 1996--
Co-host to Brazilian Guests from IBEU on the UF campus, March 2001
Coordinator of UF-sponsored program in Rio de Janeiro, 1998-2000; 2003 and 2004
Program Director and Instructor for Brazilian Culture in Rio de Janeiro, Summer B 2006, 2007 and 2010-2011, 2014-2015
Created website for UF-sponsored program in Rio de Janeiro
Grant from Development Funds used from the Rio program to bring IBEU personnel to campus
Grant to make a CD rom of the Rio program ($2400)
Faculty Sponsor of the Portuguese Brazilian Club 1997-98; participant, 1995-present
Organized Mini-Brazilian Film Festival, three films in October 1998 and April 1999
Acting Portuguese Undergraduate Coordinator, 1998-99
Visits to Spanish classes to promote Portuguese, 1995-1998
Chartered Phi Lambda Beta, Portuguese Honor Society, Spring 1997
Developed new courses on Brazilian Culture, Dictatorship and Development, Brazilian Cinema, Machado de Assis, Brazilian Science Fiction, Brazilian Cinema, Brazilian Crime Fiction and Favela.

Service to the profession
Editorial Boards: Extrapolation, one of the oldest journals dedicated to science fiction and Zanzalâ – Estudos de Ficção Científica (ISSN 2236-8191) is the first Brazilian academic journal, peer-reviewed, dedicated to the study and research of science fiction in multiple formats: literature, film, television, theater, music, games, etc. based at the Institute of Arts and Design, Federal University of Juiz de Fora. Alambique, a journal dedicated to Latin American Science Fiction, University of South Florida Semina, a journal dedicated to Brazilian SF in Universidade do Mato Grosso do Sul,

Recent Book/Manuscript Reviews
I article Extrapolation March 2014.
I article Hispania Jan. 2014
1 article: Luso-Brazilian Review Nov. 2013
2 articles: Alambique, Online journal of Latin American Science Fiction, July 2013, Nov. 2013
1 Article: Oxford University Press Bibliographies on Science Fiction Film Oct. 2013

Conference Moderator and reviewer
Vetted Award essays by graduate students for International Conference on the Fantastic in the Arts, with a committee of three members 2012.
Member of the Executive Committee of SAMLA, 2004-2006
Organizer of Special Session, SAMLA, 2005: “Science Fiction and Fantasy in Latin America: Comparative Perspectives.”
Chair, Portuguese-Brazilian I, SAMLA, 2006, 2004, 2002
Chair of Phi Lambda Beta session for AATSP, Denver, CO 1999
Chair of Session on José Saramago, Kentucky Foreign Language Conference, April 1999.
Chair, Portuguese Language Development Group, AATSP, Nashville, Tennessee Nov. 1997
Secretary, Portuguese Language Development Group, AATSP 1996

University of Georgia, 1989-93
Service to the department
Organized initiation for Phi Lambda Beta, Portuguese Honor Society
Simulated Oral Proficiency Test or SOPI Certification for Portuguese, Ypsilanti, Michigan
Member of Travel and Special Events committees
Proposed and taught a new course on Machado de Assis
Publication Reprint and Headship Search committees

*Service to the profession*
Chair, Portuguese and Portuguese African Literature, AATSP, Cancún, Mexico, August 1992
Chair and Organizer, Portuguese-Brazilian Sections, SAMLA, 1991; successfully petitioned for a second permanent section in Luso-Brazilian Literatures
Emily Hind
Dept. of Spanish and Portuguese
University of Florida
PO Box 117405
Gainesville FL 32611
Tel.: 352 392 5897

FIELDS OF CONCENTRATION
Mexican Studies (Literature, Film, Culture, Politics, History); Latin American Literature and Film; 20th- and 21st-Century Critical Approaches within the Interdisciplinary Humanities

EMPLOYMENT
University of Florida, Gainesville, Florida. Associate Professor of Spanish, August 2014–present
University of Wyoming, Laramie, Wyoming. Associate Professor of Spanish, August 2011–May 2014
University of Wyoming, Laramie, Wyoming. Assistant Professor of Spanish, August 2005–May 2011
Universidad Iberoamericana, Mexico City. Profesora de Asignatura, August 2002–May 2005
Wichita State University, Wichita, Kansas. Assistant Professor of Spanish, August 2001–May 2002

EDUCATION
University of Virginia, Charlottesville, Virginia
Dissertation: “After Ours: Six Mexican Women Writers on Borrowed Time”
   Dissertation Committee: Gustavo Pellón (Director), Donald L. Shaw, Ruth Hill, Alison Booth
   Comprehensive exams: Spanish-American Colonial; Spanish-American Romanticism, Realism, Modernism; Spanish-American Contemporary; Contemporary Peninsular literatures
Pennsylvania State University, State College, Pennsylvania
   Master of Arts Thesis: “Sterile Solitudes: The Frustrated Creative Vision in Four Short Stories by Inés Arredondo and Clarice Lispector”
   Thesis Director: Earl Fitz
University of Kansas, Lawrence, Kansas

EDUCATION ABROAD
IFAL (Instituto Francés de América Latina), Mexico City, Mexico, 2008
Universidade de Lisboa, Lisbon, Portugal, 2003
Centro de Estudos Brasileiros, Mexico City, Mexico, 2002-2003
Universidad Iberoamericana, Mexico City, Mexico, 1994-1995

HONORS AND FELLOWSHIPS
University of Florida Term Professorship, for distinguished record of research and scholarship 2016-2019
Professor of the Year from the UF Graduate Students in Literature, 2016-2017
Humanities Scholarship Enhancement Fund, University of Florida, summer 2015
“Thumbs Up” Award, A&S Student Council, University of Wyoming, 2010
Two “Top Prof” Mortar Board Awards, University of Wyoming, 2009
Nominated and accepted as a “UC [University of California] Mexicanista,” UCMEXUS, 2009
Top Ten Teacher selected by graduating class of 2009, University of Wyoming, 2009
“Top Prof” Mortar Board Award, University of Wyoming, 2006
Travel Grant and Basic Research Grant from University of Wyoming, Summer 2006
Grant for Summer Research from Wichita State University, 2002 (Returned to accept job at UIA)
Outstanding Graduate Teaching Assistant for the Department of Spanish, Italian, and Portuguese,
University of Virginia, 2000-2001
Dean of College of Liberal Arts and Sciences, University of Virginia Academic Year Fellowship
for Dissertation Research, August-May 2000-2001
Semi-Finalist, Seven Society Graduate Fellowship for Superb Teaching, Spring 2000
Mortar Board (Senior Honor Organization), University of Kansas, 1994
Phi Beta Kappa, 1994
Phi Kappa Phi (Senior Honor Society), 1994
Sigma Delta Pi (Spanish Honor Society), 1994

RECENT COURSES DEVELOPED AND TAUGHT

<table>
<thead>
<tr>
<th>Year</th>
<th>Course No./Title</th>
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<tbody>
<tr>
<td>2017</td>
<td>SPN 3520 Culture and Civilization of Latin America</td>
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<tr>
<td>2017</td>
<td>SPW 6286 Contep. Sp-Am Narr 2: Perú, Argentina, México y más, s. XX-XXI</td>
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<td>2016</td>
<td>SPN 3930 Contemporary Mexican Literature</td>
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<td>2016</td>
<td>SPW 4283 Sp-Am Contep Narrative II: De la novela gráfica a la cinematográfica</td>
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<td>2016</td>
<td>SPW 4930 Interdisciplinary Approaches to Latin American Short Story and Film</td>
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<td>2016</td>
<td>SPW 3031 Sp-Am. Lit. Survey II: Independence to Contemporary Times, UF</td>
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<td>2016</td>
<td>SPW 6934 12 autor@s latinoamerican@s nacido@s en los 1970 y 1980</td>
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<tr>
<td>2015</td>
<td>SPW 4283 Sp-Am Contep Narrative II: De la novela gráfica a la cinematográfica</td>
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<tr>
<td>2014</td>
<td>SPW 3031 Sp-Am. Lit. Survey II: Independence to Contemporary Times, UF</td>
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<td>2014</td>
<td>SPW 6286 Contep. Sp-Am Narr 2: Lit. mexicana s. XX-XXI: Raíces y riesgos, UF</td>
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<td>2013</td>
<td>Honors Seminar 4151: Debt, Drugs, Piracy, UW</td>
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<td>2013</td>
<td>SPAN 5120 20th-21st C. Lit: From Mex.Children’s Lit to Lat. Am. classics, UW</td>
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<td>2013</td>
<td>SPAN 3990 Latin American Culture and Cinema, UW</td>
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<td>2013</td>
<td>SPAN 4200 Intro. to Research: Mexican Essays and Fascinating Fictions, UW</td>
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<td>2012</td>
<td>SPAN 3050 Third-Year Spanish I Composition, UW</td>
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<td>2012</td>
<td>SPAN 4200 Intro. to Research: Mexican Nonfiction, UW</td>
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<tr>
<td>2011</td>
<td>SPAN 4190 Survey 20th-21st C. Latin American Literature, UW</td>
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<tr>
<td>2011</td>
<td>SPAN 4200 Intro to Research: Mexican Nonfiction, UW</td>
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<tr>
<td>2010</td>
<td>SPAN 4190 Ten Hits by Latin Am. Men Writers, UW</td>
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<td>2010</td>
<td>SPAN 5120 Latin American Women Writers, UW</td>
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<td>2010</td>
<td>SPAN 3060 Third-Year Spanish II Composition and Conversation, UW</td>
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<tr>
<td>2010</td>
<td>SPAN 4125 Mexican Literature: Futures and Foundations, UW</td>
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<td>2009</td>
<td>SPAN 4190 Specters in Latin American Lit. and World Cinema, UW</td>
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<td>2009</td>
<td>SPAN 5120 Methods of Literary Analysis, UW</td>
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<tr>
<td>2009</td>
<td>SPAN 5900 Practicum in College Teaching, UW</td>
</tr>
<tr>
<td>2009</td>
<td>SPAN 4125 Contemporary &amp; Offensive Mexican Lit: Taste and Education, UW</td>
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COURSES TAUGHT AT THE UNIVERSIDAD IBEROAMERICANA

2003-2005 LT 280 Narrativa Latinoamericana II
2004 LE 037 Fundamentos de Análisis y Crítica de la Literatura
2002-2003 LT 131 Modelos Literarios Norteamericanos (E.U.A. y Canadá)

PUBLICATIONS
Books:


Journal Articles:


“The Sor Juana Archetype in Recent Works by Mexican Women Writers.” *Hispanófila* 47.3 (2004): 89-103.


**Chapters in Books:**


“Sor Juana, an Official Habit.” In Approaches to Teaching the Works of Sor Juana Inés de la Cruz, Eds. Emilie Bergmann and Stacey Schlau, New York: MLA, 2007. 247-255.


**Selected reviews:**


“From Pancho’s Hankie to Pablo’s Hippo: An Interdisciplinary Tour.” Review of Geoffrey


Selected Encyclopedia Entries:

**Selected Forthcoming Publications:**
Chapter on Drug Trafficking in Social Media, for The Internet as a Contestatory Medium in Latin America. Ed. Hilda Chacón. Forthcoming Routledge.


**Professional Affiliations and Activities:**
Book Review Associate Editor, Chasqui 2016-present
Latin American Studies Association committee to choose the best Humanities Essay submission, 2017.

Member of the Western Hemisphere Literature Peer Review Committee for the Institute of International Education’s Council for International Exchange for Scholars (CIES) for the Fulbright scholars, 2017-2018.

Elected to the Discussion Group on Mexican Cultural and Literary Studies, MLA, from January 12, 2015 to January 2020 convention

Elected to the Delegate Assembly, MLA, from January 10, 2011 to January 2014 convention

Member of MLA groups, Mexican Cultural and Literary Studies and Feministas Unidas

Member of Latin American Studies Association, Mexican Section

**Manuscript Refereeing**
Editorial Board Member of Modern Languages Open (UK)


**Selected Papers Presented:**


2016, “Grammaticalization at the Heart of Mexico: Carla Faesler’s Formol.” IV Biennial Conference of the International Association of Inter-American Studies. University of California Santa Barbara

2015, “Dirty Laundry (Literally) and Third Space in Contemporary Mexican Film.” Latin American Studies Association, San Juan, Puerto Rico
2014, “Contra lo prosaico: la novela corta como ideología en Antes de Carmen Boullosa,” XL Congreso del ILLI, Mexico City, Mexico
2014, “El baile como contrapeso a la novela en Los recuerdos del porvenir,” IV Jornadas de la Cultura y la Comunicación: Poderes y resistencias en la Cultura y la Comunicación, Xalapa, Veracruz
2013, “The Rise of Reading Campaigns in post-NAFTA Mexico.” Middle Class Phenomena in Emerging Markets: An International Conference. Georgia State University, Atlanta, Georgia
2013, “¿Carácter o personalidad? ¿Decente o fascinante? ¿Recato o encanto? El pensamiento transicional de Asunción Izquierdo Albiñana,” VI Coloquio Internacional de Historia de Género y de las Mujeres en México, El Colegio de México, Mexico City, Mexico
2013, “Lo difícil de la literatura para niños: Morábito, Bef, Chacek y el estilo introvertido,” XVIII Congreso de Literatura Mexicana Contemporánea, The University of Texas at El Paso, El Paso, Texas [Read in my absence due to an impending death in the family.]
2012, “Starring Pirates: Credit, Audiences, and Recent Mexican Film,” Wyoming Association of Foreign Language Teachers, Casper, Wyoming
2012, “The Phallic, the Phatic, and the Funny: Mexican Masculine Talk,” 18th Annual Mexican Conference, University of California, Irvine, Irvine, California
2011, “Vivian Abenshushan, Fabio Morábito y el texto ensayado,” XVI Congreso de Literatura Mexicana Contemporánea, The University of Texas at El Paso, El Paso, Texas
2010, “Sexo y violencia en el cine mexicano actual,” Latin American Studies Association, Toronto, Canada
2009, “How to Escort a Companion: Packing and Unpacking the Baggage,” Latin American Studies Association, Rio de Janeiro, Brazil
2009, “Mexico Beyond the Borders and into Queer Spaces,” 15th Annual Mexican Conference, University of California, Irvine, Irvine, California
2008, “How Scary is This? Transnational Horror Films and Celluloid Culture,” Transnational Cinema in Globalising Societies: Asia and Latin America, Institute for Comparative Cultural Studies, University of Nottingham Ningbo, China and the Universidad Iberoamericana Puebla, Mexico, Puebla Mexico
2006, “¿Seguir la onda propia o la segunda ola? El conflicto de Castellanos,” Coloquio Castellanos, Monterrey, Mexico

Selected Committees:
Hiring Committee Smathers Library for Latin American and Caribbean digital (Cuba-centered) librarian, 2016-2017 UF
Interdisciplinary Working Group on the Arts and Humanities: Digital Library of the Caribbean (dLOC) as a Research/Teaching Commons, 2016-2017 UF
Faculty Advisory Council, Center for Latin American Studies 2016-2018 UF
Advisory Committee, Department of Spanish and Portuguese, 2016-2018 UF
Tenure and Promotion Committee, 2014-2017 UF
Advisory Board for the UF Center for the Humanities and the Public Sphere (CHPS), 2015-2017 UF
Latin American Studies summer Field Research Grant (FRG) Selection Committee, 2016 UF
Selection Committee for the Humanities Scholarship Enhancement Fund Competition, 2015 UF
Undergraduate Studies Committee, 2014, UF
USP (University Studies Program) Committee, subsection, 2013, UW
Chicano Studies and English Search Committee, 2012-2013, UW
Humanities Initiative Steering Committee, 2012-2013, UW
Assessment work for the Spanish program, 2012-2013, UW
Queer Studies Advisory Board, 2012-2013, UW
ECTL [Ellbogen Center for Teaching and Learning] Director Search Committee, 2011, UW
Spanish Assistant Professor Search Committee, 2010-2011, UW
French Instructor Search Committee, 2009, UW
Summer Independent Study Grant Awarding Committee, 2009-2011, UW
Spanish Instructor Search Committee, 2007, UW
Assessment Committee for the Department of Modern and Classical Languages, 2007, UW

Additional Activities:
2017-present University Minority Mentor
2016-present Chair of doctoral committee for Rosa Pillcurima (Spanish and Portuguese)
2016-present Chair of MA committee for Ruming Yang (Latin American Studies)
2015-present External committee member for doctoral thesis, Cristina Ruiz-Poveda (English)
2015-present Committee member of doctoral committee for Alma García Rodríguez, Francesc Morales (Spanish and Portuguese)
2014-present Committee member of doctoral committee for Antonio Cardentey, Marcela Murillo, and Nancy Pinzón (Spanish and Portuguese)
2014 Committee member of doctoral committee for Giovanna Ribero
2014 Director, M.A. thesis committee: Kathryn Bodnar, Department of Modern and Classical Languages, U of Wyoming
2013-2014 Graduate Student Advisor UW
2012-2013 Assessment of the Spanish Program UW
2010-2012 Sponsor of Sigma Delta Pi / Spanish Club UW
2013, Member, dissertation committee: Esther Sánchez-Couto, U of North Carolina Chapel Hill
2013, Director, M.A. thesis committee: Katherine Fisher, Brett Gadbury, Mike Vinces, and Pablo Zavala, Department of Modern and Classical Languages, U of Wyoming
2013, Co-director, M.A. thesis committee: Paola Zavala (co-director)
2012, Director, M.A. thesis committee: Elizabeth Fisherkeller, Department of Modern and Classical Languages, U of Wyoming
2012, Director, honors thesis: Kathryn Snyder, University of Wyoming
2011, Director, M.A. thesis committee: Laura Reinhold, Department of Modern and Classical Languages, U of Wyoming
2011, Member, M.A. thesis committee: Michael Gonda and Xuan-Xabier Huynh, Department of Modern and Classical Languages, U of Wyoming
2010, Member, M.A. thesis committee: Helis Sikk, American Studies, U of Wyoming.
2009, Director, honors thesis: Alysa Schroff, University of Wyoming
2009, Member, M.A. thesis committee: Josh King, American Studies, U of Wyoming
2008, Member, M.A. thesis committee: Diann Olson, Department of Modern and Classical Languages, U of Wyoming.
2008, Teaching mentor: Amy Fullerton, Rachel Schlegal, Derek Schroeder, and Ryan Wehner
2007, Teaching mentor: Jennifer Levanchy, Derek Schroeder, Ryan Wehner, and Nathan Wilhelm.
2007, Member, M.A. Thesis Committee: Carlos Salas, Department of Modern and Classical Languages, University of Wyoming.
2007, Teaching Mentor: Stephen Burke, Jason Burke, and Mary Kretzschmar.
2006, Teaching Mentor: Stephen Burke, Mary Kretzschmar, and Martha Muciño.
2006, Co-director, M.A. Thesis Committee: Brandon Preator, Department of Modern and Classical Languages, U of Wyoming.
2005-2009, Member, dissertation committee: Brenci Patiño, U of Illinois at Urbana-Champaign.
GILLIAN LORD

University of Florida
Department of Spanish & Portuguese Studies
170 Dauer Hall, Box 117405
Gainesville, FL 32611

352.273.3749 (office) 352.281.3163 (cell)
glord@ufl.edu
http://people.clas.ufl.edu/glord/

EDUCATION

Ph.D. in Spanish Applied Linguistics, August 2001
The Pennsylvania State University, University Park, PA
Dissertation: The Second Language Acquisition of Spanish Stress: Derivational, Analogical or Lexical?
Co-Advisors: Barbara Bullock and James Lantolf

M.A. in Spanish Literature, May 1997
University of Virginia, Charlottesville, VA
Master’s Thesis: La eliminación del otro: los sonetos satíricos de Quevedo

B.S. in Spanish and English, May 1993
Vanderbilt University, Nashville, TN

Diploma de Español como Lengua Extranjera (DELE), Superior Level, February 1995
Ministerio de Educación y Ciencia de España

PROFESSIONAL EXPERIENCE

University of Florida

Chair, Dept. of Spanish & Portuguese Studies, 2010 – present; Associate Chair, 2009 – 2010
Professor of Spanish and Linguistics, 2016 –
(Associate Professor 2009 – 2016; Assistant Professor 2001 –2009)
Undergraduate courses taught: Beginning and intermediate language and skills courses; Spanish Composition; Spanish Phonetics and Phonology; Introduction to Hispanic Linguistics; Second Language Acquisition and Study Abroad; Developing and Assessing Second Language Fluency; Introduction to Linguistics; Introduction to Second Language Acquisition; Spanish Service Learning; Context and Second Language Acquisition; Advanced Conversation.
Graduate courses taught: Advanced Spanish Phonetics; Spanish Phonology; Technology in Foreign Language Education; Romance Language Teaching Methods; Learning Environment and Second Language Acquisition; Acquisition of Second Language Phonology; Second Language Acquisition and Study Abroad; Supervised Teaching, Context and Second Language Acquisition.

Coordinator, Beginning and Intermediate Spanish Programs, 2009 – 2015
Responsibilities for Beginning and Intermediate Spanish: design syllabi; train, observe and evaluate all teaching assistants and instructors in the first- and second- year programs (7 courses, 2 levels, approximately 40 TAs and instructors, annual enrollment approximately 3,000); supervise work of 5 lecturers serving as coordinators; evaluate and select textbooks; implement program changes based on needs of instructors, needs of program; nominate outstanding TAs for university-wide award.

Responsibilities: design syllabi; train, observe and evaluate all teaching assistants and instructors in the program; evaluate and select textbooks; implement program changes based on needs of instructors, needs of program; resolve student/TA conflicts; nominate outstanding TAs for university-wide award, prepare nomination materials.
Instructor, University of Florida Language Teacher Summer Institute (through Transnational and Global Studies Center / Center for European Studies), 2004 – 2010, 2012.  
Assistant Director and Instructor, University of Florida in Guanajuato, Mexico, Summer 2003.

HONORS AND AWARDS

Waldo W. Neikirk Term Professor, University of Florida College of Liberal Arts and Sciences, 2013-2014.  
Doctoral Dissertation Advisor/Mentoring Award, University of Florida Graduate School, 2012.  
Access to Education Award for Aymara on the Internet, Computer Assisted Language Instruction Consortium, 2011.  
Service Learning Faculty of the Year Award, University of Florida Center for Leadership and Service, Spring 2010.  
Teacher of the Year Award, College of Liberal Arts and Sciences, 2003-4.

GRANTS

Technology Fee Grant, University of Florida, 2017-2018. “Accessibility and Internationalization through Campus Beacons.” With Sara Gonzalez and Todd Digby. ($5,000)  
Study Abroad Program Development Grant, University of Florida International Center, 2015-2016. Develop health-related service-learning study abroad program in Cuzco, Peru. With Marta L. Wayne. ($7,000).  
SEC Faculty Travel Grant, South Eastern Conference, 2014-2015. Travel to University of Mississippi to share research and give workshop on language teaching and technology. ($2,000).  
Faculty Enhancement Opportunity Award, University of Florida, Summer and Fall 2009. “Redesigning Lower Division Spanish.” ($29,000).  
Academic Technology Faculty Development Grant, Center for Instructional Technology and Training, Spring 2007. Develop series of online modules for teaching Spanish pronunciation, “Tal Como Suena.” ($10,000).  
Internationalizing the Curriculum Grant, Transnational and Global Studies Center, Fall 2005. Increase international content in Spanish Phonetics course through the creation and implementation of digital videos ($3000).

U.S. Department of Education, Title VI Grant, Online Instructional Design for Foreign Language Teachers, Fall 2004 – Spring 2005. Design and administer 6 workshops for language teachers about integrating technology into the foreign language classroom; develop web-based module materials for subsequent online courses ($4000); Principal Investigator: Partnership in Global Learning.

U.S. Department of Education, Title VI Grant, The Learning Connection, 2003-4. Consultant and teacher for project to bring technology to underprivileged K-12 schools in Tampa and to create collaborative international project with schools in Mexico and Germany ($1000); Principal Investigator: Elizabeth Lowe.

Online Content Development Grant, Center for Instructional Technology and Training, 2001-2002. Develop of an interactive CD-ROM program on Spanish phonetics and language variation (with Andrew Lynch) ($5,000).


RESEARCH

Publications

Books and Edited Volumes


Articles, chapters and proceedings (peer-reviewed unless otherwise indicated)

“Ten Years After the MLA Report: What Has Changed in Foreign Language Departments?” ADFL Journal. Accepted, in press. (with Lara Lomicka)


“A Preliminary Investigation into the Effectiveness of Rosetta Stone as a Language Learning Tool”. International Association of Language Learning and Technology Journal. 46:1 (1-35).


“Calling on educators: Paving the Way for the Future of Technology and CALL.” In *Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching*, eds. Nike Arnold and Lara Ducate. San Marcos, TX: CALICO. 2011. (With Lara Lomicka) [Invited and peer-reviewed]


Reviews and pedagogical pieces

“Faculty to Faculty: Twitter.” *Teaching by Design: Center for Instructional Training and Technology Newsletter*. Fall 2010.


*Tal Como Suena: Explorando la pronunciación española*. Series of six online modules developed for incorporation into intermediate Spanish classes, through the support of AT Faculty Development Grant, 2007. [http://talcosuena.spanish.ufl.edu/](http://talcosuena.spanish.ufl.edu/).


**Conferences and Presentations**

**Invited presentations**


“Harnessing the Power of Technology for Language Teaching and Learning.” *Northeastern University, World Languages Center*, August 2016.


“Using technology in the foreign language classroom.” Presentation at the *University of Tampa*, February 2003.

**Refereed Presentations**

“Understanding the Work of Language Program Coordination: Models for Preparing Future FL Program Directors.” *International Conference on Language Teacher Education, University of California, Los Angeles*, February 2017 (with Cori Crane, Robert Davis, and Beatrice Dupuy).


“Digital translators: Part of the Problem or Part of the Solution?” *ACTFL Annual Meeting and Exposition, Boston, MA*, November 2016 (with Amy Rossomondo).


“The implicit acquisition of mid Spanish vowels by L1 English learners in autonomous and hybrid contexts” [poster presentation]. Hispanic Linguistics Symposium, Purdue University, November 2014 (with Carlos Enrique Ibarra).


“The Acquisition of L2 English Vowels by L1 Spanish Speakers During a 3-Month Study-Abroad Program” [poster presentation]. Hispanic Linguistics Symposium, University of Florida, October 2012 (with Carlos Enrique Ibarra).

“Second Language Phonology and Online Communities.” CALICO Conference, University of Notre Dame, June 2012 (with Stasie Harrington).

“Fostering the Acquisition of L2 Spanish Segments through Online Community Collaborations.” Current Approaches to Spanish and Portuguese Second Language Phonology, University of South Carolina, February 2012 (with Stasie Harrington).

“Rising and Falling: The Acquisition of Spanish Intonation During Summer Study Abroad.” Hispanic Linguistics Symposium, University of Georgia, October 2011 (with Carrie Bramlet and Jake Wolinsky).

“Cross-Institutional Collaborative Projects for Teachers.” CALICO Conference, University of Victoria (British Columbia), May 2011 (with Mirjam Hauck, Debra Hoven, Kathryn Murphy-Judy and Pete Swanson).

“Into the Twittersphere: Using microblogging technology to build community.” ACTFL Annual Meeting and Exposition, Boston, MA, November 2010 (with Lara Lomicka).

“The combined effects of instruction and immersion on second language pronunciation.” Hispanic Linguistics Symposium, Indiana University, Bloomington, IN, October 2010.

“Tasks to promote future and in-service teachers’ ability to use CALL effectively.” CALICO Conference, Amherst College, June 2010 (with Lara Lomicka).


“The second generation: Online collaboration and social networking in CALL.” CALICO Conference, Arizona State University, March 2009 (with Lara Lomicka).

“The best of CALICO for teachers: Online tools that are hot, new and free.” CALICO Conference, Arizona State University, March 2009 (with Nike Arnold, Lara Ducate, Lara Lomicka & Kathryn Murphy-Judy).


“The development of written fluency and accuracy during study abroad.” Hispanic Linguistics Symposium, Université Laval, Quebec City, October 2008.


“Raiders of the L1: Second language acquisition and first language phonological modification.” Hispanic Linguistics Symposium (formerly the Conference on the Acquisition of Spanish and Portuguese as First and Second Languages/Hispanic Linguistics Symposium), University of Western Ontario, October 2006.


“Collaborative cross-institutional weblogs and L2 writing development.” The 8th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages/Hispanic Linguistics Symposium, Pennsylvania State University, November 2005 (with Tammy Jandrey Hertel).
“The knowledge connection: Using technology to develop international intercultural awareness.”


“Reflection: Changing the face of effective teaching.” South Carolina Foreign Language Teacher Association Conference, Columbia, South Carolina, February 2004 (with Lara Lomicka and graduate students Michael Brantley, Melanie D’Amico, Erin Dawson, Cyrille Guillo, David LaBoone, and Verónica Tienza-Sánchez).


“Can we teach second language pronunciation?” The 5th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, *University of Iowa*, October 2002.

“Analogy as a learning tool in second language phonology.” Linguistic Symposium on Romance Languages XXXII, *University of Toronto*, April 2002 (with Barbara Bullock).


Other presentations

“Is Rosetta Stone the Future of Language Learning?” Graduate Colloquium on Hispanic Literatures, Linguistics and Cultures, Department of Spanish and Portuguese Studies, University of Florida, February 2014.

“The Benefits of Instruction and Study Abroad on Second Language Phonology.” Graduate Colloquium on Hispanic Literatures, Linguistics and Cultures, Department of Spanish and Portuguese Studies, University of Florida, February 2010.


“Attitudes and Allophones: Using Technology to Improve Pronunciation.” Graduate Colloquium on Hispanic Literatures, Linguistics and Cultures, Department of Spanish and Portuguese Studies, University of Florida, February 2009.

“Collaborative Cross-Institutional Weblogs and L2 Writing Development.” Graduate Colloquium on Hispanic Literatures, Linguistics, and Cultures, Department of Romance Languages and Literatures, University of Florida, October 2005.

“Teaching second language pronunciation.” Entre Nous, Department of Romance Languages and Literatures, University of Florida, October 2003.


SERVICE FOR THE PROFESSION

Boards and committees

Vice President, Computer Assisted Language Instruction Consortium, 2017-2018

Executive Committee Member, Association of Department of Foreign Languages (ADFL), 2017-2020

Session organizer, Special session on teaching pronunciation at Current Approaches to Spanish and Portuguese Second Language Phonology, Georgetown University, 2014

Committee Member, SAT2 Spanish Test Development, 2013-2016

Conference Co-Chair, Computer Assisted Language Instruction Consortium (CALICO), University of Hawaii, 2013

Spanish Section Head, American Association of University Supervisors and Coordinators (AAUSC), 2012-2015

Organizing Committee Chair, Hispanic Linguistics Symposium, University of Florida 2012

Editorial Board Member, Southern Conference on Language Teaching, 2011-present

Scientific committee, EuroCALL SIG meeting, 2011, 2012

Executive Board Member, Computer Assisted Language Instruction Consortium (CALICO), 2010-2013

Organizer, Current Approaches to Spanish and Portuguese Second Language Phonology Conference, February 2010 (University of Florida)

Advisory Board Member, Pearson ¡Anda! 2e, 2010-2011
Advisory Board Member, McGraw-Hill, 2009-2011
Advisory Board Member, Cengage, 2009-2010
Committee Member, CLEP Spanish Test Development, 2009-2013
Consultant, World Languages Board of Consultants, Houghton Mifflin, 2003-2004
Advisory Panel Member, Zinemás project, McGraw-Hill, 2001-2004

Abstracts and articles reviewed

JOURNAL MANUSCRIPTS
Applied Language Learning, 2009-present
Applied Linguistics, 2008-present
CALICO Journal, 2003-present
CALL Journal, 2011-present
Foreign Language Annals, 2007-present
Hispania, 2006-present
JALT CALL Journal, 2009-present
Journal of Computer Mediated Communication, 2006-present
Language Learning and Technology, 2003-present
Language Learning, 2010-present
Second Language Research, 2012
Studies in Second Language Acquisition, 2016-present
SWJ/LASSO, 2013
System, 2011-present

CONFERENCE ABSTRACTS
American Association of Applied Linguistics, 2011-present
Computer Assisted Language Instruction Consortium (CALICO), 2010-present
Contemporary Approaches to Spanish and Portuguese Second Language Phonology, 2008, 2010
EuroCALL, 2011, 2012
Generative Approaches to Hispanic Linguistics, 2012
Hispanic Linguistics Symposium, 2004-present

PEDAGOGICAL AND OTHER PUBLICATIONS
Hispanic Linguistics Symposium proceedings, 2004-present
Teaching with Technology (Eds. Jessamine Cooke-Plagwitz and Lara Lomicka), Boston: Heinle

SERVICE FOR THE DEPARTMENT AND UNIVERSITY
Member, General Education Committee, 2017
Chair, Search Committee, College of Liberal Arts and Sciences Shared Services Center, 2016
Faculty Advisor, Foreign Language Organization, 2015-present
Member, Faculty Council, College of Liberal Arts and Sciences, 2015-2017
Member, Senate Budget Council, 2015-2018
Chair, CLAS Assembly, 2014-2015
Member, Senate Council on Scholarship and Research, 2014-2017
Member, Technology Fee Advisory Committee, 2013-present
Member, Faculty Senate, 2013-2019
Member, University Curriculum Committee, 2013-2015
Faculty Advisor, Ph.D. Moms, 2012-present
Member, *Faculty Council*, College of Liberal Arts and Sciences, 2012-2014; Chair 2012-2013
Member, *Nominating Committee*, College of Liberal Arts and Sciences, 2011-13; Chair 2012-13
Member, *Superior Accomplishment Award Selection Committee* (Community Service), 2012-
Member, *Advisory Board*, Language Learning Center, 2010-present
Chair, *Search Committee*, Department of Spanish & Portuguese Studies, 2009-2010
Member, *Graduate Studies Committee*, Department of Spanish & Portuguese Studies, 2009-
Chair, *Search Committee*, Department of Spanish & Portuguese Studies, 2006-2007
Member, *Adjunct Faculty Evaluation Committee*, Department of Romance Languages and Literatures, 2001-2002

**PROFESSIONAL AFFILIATIONS**

Member, *American Council on the Teaching of Foreign Languages*
Member, *American Association of Applied Linguistics*
Member, *American Association of Teachers of Spanish and Portuguese*
Member, *American Association of University Course Supervisors*
Member, *Computer Assisted Language Instruction Consortium*
Member, *Modern Language Association*
Member, *Society for the Study of the Indigenous Languages of the Americas*
Jorge R. Valdés Kroff

< Last Updated August 2017 >

CONTACT INFORMATION
PO Box 117405
Department of Spanish and Portuguese Studies
University of Florida
Gainesville, FL 32611-7405 USA

office phone: (352) 273-3744
e-mail: jvaldeskroff@ufl.edu
web: http://people.clas.ufl.edu/jvaldeskroff

ACADEMIC APPOINTMENTS
Assistant Professor of Spanish & Linguistics, Department of Spanish & Portuguese Studies, University of Florida 08/14–present
Affiliate appointments: Latin American Studies & Linguistics 10/14–present
Postdoctoral Research Fellow, Department of Psychology, University of Pennsylvania 08/12–07/14

EDUCATION
Penn State University, University Park, Pennsylania USA
Ph.D., Hispanic Linguistics & Language Science (Dual-Title) 08/12
Dissertation: Using eye-tracking to study auditory comprehension in code-switching: Evidence for the link between comprehension and production
Advisors: Dr. Paola (Giuli) Dussias & Dr. Chip Gerfen
M.A., Hispanic Linguistics 05/08
Linguistic Society of America (LSA) Summer Institute Summer 2007
Stanford University
University of North Carolina–Chapel Hill, Chapel Hill, North Carolina USA
B.A., Linguistics & International Studies 05/01

RESEARCH INTERESTS
Bilingualism, Spanish-English Code-switching, Sentence Processing, Spoken Word Recognition

HONORS AND AWARDS
University of Florida College of Liberal Arts and Sciences Term Professor 2017–2020
Hispanic Linguistics Professor of the Year 2014–2015 voted by University of Florida Spanish Graduate Student Association (OEGE)
Society for the Neurobiology of Language Travel Award 2013
Architectures and Mechanisms for Language Processing (AMLaP) Prize for Outstanding Oral Presentation 2012
National Science Foundation Graduate Research Fellowship 2009
Grants and Fellowships

**EXTRAMURAL**

**National Science Foundation (BCS-1528486)** 2016–2017


**National Science Foundation (SMA-1203634)** 2012–2014

*Minority Postdoctoral Research Fellowship* (PI: Jorge Valdés Kroff, Sponsoring Scientist: John Trueswell), $120,000.

**National Science Foundation (BCS-1124218)** 2011–2013

*Doctoral Dissertation Research: Using eye-tracking to study auditory comprehension in codeswitching: Evidence for the link between production and comprehension* (PI: Paola Dussias, co-PIs: Chip Gerfen, Jorge Valdés Kroff), $12,000

**INTRAMURAL**

**Center for the Humanities and the Public Sphere** 2017


Publications

*denotes Student first author


**Manuscripts in Preparation**

INTRAMURAL

Undergraduate courses

SPN 3700 Introduction to Hispanic Linguistics
SPN 4731 Spanish Second Language Acquisition
SPN 4831 Bilingualism
SPN 4930 Language and Thought

Graduate courses

SPN 6735 Second Language Acquisition
SPN 6735 Psycholinguistics
SPN 6735/LIN 6708c Experimental Methods
SPN 6735/LIN 6932 Bilingual Language Control
LIN 6932 Bilingual Sentence Processing
LIN 6932/SPN 6735 Topics in SLA

EXTRAMURAL

Graduate Instructor, Department of Spanish, Italian, & Portuguese, 01/09–08/09
Penn State University
SPAN 215 Introduction to Hispanic Linguistics (2 sections)

Graduate Teaching Assistant, Spanish Basic Language Program, 01/07–12/07
Penn State University
SPAN 003 Intermediate Spanish (4 sections)

Dissertation Chair


Dissertation Co-Chair

Marc Matthews (2015–present). Linguistics, University of Florida
Yiqing Zhu (2016–present). Linguistics, University of Florida

Member of Dissertation Committee

Completed:

Ongoing:
Eunjin Chun (2016–present). Linguistics, University of Florida
Aleuna Lee (2016–present). Linguistics, University of Florida
Negar Mohammadi (2016–present). Linguistics, University of Florida
Falcon Restrepo (2016–present). Spanish and Portuguese Studies, University of Florida

Graduate Advisor (pre-committee)
Chris Dean (2016–present)

Supervisor of Undergraduate Honors Theses
Ana Oliveira-Beuses (Psychology). Fall 2016–present.

Second Reader of Undergraduate Honors Theses
Michael Johns (Spanish). Fall 2015.
Michael Johns (Linguistics). Fall 2015.

* Denotes student presenter **Denotes shared first authorship


*de Crecy, C., Valdés Kroff, J. R., & de Prada Pérez, A. 2016. The gender congruency effect in Spanish heritage speakers. Talk presented at The 8th Workshop on Spanish Sociolinguistics. San Juan, PR, April 13–16.

Valdés Kroff, J. R., Bajo, M. T., & Dussias, P. E. 2016. Towards a socially-informed psycholinguistics: Comprehension of code-switching by 2 groups of Spanish-English bilinguals. Talk presented at The 8th Workshop on Spanish Sociolinguistics. San Juan, PR, April 13–16.


**Invited Talks**


Valdés Kroff, J. R. 2013. The bilingual is a mental juggler: How bilingualism impacts cognition throughout the lifespan. Invited inaugural talk at the Latino Medical Student Association Seminarios de Salud: Applied Topics in Health Care, Perelman School of Medicine, University of Pennsylvania, Philadelphia. March 21.


**Invited Workshops**

Valdés Kroff, J. R. 2016. Métodos y análisis para el registro de movimientos oculares en la investigación [Methods and analysis in eye-tracking research]. Catholic University of Concepción, Chile. December 12–December 16.


TO THE PROFESSION

Conference Organizing
Member, Organizing Committee, CUNY Conference on Human Sentence Processing, March 2016, University of Florida

Ad-hoc Reviewer
Academic Journals & Edited Volumes

- *Applied Psycholinguistics*
- *Bilingualism: Language and Cognition*
- *Cambridge Handbook of Sentence Processing*
- *Cambridge Handbook of Spanish Linguistics*
- *Canadian Journal of Linguistics*
- *Hispanic Linguistic Symposium Conference Proceedings*
- *International Journal of Bilingualism*
- *Language Acquisition and Contact in the Iberian Peninsula*
- *Language Learning*
- *Linguistic Approaches to Bilingualism*
- *Psicológica*
- *Reading in a Foreign Language*
- *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics*
- *Second Language Research*
- *Studies in Language Science*
- *Studies in Second Language Acquisition*
- *Translational Issues in Psychological Science*

Conferences

- Bilingual and Multilingual Interaction (Bangor, UK)
- Bilingualism in the Hispanic and Lusophone World (Leiden, The Netherlands; Tallahassee, FL)
- CUNY Conference on Human Sentence Processing (Boston, MA)
- Hispanic Linguistics Symposium (Lubbock, TX)
- International Workshop on Bilingualism and Language Control (Krakow, Poland)
- International Conference on Multilingualism: Linguistic Challenges and Neurocognitive Mechanisms (Montreal, Canada)
- University of Illinois–Chicago Bilingualism Forum (Chicago, IL)

Extramural Grants & Fellowships

- **Invited Panelist**, NSF SBE Postdoctoral Research Fellowships, January 2016
- Interdisciplinary Research in Behavioral and Social Sciences (SPRF-IBSS)
- **External Reviewer**, NSF Linguistics Panel Grants, 2016, 2017
- **External Reviewer**, Riksbankens Jubileumsfund, 2017
  (Swedish grant foundation for Humanities and Social Sciences)

Honors Examiner

- **Swarthmore College**, May 2013
  Invited to serve as an outside examiner on the topics of language contact and language attrition

< End of CV >
Susana E. Braylan
3831 SW 96 Street, Gainesville FL 32608
352-333-1177
sbraylan@ufl.edu

PRESENT POSITION
Fall 1997 to present
Senior Lecturer and Coordinator Bilingual Program
Department of Spanish and Portuguese Studies
University of Florida
147 Dauer Hall
352-273-3747
Gillian Lord, Chairperson

OTHER POSITIONS AT THE DEPARTMENT
Director of the Santander Summer Study Abroad Program
Santander, Spain

Summer A 2010, 2011
Director of the UF in Buenos Aires, Language and Culture Study Abroad Program
Buenos Aires, Argentina

Summer A 2014, 2015
Director of the UF in Valencia Summer Study Abroad Program
Valencia, Spain

PERSONAL AND FAMILY
Born on May 4, 1952, Buenos Aires, Argentina
USA Citizen, 1995
Two sons

EDUCATION
1964-69 Cevallos High School, Buenos Aires, Argentina
Elementary School Certified Teacher

1976-77 English as a Second Language, University of Maryland, MD

1977-80 Associate of Arts and Associate of Science Degrees
Santa Fe Community College, Gainesville, FL

1980-83 Undergraduate Studies (Major in Spanish)
University of Florida, Gainesville, FL

1984-90 Masters of Arts, Spanish Literature
Department of Romance Languages and Literatures
University of Florida, Gainesville, FL

2007 Certificate in Translation, Spanish-English

PREVIOUS EMPLOYMENT
1975-77 Secretary, Cultural Department
Embassy of the Argentine Republic
Washington DC

1991-92 Spring Semester, Adjunct Lecturer
Department of Romance Languages and Literatures
University of Florida, Gainesville, FL

1993 3-23 to 5-23, Spanish Instructor
School Board of Alachua County, Kirby Smith Bldg.
Gainesville, FL
Ms. Faye Cake, Director of Staff Development

1996 Fall Semester, Adjunct Lecturer
Department of Romance Languages and Literatures
University of Florida, Gainesville, FL

1992-97 Spanish Teacher, K-5
Gainesville Country Day School
6801 SW 24th Ave.
Gainesville, FL – 3520332-7783
Nancye Childers, Director

VOLUNTEER WORK
1980 Spring Semester, Tutoring Spanish and French
Santa Fe Community College
Gainesville, FL

1996 Spring Semester, Administrative and Tutoring Responsibilities
The English House, E.S.L. School
Gainesville, FL
Ruth Henderson, Director

2007-10 Cooking and Serving Food (Twice a year)
St Francis House (with members of the Spanish Department)
Gainesville, FL

2016 Translating for the Harn Museum of Art
Gainesville, FL

SERVICE TO THE COLLEGE AND UNIVERSITY
1998-2000 Director: Hispanic Film Festival
2001 Advisor: Hispanic Communicators Association
2002 Advisor: Spanish Speakers Youth Group for Christ
2002 Mentor: University Minority Mentor Program
2002-2004 Advisor: Argentinean Student Association
2004-2005 Advisor: FUERZA
2005-present Advisor: Argentinean Student Association
2004-2009 Member: UF Students Judicial Affairs
2012-present Advisor: No Southern Accent
2014 Membership Affiliate Faculty of Center Latin American Studies
2015 Advisor: Sabor Latino

SERVICE TO THE PROFESSION
1998-2001 Liaison: Institute of Hispanic-Latino Cultures and Bilingual Program
2003 Speaker: Representing Santander Study Abroad Program at UF
Phi Eta Sigma National Honor Society
2004 Speaker: Representing Bilingual Program at Hispanic Students Recruitment Conference
2007 Judge: Talent Show, Hispanic Month
2007 Key Note Speaker: Hispanic Month
2008 Judge: Talent Show, Hispanic Month
2016 Member, SPS Undergraduate Studies

AWARDS AND NOMINATIONS
1983 Elected to Phi Kappa Phi Society
1999 Anderson/CLAS Scholar Faculty Honoree
2000 Anderson/CLAS Scholar Faculty Honoree
2000 Nominated for Teacher’s Award
2000 UF Mortar Board Faculty Honoree
2001 Anderson/CLAS Scholar Faculty Honoree
2004 Nominated and promoted to Senior Lecturer
2004 Merit Payment
2005 Anderson/CLAS Scholar Faculty Honoree
2007 Merit Payment
2007 “Mujeres de Excelencia” Award
2008 Anderson/CLAS Scholar Faculty Honoree
2008 “Mujeres de Excelencia” Award
2011 Anderson/CLAS Scholar Faculty Honoree
2013 Merit Payment
2013 Anderson/CLAS Scholar Faculty Honoree
2014 Anderson/CLAS Scholar Faculty Honoree

SOCIETY MEMBERSHIPS
ACTFL - American Council on the Teaching of Foreign Languages
ATA – American Translators Association
Andréa Cabral Leal Ferreira  
Lecturer of Portuguese, Department of Spanish and Portuguese Studies, University of Florida  
384 Grinter Hall, Gainesville, FL, 32611, USA  
(352) 294-3688 / deia@ufl.edu

EDUCATION
Ph.D. candidate, Latin American History, University of Florida, 2013-present  
Dissertation Title: “Discovering Gilberto Freyre: Race, Identity and (Trans)National Narratives in Twentieth-Century Brazil”  
Advisor: Jeffrey D. Needell  
Projected date of graduation: May of 2018  
M.A., Brazilian Studies, Center for Latin American Studies, University of Florida, 2009  
B.A., High Honors in History, University of Florida, 2004

AWARDS AND HONORS
Outstanding International Student Award, University of Florida, 2014  
O. Ruth McQuown Scholarship, University of Florida, 2014  
Center for Latin American Studies Field Research Grant (Tinker Foundation), University of Florida, 2012  
Grinter Fellowship, College of Liberal Arts and Science, University of Florida, 2009-2012  
Calvin A. VanderWerf Award, Most Outstanding Teaching Assistant, University of Florida, 2008-09

PROFESSIONAL SERVICE
Program Director and Instructor of the University of Florida Summer Study Abroad Program in Rio de Janeiro, Brazil, June 25 to August 5, 2017  
Portuguese Lower Division Coordinator, Department of Spanish and Portuguese Studies, University of Florida, 2016-present  
Committee Member, Foreign Language and Area Studies (FLAS) Summer Award Committee, Center for Latin American Studies, University of Florida, Gainesville, March-April, 2017  
Course Developer and Instructor, Certificate in Portuguese for the Professions, Center for Latin American Studies and the Department of Spanish and Portuguese Studies, University of Florida, 2016-2017  
Language Evaluator, Celpe-Bras Portuguese Proficiency Test, University of Florida, Gainesville, Fall/Spring 2016
Guest Speaker in the Lecture Series at the Institute for Learning in Retirement at Oak Hammock, Gainesville, Florida, March 22, 2016

Assistant of the University of Florida Summer Study Abroad Program in Rio de Janeiro, Brazil, June 28 to August 8, 2015

President of the Student Association of Latin American Studies, Center for Latin American Studies, University of Florida, 2008-2009

Graduate Student Council Representative, Masters of Arts in Latin American Studies, University of Florida, 2008-2009

TEACHING EXPERIENCE

Department of Spanish and Portuguese Studies, University of Florida

Lecturer, 2016-present
POW 4930 Tourism in Brazil
POR 3502 Brazilian Culture (Study Abroad Program, Rio de Janeiro)
POR 3010 Accelerated Introduction to Portuguese and Brazil
POR 1130 Beginning Portuguese 1
POR 1131 Beginning Portuguese 2

Instructor of Record, 2007-2015
POR 3502 Brazilian Culture (Study Abroad Program, Rio de Janeiro)
POR 3500 Luso-Brazilian Civilization
POR 3451 Introduction to Portuguese Translation and Interpretation
POR 3242 Oral and Written Practice
POR 3224 Peoples of Brazil (FLAC section)
POR 3224 Brazilian Cinema (FLAC section)
POR 3224 Race and Culture in Modern Brazil (FLAC section)
POR 3010 Accelerated Introduction to Portuguese and Brazil
POR 1130 Beginning Portuguese 1
POR 1131 Beginning Portuguese 2

Department of History, University of Florida

Instructor of Record, 2013
LAH 3300 Contemporary Latin American History

Teaching Assistant, 2012
AMH 3511 U.S. Foreign Relations since 1914

Grader, 2009-2013
AMH 3660 American Indian History to 1815
AMH 3661 American Indian History since 1806
AMH 3423 History of Florida since 1845
AMH 2020 History of the United States since 1877
LAH 3100 Emerging Latin American Nations
LAH 3300 Contemporary Latin American History

CONFERENCE PRESENTATIONS
“Lembranças a Todos: Gilberto Freyre’s Early Impressions of the United States as Conveyed to His Family Members.” American Historical Association, Denver, Colorado, January 7, 2017

“Becoming a Brazilianist: Gilberto Freyre’s Formative Years as a Foreign Student.” Southeastern Council of Latin American Studies, Charleston, South Carolina, March 13, 2015

“Transfiguring the Amazon: Euclides da Cunha and Rio Branco on the Incorporation of the Amazon and the Consolidation of Brazilian State.” American Historical Association, Boston, Massachusetts, January 8, 2011

“Transfiguring the Amazon: Euclides da Cunha and Rio Branco on the Incorporation of the Amazon and the Consolidation of Brazilian State.” Southern Historical Association, Charlotte, North Carolina, November 6, 2010


“Questioning Machado: The Reception of a Literary Icon by his Contemporaries.” Kentucky Foreign Language Conference, Lexington, Kentucky, April 1, 2008

RESEARCH EXPERIENCE
Research Assistant for Celso Castro, Director of Centro de Pesquisa e Documentação de História Contemporânea do Brasil (CPDOC), Fundação Getulio Vargas, Rio de Janeiro, Brazil, 2014

LANGUAGES
Portuguese (native), English (fluent), Spanish (fluent)
Víctor M. Jordán-Orozco

University of Florida 8328 S.W. 64th Pl
Department Spanish and Portuguese Studies Gainesville, FL 32608
PO Box 117401 (352) 384-3273 (Home)
170 Dauer Hall (352) 273-3773 (Office)
Gainesville, FL 32611-7405 vjordan@ufl.edu

EDUCATION

Degrees

• 2009
  Ph.D. University of Florida, Department of Spanish and Portuguese Studies.

• 2005
  M.A. University of Florida, Department of Spanish and Portuguese. Thesis Title: “Blanqueamiento y provincialización del negro en Manuela de Eugenio Díaz Castro.” Advisor: Dr. Álvaro Félix Bolaños.

• 1992
  M.S. Nova Southeastern University. Department of Teaching and Education. Practicum: “The Development of Word Processing Skills in Middle School Students: Coming One Step Closer to Creative Writing”.

• 1979
  B. A. Southern Illinois University. History Department. Minor in Psychology.

PROFESIONAL EXPERIENCE

• 2011- present
  University of Florida, Department of Spanish and Portuguese Studies.
  Lecturer, Courses taught: SPN 1134 (Accelerated Spanish), SPN 1131 (Beginner’s Spanish II), SPN3392 (Conversation, film and culture), SPN4420 (Composition & Syntax), SPN4314 (Advanced Composition & Syntax for bilinguals), SPW 4190 (Colombian Literature and Film),
  Level coordinator, SPN 1134 (Accelerated Spanish Review); SPN1131 (Beginner’s Spanish II). Duties include preparation of syllabus, calendar, on-line homework and materials for tests and compositions, and general supervision and observation of instruction.

• 2009 - 2011
  University of Florida, Department of Spanish and Portuguese Studies. (Formerly Romance Languages and Literatures).
Adjunct Lecturer, Courses taught: SPN 1134 (Accelerated Spanish), SPN3300 (Grammar & Composition I), SPW3031 (Survey of Spanish- American Literature from Independence to the Present), SPN 1131 (Beginning Spanish II)

Coordinator First Year Accelerated Spanish Program. Duties include preparation of syllabus, calendar, on-line homework and materials for tests and compositions, and general supervision and observation of instruction.

• 2009
Santa Fe College.
Adjunct Lecturer, Courses taught: SPAN1121 (Intermediate Spanish I), SPAN1122 (Intermediate Spanish II)

• 2005-09
University of Florida, Department of Romance Languages and Literatures. Graduate Assistant, Courses taught: SPN 1182 (Elementary Spanish: Review and Progress), SPN 3224 (Spain and the European Union), SPN3300 (Grammar & Composition I), SPN3301 (Grammar & Composition II), SPW3030 (Survey of Spanish- American Literature from Discovery to Independence).

• 2006
University of Florida, University Athletic Organization
Instructor/Tutor, Beginning and Intermediate Spanish.

• 2002-05
University of Florida, Department of Romance Languages and Literatures.
Teaching/Research Assistant, Courses taught: SPN 1130 (Beginning Spanish I)

• 1998-2000
Colegio Bolivar (International School)
Dean of Students (High School), supervised students’ academic progress, advised students on academic and disciplinary issues, collaborated with counseling department in student welfare, and advised the school’s headmaster and high school principal on student related issues. Courses taught: Current Issues

• 1995-1998
Colegio Gimnasio la Colina.
Headmaster and Academic Director, Supervised all administrative and instructional aspects of the school (K-12). Developed and implemented Bilingual Spanish-English program in cooperation with the language department of the Universidad del Valle del Cauca. Courses taught: European History, Introduction to English.

• 1992-1995
Colegio Bolivar (International School)
Head of Social Studies Department (K-12) developed a comprehensive curriculum for the school’s social studies program.
High School Teacher, Courses taught: World History, Colombian History and Geography, Social Sciences.

• 1991
Nova Southeastern University
Instructor, assisted on computer mediated instruction to Middle School students.

• 1987-1990
Colegio Bolivar (International School).
Middle School Teacher, Courses taught: World History, Colombian History and Geography, Social Sciences.

• 1986
Instituto Colombo Británico.
Instructor, Courses taught: English for beginners and intermediate English for adults.

• 1984-1987
Colegio Jefferson.
Middle School Teacher, Courses taught: History, Social Sciences.

• 1982
Instituto San José.
Academic advisor, supervised students’ academic progress.

• 1981-1984
Colegio Bennett.
Elementary School Teacher, Courses taught: Social Sciences.

• 1979-1980
Southern Illinois University.
Teacher /Research Assistant, Introduction to European History.

OTHER RELATED EXPERIENCE

• Member, Merit Pay Committee 2014-15.

• Member, Revision of Merit Pay Guidelines Committee 2014 –15

• Member, faculty search committees, 2012, 2013 and 2014.

• Member, Advisory Committee, Department of Spanish and Portuguese Studies, University of Florida, 2011.


• **Webmaster**, Graduate on-line magazine SIN FRONTERA, University of Florida, 2007.

• **Advisor**, Steering Committee, *3rd Graduate Interdisciplinary Colloquium on Hispanic/Latin American Literatures: El arte de (con)vivir / the Art of (co)existence*, University of Florida, 2006.

• **Member**, Steering Committee, *First Graduate Interdisciplinary Colloquium on Hispanic/Latin American Literatures, Linguistics and Cultures: Language, Nation & Globalization*, University of Florida, 2004.


• **Consultant**, Fundación las Casitas, 2000-02.

• **Member**, Board of Directors, Colegio Gimnasio la Colina, 1995-2000.

• **Member**, Consejo Directivo, Colegio Bolívar, 1998-2000.


• **Co-coordinator**, Workshop: The adolescent, growing up issues, Colegio Bolívar, 1999.


• **Speaker**, Commencement ceremony, Colegio Gimnasio la Colina, 1998.


• **Chair**, Search Committee, Colegio Gimnasio la Colina, 1997.


• **Editor**, PEI (Institutional Educative Plan), Colegio Gimnasio La Colina, 1996.

• **Coordinator**, Committee for Environmental Education, Colegio Bolívar, 1994-6.

• **Co-editor**, *Tribuna*: School magazine, Colegio Bolívar, 1994-6.


• **Chair**, Social Sciences Committee. Bolivar 1994-5.

• **Co-Chair**, Steering Committee, School Reaccreditation (Southern Association of Colleges and Schools), Colegio Bolivar 1994-5.

• **Chair**, Environmental Studies Committee, 1994.


• **Coordinator**, Enrichment Program for Talented Students. Colegio Bolivar, 1989

• **Editor**, INK: Student-teacher literary magazine, Colegio Bolívar, 1988-89


• **Founder / Editor**, *El Foro*: teacher’s newspaper, Colegio Jefferson, 1986-7


• **Coach**, Colegio Jefferson, 1985-6

• **Director**, Intercollegiate Science Fair, Colegio Jefferson, 1985-6

• **Moderator**, Social Studies Committee, School Reaccreditation (Southern Association of Colleges and Schools), Colegio Jefferson 1985.

• **Judge**, Intercollegiate Science Fair, Colegio Jefferson, 1984

• **Volunteer / Consultant**, Institución San José, 1983-5.

**PUBLICATIONS / READINGS**

• In progress: “Simon the magician”, translation of Tomás Carrasquilla’s short story “Simón el mago”. Possible date of publication, fall 2017.

• In progress: *Modernidades*, poemario. Possible date of publication, fall 2016.
• Forthcoming: Provocaciones, collection of short stories, October 2015.


• “Halcón y Cascabel.” Short story published in Divergencias: revista de estudios lingüísticos y literarios, Volumen 8, número 1, verano 2010, Universidad de Arizona.


HONORS / AWARDS

• Undergraduate teacher of the year nominee 2015
• Anderson Scholar Faculty Honoree 2015
• Anderson Scholar Faculty Honoree 2014
• Outstanding M.A. Student (Honorable Mention) 2004-5.
• Certificate of Achievement, University of Florida International Center, 2003.
• Fellowship, University of Florida, 2002-3.
• Recognition, graduating class, Colegio Bolivar, 1993.
• Plaque (outstanding teacher), PTA, Colegio Jefferson, 1986.
• Fellowship, Southern Illinois University, 1980 -81.
• Dean’s List, Southern Illinois University, 1976 -79.
LANGUAGES

- Spanish: native
- English: fluent
- Portuguese: reading proficiency

REFERENCES

Dr. Gillian Lord, glord@ufl.edu
Dr. Luis Alvarez-Castro, lacastro@ufl.edu
Dr. Efraín Barradas, barradas@latam.ufl.edu
SU AR LEE KO

University of Florida
Department of Spanish and Portuguese Studies
241 Dauer Hall, P.O. BOX 117405
Gainesville, FL 32611

Phone: (352) 273-3743
Fax: (352) 392-5679
Email: sulee@ufl.edu

EDUCATION

Ph.D. in Hispanic Linguistics, January 2010
The Ohio State University, Columbus, Ohio
Department of Spanish and Portuguese
Dissertation title: Absolute interrogative intonation patterns in Buenos Aires Spanish.
Co-Advisors: Fernando Martínez-Gil and Mary E. Beckman

M.A. in Hispanic Linguistics program, June 1998
The Ohio State University, Columbus, Ohio

B.A, February 1992
Major: Spanish Language and Literature
Minor: International Relations
The Seoul National University, Seoul, S. Korea

ACADEMIC APPOINTMENTS

University of Florida
Department of Spanish and Portuguese Studies
(Formerly Department of Romance Languages and Literatures)
Senior Lecturer of Spanish, Fall 2015 -
Lecturer of Spanish, Fall 2008 – Spring 2015
Visiting Lecturer of Spanish, Fall 2007- Spring 2008
Adjunct Lecturer of Spanish, Fall 2006 - Spring 2007
Coordinator, SPN 2240 Intensive Communication Skills, Fall 2009- present
 Coordinator, SPN 3700 Introduction to Hispanic Linguistics, Fall 2009
Graduate Coordinator Assistant, Fall 2013-Spring 2014; Fall 2008- Spring 2009

Washington State University
Spanish Program in the Department of Foreign Languages and Cultures
Instructor, Fall 2002 – Spring 2006
Teaching Assistants Supervisor/ Coordinator of Intermediate Spanish Program, Fall 2005- Spring 2006
- Coordinate the second and third years Spanish (SPAN 203, 204, 306, 307, 308)
Assistant Coordinator, Fall 2002- Spring 2005
- Coordinate the second and third years Spanish (SPAN 203, 204, 307)
The Ohio State University  
Department of Spanish and Portuguese  
Teaching Assistant, Fall 1996- Spring 1999, Summer 2001  
Research Associate, 1999-2000  
Foreign Language Center  
Research Associate, 1998-2000  
Continuing Education - Department of Conference Management and Professional Development.  
Lecturer, 1998-1999

TEACHING EXPERIENCE

University of Florida (2006 - present)

✦ Undergraduate Courses
  SPN 1131  Beginning Spanish II
  SPN 1180  Elementary Spanish: Review and Progress
  SPN 2201  Intermediate Spanish II
  SPN 2240  Intensive Communication Skills
  SPN 3300  Spanish Grammar and Composition I
  SPN 3700  Introduction to Hispanic Linguistics
  SPN 4780  Spanish Phonetics
  SPN 4830  Spanish and Spanish-American Dialectology

✦ Graduate Course
  SPW 6945  Practicum in Advanced College Teaching/Course Shadowing
  SPN 6785  Advanced Spanish Phonetics
  SPN 6835  Spanish and Spanish-American Dialectology

(Student evaluation - cumulative average – 4.4 out of 5.0)

✦ Undergraduate Courses
  SPAN 203  Intermediate Spanish
  SPAN 204  Intermediate Spanish
  SPAN 306  Intermediate Reading and Translation
  SPAN 307  Intermediate Speaking and Listening
  SPAN 308  Intermediate Grammar and Writing
  SPAN 309  Spanish for Native Speakers
  SPAN 408  Advanced Grammar and Writing
  SPAN 407  Advanced Speaking and Listening
  SPAN 450  Seminar in Spanish Studies: Linguistics (Introduction to Spanish Linguistics)
  SPMGT 276  Sport Management Reader: Assisted professors to grade papers

✦ Graduate Courses
  SPAN 561  Advanced Instructional Practicum.
Lee

The Ohio State University (1996 – 2001)
(Student evaluation - cumulative average – 4.5 out of 5.0)

✦ Undergraduate Courses
SPAN 102.66. Intensive Spanish for Review I: (101.01 + 102.02)
SPAN 103.01. Intermediate Spanish
SPAN 103.66. Intensive Spanish for Review II: (102.01 + 103.01)
SPAN 104.01. Intermediate Spanish II:
SPAN 401.01. Spanish Review Grammar

Tutor and Conversation Table (Basic and advanced classes)

✦ Continuing Education
Conversational Spanish I and Conversational Spanish II (non-credit)
(Office of Continuing Education, Department of Conference Management and Professional Development)

UNIVERSITY SERVICE/DEPARTAMENTAL FUNCTION

University of Florida

Department of Spanish and Portuguese Studies
Coordinator of Intensive Communication Skills, Fall 2009 – present
Coordinator of Introduction to Hispanic Linguistics, Fall 2009
Assistant to Graduate Coordinator, Fall 2013-Spring 2014; Fall 2008 –Spring 2009
Study Abroad: UF Valencia, (Director) Fall 2015 – Summer 2016
Non tenure track Faculty Evaluation Committee (Chair), Fall 2014- present
Merit Pay Guideline Review Committee, Fall 2014 – Present
Merit pay Committee, Fall 2015- present
Search committee (for the hiring of a coordinator of the lower division language program), Fall 2014 - Spring 2015
Search Committee (Linguistics), Fall 2013- Spring 2014
Undergraduate Studies Committee, Fall 2012- Spring 2013
Bylaw Committee, Fall 2011- Spring 2012

Washington State University

Department of Foreign Languages and Cultures
TA Supervisor/ Coordinator, Fall 2005- Spring 2006
Education Advisor, Fall 2005 – Spring 2006
Assistant Coordinator, Fall 2002- Spring 2005
Advertising and Recruitment Committee, Fall 2002- Spring 2005

The Ohio State University

Department of Spanish and Portuguese
Member: Graduate Student Association, 1998 - 2000
### OTHER PROFESSIONAL POSITIONS AND RELATED WORKS

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution/Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>English to Spanish</td>
<td></td>
<td>Gainesville, US</td>
</tr>
<tr>
<td>Spanish to English</td>
<td></td>
<td>(2009-2010)</td>
</tr>
<tr>
<td>Examiner and Grader</td>
<td>Washington State University</td>
<td>Honor College Entrance Assessment Pilot Study of Foreign Language Proficiency –follow up (The exams measured writing, listening, and speaking skills).</td>
</tr>
<tr>
<td>(Spanish language)</td>
<td></td>
<td>Washington, US</td>
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<tr>
<td>(2005/November)</td>
<td></td>
<td></td>
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<tr>
<td>Examiner and Grader</td>
<td>Washington State University</td>
<td>Honor College Entrance Assessment Pilot study of Foreign Language Proficiency (The exams measured writing, listening, and speaking skills.)</td>
</tr>
<tr>
<td>(Spanish language)</td>
<td></td>
<td>Washington, US</td>
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<tr>
<td>(2005/June)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grader</td>
<td>The Ohio State University</td>
<td>Foreign Language Center</td>
</tr>
<tr>
<td>(Spanish language)</td>
<td></td>
<td>Collaborative Articulation and Assessment Project (CAAP)</td>
</tr>
<tr>
<td>Secretary</td>
<td>Argentine Embassy (Consular section)</td>
<td>Seoul, S. Korea</td>
</tr>
<tr>
<td>Tutor</td>
<td>Private Tutor for high school and university students (Spanish Language)</td>
<td>Seoul, S. Korea</td>
</tr>
<tr>
<td>(1990–92)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreter</td>
<td>Kaybee Group Company</td>
<td>Mexican Commercial Concierge</td>
</tr>
<tr>
<td>(1990/October)</td>
<td></td>
<td>Rotary International Commentary</td>
</tr>
<tr>
<td>(1989/May)</td>
<td></td>
<td>Seoul, S. Korea</td>
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<tr>
<td>(1989/May)</td>
<td></td>
<td></td>
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<tr>
<td>Translator</td>
<td>DACOM (Korea Data Communication) and WINS</td>
<td>(wide informational Network Service for Seoul Olympiad)</td>
</tr>
<tr>
<td>(1988)</td>
<td></td>
<td>Seoul, Korea</td>
</tr>
</tbody>
</table>
MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS/SOCIETIES

ACTFL American Council on the Teaching of Foreign Languages, 2008- Present
WAFLT Washington Association for Language Teaching, 2002 – 2006

SCHOLARLY WORK

Conference Presentation - Refereed


Publications


CERTIFICATIONS/AWARDS/ GRANT

ACTFL First Time Attendee Scholarship, 2008 ($200).
A grant for professional conference travel from the Ohio State University, 2002.
GTA Certification (English Proficiency Test) by ESL, 1996. Programs at The Ohio State University
Tuition scholarship and award from President of Seoul National University, 1988 – 1991
Scholarship and award from Minister of Education in South Korea, 1987.

LANGUAGE

   Native - Korean
   Fluent – Spanish, English,
   Read – Portuguese, French

TECHNOLOGY

   - Course Management Systems: Blackboard/WebCT, Sakai, Canvas
   - Basic application: MS-Office (Word, Excel, Publisher and PowerPoint), Photoshop
   - Internet application: e-learning in Canvas
   - Database management: SPSS
   - Other: Praat, Audacity

REFERENCES
Upon request

(Updated August, 2015)
CRYSTAL H. MARULL
Curriculum Vitae

Department of Spanish and Portuguese
Rutgers Academic Building – West, CAC
Rutgers, The State University of New Jersey
15 Seminary Place, 5th Floor
New Brunswick, NJ 08901

190 Davidson Rd. – Apt. 130
Piscataway, NJ, 08854
267-391-5254
crystal.marull@rutgers.edu
crystalmarull.weebly.com

EDUCATION
PhD Department of Spanish and Portuguese, Rutgers University, New Brunswick (expected 2017)
Dissertation: Processing (In)efficiency in the Second Language: Experience and Cognitive Effects on Morphosyntactic Predictions
Committee: Jennifer Austin (Chair), Liliana Sánchez, Nydia Flores, Theres Grüter
MA Department of Spanish and Portuguese, Rutgers University, New Brunswick, 2013
M.Ed. School of Education, Holy Family University, Philadelphia, 2011
B.S. College of Communication, Boston University, Boston, 2001

ACADEMIC POSITIONS
2016 – present Assistant Spanish Program Coordinator – Department of Spanish and Portuguese, Rutgers University, NJ
2014 – present Director of Rutgers University’ Service-Learning Program, “Language Learning and Community Engagement in Argentina,” – Graduate School of Education, Rutgers University, NJ
2013 Assistant Director of Rutgers University Summer Study Abroad Program in Spain – Department of Spanish and Portuguese, Rutgers University, NJ
2012 Supervisor of Student Teachers, Rider University – Lawrenceville, NJ

RESEARCH INTERESTS
Major fields: Psycholinguistics: Bilingualism and Second Language Acquisition
Specialization: Second language processing of morphology and syntax, heritage language acquisition, cognitive individual differences, second language pedagogy

PUBLICATIONS
Peer-Reviewed Journal Articles

In Preparation
CONFERENCE PRESENTATIONS AND INVITED TALKS

Invited Talks

2016

2015

Paper Presentations

2016


2016
Marull, C. “Processing (In)efficiency in the Second Language: Experience and Cognitive Effects on Morphosyntactic Predictions” Generative Approaches to Language Acquisition North America Conference, University of Illinois, Urbana-Champaign, IL, September 8-10.


2016

2015

2014

2013

2013

2013

2013
Marull, C. “Language-Specific Syntax Constrains Cross-Linguistic Activation.” 43rd Linguistic Symposium on Romance Languages (LSRL). The Graduate Center, City University of New York, New York, NY, April 17-19.

Poster Presentations

2016
DoCampo, M., & Marull, C. “The Relationship between Language Knowledge and Access in Early and Late Bilinguals.” The Hispanic Linguistics Symposium (HLS). Georgetown University, Washington,
D.C. (October 7-9).


**FUNDING AND AWARDS**

**External**

2016 Mellon Summer Study Grant ($4,000) - The Andrew W. Mellon Foundation Grant, Mellon Selection Committee, School of Arts and Science, Rutgers University

2013 Graduate Merit Award ($5000) – Executive Women of New Jersey 2013 Scholarship Program

2013 NSF I-CUBED Mini-Grant ($3000) - Co-PI, RUBilingual Community Outreach to Promote Bilingualism, Graduate School of New Brunswick, Rutgers University

2012 ACTFL/VISTA Higher Learning First Time Attendee Scholarship ($250) – ACTFL (The American Council on the Teaching of Foreign Languages)

**Internal**

2016 Conference Travel Award ($100) – The Graduate School, Rutgers University

2016 Faculty and Staff Ambassadors Program Award ($500) – Centers for Global Advancement and International Affairs, Rutgers University

2016 Research Funding Award ($300) – Department of Spanish and Portuguese, Rutgers University

2016 Teaching Assistant and Graduate Assistant Professional Development Fund ($1640) – Academic Affairs, Rutgers University

2016 Research Award ($400) – Department of Spanish and Portuguese, Rutgers University

2016 PreDoctoral Leadership Fellowship ($500) – PreDoctoral Leadership Development Institute, Rutgers University

2015 Teaching Assistant and Graduate Assistant Professional Development Fund ($1000) – Academic Affairs, Rutgers University

2015 Research Travel Award ($500) – Department of Spanish and Portuguese, Rutgers University

2014 Predissertation and Special Study Award ($1800) – The Graduate School, Rutgers University

2014 Research Travel Award ($300) – Department of Spanish and Portuguese, Rutgers University

2014 Conference Travel Award ($320) – Department of Spanish and Portuguese, Rutgers University

2014 ARESTY: Grant for Classroom Enrichment ($500) – Undergraduate Academic Affairs, Rutgers University

2013 ARESTY: Grant for Classroom Enrichment ($500) – Undergraduate Academic Affairs, Rutgers University

2013 Aldolfo Snaidas Essay Prize ($500) – Department of Spanish and Portuguese, Rutgers University

2013 Conference Travel Award ($200) – The Center of Cognitive Science, Rutgers University
2013 Conference Travel Award ($500) – Department of Spanish and Portuguese, Rutgers University
2013 Conference Travel Award ($200) – Department of Spanish and Portuguese, Rutgers University
2013 ARESTY: Grant for Classroom Enrichment ($1,052) – Undergraduate Academic Affairs, Rutgers University
2013 Predissertation and Special Study Award ($700) – Rutgers University, The Graduate School
2012 PreDoctoral Leadership Fellowship ($500) – Rutgers University, PreDoctoral Leadership Development Institute
2012 Predissertation and Special Study Award ($900) – The Graduate School, Rutgers University
2011-2012 Graduate Excellence Fellowship ($23,000) – Department of Spanish and Portuguese, Rutgers University

CURRENT PROJECTS
2016 – Present “The Relationship between Language Knowledge and Access in Early and Late Bilinguals,” Primary Investigator - Rutgers University New Brunswick, NJ.
2016 – Present “Acquisition of word order in L2 Spanish: The case of the auxiliary haber in conjunction with manner adverbs,” Co-Investigator – Rutgers University New Brunswick, NJ, P.I. José Camacho, Co-P.I. Patricia Gonzalez Darriba.

TEACHING EXPERIENCE
2012 - Present Teaching Assistant, Rutgers University (Sole Instructor)
   Elementary Spanish Online (3 sections)
   Spanish Review and Continuation (1 section)
   Intermediate Spanish 1 (2 sections)
   Intermediate Spanish 2 (1 section)
   Advanced Spanish Conversation and Culture (2 sections)
   Bilingualism in the Spanish-Speaking World (2 sections)
   Topics in Hispanic Linguistics: The US Bilingual Family (1 section – programmed for Spring 17)
   Language Learning and Community Engagement in Argentina (1 section)
2012 Online Curriculum Developer, Rutgers University – New Brunswick, NJ
   Course Activities and Template Design: Elementary Spanish Online
2010 – 2012 Adjunct Spanish Instructor, Rider University – Lawrenceville, NJ
   Spanish for Beginners I
2010 Adjunct Spanish Instructor, Bucks County Community College - Newtown, PA
   Spanish for Beginners I and II
2009 – 2010 Adjunct Spanish Instructor, Mercer County Community College – West Windsor, NJ
   Beginning Spanish II

SERVICE
Peer Review
Abstract Reviewer, International Symposium of Bilingualism, 2015 – Present
Conference Organizer, International Symposium of Bilingualism, Rutgers University, New Brunswick, 2015

**To University**

Organizing Committee Member, “Bilingualism and SLA” annual talks, Department of Spanish and Portuguese, Rutgers University, 2012 – Present

President of Sigma Delta Pi, La Sociedad Nacional Honorario Hispánica, Rutgers University, 2012 – 2014

Student Representative to the Budget and Activities Committee, Department of Spanish and Portuguese, Rutgers University, 2012- 2013

Student Representative to the TA/GA Grievance Committee, Rutgers University, 2012- 2013

ARESTY Undergraduate Research Symposium Judge, Rutgers University, 2012

**To Community**

RUBilingual, Co-founder & Co-director, A Chapter of Bilingualism Matters: Community outreach program to promote bilingualism and bilingual literacy, 2012 – Present

**CERTIFICATIONS**

2013 Graduate Certificate of Cognitive Science – Rutgers University Center for Cognitive Science

2011 Pennsylvania State Pa 1 Teaching Certificate (K - 12: Spanish)

2010 New Jersey State Certificate of Eligibility (K - 12: Spanish)

**MEMBERSHIPS**

Since 2014 The American Association of Teachers of Spanish and Portuguese (AATSP)

Since 2012 Sigma Delta Pi: La Sociedad Nacional Honoraria Hispánica – President (2012-2014)

2012 – 2013 Northeast Modern Language Association (NMLA)

2011 – 2012 American Council on the Teaching of Foreign Languages (ACTFL)

**MEDIA COVERAGE**


**RELATED EMPLOYMENT**


2011 – Present PRAXIS II Rater –Spanish productive language skills, Educational Testing Service (ETS) – Princeton, NJ

2011 – 2015 Supervisor of Undergraduate Research Assistants (Dr. Nuria Sagarra’s lab and Dr. Liliana Sánchez’ lab) - Rutgers University

2002 – 2005 Coordinator of Student Activities, Suffolk University Madrid Campus – Madrid, Spain

2004 Housing Director and Program Assistant, European Study Abroad Educational Programs and Internships (EUSA) – Madrid, Spain

2001 – 2002 Administrative Assistant to the Director, Boston University in Madrid – Madrid, Spain

1999 – 2000 Administrative Assistant to the Madrid Program Coordinator, Office of International Programs –
Boston University, Boston, MA

PROFESSIONAL & PEDAGOGICAL DEVELOPMENT


PreDoctoral Leadership Development Institute – University Center for Organizational Development and Leadership, Rutgers University

2013  Workshop: “Error Correction in the Foreign Language Classroom.” Professor Celines Villalba, Rutgers University

2010  Workshop: “Abroad: Organizing Short and Long-Term Trips.” Andrea Lynch, Mercer County Community College

2009  Course: “Language Acquisition.” Professor Sonia Suarez Cepeda, Universidad Nacional de La Pampa, Santa Rosa, Argentina

Seminar: “Keys to Effective Teaching.” Dr. Alejandra Ottolina, Santa Rosa, Argentina

Workshop: “Adjunct Observation: What's It All About?” Prof. Denise Ingram and Prof. Karen Bearce, Mercer County Community College

Workshop: “CAT's - Classroom Assessment Techniques.” Prof. Fran Davidson, Mercer County Community College

Workshop: “How to Spice Up Your Classroom with Technology.” Mercer County Community College IT Team and faculty colleagues, Mercer County Community College

Workshop: “Advanced Web Page Creation Using Macromedia Contribute.” Tim Fitzpatrick, Mercer County Community College

Certificate Course: “VIC101: Online Teacher Certification.” Mercer County Community College's Virtual College Team, Mercer County Community College

2004 – 2006  Doctoral studies in General and Applied Linguistics (20 credits completed), Universidad Autónoma de Madrid, Spain

SKILLS
Languages

Spanish: Near-Native Proficiency
Italian: Reading Proficiency
French: Reading Proficiency

Experimental and Statistical Software

E-Prime: Advanced Proficiency
Psychopy: Proficient
SuperLab: Proficient
SPSS: Advanced Proficiency
MatLab: Beginner Knowledge

Technology

Web design (HTML Coding and VB scripting): Intermediate Proficiency
Classroom Management Systems (Softchalk, Wikispaces, Angel Network, E-College): Advanced Proficiency
Elluminate: Advanced Proficiency
Windows Media Maker: Advanced Proficiency
Audacity: Advanced Proficiency

REFERENCES

Jennifer Austin, Associate Professor
Department of Classical and Modern Languages and Literatures
Rutgers University, Newark, NJ
973.353.1858
jbaustin@andromeda.rutgers.edu

Nydia Flores, Associate Professor
Department of Spanish and Portuguese and Graduate School of Education
Rutgers University, New Brunswick, NJ
848.932.0793
nydia.flores@gse.rutgers.edu

Liliana Sánchez, Professor
Department of Spanish and Portuguese
Rutgers University, New Brunswick, NJ
848.932.6953
lsanchez@spanport.rutgers.edu

Celines Villalba-Rosado, Assistant Teaching Professor (teaching reference)
Department of Spanish and Portuguese
Rutgers University, New Brunswick, NJ
848.932.6877
villalba@rci.rutgers.edu
Ximena A. Moors  
University of Florida  
Department of Spanish & Portuguese Studies  
170 Dauer Hall, Box 117405  
Gainesville, FL 32611  
352.273.3749

EDUCATION

- Ph.D., Spanish, 1991  University of Florida, Gainesville, FL
- M.A., Spanish, 1983  University of Arizona, Tucson, AZ
- Diploma de abogado, 1972  Universidad de Chile, Santiago, Chile

PROFESSIONAL EXPERIENCE

- 2015 – Present: University of Florida, Senior Lecturer in Spanish
  Coordinator, SPN 3300-3301
  Developer and Instructor: SPN 3300 Online
  Developer and Instructor: Spanish for the Legal Professions
  Developer and Instructor: Spanish for Lawyers (UF College of Law)
  Study Abroad Director & Instructor, Santander, Spain (2010 and 2011)
  Study Abroad Advisor (Latin America)
  Coordinator/Instructor, Study Abroad Program in Yucatan, Mexico (1996)
  Introduction to Spanish-American Literature: Mexico
  Spanish Language (all levels)
  Spanish for Bilingual Speakers Sequence
- 1984 -1991: University of Florida, Graduate Teaching Assistant
  Elementary Spanish
- Spring 1984: Pima Community College (Tucson, AZ), Instructor
  Advanced Spanish for High School Teachers
- 1979 – 1984: University of Arizona, Graduate Teaching Assistant
  Elementary Spanish

ADDITIONAL PROFESSIONAL ACTIVITIES

- Faculty Consultant, Advanced Placement Exam in Spanish
- Spanish Language Textbook Reviewer
- Legal, Commercial, and Medical Translation
- Jury Member (Poetry), Letras de Oro (1989)
Ximena Moors

SERVICE FOR THE DEPARTMENT AND UNIVERSITY

- Course Development Spanish for the Legal Professions (2014)
- Course Development SPN 3300 online (2013)
- Narrator, Educational Video, Center for Instructional Learning & Technology
- Study Abroad Scholarships Reviewer (2010-2014)
- Marshall, University Commencement ceremonies
- Editor, Spanish & Portuguese Studies Newsletter

PUBLICATIONS


PAPERS PRESENTED


HONORS AND AWARDS

- Professional Development Leave CLAS Award, Fall 2014 semester.
- Sigma Delta Pi Honorary Member
- Anderson Scholar Faculty Honoree (multiple years)
- First Prize Winner in Poetry, Letras de Oro Literary Competition (Ximena Alén Fischer, 1988).

PROFESSIONAL AFFILIATIONS

- Center for Latin American Studies, University of Florida.

LANGUAGES

- Spanish (native Chilean), English (near-native command), French (reading knowledge).
Dr. Gregory E. Moreland  
University of Florida  
Department of Spanish and Portuguese Studies  
PO Box 117405  
Gainesville, FL 32611  
(352) 273-3750  
moreland@ufl.edu

Education

1996   Ph.D., Spanish American Literature, University of Florida.  
1987   M.A., Latin American Studies, University of Florida.  
1985   B.A., Spanish / Political Science, Indiana State University.

Teaching Experience

1996-present   Senior Lecturer, Department of Spanish and Portuguese, University of Florida.  
Teach advanced-level courses in Business Spanish; Service Learning for the Health Professions;  
Languages Across the Curriculum; Latin American culture, grammar and composition.

1994-1996   Graduate Teaching Assistant, University of Florida. Taught a variety of Spanish  
courses at advanced, intermediate and beginning levels.

1993-1994   Lecturer, Department of Foreign Languages, Indiana State University. Taught  
literature, culture and grammar courses in Spanish at all levels.

1990-1993   Graduate Teaching Assistant, University of Florida. Taught first- and second-  
semester Spanish courses.

1988-1990   Lecturer, Department of Foreign Languages, Indiana State University. Taught  
beginning- and intermediate-level Spanish courses.

1987-1989   Instructor, Spanish Summer Honors Seminar, Department of Foreign Languages,  
Indiana State University. Taught afternoon sessions of intensive two-week seminar for talented  
high school students.

Professional Experience (Advising, Coordination, Study Abroad and Conferences/Workshops)

Advising

2001-present   Undergraduate Advisor, Spanish Section, Department of Spanish and Portuguese.  
2004-2017   Faculty Advisor, Mexican-American Student Association (MASA).
Coordination

1996-present  Director, FLAC (Foreign Languages Across the Curriculum) program.  FLAC at Florida integrates the study of Latin American, European and international topics with the practice of a variety of foreign languages. It creates one-credit enhancement sections in Spanish, Portuguese, French, Italian and/or German to accompany English-language content courses. In addition to directing the program, I have also taught the following FLAC courses: Pop Culture in Latin America (2017-2018); University Life in Latin America (2015-17); Tourism in the Spanish-Speaking World (2014-15); World Cup 2014 (2014, 2013); Soccer in Latin America and Spain (2012, 2011); Sports in Spain and Latin America (2009, 2008, 2007); Cities of the Spanish-Speaking World (2009); Contemporary Music in Spanish (2008, 2007, 2006); Business and Culture of Sports in the Spanish-Speaking World (2006, 2005); Latin American Music (2005, 2004, 2003, 2000, 1999); U.S. – Latin American Cultural Relations (2002); Religion in Latin America (1997); and Latin American Civilization (1996).

2002-2004  Liaison, CES (Center for European Studies).  See “Liaison, CIBER” below.


1998-2014  Liaison, CIBER (Center for International Business Education and Research). My department’s representative as we collaborated with the UF CIBER (which ceased to exist in 2014). One of my CIBER-related duties was to create new business-related Spanish courses: Teaching Spanish for the Professions; Marketing & Advertising in the Spanish-Speaking World; The Business and Culture of Sports in the Spanish-Speaking World; Intermediate Spanish for Business.

1994-2001  Coordinator, “Mesa de Espanol.” The “Mesa” was a weekly event at which students, primarily undergraduates, gathered to practice their Spanish in a relaxed, informal environment.

Study Abroad

2017  Co-Director and Instructor, UF in Cusco (Peru) – Service Learning for the Health Professions Summer A program. Taught SPN 3948, Service Learning for the Health Professions.

2016  Co-Director and Instructor, UF in Cusco - Service Learning for the Health Professions Summer A program. Taught SPN 3948, Service Learning for the Health Professions.

2011  Student, ISA (International Studies Abroad) Summer I program in Florianopolis, Brazil. Took advanced-level “Portuguese Language: Oral and Written Comprehension and Expression” and participated in excursions.
2010  Instructor, ISA in Guanajuato (Mexico) Summer I Program. Taught advanced-level course entitled “Contemporary Music in the Spanish-Speaking World,” served as tutor, and participated in excursions.

2009  Instructor, ISA in Guanajuato Summer I Program. Taught advanced-level course entitled “Contemporary Music in the Spanish-Speaking World,” served as tutor, and participated in excursions.

2008  Instructor, ISA in Guanajuato Summer I Program. Taught advanced-level Business Spanish course, served as tutor, and participated in excursions.

2007  Curriculum Implementation Consultant, ISA / SU (Southwestern University) in Guanajuato Summer I program. Contracted by ISA to assess the program. Primary duties: observe classes, tutor, dialogue with Guanajuato and SU faculty, make formal recommendations for program and curricular reform.

2006  Faculty Advisor, ISA in Buenos Aires (Argentina) Summer II program. Observed classes, served as tutor, and participated in excursions.

2003-2005 Director, UF in Guanajuato Summer A Program. Directed the program and taught the following courses: Pop Culture in the Spanish-Speaking World; Marketing and Advertising in the Spanish-Speaking World.

2002  Instructor, ISA in Guanajuato Summer II Program. Taught intermediate-level Spanish course, served as tutor, and participated in excursions.

Conferences/Workshops (for conferences and workshops at which I have presented, please see “Presentations”)


2001  Participant, Florida International University CIBER’s Spanish Language Faculty Development Program. Two-week workshop for Spanish-language educators at the Universidad Carlos III (Colmenarejo campus), Madrid, Spain (July).

2001  Participant, Language and Culture for International Business: A Workshop for Foreign Language Educators. Fogelman Executive Center, University of Memphis (February).
Presentations

2016 “Languages Across the Curriculum: Tailoring a LAC Program to Meet Institutional Needs and Realities.” Hattiesburg (Department of Foreign Languages and Literatures, University of Southern Mississippi, October).

2016 “How Foreign Languages and Study Abroad Changed My Life: A Sycamore’s (Unexpected) Journey.” Terre Haute (Department of Languages, Literatures & Linguistics, Indiana State University, February).

2014 “Certificate in Spanish for the Professions: (Re)invigorating the Foreign Language Curriculum.” Greenville (Department of Foreign Languages and Literatures, East Carolina University, December).


2012 “Professor as Student on Study Abroad: What Can We Truly Gain from the Study Abroad Experience?” CIBER Annual Business Language Conference on Building Bridges from Business Languages to Business Communities. Chapel Hill (University of North Carolina, March).

2011 “Two Students and a Professor Ponder the Question: What Can We Truly Gain from the Study Abroad Experience?” CIBER Annual Business Language Conference on Bringing Languages and Business Together: New Directions for a Critical Need. Charleston (University of South Carolina, March).


2008 “From ‘Business and Culture of Sports in the Spanish-Speaking World’ to ‘Sports in Spain and Latin America’; Or, How a One-Credit Language Enhancement Section Became a
Three-Credit Advanced-Level Spanish Course.” CLAC Conference on Challenges in Integrating Languages and Cultures into a Post-Secondary Curriculum. Chapel Hill (University of North Carolina, October).


2007 “Studying Abroad: What Are U.S. College Students Learning (and Doing)?” CIBER Annual Business Language Conference on The Key to U.S. Competitive Edge: Bridging Language and Business. Columbus (Ohio State University, March).

2006 “Spanish for Business as the Cornerstone of Study Abroad: University of Florida in Mexico and Spain.” CIBER Annual Business Language Conference on Matters of Perspective: Culture, Communication and Commerce.” Atlanta (Georgia Tech, April).

2006 “(Foreign) Languages Across the Curriculum.” Invited guest speaker at LAC Workshop. Austin (University of Texas, January).

2005 “FLAC at the University of Florida: Past, Present and Future.” Conference on Cultures and Languages Across the Curriculum: Responding to a National Need. Iowa City (University of Iowa, November).


2003 “Practices, Achievements and Special Concerns of (Foreign) Languages Across the Curriculum Programs at State-Supported Institutions: The Cases of the University of Florida and UNC-Chapel Hill.” Invited guest speaker at Workshop on LAC at State Universities: Theory and Practice.” Chapel Hill (University of North Carolina, February).


Courses Taught and/or Developed (at the University of Florida)

SPN 6166 Teaching Spanish for the Professions (3 credits)
SPN 4420 Advanced Composition and Syntax (3)
SPN 3948 Service Learning for the Health Professions (3)
SPN 3930 Contemporary Music in the Spanish-Speaking World (3)
SPN 3930 Pop Culture in the Spanish-Speaking World (3)
SPN 3930 Influential People in the Spanish-Speaking World (3)
SPN 3520 Culture and Civilization of Spanish-America (3)
SPN 3443 Marketing and Advertising in the Spanish-Speaking World (3)
SPN 3440 Commercial Spanish
SPN 3301 Spanish Grammar and Composition 2 (3)
SPN 3300 Spanish Grammar and Composition 1 (3)
SPN 3224 Pop Culture in Latin America (1)
SPN 3224 University Life in Latin America (1)
SPN 3224 World Cup 2014: The Business and Culture of International Soccer (1)
SPN 3224 Tourism in the Spanish-Speaking World (1)
SPN 3224 Sports in Spain and Latin America (1)
SPN 3224 Business and Culture of Sports in the Spanish-Speaking World (1)
SPN 3224 Cities of the Spanish-Speaking World (1)
SPN 3224 Contemporary Music of the Spanish-Speaking World (3, abroad)
SPN 3224 Contemporary Music in Spanish (1)
SPN 3224 Latin American Music (1)
SPN 3224 U.S. – Latin American Cultural Relations (1)
SPN 3224 Religion in Latin America (1)
SPN 3224 Latin American Civilization (1)
SPN 2442 Intermediate Spanish for Business (5)
SPN 2240 Intensive Aural and Reading Comprehension (3)
SPN 2201 Intermediate Spanish 2 (3)
SPN 2200 Intermediate Spanish 1 (3)
SPN 1132 Intensive Beginning Spanish for Business (5)
SPN 1131 Beginning Spanish 2 (5)
SPN 1130 Beginning Spanish 1 (5)
Curriculum Vitae

Kathryn V. Dwyer Navajas

3424 NW 5th St.
Gainesville, FL 32609
(352) 642-5757

170 Dauer Hall
PO Box 117405
Gainesville, FL 32611-7405
(352) 273-3761
navajas@ufl.edu

PROFESSIONAL OBJECTIVES

To teach the Spanish language and the cultures that speak it; to promote critical thinking on issues of pedagogy; to promote study abroad and service learning; to educate Florida’s young citizens.

EDUCATION

Certificate in Teaching English to Adults
Cuenca, Ecuador
2015

Johns Hopkins University
Baltimore, MD
ABD currently

University of Florida
Gainesville, FL
Major: Spanish

EXPERIENCE

University of Florida
Gainesville, FL
2010-currently
Senior Lecturer in Spanish
Coordinator for two-semester beginning Spanish courses
(SPN 1130/1131)

Launched oral history film project about Spanish-speaking immigrants to Florida in SPN 3948: Service Learning. Developed
collaboration with the Samuel Proctor Oral History Program to broaden the digital literacy of students in that course.

Developed and directed International Service Learning program in the Dominican Republic, including two new courses: Accelerated Intermediate Spanish and Cultura Dominicana. Initiated a collaboration with Acción Callejera in Santiago de los Caballeros for UF students to do literacy work in poor communities there. Am currently developing a “Road to Literacy” 6-week curriculum to enhance volunteer effectiveness and satisfaction.

2001-2010  Lecturer in Spanish

Teaching first and second-year Spanish. Coordinating first and second semester Spanish exam production, lesson plans, and TA support. General problem solving, class observations, orienting and advising GTAs on teaching logistics and strategies.

2000-2001  Visiting Lecturer in Spanish

Taught first-year Spanish. Coordinated the production of exams, compositions, oral exams, and lesson plans for Computer lab and Language Learning Center. General problem-solving, class observations, editing, tutorials on Gradebook, and advising on teaching logistics and strategies, cultural events, housing and recreation.

1999-2000  Adjunct Instructor in Spanish

Taught second and third year Spanish. Wrote exams. Assisted colleagues with editing of documents in English and interviewing practice in English.

Johns Hopkins University  Baltimore, MD

1993-1998  Graduate Teaching Assistant

1997-1998  Graduate Research    Buenos Aires, Argentina


________________________________________________________________________

SKILLS

Academic: Strong problem-solving, excellent research and communication skills; highly effective in accessing community and institutional resources to benefit students and colleagues; thoroughly committed to collegiality, teamwork and community service.

Languages: Fluent in Spanish, reading proficiency in Portuguese.

PROFESSIONAL SERVICE AND ACTIVITIES

Mentor: Graduate students teaching first year language courses.
Departmental committee work: merit pay, advisory committee, ad hoc Study Abroad committee, departmental newsletter (2008-2011, 2014); UFIC scholarship reviewer

________________________________________________________________________

HONORS

UF Superior Achievement Award for Community Service 2013
CLAS Teaching Award nomination (declined) Nov. 2010
CLAS Teaching Award for 2005-2006
2005 RLL Departmental Unity Award
Phi Beta Kappa, 1993, University of Florida.
Two-Year Scholar Award, 1993, University of Florida.
Undergraduate Research Award, 1993, University of Florida.
Dean’s List, 1993, University of Florida.
Ruth McQuown Scholarship Award, 1992, University of Florida.
Dean’s Scholarship, 1992, University of Florida.
President’s Honor Roll, 1992 and 1991, University of Florida.

________________________________________________________________________

AFFILIATIONS

United Faculty of Florida
CURRICULUM VITAE
CLARA SOTELO
1908 NE 15 Terr.
Gainesville, FL. 32609

CAREER OBJECTIVE

To put to the service of higher education my skills as instructor and scholar of Spanish language and literature, and of Latin American studies.

I. EDUCATION

Ph.D. in Romance Languages and Literature—Summer 1996
University of Florida: Major: Spanish; Minor: Anthropology
Dissertation: "Literatura testimonial y participación de la mujer en el cambio social en Nicaragua"

M.A in Latin American Studies—Fall 1988
University of Florida, Latin American Studies Center
Master's Thesis: Testimonio y recuperación histórica en 'Hasta no verte Jesús mío' de Elena Poniatowska

B.A in Education—Spring 1979
Foreign Languages and Literatures, Universidad Pedagógica Nacional de Bogotá, Colombia

II. PROFESSIONAL EXPERIENCE

University of Florida—Department of Spanish and Portuguese Studies (former Romance Languages and Literatures), Fall 2003 to fall 2016

Fall 2003 to Fall 2005—Guest Lecturer
Fall 2005 to Spring 2014—Spanish Lecturer
Fall 2015 to Fall 2017—Senior Lecturer

Major Responsibilities

❖ Coordinator Intermediate Language Program. Fall 2009 to present

➢ In charge of supervising and working with instructors of SPN2200 and SPN2201 for the Lower Division Program
➢ Development of course templates online and overseeing their effective use by instructors and students
➢ Regular monthly meeting for program assessment and for teaching material preparation
➢ Evaluation material creation as to include: Oral and written exams, compositions’ directives, and in-class oral reports
➢ Annual instructor evaluation including class visitation and written reports
Director Study Abroad of Programs to Mexico, Spain and the D. R.

A. Guanajuato, México—2005 to 2007 Summer Program
B. Santander, Spain—2009, 2012 and 2013 Summer Program
C. Dominican Republic—2015 A Service Learning Program
D. Valencia, Spain—2018: Currently in progress

Basic Responsibilities:
- Promotion of the programs through different means: The web and email, class visitation, information sessions for interested parties, direct invitation to student organizations
- Orientation sessions for participants
- Syllabus creation for courses taught by me and the Spanish instructor at the local university (Universidad de Guanajuato, México; and Universidad Intenacional Menendez y Pelayo, Spain)
- Teaching of courses abroad
- Guidance and support to accompanying instructor

Teaching

- SPN4314—Advanced Oral/Aural Communication
- SPW4393—Seminario de Cine Contemporáneo: Latinoamérica en el cine y el cine en Latinoamérica
- SPN 4420—Advanced Composition and Syntax
- SPN 3300—Spanish Grammar and Composition I--Honors
- SPN 3301—Spanish Grammar and Composition II
- SPN 3440—Commercial Spanish with emphasis in Latin America
- SPW 3030—Intro to Hispanic American Literature I: Discovery to Independence
- SPW 3031—Intro to Hispanic American Literature II: Independence to present
- SPN 2200—Intermediate Spanish I. A course with a strong component of Latin American Language and Culture
- SPN 2201—Intermediate Spanish 2. A course with a strong component of Latin American Language and Culture
- SPN 1180—Elementary Spanish for Building Construction

Committee Work

Study Abroad Committee
Member for a year, time during which I contributed with gathering data, interviewing knowledgeable parties (e. g. Director of European Studies), and ideas at meetings about the future of Study Abroad in the DSPS and on best ways to go about making this a permanent endeavor that yields concrete results for the students in today’s world
Undergraduate Studies Curriculum

A committee in charge of studying the current curriculum offered within the Lower Division Program to offer valid revision and/or additions in accordance with the changes in the world and needs of students to face them.

Language Coordinator Search Committee
A committee in charge of recruiting, interviewing and selecting a new language coordinator for our department

Merit Pay Committee (2012-2013)
A committee in charge of helping determine the ranking of faculty to be assigned a Merit Pay according to their work and endeavors within the department.

Services Rendered to the Department, the College, and the University

- University of Florida Faculty Advisor for Gators for Equal Opportunity.
- University of Florida Minority Mentor Program. I became a mentor for student, Jesslyn Wade from Colombia. We met often in the semester, and have attended several receptions and other events in town.
- Marshall for the 2013 Spring Commencement Ceremony
- Organizer of and presenter for the “Entre nos” Lecture Series, 2012-16
- Adviser to Gamma Eta—a Student Organization that foster excellency among its members (2010-2011)
- Director and Organizer of Teaching Workshops for Instructors within the Lower Division of the Spanish Program (2010-2011)
- Adviser to the Colombian Students Organization (2004-08)
- In charge of the Spanish Table, weekly informal meetings that allowed students to practice their Spanish outside the classroom (2004-2009)

Service for the Profession, including service to schools

- As part of my work with the Latino Women’s League in preparing the activities I direct—The Bilingual Storytelling, I have been in touch and working closely with a Spanish teachers and her students at GHS. I visited her classroom on several occasions and rehearsed with the students for their performance. We plan to extend the program by inviting for our next round other teachers and their Spanish classes.
- I have worked with GOE—Gators for Equal Opportunity, where I served as a tutor for children of immigrant workers in the Town of Alachua.

Bethune-Cookman College (Today: Bethune-Cookman University)
Fall 1996 to fall 2005

Major Responsibilities

- Spanish Instructor for the Gainesville Site. Fall 2004 to fall 2005
- Assistant Professor, Head, Modern Languages. Fall 1996 to fall 2003
Academic Responsibilities

❖ Teaching:

Elementary Spanish I and I-Global (MLS 131, 132): foundational courses emphasizing the basic skills: listening, speaking, reading, and writing. These courses fulfilled the foreign language general education requirement in a special way for they were part of the Global Learning Communities, a program that emphasized interdisciplinary and cross-cultural practices.

Advanced Conversation and Composition I and II (MLS 331, 332): Third year of Spanish designed for students to reach advanced levels of proficiency in Spanish. Brief oral and written projects are required throughout the two semesters.

Culture and Civilization of Spain (MLS 336); Culture and Civilization of Hispanic America (MLS 337): Two courses recommended after the conversational level to acquaint students with the major cultural and historical traits of Spain and Hispanic America. Final paper and/or project required.

Introduction to Peninsular Literature (MLS 431); Introduction to Spanish American Literature (MLS 432): A brief but intense voyage through some of the major writers and literary movements of Spain and Hispanic America.

Special Methods (for Spanish-Education majors--MLS 360): A review of the most recent theories of teaching, the most successful methods available for learning, and the most important achievements of the foreign language field.

❖ Administrative Responsibilities:

As Coordinator of the Modern Language Area:
Supervised area faculty. Managed area budget and expenditure. Directed curriculum and/or academic program revisions or updating. Visited and evaluated once a semester language classes at the various satellite branches of the institution in the state of Florida.

As Assistant Professor of the Humanities Division:

As a faculty member of Bethune-Cookman College:
Member of the “General Education Council”, which works in the assessment of the general education and recommends changes in the curriculum. Member of the “Teacher Education Program.” Planning and providing a course of study designed to prepare students within the Division of Education to become teachers for Florida Schools.
University of Florida—Dept. of Romance Languages and Literatures

Graduate Teaching Assistant—1986-1996

Courses taught: Independent Study "Introduction to Contemporary Spanish American Literature." Several major novels and short stories were assigned for reading, discussion and written analysis.

*Intermediate Spanish I; Intermediate Spanish II* (SPN 2200 and SPN 2201), a 3-hour second year sequence whose primary goal was to help students acquire language proficiency while reviewing and broadening their grammar foundations and getting exposed to cultural aspects of the language. Textbook: Levy-Konesky, Dagget Cesarini. *Fronteras*

*Beginning Spanish I; Beginning Spanish II* (SPN 1130 and SPN 1131), a 10-hour elementary sequence. Implemented the natural method with enriched input.

Graduate Research Assistant—1990-1992

Assistant to Graduate Research Professor Adolfo Prieto

In charge of organizing bibliographical material, fetching books from the Library, summarizing information after reading major entries (articles)

B. OTHER PROFESSIONAL EXPERIENCE

- **“Language Institute International Ltd.” Bogotá, Colombia**
  *Instructor of Spanish as a Second Language--1981-1984*

  Instructor of beginning, intermediate and advanced Spanish for native speakers of English, French, Portuguese and Italian.

- **“Casa de la Mujer.” Bogotá, Colombia—1982-1983**
  *Head of Creative Writing Workshops*

  Taught reading and writing skills to working women of marginal sectors.

- **"Universidad Nacional de Colombia" & "Instituto Colombiano de Ciencias," Bogotá, Colombia**
  *Research Assistant; Anthropology Department--1979-1981*

  Research Project: "El proceso de formación de la clase obrera de Bogotá. Aspectos ideológicos y culturales."

- **"Universidad La Gran Colombia"—Department of Foreign Languages and Literatures, Bogotá, Colombia**
  *Instructor of English as a Second Language --1978-1980*

  Taught: beginning and intermediate English for native speakers of Spanish.

- **Elementary School of the "Sindicato de Trabajadores de Avianca" Bogotá, Colombia**
  *Instructor of English and Spanish—1976-1977*

  Taught Spanish, and English as a second language at elementary level.
Universidad Nacional de Colombia—An Undergraduate Project
Assistant Director to Literacy Campaign—1974-1975
Marginal Neighborhoods; Bogotá, Colombia. Taught reading/writing skills to migrant and urban workers of poor districts.

III. RESEARCH, PUBLICATIONS AND ACADEMIC PRESENTATIONS

❖ Research Projects

- **Indoamérica.** Webpage in progress. In charge of collecting data on the history of Native Americans in the Americas (2008-2009)
- “The Diaspora in Hispanic America: Bringing other African Perspectives into the Spanish Classroom at Bethune-Cookman College.” 2002. A research project funded by the **B-CC Research Foundation** to develop a teaching document that will be used as complementary material for elementary, intermediate and conversational Spanish courses.

❖ Conference Presentations

Invited to be the moderator for the panel “Approaches to the Baroque,” at the Eighth Interdisciplinary UF SPS Graduate Student Conference of February, 2014. I also participated as a member of the panel “El desierto y su semilla,” composed of lecturers and graduate students, where we read poems and an excerpt of short stories, and conversed with the audience about our experiences as writers.

“La importancia de la palabra hablada en la formación de la identidad grupal,” paper read at the **Seventh Interdisciplinary Colloquium on Spanish, Portuguese, and Catalan Linguistics, Literatures, and Cultures.** February 2012

**Respect for the Word.** Guest Speaker. 20th Annual Humanities Advisory Council Seminar of the Bethune-Cookman University, in Daytona Beach, Florida, 24th and 25th of March, 2010


“Mujeres de palabra: Feminismos y testimonios en Nicaragua (1979-1999).”


“Power and Meaning in Latin America: A Feminist Perspective.” LASA, Washington, DC, Sept. 6-8, 2001


"Del estructuralismo al posestructuralismo: ¿continuidad o rompimiento?" Graduate Student Forum, Universidad Nacional de Colombia, Bogotá, Colombia. June 8, 1993.


❖ Publications


IV. PERFORMANCES

- Rendition of Miguel Hernández’ Poem: “La nana de las cebollas” and other poems at the Centenary of his Birth’s Celebration. DSPS, Main Library, UF
- Selection of poems. Poetry Reading: “Arroz con poesía” Wild Iris Books. Gainesville, November 15, 2005
- “Folklore and more” a performance of Latin American popular music for the residents of The Atrium, a nursing care facility for adults. (2005)

V. HONORS, AWARDS AND GRANTS

- 2006 Mujer de Excelencia (Woman of Excellence) Award
  Institute of Hispanic-Latino Culture. La casita.
  Hispanic-Student Association and Colombian Student Association
  March 30th, 2006

- 2005 Fall Academic Convocation—Mention for Greatly Influencing Students
  University of Florida. September 22, 2005

- Professional Activities Award 2001-2002
  Bethune-Cookman College

- Excellence in Teaching Award--1999-2000
  Bethune-Cookman College

- College of Liberal Arts Dissertation Fellowship 1996
  Graduate School, University of Florida

- Calvin A. VanderWerf Graduate Student Teaching Award 1996
  Graduate School, University of Florida

- Certificate of Academic Excellence 1995-6
  Outstanding Academic Achievement; Office of International Studies and Programs and the College of Liberal Arts and Sciences, U. of Florida

- American Association for University Women Grant 1991-92
Washington D.C.

- **Tinker Research Travel Grant 1991**
  Center for Latin American Studies, University of Florida

- **Ruth McQuown Award for Academic Excellence 1989**
  University of Florida

- **Academic Excellence 1988.** Phi Kappa Phi Honor Society

**VI. COMMUNITY SERVICE**

- **Faculty Advisor for Gators for Equal Opportunity**
  A UF Student Organization invited me to be their advisor to direct a program for tutors helping children of Hispanic descend who need to learn English.

- **Feminism, Social Work, and Literature**
  Keynote Speaker. Institute of Hispanic-Latino Culture. La casita.
  Hispanic-Student Association and Colombian Student Association
  Café Cultural: Celebrating Latina Impact in Literature
  March 30, 2006

- **Forum: “Pasión por Colombia”**
  Keynote Speaker. Institute of Hispanic-Latino Culture La casita:

- **A Living History Project**
  Musical performances aimed at entertaining elders and educating children:
  The Gainesville Manor, June 15 and 31, 2004
  Gainesville Public Library, July 14, 2004

- **Volunteers in the Schools**

- **Co-founder and vice-president of “Caminos Reales, Inc.”**
  A non-profit organization out of Ormond Beach, which provides services to the community and promotes peaceful relations with foreign people in the area by means of educational and cultural events. 2003-2004

- **Caribbean American Children Foundation**
  Vice-president of this nonprofit organization dedicated to promote and develop a better understanding between young African-Americans and young people from other racial and ethnic backgrounds in the Caribbean region. 1999-2004
Service Learning/Diversity Pilot Project
“Reaching out to the Foreign Community,” a project aiming at servicing foreign parents and their children as they come to this country with no knowledge of English. Daytona Beach, FL. 2000

VI. OTHER RELEVANT INFORMATION

Textbook review
¡Anda! Español Intermedio 2nd ed. 2012
I reviewed three chapters for the publisher of this textbook, the one the DSPS is currently using


Other Studies
Intensive Italian language and civilization course through the Language Study Link, at the Torre di Babele School in Rome, Summer, 1998.


Languages
Spanish: Speaking, reading, writing and comprehension. Native.
French: Speaking, reading, writing and comprehension. Advanced.
Italian: Speaking, reading, writing and comprehension. Advanced.
Portuguese: Speaking, reading and comprehension. Advanced.
I. EDUCATION

Ph.D  University of Georgia, Athens, Georgia (2010) 
Language and Literacy Education (Foreign Language Education)  
Dissertation Title: Cultural Drag: Theorizing the Performances of Non-Native 
Spanish Teachers’ Linguistic and Cultural Identities

M.A.        University of North Carolina, Chapel Hill, North Carolina (2000)  
Hispanic Literatures  
Instructor Exchange: Universidad de Sevilla, Spain

B.A. in Honors  Stetson University, DeLand, Florida (1997)  
Spanish (Major) & Education (Specialization), Latin American Studies (Minor)  
Distinctions: Magna Cum Laude  
Academic Year Abroad: Universidad de Complutense, Madrid, Spain

Additional Academic Certification 
Interdisciplinary Qualitative Studies Graduate Certificate, Qualitative Research Program, 
University of Georgia, Athens, Georgia (15-hour graduate certificate)

II. PROFESSIONAL EXPERIENCES AT THE UNIVERSITY OF FLORIDA (AUGUST 2015 – PRESENT)

Director of Language Instruction, Department of Spanish and Portuguese Studies, 
University of Florida  
Collaborate with stakeholders in the Lower Division Language Program to design curriculum to 
 improve students’ linguistic proficiency and intercultural competence. Train and evaluate 
 instructors throughout the academic year to continuously improve individuals’ and the 
 department’s teaching effectiveness.
Senior Lecturer, Department of Spanish and Portuguese Studies, University of Florida
Designed and teach a Spanish for Educators course (SPN 3930: n = 15) emphasizing how Spanish is used and can best be taught to encourage bilingualism, biliteracy, and biculturalism in K-12 contexts. The course includes a school-based practicum in local language classrooms.


Clinical Assistant Professor of Education, School of Education, University of North Carolina at Chapel Hill
Worked primarily with UNC’s Master of Arts in Teaching Programs in Foreign Language Education. Recruited and admitted students. Designed and taught a year-long sequence in Methods and Materials for Teaching Foreign Languages, K-12 (EDUC 647/760, EDUC 747). Collaborated with faculty and staff at UNC’s School of Education and local K-12 schools to place MAT students in multiple placements in the fall (EDUC 646/693) and a student teaching experience in the spring (EDUC 746). Supervised teacher candidates in the field and evaluated edTPA portfolios.

Lecturer of Spanish, Department of Romance Languages, The University of North Carolina at Chapel Hill
Designed and taught an advanced intermediate course emphasizing Latinos in the United States (SPAN 204; n = 77) with a companion course that includes a significant service-learning component in local Spanish-speaking communities (SPAN 293; n = 77). Taught four additional advanced intermediate classes (SPAN 204; n = 73) and seven intermediate classes (SPAN 203; n = 138).

Summary of Courses Taught at UNC
SPAN 203: Intermediate Spanish I
SPAN 204: Intermediate Spanish II
SPAN 204 / 293: Intermediate Spanish II & Service-Learning (*)
EDUC 646 (now EDUC 693): Practica Student Internship (*)
EDUC 647 (now EDUC 760): Methods and Materials for Teaching Foreign Languages, K-12 I (*)
EDUC 746: Practica Student Internship (Supervision of Student Teachers)
EDUC 747: Methods and Materials for Teaching Foreign Languages, K-12 II (*)
EDMX 733: Spanish for Educators (*)
EDUC 796B: Independent Study (Doctoral) (Topic: Race and WLE)
EDUC 990: Independent Research (Doctoral) (Topic: Identity and WLE)
(*) Newly created course and/or substantial curricular revision

Instructor of Record, LLED 4530: Introduction to Foreign Language Education, University of Georgia (August 2009 – December 2009)
Designed and taught a new course focusing on observation and reflective practices for undergraduate and MEd students (n = 16) enrolled in the Foreign Language Education certification program.
University Supervisor of Student Teachers and Teacher Interns in Foreign Language Education, University of Georgia (January 2008 – May 2009)
Observed and evaluated the performance of undergraduate and MEd teacher candidates (n = 10) placed in local high schools through UGA’s Foreign Language Education Program. Read and critiqued teacher candidates’ professional electronic portfolios.

Assistant Coordinator, Foreign Language Education Program, University of Georgia (August 2008 – May 2009)
Collaborated with UGA College of Education staff and personnel in area schools to place undergraduate and M.Ed teacher candidates for fall and spring field experiences. Created, maintained, and organized all program materials and correspondence. Assisted program students (n = 20) in completing all requirements for Georgia certification, including coursework and the Georgia Assessments for the Certification of Educators (GACE).

Study Abroad Graduate Assistant, UGA en España, Sevilla, Spain (May – June 2008)
Aided undergraduates (n = 41) in their linguistic and cultural immersion by planning daily cultural activities, providing regular academic assistance, and evaluating host families.

Co-teacher, ELAN 5550: Field Based Practicum in Foreign Language Education, University of Georgia (January 2007 – May 2007)
Co-planned class lessons that addressed needs of student teachers (n = 17), including topics on curriculum and lesson plan development and classroom management. Evaluated online teaching portfolios and in-class presentations.

Visiting Instructor of Spanish, Wake Forest University (August 2001 – July 2005)
Planned daily lessons and created all exams and other markers of student performance for two courses of beginners (SPA 111, 112), two classes of false beginners (SPA 113), four intensive intermediate classes (SPA 153), seven advanced intermediate courses (SPA 153x / 154), six classes of Introduction to Hispanic Literature (SPA 213), and one class of Spanish Conversation (SPA 220). Developed a new course, Creative Writing in Spanish (SPA 221).

Live Laboratory Team Leader and Instructor, Wake Forest University (August 2002 – May 2005)
Planned weekly lesson plans in conjunction with other Live Laboratory instructors to increase oral proficiency of SPA 153 students. Served as liaison between Live Laboratory faculty and other SPA 153 faculty.

Co-coordinator, SPAN 3, University of North Carolina at Chapel Hill (January 2001 – May 2001)
Chosen among 65 graduate students to assist in course revision and supervise 19 Teaching Fellows. Created syllabus used by all sections, organized and led course and committee meetings, edited exams, and tracked student performance in all sections.
Graduate Teaching Fellow, University of North Carolina at Chapel Hill
(August 1997 – May 2001)
Planned daily lessons and evaluated student performance for three courses for high beginners (SPAN 2X), six intermediate classes (SPAN 3), and one intermediate course for Honors students (SPAN 3A). Emphasized active student participation to improve proficiency in each of the modalities as well as cultural awareness. Designed individual course web page for SPAN 3/3A.

IV. HONORS AND AWARDS (2000 – PRESENT)

A. Awards and Scholarships

Carol J. Fisher Award for Excellence in Research. Award for outstanding research by a graduate student in Language and Literacy Education, University of Georgia, 2009-2010.

ACTFL SIG Travel Stipend. Prize awarded by the Research Special Interest Group of the American Council on the Teaching of Foreign Languages (ACTFL) to honor the five highest rated proposals for “Acting Up: Foreign Language Educator Struggles Through the Performing Arts,” November 2008.


Dana B. Drake Graduate Student Award For Excellence In Teaching, Department of Romance Languages, The University of North Carolina at Chapel Hill, 1999-2000.

B. Honorary Societies
Alpha Upsilon Alpha Honor Society of the International Reading Association, 2006.

Phi Beta Kappa Honorary Society, Stetson University, 1997.

Sigma Delta Pi National Hispanic Honor Society, 1995 (Inducted), 1997 (Vice President, Stetson University), 2001 (President, The University of North Carolina at Chapel Hill).

V. SCHOLARSHIP (PUBLICATIONS & CONFERENCES) (2000 – PRESENT)

A. Book Chapters (Refereed)
B. Refereed Articles


C. Other Works


D. Forthcoming Publications
Wooten, J. (Accepted). Performance-based focus groups as interACTion. In R. Barbour & D. Morgan (Eds.), *A New Era of Focus Group Research.* London: Palgrave.

E. Publications in Progress
Wooten, J. (Revision in Progress). Fighting back against the reveal: Spanish teachers perform non-native speakerness in view of school administrators.

Wooten, J. (Revision in Progress). Cultural drag, or Performing the native speaker in language memoirs.
F. Invited Oral Presentations


G. Conference Presentations
1. International or National Presentations:


2. **Regional, State, and Local Presentations:**


**VI. GRANTS (2000 – PRESENT)**

**A. Research Grants Received**

Ideas for Creative Exploration ($3000). Grant awarded for dissertation study by Ideas for Creative Exploration (ICE), University of Georgia, 2008-2009. Principal Investigator.

RED Seed Grant ($400). Grant awarded for dissertation study by the Center for Research & Engagement in Diversity, University of Georgia, 2008. Principal Investigator.

**B. Grant Participation in a Data Gathering and Analysis Role**

Graduate Research Assistant and Co-Investigator, University of Georgia (August 2005 – August 2009)

Worked with TELL (Teachers of English Language Learners), a $1,000,000 grant program funded through the U.S. Department of Education to increase the number of bilingual teachers in high-need schools in Georgia. Coordinated and facilitated semester focus groups, transcribed and analyzed data, and contributed to conference presentations, publications, and reports. Principal Investigator: Dr. Melisa Cahnmann-Taylor.
C. Instructional Grants Received
Buchan Excellence Fund (Varies). Grant awarded to fund activities related to SPAN 204 APPLES (Intermediate Spanish Service-Learning Course). Department of Romance Languages, The University of North Carolina at Chapel Hill, 2015 ($200), 2013 ($300), 2012 ($300).

Estudio Internacional Sampere Grant ($1200). Grant awarded to study Spanish cinema in relation to research on technology and the arts in the foreign language classroom, Estudio Internacional Sampere, Alicante, Spain, 2002.


VII. SERVICE (2000 – PRESENT)

A. Service to the Profession
Member, World Language Collaborative Team of the North Carolina Department of Public Instruction working to create and present professional development materials for language educators related to the new World Language Essential Standards and teaching for proficiency, 2011 – Present.


Assistant Editor, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2007.

Review Board Member, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2006 - 2010.


B. Service to the University

1. Committee Work:
   Member, Undergraduate Studies Committee, Department of Spanish and Portuguese, University of Florida, August 2015 – Present.

   Member, Non-Tenure Track Faculty Evaluation, Department of Spanish and Portuguese, University of Florida, August 2015 – Present.

   Member, Teacher Education Renewal Committee, School of Education, University of North Carolina at Chapel Hill, August 2013 – June 2015.

   Member, Appeals Committee, School of Education, University of North Carolina at Chapel Hill, August 2013 – June 2015.

   Member, Committee on Teaching with Technology, Department of Romance Languages, University of North Carolina at Chapel Hill, August 2010 – July 2012.

   Member, Teaching and Learning Working Group (Revision of Pre-Service Teacher Education Core Coursework), School of Education, University of North Carolina at Chapel Hill, February 2011 – May 2011.

   Member, Search Committee for an Open Rank Faculty Position in English as a Second Language, School of Education, University of North Carolina at Chapel Hill, August 2010 – December 2010.

2. Additional Service:
   Faculty Co-Advisor, Sigma Delta Pi (Spanish Honorary Society), Department of Spanish and Portuguese Studies, University of Florida, August 2015 – Present.


   Faculty Advisor, Carolina Swim Clinic (Swimming lessons for Hispanic children), University of North Carolina at Chapel Hill, January 2013 – June 2015.
Faculty Advisor, Sigma Delta Pi (Spanish Honorary Society), Department of Romance Languages, University of North Carolina at Chapel Hill, August 2012 – August 2014.

Secretary to the Faculty, Department of Romance Languages, University of North Carolina at Chapel Hill, August 2010 – May 2010.

C. Service to Local Schools and Educators
Serve as a university resource to Chapel Hill – Carrboro City Schools administrators, faculty, and staff in Foreign Language, Dual Language, and ESL. September 2010 – June 2015.

Collaborated with Dual Language (Spanish) faculty and administrators at McDougle Middle School to consider ways to assess students’ language proficiency and to assist with curriculum development as the first generation of DL students in the district moved from middle school to high school. November 2010 – May 2011.

VIII. PROFESSIONAL ORGANIZATIONS
International Society for Language Studies (ISLS)
American Council on the Teaching of Foreign Languages (ACTFL)
Modern Language Association (MLA)
Foreign Language Association of Florida

IX. REFERENCES
Available upon request
**APPENDIX A**

**TABLE 1-A**

PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE calc.</td>
<td>HC</td>
<td>FTE calc.</td>
<td>HC</td>
</tr>
<tr>
<td>Upper-level students who are transferring from other majors within the university**</td>
<td>100</td>
<td>0.75</td>
<td>75</td>
<td>80</td>
<td>0.75</td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>750</td>
<td>0.25</td>
<td>187.5</td>
<td>760</td>
<td>0.25</td>
</tr>
<tr>
<td>Florida College System transfers to the upper level***</td>
<td>5</td>
<td>0.65</td>
<td>3.25</td>
<td>7</td>
<td>0.65</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>2</td>
<td>0.65</td>
<td>1.3</td>
<td>4</td>
<td>0.65</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>2</td>
<td>0.65</td>
<td>1.3</td>
<td>4</td>
<td>0.65</td>
</tr>
<tr>
<td>Other (Explain)***</td>
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<tr>
<td><strong>Totals</strong></td>
<td>859.0</td>
<td>3.0</td>
<td>268.4</td>
<td>855.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.
## Year 5

<table>
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<th>FTE</th>
<th>FTE calc.</th>
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<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.0</td>
<td><strong>225.7</strong></td>
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