

Cover Sheet: Request 11892

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

Info

Process	Degree New Ugrad/Proj Existing Type State-funded Residential
Status	Pending at FAC - Faculty Senate Steering Committee
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	9/29/2017 9:35:04 AM
Updated	3/22/2018 1:53:56 PM
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

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward	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.	10/3/2017
		AppC1_Tenure-Track_CVs.pdf AppC2_Lecturer_CVs.pdf			9/29/2017 9/29/2017
College	Approved	CLAS - College of Liberal Arts and Sciences	David Pharies		10/17/2017
No document changes					
OIPR	Approved	PV - Office of Institutional Planning and Research	Cathy Lebo		2/19/2018
AppendixA-Worksheets_February2018rev.xlsx					
AP for Undergraduate Affairs	Approved	PV - Associate Provost for Undergraduate Affairs	Angela Lindner		2/28/2018
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Andrew Figueroa	Added to March agenda.	3/16/2018
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Approved	PV - University Curriculum Committee (UCC)	Casey Griffith		3/22/2018
		16.0908-new_degree_proposal_March2018rev.pdf			3/22/2018
Faculty Senate Steering Committee	Pending	FAC - Faculty Senate Steering Committee			3/22/2018
		No document changes			
Faculty Senate					
		No document changes			
Academic Affairs					
		No document changes			
Board of Trustees					
		No document changes			
Board of Governors					
		No document changes			
Academic Affairs Notified					
		No document changes			
Office of the Registrar					
		No document changes			
OIPR Notified					
		No document changes			
Student Academic Support System					
		No document changes			
Catalog					
		No document changes			
Academic Assessment Committee Notified					
		No document changes			
College Notified					
		No document changes			

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

Fall 2018

University Submitting Proposal

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).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC*	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	859	268.4	\$8,726	\$2,342,011	0	0	\$2,342,011
Year 2	855	259.8					
Year 3	799	212.4					
Year 4	811	213.0					
Year 5	838	225.7	\$10,071	\$2,273,000	0	0	\$2,273,000

*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)

	2010	2011	2012	2013	2014	2015	2016
FIU	12	12	14	12	10	10	6
UF	7	8	9	11	6	3	3
Total	19	20	23	33	16	13	9

SUS degree data – Portuguese majors graduated (16.0904)

	2010	2011	2012	2013	2014	2015	2016
FIU	0	2	4	5	5	5	4
UF	2	5	3	2	7	6	1
Total	2	7	7	7	12	11	5

SUS enrollment data – Spanish declared majors (16.0905)

	2010	2011	2012	2013	2014	2015	2016
FAMU	15	9	4	0	0	0	0
FAU	59	66	58	53	46	36	37

FGCU	22	12	11	7	3	0	0
FIU	133	120	106	107	108	76	73
FSU	107	98	94	93	106	107	91
UCF	89	87	72	64	74	65	59
UF	126	141	128	101	79	88	87
UNF	41	45	49	46	47	41	35
USF	101	100	96	102	80	67	49
Total	693	678	618	573	543	480	431

SUS degree data - Spanish majors graduated (16.0905)

	2010	2011	2012	2013	2014	2015	2016
FAMU	1	5	4	6	3	0	0
FAU	18	13	18	23	13	19	15
FGCU	2	6	2	4	2	2	0
FIU	45	47	31	26	31	39	32
FSU	50	43	60	42	37	45	50
UCF	36	49	30	41	35	25	31
UF	73	64	75	65	58	67	49
UNF	13	16	23	21	20	24	22
USF	30	27	36	32	39	45	34
Total	268	270	279	260	238	266	233

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 2017¹), 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

¹ Lomicka, L. and Lord, G. (2017). "Ten Years After the MLA Report: Perspectives on the Role of Foreign Languages." Presented at Modern Language Association Convention, 2017. Philadelphia, PA.

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.)

Institution	Language Department	Spanish		Portuguese		Combined program
		minor	major	minor	major	
FAU	Languages, Linguistics & Comparative Literature	X	X			
FGCU	Language and Literature	X				
FIU	Modern Languages	X	X	X	X	
FSU	Modern Languages and Linguistics	X	X	X		
NCF	(no language department)	“concentration”				
UCF	Modern Languages and Literatures	X	X			
UF	Spanish and Portuguese Studies	X	X	X	X	proposed
USF	World Languages	X	X			
UWF	World Languages Program (Government)	X				

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.

Institution	Language Department	Spanish		Portuguese		Combined program
		minor	major	minor	major	
U Miami	Modern Languages and Literatures	X	X	X		No, but combined minor possibility
U Tampa	Languages and Linguistics	X	X			
Flagler College	Humanities	X	X			
Nova Southeastern U	Literature and Modern Languages	X				
Florida Institute of Technology	n/a					

Institution	Language Department	Spanish		Portuguese		Combined program
		minor	major	minor	major	
Warner U	n/a					
St. Thomas U	n/a					
Southeastern U	n/a					
Memorial U	Humanities	X	X			
Bethune-Cookman U	English, World Languages and Cultures Studies	X				
Florida College	n/a					

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.

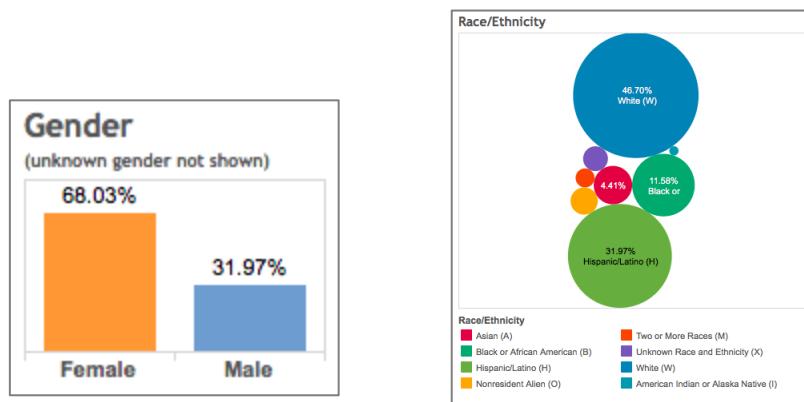
E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability 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 20142 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

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

Events Leading to Implementation

Date	Implementation Activity
9/2017	Proposal submitted to college
10/2017 (projected)	Proposal submitted to UCC
1/2018 (projected)	Proposal submitted to Senate
3/2018 (projected)	Proposal submitted to Provost
3/2018 (projected)	Proposal submitted to BOT
5/2018 (projected)	Notification to BOG
6/2018 (projected)	Notification to Registrar's Office

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 B.A. degrees in Spanish (16.0905) and Portuguese (16.0904) were reviewed by the Board of Governors in 2012.

Further, the SPS Department Chair requested a departmental consultation through the [Association of Departments of Foreign Languages](#) (ADFL), which was carried out by Dr. Malcolm Compitello (University of Arizona) in September of 2017. Although Dr. Compitello verbally expressed enthusiasm for our proposed new major, his recommendations focused more on recruitment, networking, and broad-strokes suggestions for the curriculum (without getting in to specifics of a particular degree program). His comments are inserted here.

**Report of ADFL-MLA Language Consultancy for the
Department of Spanish and Portuguese Studies**

The University of Florida

Malcolm Alan Compitello

The University of Arizona

I want to thank colleagues in the Department of Spanish and Portuguese Studies for their hospitality and for taking time out from their schedules to meet with me. This report is the product of those frank meetings, my scrutiny of the variety of materials that the Department provided me. I take full responsibility and apologize in advance for any ways in which the comments and recommendations in this report overlook or misrepresent the department. This report both summarizes and expands on the remarks made in the fruitful conversation with faculty and graduate students that closed my visit to Gainesville.

Collegial Decision Making

My conversations revealed a great deal of passion for the craft of the teacher-scholar and I applaud your dedication to your craft and by extension your students. I also found some divergence of opinions on how to deal with the current situation of language learning, linguistics and literary studies. I do find many of these divisions to result from a lack of full understanding of what the “other” pieces in a large, complex department do. They can also be the result of a failure to recognize what students actually want and need. Framing the divisions in relationship to student needs and priorities and balancing our collective vision of what WE think is important with what students in today’s world might need and find compelling, should also nurture the decision making process.

Department should try to foster a decision making strategy that allows it to set a series of priorities at any given time. Base these on assumptions on which colleagues agree, they should be rooted in a spirit of collaboration, and compromise in which what is best for the Department as a whole strategically trumps other concerns. What serves the needs of its students and that aligns with the missions of the Department, the College and the University as a whole must be key factors in the process. The ability to build a consensus has always been a fundamental characteristic of high functioning departments. In today’s academic environment, it is more important than ever. The stakes are high. Departments that are unable to articulate their priorities and act responsibly on them are at a distinct disadvantage when it is time to negotiate with the upper administration.

Building Networks and Identifying Allies

If, as Manuel Castells hypothesizes, we live in a network society, our ability to prosper depends on what we can do internally and in extending a network of connections both inside the university and outside. I urge the department to consider carefully who their allies are on campus. With whom can you make common cause on curricular and strategic issues? Who can you call on to defend you in times of crisis? The same holds for your external constituencies, whether or not Spanish and Portuguese has or opts to create an alumni board or an advisory board drawn from luminaries, donors and alumni, it is vital to identify and cultivate these constituencies so as to have powerful voices to speak in your defense.

Recruiting and Retention

Your department has some good strategies for recruiting but, in my opinion, you should augment them. I urge you to think about the following. I understand that Florida faces a number of issues when recruiting,

especially those concerning counting double majors and limits to the number of credits students can accumulate. That said, there is much more that can be done. I list below some strategies The Department might want to consider.

- Democratize recruiting: Make it a group effort.
- Make recruiting affective first, then appeal to intellectual and practical reasons for majoring
- Develop a strategy to identify potential graduate students from among your majors
- Explore strategies to make it easy for them to apply to graduate school including UF's Programs
- Offer regular sessions on career guidance from early on in student's careers
- Make Connected Academics and careers beyond the academy part of the discourse

I also urge the department to take a careful look at the work of the Connected Academics initiative launched by the MLA several years ago and consider its benefits for graduate and undergraduate students alike. I believe it is an ethical imperative to inform students of this. Moreover, when students enter our programs with eyes wide open as to the possibilities of how to realize the full potential of studying with us, good things can happen for them and for us.

Curriculum

To maximize the attractiveness of the undergraduate curriculum to potential majors and simplify current students' ability to navigate it, the department should engage in a process of curricular revision and simplification. Below are some topics that might help organize that process

- Simplify the curriculum. There is no need to alter it radically
- Combine classes to reduce the high number of narrowly focused ones
- Convert literature classes into topics classes
- Break the artificial divide between literature and cultural studies since most faculty actually include both in what they are teaching already
- Survey current and former students on curriculum
- Articulate goals and outcomes for the curriculum
- Ask graduating majors to evaluate the major
- Reconnect with them at 1, 3, 5 and 10 year intervals
- Cultivate students as potential donors

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 > or POR3010
- POR1131

[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
- SPN1131 previous coursework; exam (AP, IB, AICE,
- SPN2200 SAT2, etc.); or through natural acquisition]
- 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
- SPN2201
- POR1130 > or POR3010 [or equivalent skills as demonstrated by previous coursework; exam (AP, IB, AICE, SAT2, etc.); or through natural acquisition]
- POR1131

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 SPN2240.

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 them 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-Incln, Baroja and Ortega y Gassett.

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.

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

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.

Appendix C-1: Tenure-Track Faculty CVs

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).
M.A., Stanford University, 2000. Latin American Studies.
B.A., Stanford University, 1999. Spanish (with honors), Political Science.
Non-degree graduate coursework, University of Florida, French literature, 2008-2009.
Study abroad, Universidad de las Américas-Puebla, Mexico, 1998, 1999.

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

- 2016 “The road already traveled: Constructional analogy in lexico-syntactic change.” *Studies in Language* 40:1.26-62.
- 2015 “Lone English-origin nouns in Spanish: The precedence of community norms.” *International Journal of Bilingualism* 19:4.459-480. doi: 10.1177/1367006913516021
- 2014 “A certain future: Epistemicity, prediction, and assertion in Iberian Spanish future expression.” *Studies in Hispanic and Lusophone Linguistics* 7:2.215-240.
- 2014 “Getting closer: Codification of subjective semantic prosody in Spanish continuative aspect.” *Linguistics* 52:1.225-266. (co-author: Maria Fionda)
- 2010 “An awkward companion: Disability and the semantic landscape of English *lame*.” *Journal of English Linguistics* 38.25-55.
- 2010 “Pushing the envelope: Looking beyond the variable context.” *Language Variation and Change* 22:1.1-36.
- 2009 “Coming back to life: From indicator to stereotype and a strange story of frequency.” *Journal of Sociolinguistics* 13:4.1-27.

2007 "El futuro epistémico y la variación: Gramaticalización y expresión de la futuridad desde 1600." *Moenia* 13:253-274.

2005 "Quantitative measures of subjectification: a variationist study of Spanish *salir(se)*" *Cognitive Linguistics* 16:4.607-634. (co-author: Rena Torres Cacoullos)

2004 "The gendered use of *salirse* in Mexican Spanish: *Si me salía yo con las amigas, se enojaba*" *Language in Society* 33:4.585-607.

2004 "So respetamos un tradición del uno al otro': *So* and *entonces* in New Mexican Bilingual Discourse" *Spanish in Context* 1:2.161-179.

2003 "Bare English-origin nouns in Spanish: rates, constraints, and discourse functions" *Language Variation and Change* 15:3.289-328. (co-author: Rena Torres Cacoullos)

Papers in refereed conference proceedings

2006 "Te sales: ¿puede cuantificarse la subjetivización?" *VIII Encuentro Internacional de Lingüística en el Noroeste*. Serie Memorias. (co-author: Rena Torres Cacoullos)

2006 "Me voy a tener que ir yendo: A corpus-based study of the grammaticalization of the *ir a* + INF construction in Spanish" *Selected Proceedings of the 9th Hispanic Linguistics Symposium*, ed. Nuria Sagarra and Almeida Jacqueline Toribio, 263-272. Cascadilla Proceedings Project.

2003b "Determiner variation with English-origin nouns in New Mexican Spanish: Borrowing bare forms" NNAV 31. *Pennsylvania Working Papers in Linguistics*. (co-author: Rena Torres Cacoullos)

2003 "Me salí a caminar: Pronominal constructions with intransitive motion verbs in northern New Mexican Spanish" in *Selected Proceedings of the First Workshop on Spanish Sociolinguistics*, ed. Lofti Sayahi, 123-133. Somerville, MA: Cascadilla Proceedings Project.

Chapters in books

2007 "Quantitative evidence for contact-induced accommodation: shifts in /s/ reduction patterns in Salvadoran Spanish in Houston" *Spanish in contact: Policy, social and linguistic inquiries*, ed. Kim Potowski and Richard Cameron, 327-341. John Benjamins. (co-author: José Esteban Hernández)

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

2015 "'Lame,' 'stand up' and other words we use to insult the disabled without even knowing it: Our language is full of subtle signs." *The Washington Post*, May 13. Reprint. <http://www.washingtonpost.com/posteverything/wp/2015/05/13/lame-stand-up-and-other-words-we-use-to-insult-the-disabled-without-even-knowing-it/>

2015 "Forever crooked: How everyday language reflects negative attitudes about the physically disabled." *The Conversation*, May 11. <https://theconversation.com/forever-crooked-how-everyday-language-reflects-negative-attitudes-about-the-physically-disabled-38881>

Creative work

Fine art exhibition

2010 “Reflection”; “I Shall Wear Purple”, watercolor, *Lines into Shapes*, a national juried art show and sale, Art Center of Estes Park, Estes Park, CO, October 29-November 14, 2010.

Poetry

2016 “Persimmon.” *River Poets Journal* 10(2), p. 8.
2006 “Marigolds”; “Desert winter.” *Feminism Now! University of New Mexico Feminism in Print Collective*.
2002 “Hummingbird” *Reflections*. Wordshop Publications (Winter 2002).
1995 Selected poems, *¡Expresión!* Stanford University.

Papers delivered

Conference papers

2014 “Community norms: English-origin nouns in New Mexican Spanish.” *UF SPS Conference*, Gainesville, FL, February 21, 2014
2009 “Following the lead: Contextual generalization of continuative constructions in Modern Spanish.” *New Ways of Analyzing Variation (NNAV) 38*, Ottawa, Ontario, Canada, October 2009. (with Maria Fionda)
2009 “The shame of the blessing: A diachronic analysis of pregnancy-related adjectives in Romance.” *Hispanic Linguistics Symposium 2009 (HLS)*, San Juan, Puerto Rico, October 2009. (with Stephanie Knouse)
2008 “Auto-ethnography in the advanced language classroom: teaching intercultural competence through reflexivity in a diverse setting.” *Anthropology, interculturality and language learning and teaching*, Maison des Sciences de l’Homme, Paris, France, December 2008.
2008 “Asina es: Coming back to life, from indicator to stereotype and a strange story of frequency.” *Hispanic Linguistics Symposium 2008 (HLS)*, Quebec City, Québec, October 2008.
2007 “Pushing the envelope: Looking beyond the variable context in Iberian Spanish futures.” *New Ways of Analyzing Variation (NNAV) 36*, Philadelphia, Pennsylvania, October 2007.
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)
2006 “Choosing a Future: 400 years of Spanish future temporal reference” *II Colloquium on Hispanic/Latin American Literatures, Linguistics, and Culture*, Gainesville, Florida, October 2006
2005 “*Me voy a tener que ir yendo*: A corpus-based study of the grammaticalization of the *ir a + INF* construction in Spanish” *9th Hispanic Linguistics Symposium (HLS)*, State College, Pennsylvania, November 2005
2005 “The effects of dialect contact: Rates and constraints on /s/ reduction in the Salvadoran Spanish of Houston” *20th Conference on Spanish in the United States*, Chicago, Illinois, March 2005 (with José Esteban Hernández)
2004 “Medidas de subjetividad: la subjetivización de *salirse en español*” *VIII Encuentro Internacional de Lingüística en el Noroeste*, Hermosillo, Sonora, Mexico, November 2004 (with Rena Torres Cacoullos)

2003 "Ya verás: The fossilization of the future in Mexican Spanish" *New Ways of Analyzing Variation* (NNAV) 32, Philadelphia, Pennsylvania, October 2003

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 Rena Torres Cacoullos)

2002 "Determiner variation with English-origin nouns in New Mexican Spanish: Non-referentiality in bare nouns" *New Ways of Analyzing Variation* (NNAV) 31, Stanford, California, October 2002 (with Rena Torres Cacoullos)

2002 "Dialect contact and accommodation: Variation patterns in Salvadoran Spanish in Houston" *New Ways of Analyzing Variation* (NNAV) 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

2000 "People with Visible, Physical Disabilities in Puebla, Mexico—Portrait of a Community" *Society for Applied Anthropology Annual Conference*, San Francisco, California, April 2000

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

2015 "Greater than any one of us, yet nothing without us: On the role of perception and everyday life in language." Center for Language Science Speaker Series, Penn State University, State College, Pennsylvania, October 7-9, 2015.

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 NMCOSS 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

2013 "Linguistic diversity and language rights in the United States." Featured speaker, *Gator Freethought*, Gainesville, Florida, September 25, 2013

2007 "Endangered ways of speaking: Tradition and innovation in New Mexican Spanish." *Center for Latin American Studies Fall 2007 Colloquium*, University of Florida, Gainesville, Florida, November 2007

2007 "Getting published." Office of Graduate Minority Programs, The Graduate School, University of Florida, Gainesville, Florida, March 2007

2007 "Speaking American: Language policy and practice in the United States." *2007 Hispanic-Latino Collegiate Forum*, Gainesville, Florida, March 2007

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)

Honea, Katherine, PhD. “Variation and change in the expression of obligation in Spanish.” 2012. Placement: Tenure-track assistant professor, Austin Peay State University.

Lamy, Delano, PhD. “Language contact and change in Panama.” 2012. Placement: Visiting assistant professor, SUNY-Geneseo. Currently tenure-track assistant professor in Linguistics at the University of Puerto Rico, Rio Piedras.

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)

Knouse, Stephanie, PhD, Romance Linguistics. “Variation in aspectual morphology: Stative verbs in the Spanish of Salamanca.” 2009. Placement: Tenure-track assistant professor in Spanish, Furman University.

Currently chair

Breland, Luke, PhD. Linguistics. Expected 2019.

Morales Ríos, Francisco, PhD. Expected 2017.

Restrepo, Falcón, PhD. Expected 2018.

Member

Alawadh, Husam M., PhD, Linguistics. “The evolution of Saudi discourse about the US after 9/11: A CDA of *Aljazeera* and *Asharq Alawsat* newspapers,” defended August 2014.

Wilinkski-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.

Dorado, Dorian, PhD, Romance Linguistics. “Second language variation in *ser* and *estar*: A comparative analysis of advanced second language learners and Spanish heritage speakers,” defended 2011. Placement: Tenure-track assistant professor, Louisiana State University.

Fionda, Maria, PhD, Romance Linguistics. “The effects of cognitive abilities and vocabulary size on L2 Spanish clitic processing,” defended 2013. Placement: Assistant professor, University of Mississippi.

Ziliak, Zoe, PhD. Linguistics. “The Relationship between Perception and Production in Adult Acquisition of a New Dialect's Phonetic System,” defended December 2012.

Zhu, Weihua, PhD. Linguistics. “Interaction in English as a lingua franca of practice and Mandarin Chinese: Practice, praxis and perception,” defended December 2010. Placement: Faculty associate, University of Wisconsin-Madison.

Nieto Quintero, Andreína, MA, Communication Sciences and Disorders. “Analysis of accuracy and errors across proficiency groups on *An object and action naming battery*: Preliminary normative data for young Spanish/English bilingual speakers,” defended May 2009.

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.

Habib, Rania, PhD, Linguistics. “The intersection of universal constraints and social constraints,” defended May 2008. Placement: Tenure-track assistant professor in linguistics and Arabic, Syracuse University.

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

Journal of Sociolinguistics, ms. review, 2010, 2015
Social Semiotics, ms. review, 2015
Hispania, ms. review (multiple, 2011-2012, 2015)
New Ways of Analyzing Variation (NWAY) 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)
International Journal of the Linguistic Association of the Southwest, ms. review, 2014
25th Conference on Spanish in the US/10th on Spanish in Contact with Other Languages, abstract review, 2014
New Ways of Analyzing Variation (NWAY) 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
Proceedings of the Hispanic Linguistics Symposium (HLS) 2011, ms. review, 2012
New Ways of Analyzing Variation (NWAY) 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 (NWAY) 38, abstract review, 2009
New Ways of Analyzing Variation (NWAY) 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 linguistique 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
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, Nayarít 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

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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.

2011-Present Graduate Coordinator. Dept. of Spanish and Portuguese Studies. University of Florida.

PUBLICATIONS

Books (As Author)

2015 *Los espejos del yo: Existencialismo y metaficción en la narrativa de Unamuno*. Salamanca: Ediciones Universidad de Salamanca.
 Reviewed by: LaRubia-Prado, Francisco. *Hispanic Review* 85.3 (2017): 342-46.
 Corujo, Inés. *Revista Canadiense de Estudios Hispánicos* 40.3 (2016): 653-4.
 Oropesa, Salvador. *Hispanic Journal* 37.2 (2016): 155-57.
 Franz, Thomas R. *Studia Iberica et Americana* 3.3 (2016): 547-50.

2011 *Los indefinidos en español*. Salamanca: Ediciones Colegio de España.
 Reviewed by: Pérez Rodríguez, David. *Ogigia* 11 (2012): 107-09.

2005 *La palabra y el ser en la teoría literaria de Unamuno*. Salamanca: Ediciones Universidad de Salamanca.
 Reviewed by: Franz, Thomas R. *Hispania* 91 (2008): 600-01.
 Argüelles, Gerardo. *Revista de Hispanismo Filosófico* 12 (2007): 123-25.
 Longhurst, Carlos A. *Cuadernos de la Cátedra Miguel de Unamuno* 41 (2006): 290-2.
 Pérez Bernardo, Mª Luisa. *Revista de Literatura* 68.135 (2006): 347-49.

1999 *El universo femenino de Ángel Ganivet*. Granada: Diputación Provincial y Fundación Caja de Granada.
 Reviewed by: Santíañez Tió, Nil. *Revista Canadiense de Estudios Hispánicos* 26.3 (2002): 546-48.
 Villa, Sergio. *Siglo diecinueve* 5 (1999): 180-3.

1997 With Consuelo Puebla: *La conjugación verbal española*. Valladolid: Universitas Castellae.

Books (As Editor)

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

2016 *Carne importada*. By Eduardo López Bago. Sevilla: Renacimiento. Under contract.

2014 *Trata de blancas*. By Eugenio A. Flores. Zaragoza: Institución Fernando el Católico.
 Reviewed by: Tsuchiya, Akiko. *Revista de Literatura* 78 (2016): 290-91.
 Goñi Pérez, José Manuel. *Castilla* 6 (2015): lxxxi-lxxxiv.
 Estévez, Francisco. *Annales Galdosianos* 50 (2015): 92-93.
 García, Mariano. *Heraldo de Aragón* (17 febrero 2015) and *Heraldo.es*.

2013 *El avispero*. By Luis Bonafoix. San Luis Potosí (México): El Colegio de San Luis.
 Reviewed by: Landry, Travis. *Hispania* 98.2 (2015): 375-76.
 Fuente, Ricardo de la. *Journal of Hispanic Modernism* 6 (2015): 156-57.

2013 With Denise DuPont. *Perfiles del heroísmo en la literatura hispánica de entresiglos (XIX-XX)*. Valladolid: Verdelís.

2011 With Pilar Garcés García. *Memorias de un estudiante inglés en la Guerra de la Independencia*. By Robert Brindle. Valladolid: Universidad de Valladolid.

2005 With Ricardo de la Fuente: *Obras completas. Teatro y poesía*. By Ángel Ganivet. Granada: Diputación Provincial de Granada.

2000 With Ricardo de la Fuente: *El escultor de su alma y otros textos dramáticos*. By Ángel Ganivet. Valladolid: Universitas Castellae.

Reviewed by: Suárez Sánchez de León, Juan Luis. *Revista Canadiense de Estudios Hispánicos* 17.3 (2003): 584-86.
 Álvarez Barrientos, Joaquín. *Revista de Literatura* 63.126 (2001): 639-40.
 Romero Ferrer, Alberto. *Cuadernos de Ilustración y Romanticismo* 9 (2001): 239-41.

Articles in Journals (Peer-Reviewed)

2017 “Ángel Ganivet ante la crítica: El suicidio del escritor como negación de la muerte del autor”. *Revista Canadiense de Estudios Hispánicos*. Under evaluation.

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

2015 “Mito y realidad en las crónicas de la Guerra de la Independencia (1808-1814): Las memorias del seminarista inglés Robert Brindle.” *Bulletin of Hispanic Studies* 92.1: 25-38.

2014 “La generación del 98, ciudades futuristas y otras fantasías de la literatura española de entresiglos.” *Siglo diecinueve* 20: 181-98.

2014 “Nivola y metaficción en la narrativa española de vanguardia.” *Ínsula* 807: 9-13.

2012 “Historical Palimpsests: Revisiting the Spanish Civil War Through the Bicentennial of the Peninsular War.” *Memory and Its Discontents: Spanish Culture in the Early Twenty-First Century*. Ed. Luis Martín-Estudillo and Nicholas Spadaccini. *Hispanic Issues On Line* 11: 137-56. Web.

2012 “¿Quién mató a Augusto Pérez? Poder hermenéutico y chantaje existencial en *Niebla*, de Unamuno.” *Revista de Estudios Hispánicos* 46.1: 25-47.

2011 “La Guerra de la Independencia como alegoría de la Guerra Civil en la televisión española de la Transición.” *Journal of Spanish Cultural Studies* 12:4: 401-18.

2011 “El equilibrio entre verosimilitud, ilusión e interés en los albores de la comedia sentimental española.” *Revista Canadiense de Estudios Hispánicos* 35.2: 265-88.

2010 “De la metaficción al metacine: Cuatro adaptaciones de *Niebla*, de Unamuno.” *Hispania* 93.1: 11-22.

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

2009 “Miguel de Unamuno, ¿poeta vanguardista? El diálogo entre teoría y praxis lírica en el *Cancionero*.” *Bulletin of Spanish Studies* 86.2: 205-25.

2006 “El personaje-escritor en la narrativa breve de Unamuno: metaliteratura y autobiografía.” *Cuadernos de la Cátedra Miguel de Unamuno* 42.2: 13-38.

2005 “Presentación” and “Dalí: bibliografía de un centenario.” *La nueva literatura hispánica* 8-9: 93-96, 199-204.

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

1998 With Ricardo de la Fuente. “Una colección de manuscritos ganivetianos.” *Ínsula* 615: 25-28.

Articles in Journals (Non Peer-Reviewed)

2012 “Imperialismo, metaficción y catarsis colectiva en *También la lluvia* (2010), de Icíar Bollaín.” *Sin Frontera: Sin -Ismos* 6. Web.

1998 “El primer Ganivet.” *Cuadernos del Lazarillo* 14: 2-8.

1998 “La experiencia literaria.” *Cármenes* 2: 59-66.

1997 “Ángel Ganivet y su concepto de lo literario.” *Cuadernos del Lazarillo* 13: 24-28.

1997 With Ricardo de la Fuente. “Tres artículos desconocidos de Ángel Ganivet.” *La nueva literatura hispánica* 1: 7-20.

Contributions to Collective Works

2017 “El chantaje existencial como estrategia de control hermenéutico en la narrativa metaficcional de Unamuno.” *Miguel de Unamuno. Estudios sobre su obra. Vol. V.* Ed. Ana Chaguaceda. Salamanca: Ediciones Universidad. Accepted.

2016 “Naturalismo y nostalgia imperial en el ciclo americano de López Bago: *Carne importada* (1891) y *El separatista* (1895).” *La historia en la literatura española del siglo XIX*. Ed. J. M. González Herrán *et al.* Universitat de Barcelona. 383-94.

2015 “The Naturalist Novel in Spain: Nationalism, Morality, and Aesthetics.” *A History of the Spanish Novel*. Ed. J.A.G. Ardila. Oxford UP. 234-54.

2015 “‘Yo, individuo, poeta, profeta y mito’: Los sujetos líricos de *Romancero del destierro*.” *Unamuno eterno*. Coord. John A. Ardila. Barcelona: Anthropos. 258-91.

2013 “Introducción: Individuo y sociedad ante el espejo del héroe.” *Perfiles del heroísmo en la literatura hispánica de entresiglos (XIX-XX)*. Ed. Álvarez Castro and DuPont. Valladolid: Verdelís. 7-13.

2013 “El héroe, el profeta y la crisis del individualismo en Unamuno.” *Perfiles del heroísmo en la literatura hispánica de entresiglos (XIX-XX)*. Ed. Álvarez Castro and DuPont. Valladolid: Verdelís. 191-200.

2013 “Historiografía, ideología y memoria: De 1812 a 2012 pasando por 1936.” *Dos siglos llaman a la puerta (1812-2012)*. Ed. Marieta Cantos Casenave and Lola Lozano Salado. Cádiz: Universidad de Cádiz. 73-89.

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*

España.” Unamuno, moderno y antimoderno. Ed. Juan Carlos Moreno Romo. México: Fontamara. 49-67.

2011 “El vanguardismo poético en el *Cancionero de Unamuno.” Unamuno y nosotros.* Coord. Juan Carlos Moreno Romo. Barcelona: Anthropos. 168-77.

2008 “Iris M. Zavala y el Unamuno del siglo XXI.” *La huella liberada: Homenaje a Iris M. Zavala.* Ed. Zulema Moret. Sevilla: Arcibel. 97-124.

2005 Coordinator. “El siglo de Dalí.” *La Nueva Literatura Hispánica* 8-9: 91-204.

2003 “La historia como fundamento de lo poético en la teoría literaria de Miguel de Unamuno.” *Selected Proceedings of the Pennsylvania Foreign Language Conference (2002).* Ed. Gregorio C. Martin. Trafford: Grelin Press. 7-18.

2003 “*La vida no es un auto sacramental*, de Alejandro Cuevas: una autobiografía ficticia a la quinta potencia.” *Memorias y olvidos: Autos y biografías (reales, ficticias) en la cultura hispánica.* Eds. Jesús Pérez Magallón *et al.* Valladolid: Universitas Castellae. 13-23.

2003 Entries in *Diccionario General del Teatro.* Ed. Ricardo de la Fuente and Sergio Villa. Salamanca: Almar. *Passim.*

2002 Entries in *Diccionario del Teatro Iberoamericano.* Ed. Ricardo de la Fuente and Julia Amezúa. Salamanca: Almar. *Passim.*

2002 “Costumbrismo y misoginia: *Las españolas pintadas por los españoles (1871-1872).*” *Las representaciones de la mujer en la cultura hispánica.* Ed. K. M. Sibbald and Ricardo de la Fuente. Valladolid: Universitas Castellae. 15-25.

2000 “Ángel Ganivet y la Historiografía literaria del Modernismo español.” *Literatura modernista y tiempo del 98.* Ed. Javier Serrano Alonso *et al.* Santiago de Compostela: Universidad. 197-213.

2000 “El sentimiento del amor en *Dolor y La Roja*, dos proyectos dramáticos desconocidos de Ángel Ganivet.” *Ganivet y el 98.* Ed. Antonio Gallego Morell and Antonio Sánchez Trigueros. Granada: Universidad. 211-20.

2000 “Ángel Ganivet y sus *Cartas finlandesas*: ideas sobre la mujer en el fin de siglo.” *Estudios sobre la vida y la obra de Ángel Ganivet.* Ed. M. Carmen Díaz de Alda Heikkilä. Madrid: Castalia. 15-26.

2000 “En torno a la ciudad simbolista-modernista: las huellas de Rodenbach en la génesis de *Granada la bella*, de Ángel Ganivet.” *Ciudades vivas / ciudades muertas: espacios urbanos en la literatura y el folklore hispánicos.* Ed. K. M. Sibbald *et al.* Valladolid: Universitas Castellae. 17-26.

Book Reviews

2017 Longhurst, C. A. *Unamuno’s Theory of the Novel.* *Cuadernos de la Cátedra Miguel de Unamuno.* In press.

2016 Tsuchiya, Akiko, and William G. Acree Jr., eds. *Empire’s End: Transnational Connections in the Hispanic World.* *Anales Galdosianos* 51: 87-88.

2016 Schinasi, Michael. *Ventura de la Vega and El hombre de mundo: At the Threshold of the Realist Period in Spain*. *Hispania* 99.4: 693-94.

2015 López, Ignacio Javier. Critical edition of *El Niño de la Bola*. By Pedro Antonio de Alarcón. *Siglo diecinueve* 21: 269-71.

2015 Machín Lucas, Jorge. *José Ángel Valente y la intertextualidad mística postmoderna: del presente agónico al presente eterno*. *La nueva literatura hispánica* 19: 262-64.

2015 Giné, Marta, et al. *La recepción de la cultura extranjera en La Ilustración Española y Americana (1869-1905)*. *Hispania* 98.1: 165-66.

2014 Suárez-Galbán, Eugenio. *The Last Good Land: Spain in American Literature*. *Comparative Literature Studies* 51.4: 683-86.

2012 Machín Lucas, Jorge. *El primer Juan Benet (1965-1972): La forja de un estilo novelístico*. *La nueva literatura hispánica* 16: 515-17.

2009 Riera, Carme. *Azorín y el concepto de clásico*. *Hispania* 92.3: 505-6.

2008 DuPont, Denise. *Realism as Resistance: Romanticism and Authorship in Galdós, Clarín, and Baroja*. *Revista de Literatura* 70.139: 301-3.

2007 Franz, Thomas R. *Unamuno's Paratexts*. *Cuadernos de la Cátedra Miguel de Unamuno* 43.1: 189-91.

2003 Franz, Thomas R. *Niebla inexplorada: Midiendo intersticios en el maravilloso texto de Unamuno*. *Siglo diecinueve* 8-9: 267-69.

2000 Jozef, Bella. *El espacio reconquistado (Estudios de literatura hispanoamericana)*. *Castilla* 25: 159-61.

1999 Cantos Casenave, Marieta. *Fernán Caballero: Entre el folklore y la literatura de creación*. *Siglo diecinueve* 5: 184-87.

1999 La Rubia, Francisco. *Unamuno y la vida como ficción*. *Siglo diecinueve* 5: 199-203.

1998 Calvo Carilla, José Luis. *La cara oculta del 98*. *Siglo diecinueve* 4: 242-47.

1997 Cano Ballesta, Juan. *La poesía española entre pureza y revolución (1920-1936)*. *Hispanic Journal* 18.2: 373-75.

1997 Morón Arroyo, Ciriaco. *El alma de España. Cien años de inseguridad*. *La nueva literatura hispánica* 1: 148-52.

1997 Gallego Morell, Antonio. *Sobre Ganivet*. *La nueva literatura hispánica* 1: 152-54.

1997 Senabre, Ricardo. *El retrato literario*. *La nueva literatura hispánica* 1: 155-57.

1997 “Colección «Ángel Ganivet: 1898-1998».” *Siglo diecinueve* 3: 163-67.

1996 Pérez Galdós, Benito. *Cuentos fantásticos*. *Siglo diecinueve* 2: 256-59.

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.

2009 "La evaluación en el aula de E/LE: conceptos básicos, modelos y técnicas." Curso de Metodología de Enseñanza del Español como Lengua Extranjera. Universidad de Valladolid, July 10 and 13. 5 hours.

2008 "Internet: recursos para la enseñanza de E/LE." Curso de Metodología de Enseñanza del Español como Lengua Extranjera. Universidad de Valladolid, July 14-15. 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 "Crisis on Screen: The Great Recession in Recent Spanish Film." Center for European Studies. University of Florida, November 4.

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.

2014 "Imperial Fantasies in Nineteenth-Century Spanish Science Fiction." Workshop on "International and Minority Science Fiction in a Global World." University of Florida, October 1.

2010 "1898-1936: La edad de plata de la cultura española." Miguel Hernández Centennial Colloquium. University of Florida, November 5.

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, los 'papeles de Salamanca' y los límites de la interpretación." Keynote speaker. 3rd Interdisciplinary Colloquium on Hispanic and Latin American Literatures, Linguistics, and Cultures. University of Florida, October 12.

2007 "The Tragic Sense of *Costumbrismo*: Larra's Struggle for Identity in *Nochebuena de 1836*." Southern Methodist University (TX), September 24.

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.

1999 "Política, ciencia y sociedad en la España del siglo XIX: el tránsito del Romanticismo al Realismo-Naturalismo." Macalester College (MN), October 25.

1998 "De la crisis de la Poética clásica al nacimiento de la novela moderna: Cervantes y *El Quijote* (1605 y 1615)." Macalester College, October 9.

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

CONFERENCE PRESENTATIONS

2017 “*Carne importada* (1891), de Eduardo López Bago: La trata de blancas como alegoría postcolonial de la nación.” 19th International Conference on Hispanic Literature. Buenos Aires (Argentina), March 9.

2017 “‘White Slavery’ as a Postcolonial Allegory of the Nation in Crisis in López Bago’s *Carne importada*.” 132nd MLA Convention. Philadelphia (PA), January 5.

2016 “Estereotipos en crisis: Costumbrismo y crítica social en el cine español actual.” 18th International Conference on Hispanic Literature. San Sebastián (Spain), July 6.

2016 “Transatlantic Sex Trafficking and Imperial Anxiety in Late Nineteenth-Century Spanish Fiction.” 131st MLA Convention. Austin (TX), January 9.

2016 “Augusto Pérez’s Lineage: From Spanish Avant-Garde to Hollywood.” 131st MLA Convention. Austin (TX), January 8.

2015 “Crisis en las pantallas: Costumbrismo y crítica social en el cine español actual.” 87th SAMLA Annual Conference. Durham (NC), November 13.

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.

2014 “Naturalismo y nostalgia imperial en el ciclo americano de López Bago: *Carne importada* (1891) y *El separatista* (1895).” 7th Colloquium of the Association of Nineteenth-Century Spanish Literature, “La historia en la literatura española del siglo XIX.” Universidad de Barcelona, October 24.

2014 “Progreso y deshumanización: La ciencia ficción en el modernismo español.” International Conference “Progress in Hispanic Culture.” Universitas Castellae and McGill University. Valladolid, June 25.

2014 “Explotación sexual y ansiedad imperialista en la novela naturalista española.” 4th Annual Symposium of the Nineteenth-Century Hispanists International Network. York University. Toronto (Canada), April 26.

2014 “Vísperas del 98: Cuba en la novela naturalista española.” 45th NEMLA Annual Convention. Harrisburg (PA), April 4.

2013 “Imperio y degeneración en la novela española finisecular.” 3rd Symposium Nineteenth-Century Hispanism Network. The University of Kent. Paris (France), May 24.

2013 “La ideología de la memoria: De 1808 a 2012 pasando por 1936.” 66th Kentucky Foreign Language Conference. University of Kentucky. Lexington, April 19.

2012 “La dialéctica idealismo-positivismo en la novela naturalista española.” International Conference “Idealismo, Racionalismo y Empirismo en la Cultura Hispánica.” Universitas Castellae and McGill University. Valladolid, June 28.

2012 “Historiografía, ideología y memoria: De 1812 a 2012 pasando por 1936.” VIII Congreso Internacional Doceañista. Universidad de Cádiz (Spain), March 13.

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.

2012 "El héroe, el profeta y la crisis del individualismo en Unamuno." Symposium on Imágenes del heroísmo en la literatura hispánica del siglo XIX. University of Florida, February 10.

2011 "Imperio y degeneración en tres novelas españolas del cambio de siglo." International Conference "Realismo y decadentismos en la literatura hispánica." Universitas Castellae and McGuill University. Valladolid, June 28.

2011 "Imperio y degeneración en tres novelas españolas del cambio de siglo." Symposium on Nineteenth-Century Spanish and Spanish-American Literatures. Florida International University, April 2.

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.

2010 "Viajes y romanticismo durante la Guerra de la Independencia (1808-1814): Las memorias inéditas del seminarista inglés Robert Brindle." 5th Interdisciplinary Colloquium on Spanish and Latin American Linguistics, Literatures, and Cultures. University of Florida, February 27.

2009 "Un atípico viajero romántico durante la Guerra de la Independencia: Las memorias inéditas del seminarista inglés Robert Brindle." International Conference on Spain and the British Isles in the Long Eighteenth Century. Barcelona (Spain), December 11.

2009 "Dos visiones periféricas del imperialismo decimonónico español: Eduardo López Bago y Ángel Ganivet." Orientalismos: Symposium on Asian Influence on Spanish and Spanish-American Literature and Film. Florida International University, April 4.

2009 "Miguel de Unamuno, poeta en el destierro." 8th Congreso Internacional de Literatura Hispánica. Punta Arenas (Costa Rica), March 11.

2009 "La Guerra de la Independencia en la televisión española de la Transición." 4th Interdisciplinary Colloquium on Spanish and Latin American Literatures, Linguistics and Cultures. University of Florida, February 20.

2009 "The Role of the Reader in Unamuno's Metafictions: Interpretive Freedom and Existential Blackmail." 25th International Literature and Psychology Conference. Lisbon (Portugal), July 4.

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 "El compromiso entre verosimilitud, ilusión e interés en los albores de la comedia sentimental española." 16th Congreso de la Asociación Internacional de Hispanistas. Paris (France), July 11.

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 “La metaficción en la pantalla: De la *Niebla* de Unamuno (1914) a la de Méndez-Leite (1978).” American Association of Teachers of Spanish and Portuguese (AATSP) 88th Annual Conference. Salamanca (Spain), July 2.

2006 “*Niebla*, de Unamuno: La lectura como equilibrio entre poder hermenéutico y deseo existencial.” International Conference on “Deseo, poder y política en la cultura hispánica.” Universitas Castellae and McGuill University. Valladolid (Spain), June 27.

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 Quixote*. The University of Texas at San Antonio, November 19.

2005 “Miguel de Unamuno, autor del *Quijote*.” First Graduate Interdisciplinary Colloquium on Hispanic/Latin American Literatures, Linguistics and Cultures. University of Florida, October 14.

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 “Don Quijote y los galeotes: la locura caballeresca como fórmula de identidad estratégica.” 57th Annual Kentucky Foreign Language Conference. University of Kentucky, April 15.

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

2003 “Escribir, fingir, vivir, leer: *La vida no es un auto sacramental*, de Alejandro Cuevas.” 6th Annual Ohio State Symposium on Hispanic and Luso-Brazilian Literature, Linguistics and Culture, March 7.

2002 “La Historia como fundamento de lo poético en la teoría literaria de Miguel de Unamuno.” 15th Pennsylvania Foreign Language Conference. Duquesne University, September 28.

2002 “*La vida no es un auto sacramental*, de Alejandro Cuevas: Una autobiografía ficticia a la quinta potencia.” International Conference “Memorias y olvidos: Autos y biografías (reales, ficticias) en la cultura hispánica.” Universitas Castellae and McGill University, July 4.

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.

1999 “Costumbrismo y misoginia: *Las españolas pintadas por los españoles* (1871-1872).” International Conference “Las representaciones de la mujer en la cultura hispánica.” Joaquín Díaz Foundation, McGill University, and Universitas Castellae, Valladolid, July 7.

1998 “Ángel Ganivet y la historiografía literaria del Modernismo español.” Internacional Conference “Literatura modernista y Tiempo del 98.” Universidad de Santiago de Compostela, Lugo, November 20.

1998 “El sentimiento del amor en *Dolor y La Roja*, dos proyectos dramáticos desconocidos de Ángel Ganivet.” International Conference “Ganivet y el 98.” Universidad de Granada, October 28.

1998 “En torno a la ciudad simbolista-modernista: las huellas de Rodenbach en la génesis de *Granada la bella*, de Ángel Ganivet.” International Conference “Ciudades vivas, ciudades muertas: espacios urbanos en la literatura y el folklore hispánicos.” Fundación Centro Etnográfico “Joaquín Díaz”, McGill University, and Universitas Castellae, Medina del Campo (Valladolid), June 24.

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.

1997 “Ángel Ganivet: la creación literaria como proceso catártico.” Encuentro Hispano-Francés “Patología y literatura en el mundo hispánico (1800-1936).” Universidad de Valladolid, Medina del Campo, May 20.

GRANTS AND AWARDS

2017 Humanities Scholarship Enhancement Grant. College of Liberal Arts and Sciences, University of Florida. Project: an annotated edition of López Bago’s *Carne importada* (1891).

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

2016 2015-16 Spanish Literature Professor of the Year, awarded by the University of Florida’s Spanish Graduate Student Association (OEGE).

2013-2014 Research leave (sabbatical). College of Liberal Arts and Sciences, University of Florida. Project: “Empire and degeneration in Spanish fiction.”

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

2012 Humanities Scholarship Enhancement Grant. College of Liberal Arts and Sciences, University of Florida. Project: a critical edition of Gorostiza's *Contigo pan y cebolla* (1833).

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

2009 Research Subsidy. Program for Cultural Cooperation between Spain's Ministry of Culture and United States Universities. Project: "The Peninsular War (1808-1814) in contemporary Spanish culture."

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.

1998 International Essay Award "Ángel Ganivet 1998."

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.
 Yanina Becco. Graduated 2017.
 Mercedes García de la Tejera. 2014-2015.
 Alma Y. Rodríguez. 2014-2015.

Chair, MA Supervisory Committees

Sonia San Juan. 2015-Present.
 Sandra Moragues Martínez. Graduated 2016.
 M. Idoia Cebriá. Graduated 2014.

Francesc Morales García. Graduated 2012.
 Claudia Costagliola. Graduated 2011.
 Jannefer Coleman. Graduated 2010.
 Carmen Sales-Delgado. Graduated 2008.
 Montserrat López. Graduated 2008.

Member, PhD Supervisory Committees

Paula Fernández-Hernández. 2017-Present.
 Andrea Villa. Graduated 2016.
 Carlos Bertoglio. Graduated 2016.
 Matthew Michel. Graduated 2016.
 David Vásquez. Graduated 2016.
 Alexander Torres. Graduated 2016.
 Antonio-Sajid López. Graduated 2015.
 Claudia Costagliola. Graduated 2015.
 Esmeralda Duarte. Graduated 2014.
 Alicia Mercado-Harvey. Graduated 2013.
 Donna Gillespie. Graduated 2012.
 Verónica Tienza-Sánchez. Graduated 2010.
 María Guerrero. Graduated 2010.
 Víctor Jordán. Graduated 2009.
 Eydie Fernández. 2007-09.
 Deicy Jiménez. Graduated 2008.

Undergraduate Advising

- 2017-2018 Mentor, University Scholars Program. Scholar: Keyon Aghajan.
- 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.”
- 2009 Director, honors thesis by Christopher J. Wahl. “Mesianismo y agonismo: Un estudio comparativo de *Los hermanos Karamázov* y *San Manuel Bueno, mártir*.”
- 2008-2009 Mentor, University Scholars Program. Scholar: Christopher J. Wahl.
- 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.

2015 Evaluator. "A Companion to Miguel de Unamuno." Ed. Julia Biggane and John Macklin. Tamesis Books.

2012 Content consultant. Textbook on Spain, Red Line Editorial.

2011 Research consultant and evaluator. Entry on Fernán Caballero, *Nineteenth-Century Literature Criticism Series*. Ed. Lawrence J. Trudeau. Detroit: Gale, 2012. 1-83.

2009 Evaluator. Spanish conversation textbook published by Heinle Cengage Learning. Authors: Ronald J. Friis and O. Tatiana Séeligman.

2004 Evaluator. Donna R. Long and Janice L. Macián. *Amistades*. Mason: Thompson Publishing, 2005.

2004 Evaluator. *Historia y Cultura de España*. Second edition. Vicente Cantarino and Cheryl Johnson. CD Rom.

2003 Evaluator. Donna R. Long and Janice L. Macián. *De Paseo*. Boston: Thompson / Heinle, 2005.

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.”

2012 Conference organizer, “Imágenes del heroísmo en la literatura hispánica (siglos XIX y XX).” University of Florida, February 10-11.

2010 External evaluator, Naoka Mori’s dissertation. Title: “*Bodas de sangre* de Federico García Lorca y sus traducciones al japonés.” Universidad de Valladolid (Spain).

2010 Conference co-organizer, “La voz enardecida / A Voice Impassioned: Miguel Hernández Centennial Colloquium.” University of Florida, November 5.

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
Interdisciplinary Baccalaureate of Essay of Distinction,
"A Psychoanalytical Approach to Federico García Lorca's *Yerma*,"

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

Brandeis University	1989–1992
Full-time lecturer in Spanish and Core Humanities	
Tufts University	1987–1989
Instructor of Spanish	
Simmons College	1987–1989
Instructor of Spanish	

Scholarly Activity

Current Research

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

Books

(2015) *Masculine Virtue in Early Modern Spain*. Ashgate Publishing: (156 pp.) Print and Web.

Reviews:

Ivan Cañadas. *Parergon* 33.3 (2016): 200-202, Print and Web.

Elizabeth Lehfeldt. *Bulletin of Hispanic Studies* 94 (Jan 2017): 116. Print and Web.

Forum for Modern Language Studies: The Journal of Literary, Cultural and Linguistic Studies from the Middle Ages to the Present 52.1 (Jan 2016): 113. Print and Web.

Fernando Rodríguez Mansilla. *Oro de Indias* (May 23 2016). Web.

Christian Pastorelli. *Journal of Iberian and Latin American Research* 22.1 (Jul 2016): 111-113. Print and Web.

(2002). *Picking Wedlock: Women and the Courtship Novel in Early Modern Spain*. Rowman and Littlefield (231 pp.). Print.

Reviews:

Chelo de Andres Martinez. *H-Mediterranean*, May 2002. Web.

Kelly Cochburn. *Rocky Mountain Review of Language and Literature* 60.1 (December 2005): 111-112. Print.

Refereed Articles and Published Essays

(2017) "The Spectacle of War in Cervantes's *La Numancia*." *Bulletin of the Comediantes* 69.2. 6607 words. Accepted.

(2015) "Twisting the Trope: Refiguring the Work of Wedlock in Baroque Spanish Women's Writing." *Perspectives on Early Modern Women in Iberia and the Americas: Studies in Law, Society, Art and Literature in Honor of Anne J. Cruz*. Ed. María Cristina Quintero and Adrienne Martín. Escribana Books. 220-234.

(2014) "Compromiso y distancia en «La Venus de Ferrara» de Mariana de Carvajal Saavedra." *Edad de Oro XXXIII*, 351-364.

(2013) "(Des)cifrando voluntades: Códigos de la masculinidad en la corte austriaca española." *Sociabilidad y literatura en el Siglo de Oro*. Ed. Mechthild Albert. Biblioteca Áurea Hispánica 84. 203-217.

(2013) "The Dancing of an Attitude: Inconstancy as Masculine Virtue in Lope de Vega's *El perro del hortelano*." *Comedia Performance* 10. 93-118.

(2011) "Metageography and Empire in The Second Part of *Don Quixote*" *Annals of Scholarship* 19.3. 83-106.

(2011) "Gracián Dantisco and the Culture of Secrecy in Hapsburg Spain." *Ingenium: Revista Electrónica de Pensamiento Moderno y Metodología en Historia de las Ideas* 5. Web. 55-75.

(2005) "La dama duende in Light of Borges's 'El Zahir'." *Corónente tus hazañas: Studies in Honor of John Jay Allen*. Ed. Michael McGrath. Juan de la Cuesta, 37-53.

(2001) "Women and the novela de cortejo". *Zayas and Her Sisters* Vol. 2. Ed. Judith Whitenack and Gwyn Campbell. Global Publications. 141-158.

(2001) "Rhyme and Reason: Verse Interpolation in Golden Age Prose Fiction." *Caliope: Journal of the Society for Renaissance and Baroque Hispanic Poetry* 7. 93-110.

(1999) "Juan Pérez de Montalbán's 'Not-So-Terrible Mothers'." *Romance Languages Annual* 11. 412-416.

(1998) "The Paper Key: Money as Text in Miguel de Cervantes's 'El celoso extremeño' and José de Camerino's 'El pícaro amante'." *Cervantes: Bulletin of the Cervantes Society of America* 18.1. 96-123.

(1995) "The Romance of Courtesy: Mariana de Carvajal's *Navidades de Madrid*." *Revista Canadiense de Estudios Hispánicos* 19.2. 241-261.

(1994) "Ungilding Spain's Golden Age." *Tainted Greatness: Antisemitism and Cultural Heroes*. Ed. Nancy Harowitz. Temple UP. 75-90.

Theater and Book Reviews

From Body to Community: Venereal Disease and Society in Baroque Spain by Cristián Berco. U Toronto P, 2016. *Bulletin of Spanish Studies*. Forthcoming in 2018.

Las dos bandoleras by Lope de Vega. Dir. Marc Rosich and Carme Portaceli. *Comedia Performance*, May 2015. *Comedia Performance* 3.1 (Spring 2016): 212-217.

Tiempos del «Quijote» by Francisco Rico. Barcelona: Acantilado, 2012. *Crítica Bibliográfica* (2011). Web. 825 words.

A Companion to Spanish Women's Studies. Ed. Xon de Ros and Geraldine Hazbun. Woodbridge, U.K.: Tamesis, 2011. *Romanische Forschungen* 125.4 (2013): 587-589.

Refiguring Authority: Reading, Writing and Rewriting in Cervantes by E. Michael Gerli. University Press of Kentucky, 1995. *South Atlantic Review* 61.4 (1996):115, 116.

The Tradition of the Novela in Spain by Yvonne Yarbro-Bejarano. NY: Garland, 1991. *Modern Language Notes* 109.2 (1994): 311–313.

Review Essays and Other Non-Refereed Publications

(2017) "Novels and Narratives: Chapter 11 of Routledge Research Companion to Early Modern Spanish Women Writers. Ed. Anne J. Cruz and Nieves Baranda Leturio. Aldershot UK: Ashgate Publications. 169-185.

(2017) "Novelas y narrativas de mujeres en la España de la temprana Edad Moderna. Chapter 11 of Spanish Edition of Research Companion: Early Modern Spanish Women Writers. Ed. Anne J. Cruz and Nieves Baranda Leturio. Trans. Claudia Costagliola. Universidad Nacional de Educación a Distancia (UNED) University Press (10,440 words). Forthcoming.

(1998) "Teaching Spanish Composition at the University of Florida." Teacher's Guide-- AP Spanish Language. Gisela Bencomo, ed. Princeton, NJ: The College Board. 87-90.

Selected Papers Presented

(2017) "Real and Symbolic Capital in Gerónimo de Salas Barbadillo's *El caballero perfecto* (1620). *For What it's Worth: Challenging and Negotiating Value in Literature and in Economic Theory*. University of Mannheim. Manheim Germany.

(2017) "Halfway There: Fictions of Science in Eighteenth-Century Spain." American Society for Eighteenth-Century Studies (ASECS). Minneapolis, MN.

(2017) "Antonia's Gift: Gender Parity Somewhere in *La Mancha*." XI Florida Cervantes Symposium. Florida Atlantic University. Boca Raton, FL.

(2016) "The Spectacle of War in Cervantes' *La Numancia*." Distinguished Lecture in Humanities. Wilson Center for Humanities. University of Georgia. Athens, GA.

(2016) "Perfidious Pals: Male Bonds Betrayed in José Camerino's 'El pícaro amante' [The Gallant Imposter]" (1624)" American Comparative Literature Association Meeting. Harvard University, Cambridge, MA.

(2016) "Sexual Violence and its Opposite: The Never-Ending Courtship of Rodolfo II and Isabela Clara Eugenia." Invited Lecture Hobart and William Smith Colleges, Geneva, NY.

(2015) "The Pleasure of the Siege in Cervantes' "Captive Tale" and *La Numancia*. *Don Quixote and the Mediterranean Conference*. The University of Texas, Austin TX.

(2015) "Beseiging is Believing: The Materiality of War in *Don Quijote* and *La Numancia*." Florida Cervantes Symposium. Florida International University, Miami FL.

(2015) "Antonio de Pozuelo's Geometric Footnotes: Barque Runes or Proto-Enlightenment Incursion?" Renaissance Society of America. Berlin, Germany.

Armon CV September 2017

(2015) "Women Writing Women in Early Modern Spain" Medieval, Renaissance and Baroque Interdisciplinary Symposium. University of Miami, Coral Gables FL.

(2015) "Bretches, Bitches and Butches: The *Mujer Varonil* and the Sociogenesis of Detachment." Modern Language Association Meeting. Vancouver BC, Canada.

(2014) "Marfisa and Rosaura: Fame and Agency Upended in Cervantes' *La casa de los celos y selvas de Ardenia* and Ana Caro de Mallén de Soto's *El Conde Partinuplés*." National Cervantes Symposium. University of Illinois at Chicago, Chicago IL.

(2013) 'I Do': How Baroque Spanish Women Writers Do Marriage Plots." Renaissance Society of America. San Diego CA.

(2012) "Lipsius's Dogs: The Limits of Neostoic Virtue in Lope de Vega's *El perro del hortelano* and Cervantes' "El coloquio de los perros." Sixth Annual Florida Cervantes Symposium. University of Central Florida, Orlando FL.

(2012) "Constancy and the Performance of Masculinity in Lope de Vega's *El perro del hortelano*". Association for Hispanic Classical Theater Symposium on Golden Age Theater. El Paso TX.

(2011) "(Des)cifrando voluntades: Códigos de masculinidad en la corte austriaca española." [Second-guessing: Masculinity Codes at the Spanish Hapsburg Court]. International Colloquium on Sociability and Literature in Spain's Golden Age. University of Bonn, Bonn Germany.

(2010) "The Banks of Avon and the Moneylenders of Spain." Convergences and Conversions: *The Merchant of Venice* into the 21st Century." Center for Jewish Studies, The University of Florida, Gainesville, FL.

(2010) "Ambition in Aragón: Luisa de Padilla's *Lágrimas de la nobleza* and the Reinvention of Aristocratic Virtue." GEMELA (Grupo para el estudio de la mujer en España y Latinoamérica). Mount Holyoke College, North Hadley MA.

(2010) "Sexual Violence and Political Unconscious in Cervantes's *La fuerza de la sangre*." Renaissance Society of America. Istituto Veneto, Venice Italy.

(2010) "Prague meets Madrid in Toledo," Keynote Address. Fifth Interdisciplinary Colloquium on Spanish/Latin American Literatures, Linguistics, and Cultures. The University of Florida, Gainesville FL.

(2009) "'La fuerza de la sangre': Una lectura praguense." 3rd Annual Florida Cervantes Symposium. Florida Atlantic University. Boca Raton, FL.

(2008) "La mimesis material como acercamiento pedagógico al *Quijote*"[Material Mimesis as a Pedagogical Approach to the Quixote]. Second Annual Florida Cervantes Symposium. Rollins College, Winter Park FL.

(2008) "Don Quixote and the Construction of the Imperial Subject." Invited Lecture. International Women's Day. Sarah Isom Center for Women and Gender Studies, University of Mississippi. Oxford MS.

(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.

(2007) "La edad de Don Quijote: Hacia una genealogía de la cortesía en España" [Don Quixote's Golden Age: Toward a Genealogy of Courtesy in Spain]. First Annual Florida Cervantes Symposium. The University of Miami, Coral Gables FL.

(2006) "Two Faces of the Courtier in Lope's *La cortesía de España*." Association for Hispanic Classical Theater Symposium on Golden Age Theater. El Paso TX.

(2006) "Changing Densities of Masculinity in Early Modern Spain." Medieval, Renaissance, and Baroque Interdisciplinary Symposium. University of Miami, Coral Gables FL.

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

(2005) "El diario como método para la adquisición de la lengua: Problemas y soluciones." *Tender Puentes II.* (Asociación de Profesores Norteamericanos en España (APUNE). University of Seville, Spain.

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) "Sacrilegæ Artes: Attitudes Toward Prostitution in the Roman World" (Paloma Rodríguez.

"Narrativas de naufragio" (Alberto Luis Escudero)

"Las cholas de Bolivia" (Marcela Murillo)

Armon CV September 2017

"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)

"Edición crítica para actores de *El valiente negro en Flandes* de Andres de Claramonte" (Nelson López, 1998)

"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

Armon CV September 2017

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)
5. Nominating Committee (1999-2000)
6. Scholarship Enhancement Selection Committee (2000-2001)
7. Latin American Studies Translation Certificate Advisory Committee (2004-2006)
8. Medieval and Early Modern Studies Advisory Committee (1997-2002)

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. Provost's Task Force for the Humanities (2009-2011)
5. Pathways to Teaching Committee (2002)
6. UF International Study Scholarship Selection Committee (2004)
7. Senate Ad Hoc Study Abroad Committee (2001)
8. Ethics on Campus Steering Committee (1997-98)
9. Commencement Marshall (1996, 2008, 2012)

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).

Guest Speaker Elizabeth Wright, University of Georgia. "Juan Latino: An Afro-Hispanic Prodigy of the Spanish Renaissance." Feb. 11, 2016.

Florida Cervantes Symposium. April 2011

"Animals in Cervantes." A talk by Dr. Adrienne Martín. April 2011)

"Teaching the Erotic": An Interdisciplinary Pedagogy Roundtable featuring Dr. Adrienne Martín, 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.

"The Medieval Pilgrimage to Santiago de Compostela" An illustrated lecture by Dr. George Greenia, The College of William and Mary. December 2005.

"Escritoras españolas del siglo XIX" A Lecture by Dr. María del Carmen Simón Palmer, Consejo Superior de Investigaciones Científicas, Madrid (1998).

"Readers, Writers, and Registers" Steering committee for the UF Center for Latin American Studies XLVI Annual Bacardi Conference. March 1997.

Service to the Profession

Nominated for Editorship of *Bulletin of the Comediantes* (2015).

Evaluated National Grants

National Endowment for the Humanities
Romance Literatures Panel
Washington, D.C. (2016)

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)
Santa Fe Community College, Gainesville, Florida (2003)

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"

Armon CV September 2017

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

"Golden Age Prose," Northeast Modern Language Association (NEMLA) (1991-1992)

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.

Paid Academic Year Sabbatical Leave to prepare book manuscript: "Staging Curiosity: Skepticism and Science on the Spanish Stage, 1650-1750". UF Office of the Provost. 2017-2018. Full Salary.

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.

Armon CV September 2017

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.

Semester sabbatical leave to conduct research for *Masculine Virtue in Early Modern Spain* at the Biblioteca Nacional de Madrid. (Spring 2010). UF Office of the Provost. Full Salary.

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

Research grant to develop scholarship on Antonio de Guevara's *A Wake-Up Call for Courtiers* (1539) at the Biblioteca Nacional de Madrid (2005). Program for Cultural Cooperation between Spain's Ministry of Education, Culture and Sports and United States Universities.

Faculty research grant to promote scholarship on Antonio de Guevara: *A Wake-Up Call to Courtiers*. Biblioteca Nacional de Madrid (2005). UF Center for European Studies.

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

Research grant to develop scholarship on *Gracián and the Politics of Polite Interaction*. Biblioteca Nacional de Madrid (2001-2002). Program for Cultural Cooperation between Spain's Ministry of Education, Culture and Sports and United States Universities.

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)

Efraín Barradas

Spanish and Portuguese Studies
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P. O. Box 13492
Gainesville, Florida 3260
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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) Visting 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:

- Santiago Daydi-Tolson, "The Right to Belong: A Critic's View of Puerto Rican Poetry in the United States", Revista Bilingüe/The Bilingual Review (Arizona), vol. 10, 1983, pp. 81-86.
- Ramón Figueroa, "Herejes y mitificadores...", Sin Nombre (San Juan), vol. XII, no. 4, 1982, pp. 199-203.
- Juan Martínez Capó, "Libros de Puerto Rico," Puerto Rico Ilustrado/ El Mundo (San Juan), April 26, 1981, p. 10-B.
- Edward Mullen, "Herejes y mitificadores..." Revista Chicano-Riqueña (University of Houston), vol. X, no. 3, 1982, pp. 69-70.
- Eugene V. Mohr, "Herejes y mitificadores..." Revista/Review Interamericana (Interamerican University, San Juan), vol. X, no. 4, 1983, pp. 579-580.
- Eliana Rivero, "Nota sobre las voces femeninas en Herejes y mitificadores...," Third Woman (Bloomington, Indiana University), vol. 1, no. 2, 1982, pp. 91-93.
- Auréa María Sotomayor, "Más herejes, menos mitificadores," Reintegro (San Juan) vol. 1-2, 1981, p. 37.
- Robert F. Van Trieste, "Herejes y mitificadores...", Homines (Interamerican University, San Juan, Puerto Rico), vol. 6, no. 2, 1982-83, pp. 245-246.

2. Para leer en puertorriqueño: Acercamiento a la obra de Luis Rafael Sánchez. San Juan, Puerto Rico, Editorial Cultural, 1981.

Review:

- José Alcántara Almánzar, "Literatura y sociedad: Acercamiento a la obra de Luis Rafael Sánchez," ¡Ahora! (Santo Domingo), December 23, 1982, pp. 36-37.
- Eliseo R. Colón Zayas, "Para leer...." Revista Iberoamericana (University of Pittsburgh), nos. 130-131, 1985, pp. 363-64.
- Angel M. Encarnación, "Acercamiento a un acercamiento de Efraín Barradas." En Rojo/Claridad (San Juan), January 28-February 3, 1983, pp. 26-27.
- 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.
- Coqui Santaliz, "Letras y libros," El Reportero (San Juan), July 20, 1982, p. 22.

- Coqui Santaliz, "Letras y libros," El Reportero (San Juan), August 17, 1982, p. 22.
- Coqui Santaliz, "Letras, libros y..." El Reportero (San Juan), December 4, 1992, p. 10.

3. Apalabramiento: Diez cuentistas puertorriqueños de hoy. Selection and introduction by Efraín Barradas. Hanover, New Hampshire, Ediciones del Norte, 1983.

Reviews:

- "Apalabramiento..," Casa de las Américas (Havana), no. 143, 1984.
- Edna Acosta-Belén, "En torno a la nueva cuentística puertorriqueña," Latin American Literary Research Review (University of Pittsburgh),
- José Alcántara Almánzar, "Apalabramiento: Nueva antología de narradores puertorriqueños," ¡Ahora! (Santo Domingo), August 22, 1983, pp. 28-29.
- Vol. XXI, No. 2, 1986, pp. 220-227.
- Marta Aponte Alsina, "Apalabramiento..." En Rojo/Claridad (San Juan) November 4-10, 1983, p. 15.
- Yanis Gordils, "Apalabramiento..." Hispamérica (Maryland), vol. XIII, no. 38, 1984, pp. 92-94.
- Susan Homar, "Apalabramiento..." Anales del Caribe (Havana), nos. 4-5, 1984-85, pp. 424-428.
- Angel Mazzei, "Literatura de Puerto Rico," La Nación (Buenos Aires), May 6, 1986, (Section 4), p. 4.
- Seymour Menton, "Apalabramiento..." World Literature Today (University of Oklahoma), Autumn, 1984.
- Carmen Puigdoller, "Apalabramiento..." ¡AHA! (New York), no. 38, March, 1984, p. 11.
- Rafael Rodríguez, "Apalabramiento..." En Rojo/Claridad (San Juan), September 2-8, 1983, p. 14.
- Francisco J. Satue, "Apalabramiento..." Cuadernos Hispanoamericanos (Madrid), No. 718, 1985.
- Carmen Torres-Robles, "Apalabramiento..." Alcance (New York), vol. II, nos. 4-5, p. 25-26.
- Carmen Dolores Trelles, "Cuentos de hoy," El Nuevo Día (San Juan), November 11, 1983, p. 10.
- Carmen Dolores Trelles, "Los libros de la década," El Nuevo Día (San Juan), December 31, 1989, pp. 7-8.
- Fernando Villaverde, "Nuevas voces cuentan de Puerto Rico," El Miami Herald (Miami), March 11, 1984, p. 14.
- Kal Wagenheim, "Puerto Rican Downpour," Caribbean Review (Miami), vol. XIII, no. 3, 1984, p. 53.
- Daniel Zalacaín, "Apalabramiento..." Hispania, ñ. 67, December, 1984, p. 681.

4. Para entendernos. Inventario poético puertorriqueño. Siglos XIX y XX. Selection and notes by Efraín Barradas. San Juan, Puerto Rico, Instituto de Cultura Puertorriqueña, 1992.

Review:

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

5. Partes de un todo: ensayos y notas sobre literatura puertorriqueña en los Estados Unidos, Ríos Piedras, Editorial de la Universidad de Puerto Rico, 1998.

Reviews

- s.f., "EDUPR publica Partes de un todo de Efraín Barradas", Diálogo (Universidad de Puerto Rico), January, 1999, p. 40.
- Canetti Mirabal, Sonya, "Novedades editoriales", Paliques (San Juan), March 19, 1999, pp. 42- 43
- Carmen Dolores Hernández, "Crítica y creación", Domingo/El Nuevo Día (San Juan), March 28, 1999, p. 18.
- Hernández, Carmen Dolores, "Lo mejor del 99," Domingo/El Nuevo Día (San Juan), January 2, 2000, pp. 18-19.
- Negretti, Giovanna, "Partes de un todo by Efraín Barradas", The Gastón Institute Report (University of Massachusetts-Boston), Fall, 1999, p.9.
- Vázquez Zapata, Larissa, "Fresca la palabra", Por Dentro/El Nuevo Día (San Juan), February 7, 1999, p. 80.

6. (with Rita De Maesaneer), Para romper con el insularismo: Letras puertorriqueñas en comparación, Ámsterdam, Foro Hispánico/Rodopi, 2007.

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

7. Mente, mirada, mano: Visiones y revisiones de la obra de Lorenzo Homar. Selected and introduced by Efraín Barradas. San Juan, Ediciones Huracán, 2007.

Reviews

- Carmen Dolores Hernández, "Lorenzo Homar, provocador," La Revista (San Juan), April 15, 2007, p. 34.
- Sonia L. Cordero, "En torno al universo plástico de Lorenzo Homar", El Vocero (San Juan), May 17, 2007, p. 10.

Contribution to Books.

1. "Los otros: Nota sobre el cultivo de la poesía negrista en Puerto Rico." In: C.C. Rabassa and G. Seda-Rodríguez (eds.), Studies in Afro-Hispanic Literature (Vols. II-III), New York, Medgar Evers College, CUNY, 1980, pp. 28-40.
2. "El Che, narrador: Apuntes para un estudio de Pasajes de la guerra revolucionaria." In: Rose S. Minc (ed.), Literatures in Transition: The Many Voices of the Caribbean Areas. Gaithersburg, Maryland, Ediciones Hispamérica, 1982, pp. 137-145.
3. "La poesía de Eliseo Diego o nombrar las cosas para verlas." In: Enrique Saínz (ed.), Acerca de Eliseo Diego, Havana, Editorial Letras Cubanas, 1991, pp. 142-152.
4. "How to Read Bernardo Vega." In: Carlos A. Torre, Hugo Rodríguez Vecchini, and William Burgos (eds.), The Commuter Nation: Perspectives in Puerto Rican Migration, San Juan, Editorial de la Universidad de Puerto Rico, 1994, pp. 313-328.
5. "North of the Caribbean: An Outline for a History of Spanish-Caribbean Literature in the United States." In: A. James Arnold (ed.), A History of Literature in the Caribbean, Vol. I (Hispanic and Francophone Regions), Amsterdam/Philadelphia, John Benjamins Publishing Company, 1994, pp. 85-94.
6. "Arte latinoamericano en los Estados Unidos." In: Visión del arte latinoamericano en la década de 1980, Lima, Proyecto Regional de Patrimonio Cultural Urbano y Natural-Ambiental/UNESCO, 1994, pp. 75-79.
7. "Sobre la cuentística de Luis Rafael Sánchez." In: Enrique Pupo Walker (ed.), El cuento hispanoamericano, Madrid, Editorial Castalia, 1995, pp. 473-492.
8. "La pasión según Antígona Pérez: mito latinoamericano y realidad puertorriqueña." In: Saúl Sosnowski (ed.), Lectura crítica de la literatura americana. Actualidades fundacionales, Volumen IV, Caracas, Biblioteca Ayacucho, 1996, pp. 625-638.

9. a. "Nancy Morejón: Nation, Negritude and Marginality." In: Conrad James and John Perivolaris (eds.), The Cultures of the Hispanic Caribbean, London, MacMillan (Warwick University Caribbean Series), 2000, pp. 115-126.

b. "Nancy Morejón: Nation, Negritude and Marginality." In: Conrad James and John Perivolaris (eds.), The Cultures of the Hispanic Caribbean, Gainesville, University Press of Florida, 2000, pp. 115-126.

10. "Myrna Báez o la máscara de la verdad,". In: María Elvira Iriarte and Eliana Ortega (eds.), Espejos que dejan ver. Mujeres en las artes visuales latinoamericanas, Santiago de Chile, Isis Internacional, 2002, pp. 41-56.

11. "La seducción de las máscaras: José Alcántara Almánzar, Juan Bosch y la joven narrativa dominicana." In: Rei Berroa (ed.), Aproximaciones a la literatura dominicana, 1930-1980, Santo Domingo, Colección Banco Central de la República Dominicana, 2007, pp. 25-38.

12. A. "La guaracha del Macho Camacho: entre lo soez y lo camp, entre lo camp y lo soez." In: Álvaro Félix Bolaños, Geraldine Cleary Nichols and Saúl Sosnowski (eds.), Literatura, política y sociedad: construcciones de sentido en la Hispanoamérica contemporánea, Pittsburgh, Biblioteca de América, 2008, pp. 115-123.

B. "La guaracha del Macho Camacho: entre lo soez y lo camp, entre lo camp y lo soez." In: William Mejías López (ed.), A lomo de tigre: Homenaje a Luis Rafael Sánchez, San Juan, Editorial de la Universidad de Puerto Rico, 2015, pp. 77-88.

13. "El cocinero puertorriqueño, El manual del cocinero cubano y la formación del nacionalismo en el Caribe." In: Rita De Maeseener and Patrick Collard (eds.), Saberes y sabores en México y el Caribe, Amsterdam/New York, Foro Hispánico, 2010, pp. 267-279.

14. "Contrapunteo cubano-americano entre el erotismo y la historia: Anna in the tropics de Nilo Cruz." In: José Romera Castillo (ed.), Erotismo y teatro en la primera década del siglo XXI, Madrid, Visor Libros, 2012, pp. 235-246.

15. "Cuando amaban las tierras comuneras." In: Miguel D. Mena (ed.), Pedro Mir: Archivos, Santo Domingo, Cielonaranja, 2013, pp. 166-167.

16. "Con Frida y sor Juana en la cocina o como domesticar a mujeres rebeldes." In: Ángeles Mateo del Pino and Nieves Pascual Soler (eds.), Comidas bastardas: Gastronomía, tradición e identidade en América Latina, Santiago de Chile, Editorial Cuarto Propio, 2013, pp. 353-367.

17. "El realismo cómico de Junot Díaz: Notas sobre The Brief Wondrous Life of Oscar Wao." In: Miguel D. Mena (ed.), Junot Díaz: Archivos, Santo Domingo, Ediciones Cielonaranja, 2014, pp. 45-62.

18. "El retrato como autorretrato o Luis Rafael Sánchez lee a Emilio S. Belaval." In: Marta Aponte, Juan Gelpí and Malena Rodríguez (eds.), Escrituras en contrapunto: Estudios y debates para una historia crítica de la literatura puertorriqueña, San Juan, Editorial de la Universidad de Puerto Rico, 2015, pp. 275-294.

19. "Volver a andar lo andado: relectura de la propia lectura de Julia de Burgos." In: Carmen M. Rivera Villegas and Lydia Pagán Tirado (eds.), Hablan sobre Julia: Reflexiones en su centenario, Ponce/San Juan, Casa Paoli/Publicaciones Gaviota, 2015, pp. 17-27.

20. "¿Sor Juana en/a la cocina?: Apuntes sobre un supuesto recetario virreinal". In: Claudia García, Karina E. Vázquez y Grazyna Walczak (eds.), Insomne pasado: Lecturas críticas de Latinoamérica colonial. Un homenaje a Á. Félix Bolaños, Guatemala, F & G Editores, 2016, pp. 249-264.

Art Catalogues.

1. Wilfredo Chiesa o un puertorriqueño pinta en Boston. San Juan, Galería Luigi Marrozzini, 1986.

Review:

- Marimar Benítez, "Wilfredo Chiesa: lo nuevo y lo viejo," El Reportero (San Juan), September 13, 1986, p. 23.
- Samuel Cherson, "Wilfredo Chiesa "endurece" su pintura," El Nuevo Día (San Juan), October 4, 1986, p. 57.

2. Marcos Irizarry, 26 años de obra sobre papel, 1960-1986 ("El jardín del sendero que se bifurca: Sobre el arte gráfico de Marcos Irizarry en su contexto puertorriqueño," pp. 1-20). Río Piedras, Museo de la Universidad de Puerto Rico, 1987.

Review:

- Samuel Cherson, "Arte: Vuelve al ataque la fea y artera garra chauvinista," El Nuevo Día (San Juan), May 5, 1987, p. 14.

3. Néstor Millán Alvarez, Desde un lugar secreto, "El jardín circular del sueño y la memoria", Galería Botello, San Juan, February 21 to March 16, 2002, n.p.

4. a. "About Collecting Puerto Rican Santos / Sobre el coleccionismo de santos." In: Come Home: Selection from the Art Collections of Héctor Puig, Gainesville, University Art Gallery, 2014 (np).

b. "A Note About Collecting Puerto Rican Prints / Nota sobre el coleccionismo de gráfica puertorriqueña." In: Come Home: Selection from the Art Collections of Héctor Puig, Gainesville, University Art Gallery, 2014 (np).

Prologues.

1. "Warning." Miguel Algarín, Body Bee Calling From the 21th Century, Houston, Arte Público Press, 1982, pp. 3-4.
2. "De dádivas." Alexis Gómez Rosa, High Q, Santo Domingo, Colección Poética Luna Cabeza Caliente, 1985, pp. 12-14.
3. "Sencillamente ignorados: La cuentística de José Alcántara Almánzar en su contexto caribeño." José Alcántara Almánzar, El sabor de lo prohibido, Antología personal del cuento, San Juan, Editorial de la Universidad de Puerto Rico, 1993, pp. 8-29.
4. "Presentación." In: Guillermo Rebollo-Gil, Veinte, San Juan Isla Negra Editores, 2000, pp. VII-VIII.
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.
6. "En Nueva York hace 35 años," Víctor Fragoso, De la noche a la muchedumbre: los cantos épicos de Pedro Mir, Berlin, Cielonaranja, 2013, pp. 11-16.
7. "Palabras preliminares", Claudia A. Costagliola, El sida en la literatura cuir/queer latinoamericana, Santiago de Chile, Editorial Cuarto Propio, 2017, pp. 13-14.

Articles (Literary and Cultural Criticism).

1. "La naturaleza en La charca: tema y estilo," Sin Nombre (San Juan), Vol. V, no. 1, 1974, pp. 30-42.
2. "José I. de Diego Padró y Luis Palés Matos: Recuerdo de una amistad polémica," Sin Nombre (San Juan), Vol. VI, no. 3, 1976, pp. 41-45.
3. "La figura en la alfombra: Nota sobre dos generaciones de narradores puertorriqueños," Insula (Madrid), Vol. XXXI, nos. 356-357, 1976, pp. 41-45.
4. "Nota sobre la poesía pura en Cuba," Cuadernos Hispanoamericanos (Madrid), nos. 326-327, 1977, pp. 468-481.
5. "El machismo existencialista de René Marqués: Relecturas y nuevas lecturas," Sin Nombre (San Juan), Vol. VIII, no. 3, 1977, pp. 69-81.
6. "Dicotomía y pluralidad: La joven poesía puertorriqueña ante la crítica," En Rojo/Claridad (San Juan), January 20-26, 1978, pp. 10-11; January 27-February 3, 1978, pp. 10-11.

7. "Palabras asediadas: Situación actual de la poesía puertorriqueña." "Poesía puertorriqueña actual: Selección," Revista Nacional de Cultura (Caracas), Vol. XXXIX, no. 235, 1978, pp. 168-192.
8. "La pasión según Antígona Pérez: Mito latinoamericano y realidad puertorriqueña," Sin Nombre (San Juan) Vol. X, no.1, 1979, pp. 10-22.
9. "'De lejos en sueños verla...': Visión mítica de Puerto Rico en la poesía neorriana," Revista Chicano-Riqueña (Indiana University), Vol. VII, no. 3, 1979, pp. 45-56.
10. "Nota sobre notas: El beso de la Mujer Araña," Revista de Estudios Hispánicos (University of Puerto Rico), Vol. VI, 1979, pp. 177-182.
11. "Puerto Rico, acá, Puerto Rico, allá," Revista Chicano-Riqueña (University of Houston), Vol. VIII, no. 2, 1980, pp. 43-49.
12. "La negritud hoy: Sobre la poesía de Nancy Morejón," Areito (New York), Vol. VI, no. 24, 1980, pp. 33-38.
13. "Cigarro, Colón, Ciclón, Ciclo: Nota para una relectura de Ecué-Yamba-O," Sin Nombre (San Juan), Vol. XII, no. 2, 1981, pp. 81-95.
14. "Premonición y esperanza: Un momento de transición en la poesía de Cintio Vitier," Unión (Havana), no. 4, 1981, pp. 52-63.
15. "Cosas pequeñas y grandes palabras: La poesía de José Luis Vega en su contexto puertorriqueño," Mairena (San Juan), Vol. V, no. 13, 1983, pp. 5-18.
16. a. "El Che, narrador: Apuntes para un estudio de Pasajes de la guerra revolucionaria," Ahora (San Domingo), no. 1030. August 22, 1983, pp. 30-31; no. 1031, August 29, 1983, pp. 30-31.
- b. "El Che, narrador: Apuntes para un estudio de Pasajes de la guerra revolucionaria," Corre de la Quincena (Guaynabo, Puerto Rico), Vol. XXI, no. 433, 1984, pp. 23-25.
17. "Chesterton, Lezama Lima y la función social del arte," Unión (Havana), no. 1, 1983, pp. 89-99
18. "Sobre el origen de unos versos palesianos," Hispamérica (Maryland), Vol. XII, nos. 24-25, 1983, pp. 69-79.
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50. "Where should I hang this painting?: Issues of national identity in Latino art," Latin American Studies and American Studies, Wellesley College, November 6, 2014.
51. "Diego Rivera, Calla Lilies, and Mexican Nationalism," Department of Modern Languages, Trinity University, San Antonio, Texas, September 24, 2015.
52. "Building a New Nation Upon a Flower: Calla Lilies and Mexican National Iconography," Department of Latin American and Iberian Studies, University of Massachusetts/Boston, April 21, 2016.

Papers.

1. "Puerto Rican Literature Today." American Association of Teachers of Spanish and Portuguese, New York, December 29, 1972.
2. "Lenguaje y política: El caso ejemplar de dos novelistas puertorriqueños." Modern Language Association, New York, December 28, 1976.
3. a. "La pasión según Antígona Pérez: Mito latinoamericano y realidad puertorriqueña." Latin American Theater Festival, Boston University, March 2, 1977.
3. b. "La pasión según Antígona Pérez: Mito latinoamericano y realidad puertorriqueña." Latin American Theater Festival, Pan American Society of New England, Boston, March 5, 1977.
4. "'De lejos en sueños verla...': Visión mítica de Puerto Rico en la poesía neorican." Symposium on Spanish and Portuguese Bilingualism, University of Massachusetts/Amherst, November 18, 1977.
5. "Dicotomía y pluralidad: La joven poesía puertorriqueña ante la crítica." Modern Language Association, Chicago, December 28, 1977.
6. "Los otros: Sobre el cultivo de la poesía negrista en Puerto Rico." Third Symposium on Afro-Hispanic Literature, Medgar Evers College, CUNY, June 16, 1978.
7. "Preludio a La guaracha..." Modern Language Association, New York, December 30, 1978.
8. "Chesterton, Lezama Lima y la función social del arte." El Ensayo Hispánico: Simposio, University of Massachusetts/Amherst, May 5, 1979.
9. "Puerto Rico, acá, Puerto Rico, allá." Dartmouth Symposium: Is an Objective Perspective of Latin America Possible?, Dartmouth College, November 30, 1979.
10. "Intertextualidad y caracterización: Sobre las técnicas narrativas en La guaracha del Macho Camacho." Modern Language Association, San Francisco, December 29, 1979.
11. "Sexualidad y clases sociales en La guaracha del Macho Camacho." North East Modern Language Association, Southeastern Massachusetts University, March 20, 1980.
12. "New York: Capital of Puerto Rico? Notes Toward a History of Neorican Literature." Conference on Literature and the City, Rutgers University/Newark, April 18, 1980.
13. "Isla entre dos islas: Sobre la estructura narrativa de Down These Mean Streets," Fourth Symposium on Spanish and Portuguese Bilingualism, Ciudad Juárez, Mexico, November 15, 1980.
14. "Nota para una posible relectura de La víspera del hombre." North Eastern Modern Language Association, Quebec, April 10, 1981.
15. "Premonición y esperanza: Un momento de transición en la poesía de Cintio Vitier." Encuentro Cultural Cubano, New York, May 8, 1981.

16. "Cosas pequeñas y grandes palabras: La poesía de José Luis Vega en su contexto puertorriqueño." *Commitment and Rebellion: Recent Latin American Poetry (A Symposium)*, Dartmouth College, May 31, 1981.
17. "Plan de acción para una historia intelectual de la emigración puertorriqueña a los Estados Unidos." *Boricua College*, New York, October 7, 1981.
18. "Julia de Burgos y Nueva York," *Modern Language Association*, New York, December 28, 1981.
19. "Orígenes, Asomante y La Poesía Sorprendida: Tres revistas antillanas en busca de su identidad." *Latin American Studies Association*, Washington D.C., March 5, 1982.
20. "El retrato como autorretrato: Luis Rafael Sánchez y Emilio S. Belaval." *Luis Rafael Sánchez: A Symposium*, Spanish Department, Brown University, March 27, 1982.
21. "El Che, narrador." *North Eastern Modern Language Association*, Hunter College, CUNY, April 3, 1982.
22. "Nota para una historia de la literatura de la emigración puertorriqueña." *Centro de Estudio y Análisis de la Emigración Puertorriqueña*, Chicago, October 8, 1982.
23. "Nancy Morejón: poética, negrismo y mito." *Latin American Women Writers: A Symposium*, Amherst College, November 13, 1982.
24. "Why García Márquez or It is Raining Yellow Flowers in Stockholm and No One Can Stop It." *A Symposium in Honor of Gabriel García Márquez*, Spanish Department, University of Massachusetts/Boston, March 30, 1983.
25. "Lengua y nacionalidad en La guaracha del Macho Camacho." *Seminario de Cultura Cubana y Caribeña*, Instituto Superior de Arte, Ministerio de Cultura, Havana, July 13, 1983.
26. "El calibre del Caribe: Mito y violencia literaria." *El Caribe: Encuentro Cultural, Inter American University*, San Juan, March 1, 1984.
27. "La seducción de las máscaras: José Alcántara Almánzar, Juan Bosch y la joven narrativa dominicana." *North Eastern Modern Language Association*, Philadelphia, March 30, 1984.
28. "Hispanic Theater in the United States: A View From Boston." *Boston Public Library*, September 15, 1984.
29. "Un rey en el jardín: verosimilitud narrativa versus realidad histórica." *Séptimo Encuentro Caribeño*, Department of Comparative Literature, University of Puerto Rico, October 10, 1984.
30. "Lenguaje, literatura y emigración: El caso neorrikan." *Eighth Symposium on Spanish and Portuguese Bilingualism*, University of Massachusetts/Amherst, November 17, 1984.
31. "Para responder a Saúl Sosnowski." *Latin American Studies Association*, Albuquerque, April 18, 1985.
32. "Lectora, memoria, mentira, lectura: Sobre El mundo de la infancia de Nilita Vientós Gastón." *North Eastern Modern Language Association*, April 3, 1986.
33. "Comparación, contraste y conciencia: El Caribe como problema." *Caribbean Studies Association*, Caracas, May 30, 1986.
34. "Canto para revivir una culebra: Conflicto generacional, ansiedad y negrismo en la poesía de Nancy Morejón." *Décimo Encuentro Caribeño*, Department of Comparative Literature, University of Puerto Rico, October 16, 1986.
35. "Testimonio de doble emergencia: Sobre la recepción de la literatura neorrikan en Puerto Rico." *Latin American Studies Association*, Boston, October 24, 1986.
36. "Homosexual Ethics in Latin American Literature: The Case of Armando Rojas Guardia." *Center for American Culture Studies*, Columbia University, November 5, 1986.
37. "Del funeral como futuro: Sobre la literatura testimonial de Edgardo Rodríguez Juliá." *LA CHISPA*, Tulane University, February 27, 1987.
38. "Nota para una relectura de "La dragontea" de Tomás Blanco." *North Eastern Modern Language Association*, Boston, April 2, 1987.
39. "Nueva historia, nueva literatura puertorriqueñas." *Segunda Feria del Libro Hispanoamericano*, City College, CUNY, May 1, 1987.

40. "Sobre el viejo arte de hacer antologías o pequeñas confesiones de un antólogo a pesar suyo." Festival de la Poesía Puertorriqueña, Instituto de Cultura Puertorriqueña, San Juan, May 28, 1987.

41. "Nuevos (c)er(c)os a Eros." New England Council of Latin American Studies, Williams College, October 10, 1987.

42. "On Neorican Poetry: An Editor's Perspective." Latin American and Puerto Rican Studies Department, Queens College, CUNY, New York, November 20, 1987.

43. "'And We Are a Whole': Feminismo, crítica y literatura neorrikan." Modern Language Association, San Francisco, December 27, 1987.

44. a. "José Martí, Emerson y Buffalo Bill: Nota para el estudio de la literatura de la emigración caribeña en el siglo XIX." Undécimo Encuentro Caribeño, Inter American University, San Germán, March 4, 1988.

b. "José Martí, Emerson y Buffalo Bill: Nota para el estudio de la literatura de la emigración caribeña en el siglo XIX." North Eastern Modern Language Association, Providence, Rhode Island, March 24, 1988.

45. "El unicornio en el 'Unicornio': Lectura gráfica de un texto poético." Latin American Studies Association, New Orleans, March 18, 1988.

46. "Ana Lydia Vega o la historia de una pasión verbal." Pennsylvania Foreign Language Conference, Duquesne University, September 17, 1988.

47. "Para releer a Manuel del Cabral." Modern Language Association Convention, New Orleans, December 30, 1988.

48. "Hostos a diario en Nueva York." Modern Language Association, Washington, D.C., December 28, 1989.

49. "La literatura puertorriqueña en los Estados Unidos y su crítica." Simposio sobre Literatura Caribeña en los Estados Unidos, Universidad del Sagrado Corazón, San Juan, May 2, 1990.

50. "Literatura puertorriqueña en los Estados Unidos o cómo, con un poco de voluntad, hasta Shakespeare puede llegar a ser boricua." Ollantay Center for the Arts, New York, May 19, 1990.

51. "Del Homenaje como herejía", Concierto para un recuerdo...: Homenaje a Manuel Ramos Otero, Ph. D. Program in Spanish, Graduate Center, CUNY and University of Puerto Rico, New York, March 8, 1991.

52. "Jangueando con el o sea: Luis Rafael Sánchez y el español de Puerto Rico", Latin American Studies Association Convention, Washington, D.C., April 6, 1991.

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.

54. "Epitafios": la autocanonización de Manuel Ramos Otero," University of California/Berkeley, Gender, Sexualities and the State: A Latino/Hispanic Context, March 16, 1993.

55. "The Quest for a Latino Identity in Literature and Painting," Brown University, Puerto Ricans/Latinos in the Arts: A Celebration, April 8, 1993.

56. "Seeking a Shared Vision for Boston," Institute for Contemporary Art, Boston, September 27, 1994.

57. "Nancy Morejón o un nuevo canto para una vieja culebra," Caribbean Women Writers: Fourth International Conference, Wellesley College, April 21, 1995.

58. "Nancy Morejón: negritud, marginalidad y nación," Spanish Caribbean Culture: Subjectivity and Nationality, Cambridge University, June 3, 1995.

59. "Cuaderno de un retorno al país vecino: Edgardo Rodríguez Juliá y Aimé Césaire", Modern Language Association Convention, Chicago, December 28, 1995.

60. "A la caza del antílope: Nancy Morejón entre Lezama y Guillén," Latin American Studies Association Convention, Guadalajara, April 18, 1997.

61. "La guaracha del menéalo: presencia palesiana en la obra de Luis Rafael Sánchez," Congreso Internacional Luis Palés Matos (Universidad Interamericana, Guayama Puerto Rico), San Juan, March 19, 1998.

62. "Quetzalco-Deco: Modernism and Nationalism in Twentieth Century Mexico," Mexican and Latin American Symposium in the Arts, University of Massachusetts/Lowell, April 24, 1998.

63. "El reino de ese mundo: La teoría del neobarroco antillano y la cultura puertorriqueña contemporánea," Ohio University, Athens, Ohio, May 14, 1998.

64. "El señor Fernández Juncos viaja a Nueva York o el camino de la hispanofobia a la hispanofilia boricua," University of Wisconsin-Milwaukee, "A Conference on the 1898 Spanish-American War and the 20th Century Hispanic and American Cultures," September 18, 1998.

65. "La ceja de María Félix y el bigote de Pedro Almendáriz o ¿hay un "camp" latinoamericano?," New England Council on Latin American Studies Conference, Wellesley College, Wellesley, Massachusetts, October 24, 1998.

66. "Calla lilies, Modernity and the Art of Diego Rivera," Crossing Boundaries: Europe Arrives in the New World, Universidade Federal da Bahia, Salvador, Bahia, Brazil, May 26, 2000.

67. "Sirena Selena vestida de pena o el Caribe como travestí," The Twenty-First Annual Cincinnati Conference on Romance Languages and Literatures, University of Cincinnati, May 10, 2001.

68. "La pintura de Néstor Millán o cuerpos que no dan pánico soñar," Latin American Studies Association, Washington, D. C., September 6, 2001.

69. "Del cursi español al camp caribeño," Iberia and the Mediterranean, 5th Annual Congress of the Mediterranean Studies Association, University of Granada, June 1, 2002.

70. "Boris Izaguirre o vivir del glamour," Latin American Studies Association Conference, Dallas, Texas, April 29, 2003.

71. "El macho como travestí," Latin American Studies Association Convention, Las Vegas, Nevada, October 8, 2004.

72. "Emilio S. Belaval y el neobarroco coricua," IV Congreso Internacional de Literatura Hispánica, Bayahibe, Dominican Republic, March 3, 2005.

73. "Para abrir el apetito: Nacionalismo y cocina en el Caribe del siglo XIX," Language, Nation and Globalization: First Graduate Interdisciplinary Colloquium on Hispanic/Latin American Literaturas, Linguistics and Culture, University of Florida, October 14, 2005.

74. "Pedro Lemebel entre Sarmiento y Martí," Latin American Studies Association, San Juan, Puerto Rico, March 17, 2006.

75. "Negritismo y negritud en la cuentística hispanoamericana," SECOLAS, San Jose Costa Rica, April 20, 2007.

76. "De regreso del viaje" Revisión de la obra poética de Juan Martínez Capó," 27th Cincinnati Conference on Romance Languages and Literatures, May 11, 2007.

77. "Para releer La pasión según Antígona Pérez de Luis Rafael Sánchez", Congreso Internacional "El modo trágico y la cultura hispánica," Universitas Castellae and McGill University, Valladolid, June 25, 2007.

78. "Belkis Ramírez, entre el texto y la imagen," LASA, Montreal, August 8, 2007.

79. "Lorenzo Homar en el contexto de la gráfica latinoamericana," Lorenzo Homar: maestro de la gráfica y el humor, Museo de Arte Dr. Pío López Martínez, Universidad de Puerto Rico, Cayey, September 9, 2007.

80. "El cocinero puertorriqueño y otros asuntos culinarios del XIX antillano," Coloquio Internacional Saberes y Sabores en el Caribe y México, University of Antwerp, November 23, 2007.

81. "El realismo cómico de Junot Díaz: Notas sobre The brief wondrous life of Oscar Wao," SECOLAS, Tampa-Ybor City, Florida, April 18, 2008.

82. "Madre e hija, Nueva York y Puerto Rico: la escritura a cuatro manos de Rosario Morales y Aurora Levins Morales," XVIII Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica, Agnes Scott Collage, Atlanta, October 17, 2008.

83. "El evangelio según San Walter," LASA, Rio de Janeiro, Brazil, June 12, 2009.

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.

87. "Contrapunteo cubano-americano del erotismo y la historia: Anna in the Tropics de Nilo Cruz," Erotismo y Teatro en la Primera Década del Siglo XXI, Universidad Nacional de Educación a Distancia, Madrid, June 27, 2011.

88. "Lorenzo Homar, calligrapher," Power of Typography: Panel Discussion, University Gallery, University of Florida, January 19, 2012.

89. "Carmen Lomzas Garza o la vanguardia reaccionaria", SECOLAS, University of Florida, March 30, 2012.

90. "Más allá de Ybor City: Las memorias de Evelio Grillo en el contexto latino," Latin American Studies Conference, San Francisco, May 26, 2012.

91. "Para poner a prueba el arte latinoestadounidenses: los casos de Rafael Ferrer y Antonio López," SECOLAS, Panama City, Panama, March 7, 2013.

92. "El viaje de regreso de Sherezada Vicioso," Latin American Studies Association, Washington, DC, May 31, 2013.

93. "La normalidad de un abecedario: Sobre la temática gay en la nueva ensayística de Luis Rafael Sánchez," SECOLAS, New Orleans, March 28, 2014.

94. "Alfonso Reyes en el contexto de la poesía mexicana," SECOLAS, Cartagena de Indias, Colombia, March 12, 2016.

95. "José Juan Tablada en el contexto de la literatura estadounidense," LASA, New York, May 28, 2016.

96. "De Santiago a Nueva York o de lo latinoamericano a lo latino: Sobre las crónicas neoyorquinas de Rosamel del Valle," CMLL Symposium on Languages, Literatures, and Culture, Mississippi State University, September 30, 2016.

Round Tables.

1. "Destierro y transtierro: Intelectuales y artistas puertorriqueños fuera de Puerto Rico." Editorial Sin Nombre, Colegio de Abogados, San Juan, December 6, 1976.
2. "The Island and the World." Puerto Rican Writers Festival, New York Writers Institute of the State University of New York, Albany, March 15, 1985.
3. "La obra sobre papel de Marcos Irizarry." Museo de Arte, Historia y Arqueología, University of Puerto Rico/Río Piedras, March 24, 1987.
4. "La literatura boricua: Acá y allá." Modern Language Association, New Orleans, December 28, 1988.
5. "Setting the Stage: Latin America in Context." Latino Art: A Growing Force, Dance Umbrella, Boston, April 1, 1989.
6. "The Status of Minority Literature in the Profession: Retrospective and Prospective." Modern Language Association, Washington, D.C., December 28, 1989.
7. "The Caribbean Before, During and After the Cold War," Ohio University, Athens, Ohio, May 15, 1998.
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.

1. "Los poetas puertorriqueños ante la lengua/The Puerto Rican Poets on Language." Museo del Barrio and the Center for Puerto Rican Studies, CUNY, New York, May 6, 1979.
2. "Walt Whitman's Influence in Latin America." Modern Language Association, San Francisco, December 28, 1979.
3. "Contemporary Latin American Short Story." North Eastern Language Association, Quebec, April 10, 1981.
4. "Interrelaciones literarias y pictóricas en América Latina: El caso mexicano." Latin American Studies Association, Boston, October 24, 1986.
5. "Afro-Hispanic Vistas: Caribbean Literature and the African Diaspora." The William Trotter Institute, University of Massachusetts/ Boston, May 19, 1988.
6. "Memory and Identity." América Latina Despierta, Massachusetts College of Art, Boston, September 22, 1988.
7. "Hispanic Creativity: A Workshop." Brandeis University, February 13, 1990.
8. "Art and Cultural Identity in Puerto Rico." Springfield Museum of Fine Arts, Springfield, June 16, 1990.
9. "Hispanic Lesbian, and Gay Identity and Writing." Pleasure/Politics: Fourth Annual Lesbian, Bisexual and Gay Studies Conference, Harvard University, October 28, 1990.
10. "En-Gendering the Body Rican" (Respondant), Latin American Studies Association, Washington, D.C., September 28, 1995.
11. "Seducción y traición de la cultura popular", Latin American Studies Association Convention, Guadalajara, April 19, 1997.
12. "Plenary Session IV," University of Wisconsin-Milwaukee, "A Conference on the 1898 Spanish-American War and the 20th Century Hispanic and American Cultures," September 19, 1998.
13. "Mapping Race and Ethnicity in Latin America," Center for Latin American Studies, University of Florida, February 23, 2001.
14. "Cultura visual latinoamericana," Latin American Studies Association Convention, Las Vegas, Nevada, October 8, 2004.
15. "Prácticas de los estudios culturales," Latin American Studies Association Convention, Las Vegas, Nevada, October 8, 2004.
16. "De-centering the Literary Canon in Times of Crisis," Latin American Studies Association, San Juan, Puerto Rico, March 17, 2006.
17. "Mexican Letters: Transcultural, Migratory, and Counter-hegemonic discourses," SECOLAS, Cartagena de Indias, Colombia, March 12, 2016

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."
 - a. "The Caribbean: Historical/Cultural Overview."
 - b. "The Afro-Caribbean Culture."
 - c. "The Spanish Heritage."
 - d. "The Contemporary Caribbean: A Cultural Tug of War>"

Bradenton, Florida, Manatee Community College, The Mosaic of Latin America: Literary and Cultural Expressions. A National Endowment for the Humanities Summer Faculty Study Project, July 19-22, 1993.

3. "Caribbean 2000: Regional and National Definitions, Identities and Cultures".
 - a. "Movement and National Identity: Performance in Puerto Rico" (respondant).
 - b. "The Hispanic Caribbean: National Identity and the Theories of Neo-Baroque Expression".
 - c. "Hispanic Identity in the Barrios".
 - d. "Neo-African Religions and National Identities".

University of Puerto Rico, Río Piedras. Rockefeller Foundation Fellowship in the Humanities, July 16-19, 1997.

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.
2. Contributing Editor, The Americas Review, Houston, University of Houston, 1990-1999.
3. Member of the Advisory Board of Journal of the Center for Puerto Rican Studies, New York, Hunter College, 1999-present.
4. Member of the Editorial Board of Pedagogía (School of Education, University of Puerto Rico, Río Piedras), 2002-present.

Consultancies and Advisory Boards.

1. Member of the jury for the "Manuel Zeno Gandía Prize for Caribbean Novel. "Editorial Sin Nombre, San Juan, December 1976.
2. Participant in the conference on "Four Minorities: A New Look at the National Priorities." Daedalus, Washington, D.C., March 2-3, 1978.
3. Cultural advisor for "La Plaza." WGBH, Boston:
 - a. 1979-1981.
 - b. 1987-1889.
4. Consultant for the awarding of post-doctoral fellowships. The Tinker Foundation, New York:
 - a. February, 1979.
 - b. January, 1980.
- 5 Consultant for for the institution of a B.A. program in Spanish at the Jersey City State College. The State of New Jersey Department of Higher Education, February-March, 1981.
6. Member of the board. The Massachusetts Foundation for the Humanities and Public Policy, June 1981-June 1988.
- 7 Member for the evaluating committee for the review of the Department of Puerto Rican Studies. Rutgers University, New Brunswick, September, 1982.
- 8 Consultant on Hispanic racial issues. Maynard School System, Maynard, Massachusetts, November 16, 1983.
9. Member of the Committee on Art in Public Places. Massachusetts Council on the Arts, 1988-90.
10. Member of the advisory board of the "Colección Caribeña." Editorial Universitaria, University of Puerto Rico, 1989-present.

11. Member of the Evaluation Panel for Literature, Languages, Humanities. Ford Foundation Doctoral Fellowships for Minorities. National Research Council, Washington, D.C., March 6-7, 1989.
12. Member of the "Amigos de La Plaza". WGBH, Boston, 1990-1997.
13. Member of the Committee on Languages and Literatures of America, Modern Language Association, 1990-1991.
14. Member of the jury for the Short Story Context for the Institute of Latin American Writers, New York, Summer, 1990.
15. Member of the Board of Overseers, Institute of Contemporary Art, Boston, 1992.
16. Member of the Programs Committee, Boston Center for the Arts, Boston, 1995-1997.
17. Member of the Advisory Board of the Artists in Residence Program, Massachusetts Institute of Technology, Cambridge, 1997-1998.

ANA DE PRADA PÉREZ

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RESEARCH INTERESTS

bilingualism
language contact
second language acquisition

EDUCATION

2009	Ph.D., Hispanic Linguistics, Minor in Linguistics; Dissertation Funding: National Science Doctoral Dissertation Research Improvement Grant# SBE 0746748 Title: <i>Subject expression in Minorcan Spanish: The syntactic and pragmatic consequences of contact with Catalan</i> Committee: Almeida Jacqueline Toribio (chair), John Lipski, Barbara Bullock, J.-Marc Authier, and Nuria Sagarra
2005	M.A., Spanish Linguistics, The Pennsylvania State University
2003	B.A., English Philology, Universidad de Valladolid, Spain
2001-02	Erasmus Exchange Program, Manchester Metropolitan University, England

PUBLICATIONS AND MANUSCRIPTS

A. BOOKS

2. *Cabrelli Amaro, Jennifer, Gillian Lord, Ana de Prada Pérez, and Jessi Elana Aaron (eds.) (2013). Selected Proceedings of the 16th Hispanic Linguistics Symposium, Cascadilla Proceedings Project.
1. Prada Pérez, Ana de (Monograph under contract). Child L2 Acquisition Outcomes in Adulthood: Spanish and Catalan Contact. Multilingual Matters

B. PEER-REVIEWED CONTRIBUTIONS

Submitted

2. Prada Pérez, Ana de & Inmaculada Gómez Soler. Submitted. The Effect of Person in the Subject Expression of Spanish Heritage Speakers. In Wilfredo Valentín-Márquez & Melvin González-Rivera (eds.). Caribbean Spanish in the U.S.
1. Prada Pérez, Ana de. Submitted. Theoretical implications of research on bilingual subject production: The Vulnerability Hypothesis.

Accepted/Revise & Resubmit

2. Prada Pérez, Ana de. Submitted. Subject expression in heritage speaker Spanish oral production. In Luis A. Ortiz López, Rosa Guzzardo Tamargo and Melvin Gonzalez Rivera (eds). Inquiries in

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

1. Prada Pérez, Ana de. Under review. Subject pronoun expression and language mode in bilingual Spanish. *Journal of Hispanic and Lusophone Linguistics*.

In Press

1. Prada Pérez, Ana de & *Hernández, Andrea. In press. Examining code-switching performance theories: Copula choice in Spanish among Cuban heritage speakers. In *Cuban Spanish Dialectology: Variation, Contact and Change*, edited by Alejandro Cuza. Washington D.C.: Georgetown University Press.

Published

7. *Balam, O., & Prada Pérez, A. (2017). Attitudes towards Spanish and Code-Switching in Belize: Stigmatization and Innovation in the Spanish Classroom. *Journal of Language, Identity and Education*.
6. *Balam, O., & Prada Pérez, A. (2016). On the Productive Use of 'Hacer + V' in Northern Belize Bilingual/Trilingual Code-switching. In Guzzardo Tamargo, R. E., Mazak, C., & Parafita Cuoto, M. C. (Eds.), *Code-switching in the Spanish-speaking Caribbean and its Diaspora*. Amsterdam: John Benjamins.
5. Prada Pérez, Ana de. (2015). First person singular subject pronoun expression in Spanish in contact with Catalan. In Ana M. Carvalho, Rafael Orozco & Naomi Shin (eds.), *Subject Pronoun Expression in Spanish: A Cross-dialectal perspective*.
4. *Balam, Osmer & Ana de Prada Pérez. (2014). A Congruence Approach to the study of Bilingual Compound Verbs in Northern Belize Contact Spanish. *Spanish in Context* 11(2): 243-265.
3. Prada Pérez, Ana de & *Diego Pascual y Cabo (2012). Interface Heritage Speech across Proficiencies: Unaccusativity, Focus, and Subject Position in Spanish. Refereed Proceedings from the Hispanic Linguistics Symposium 2010. Somerville, MA: Cascadilla Proceedings Project.
2. Prada Pérez, Ana de (2010). Variation in subject expression in Western Romance. In Colina, Sonia, Antxon Olarrea and Ana Maria Carvalho (eds.), *Romance Linguistics 2009: Selected papers from the 39th Linguistic Symposium on Romance Languages (LSRL)*, Tucson, Arizona, March 2009. 2010. xiv, 426 pp. (pp. 267-284)
1. Prada Pérez, Ana de (2008). The Intonation of Focused Negation and Affirmation in Spanish in Contact with Catalan. In Selected Proceedings of the 10th Hispanic Linguistic Symposium, J. Bruhn de Garavito, M. Almazán, and E. Valenzuela (eds.). Somerville, MA: Cascadilla Press.

C. OTHER CONTRIBUTIONS

5. Prada Pérez, Ana de (2014). El español en el mundo hispanohablante by Silvina Montrul. A review. Invited review article. *Studies in Hispanic and Lusophone Linguistics*, 7, 1 (175-184).
4. *Cabrelli Amaro, Jennifer, Gillian Lord, Ana de Prada Pérez, and Jessi Elana Aaron (2013). Introduction. Selected Proceedings of the 16th Hispanic Linguistics Symposium,

Cascadilla Proceedings Project.

3. Prada Pérez, Ana de & *Diego Pascual y Cabo (2013). Input and Quirky Agreement: Comparing Heritage Speakers and L2ers. *Advances in Language Acquisition*, Stavroula Stavrakaki, Marina Lalioti, and Xenia Konstantinopoulou, 291–300. Newcastle upon Tyne: Cambridge Scholars Publishing.
2. Prada Pérez, Ana de & *Diego Pascual y Cabo. (2011). Invariable gusta in the Spanish of Heritage Speakers in the US. *Proceedings of the 11th Generative Approaches to Second Language Acquisition Conference (GASLA 2011)*, Julia Herschensohn and Darren Tanner, 110-120. Somerville, MA: Cascadilla Proceedings Project.
1. Prada Pérez, Ana de (2010). Subject Position in Spanish in Contact with Catalan: Language similarity vs. interface vulnerability. In *Proceedings of the Mind-Context Divide: Language Acquisition and Interfaces of Cognitive-Linguistic Modules*, M. Iverson, T. Judy, I. Ivanov, J. Rothman, R. Slabakova, and M. Tyzna (eds.). Somerville, MA: Cascadilla Press.

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.**
Gómez Soler, Inmaculada & Ana de Prada Pérez. 2016. Exploring sources of variability in bilinguals’ future-time expression.

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.**
Prada Pérez, Ana de. Code-switching (CS) effects: Evidence from variable subject pronoun expression in Spanish-Catalan bilinguals.

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**
 Andrea Hernández & Prada Pérez, Ana de. Examining code-switching performance theories: Copula choice in Spanish among Cuban heritage speakers. Poster presentation

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**
 Prada Pérez, Ana de, Adrián Rodríguez Riccelli, Kelly Woodfine, Sarah Rogers, Jacqueline Toribio & Verónica González López. Priming across languages: Evidence from variable phenomena in Spanish-English bilingual speech.

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**
 A. Jacqueline Toribio, Verónica González López & Ana de Prada Pérez. Code-switching as cross-language syntactic priming: A look at variable phenomena in Spanish-English bilinguals in the US.

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**
Prada Pérez, Ana de, Diego Pascual y Cabo, Gonzalo Campos & Jason Rothman. On the status of embedded T in Heritage Speaker (HS) Spanish and English: Evidence from subject-to-subject raising across experiences.

2010 **Hispanic Linguistics Symposium**
Prada Pérez, Ana de, Diego Pascual y Cabo, Murielle Joseph, and Domonique Rora. Subject position in Spanish in contact with English in the US: Evidence for the Differential Interface Vulnerability Hypothesis.

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

2017 **Humanities Scholarship Enhancement Fund, CLAS, \$11,844.78, "Variation in US Spanish: Linguistic, individual, and social factors in diverse communities of Spanish-English bilinguals", 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	Rothman Summer Fellowships in the Humanities (2014) , Catalan Spanish Code Switching, \$3,000, Summer 2014.
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

Souad Kheder, 2016

Diego Pascual y Cabo, 2013

Tiffany Judy, 2013

Valerie Trujillo, 2013

Katherine Honea, Summer 2012

Dorian Dorado, Summer 2011

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)

SERVICE

A. Service to the Profession and Public Schools

Panelist/Book and article reviewer

NSF Graduate Fellowships (2012, 2013, 2014, 2015)

Journals: Applied Linguistics, Linguistic Approaches to Bilingualism, Proceedings for Workshop on Spanish Sociolinguistics, Proceedings for the Hispanic Linguistics Symposium, Studies in Hispanic and Lusophone linguistics, New Directions in Spanish Sociolinguistics, Probus, Second Language Research, Lingua, Corpus Linguistics and Linguistic Theory, Bilingualism in the Hispanic and Lusophone World, New Directions in Spanish Sociolinguistics

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

Second Language Research Forum 2005, Hispanic Linguistics Symposium 2011, 2012, 2013, Workshop on Spanish Sociolinguistics 2016, etc.

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/Stud 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

Search committee. Spanish linguistics (Second Language Acquisition): 2010, 2013
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 Ginwayeginway@ufl.edu



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 P.O Box 117405, University of Florida,
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 (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
 Dissertation: “The Brazilian Miracle: Technology and Fiction in Brazil, 1959-1979”
 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

Sole author. *Brazilian Science Fiction: Cultural Myths and Nationhood in the Land of the Future*• Lewisburg, PA: Bucknell UP, 2004. 288 pp.
Ficção científica brasileira: mitos culturais e nacionalidade no país do futuro.
 Translated by Roberto de Sousa Causo. São Paulo: Devir, 2005. 296 pp.

Recommended Reading List for Non-Fiction:

Locus: Magazine of the Science Fiction and Fantasy World, 529 Feb: 2005.

<http://www.locusmag.com/2005/Issues/02RecommendedReading.html>

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

Reviews of *Brazilian Science Fiction*:

Choice, Oct. 2004: 298—Highly Recommended.

Anuário brasileiro de literatura fantástica 2004: São Paulo, Edições Hiperespaço. Review by Marcello Simão Branco, 65-72

Midwest Book Review, Sept. 2005: Recommended for academic library literary studies collections.

Chasqui 34.1 (May 2005): “Science Fiction in Brazil,” by Bruce Dean Willis. 164-67.

Science Fiction Studies 32.1 (March 2005): “The Unique Voice of Brazilian Science Fiction,” Jim Rambo, 205-206.

Extrapolation 46.1 (2005), Review by Gerson Lodi Ribeiro, 133-36.

Locus, Feb. 2005, “Year in Review” by Gary K. Wolfe, 35.

Utopian Studies Vol. 15, No. 2 (Winter 2004) Fátima Vieira), 219-223

Review of translation: Antonio Luiz M. C. Costa, “O Planeta Brasil”

Carta Capital, 9 Nov. 2005, 65.

Sole author: *Visão alienígena: ensaios sobre ficção científica e fantasia no Brasil*. 12 essays. In Portuguese. Introduction by Andrew Gordon. São Paulo: Devir 2010. 210 pp.

Reviews:

Anuário brasileiro de literatura fantástica 2010: São Paulo: Devir, 2011. Review by Marcello Simão Branco. 116-119.

Gilberto Schoederer, Vimana. 10 Oct. 2010

http://www.vimana.com.br/vimana/vimana_verConteudo.aspx?tipo=artigo&id=37F80O84

Sílvio 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

with J. Andrew Brown. *Latin American Science Fiction: Theory and Practice*. New York: Palgrave McMillan, 2012. 241pp.

Choice 50.12 (August, 2013). G. Gómez Ocampo. <http://www.cro3.org/content/50/12/50-6647.full>

Hispania 97.2 (June, 2014): 328-39. Samuel Manickam.

Science Fiction Studies 47 (2014): 634-641. Rudy Kraeher

with Carmen C. McClendon. *Brazil in the Eighties Los Ensayistas Georgia Series on Hispanic Thought*. Athens, Georgia Department of Romance Languages, 1990. 232 pp.

Articles and Book Chapters on Literature

“*O presidente negro* [The Black President]: Eugenics, Race and Gender in the Brazil’s Corporate State.” *Black and Brown Planets: The Politics of Race in Science Fiction*. Ed. Isiah Lavender III, ed. University of Mississippi Press, 2014. 131-145.

“A política dos ciborgs no México e na América Latina” [“The Politics of Cyborgs in Mexico and Latin American”]. *Semina: Ciências sociais e humanas* 34. 2 (2013): 161-172.

Londrina, Paraná. <http://www.uel.br/revistas/uel/index.php/seminasoc>

“A Paradigm of the Tropical: Brazil in Anglo-American Science Fiction and Fantasy.” *Science Fiction Studies* 40.2 (Dec. 2013): 316-334.

“Weaving Webs of Intrigue: Rubem Fonseca’s *A grande arte* as a Work of Analytic Crime Fiction.” *Hispania* 96.4 (July 2013): 712-723.

The Encyclopedia of Science Fiction, ed. John Clute. <http://sf-encyclopedia.co.uk/?p=latamspain>, André Carneiro -Roberto de Sousa Causo -Gastão Cruls (w. Braulio Tavares)- Fausto Cunha-Menotti Del Picchia-Monteiro Lobato-Braulio Tavares. Jan. –Mar 2013.

“Introduction.” Co-authored with J. Andrew Brown. *Latin American Science Fiction: Theory and Practice*. New York: Palgrave McMillan, 2012. 2-15.

“Science Fiction and Metafiction in the Cinematic Works of Brazilian Director Jorge Furtado.” Article co-authored with Alfredo Suppia. *Latin American Science Fiction: Theory and Practice*. New York: Palgrave McMillan, 2012. 203-223.

“Teaching Latin American Science Fiction: A Case Study.” *Teaching Science Fiction*. Edited by Peter Wright and Andy Sawyer, Palgrave McMillan, 2011. 179-201.

“Um garimpo no monte de sucata pós-moderno: o pós-humano na ficção científica brasileira.” Translated by César Silva. *Anuário Brasileiro de Literatura Fantástica 2009*. São Paulo: Tarja. 2010. 153-160.

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

“Discovering and Re-discovering Brazilian Science Fiction: An Overview.” Co-authored with Roberto de Sousa Causo. *Extrapolation* 51.1 (2010): 13-39. 17

Introduction and story translation: “Finisia Fideli: Finding the Female Voice in Brazilian Science Fiction” and “The Resurrection of Lazarus” a story by Finisia Fideli. *Femspec* Vol 10.1 (2009): 66-82.

Interview with Argentine Fantasy Author Liliana Bodoc: Introduction, and Translation from Spanish, *Femspec* Vol. 9.1 (2008): 20-28. 16

“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

“A cidade pós-moderna.” Trans. Ramiro Giroldo. *Em Volta do Mundo em Nove Artigos e um*

Conto. Ed. Edgar Cézar Nolasco, Rodolfo Londero. Corumbá: Ed. UFMS, 2007. 113-34.

“Chronology of Latin American Science Fiction.” Co-authored with Yolanda Molina-Gavilán, Miguel Ángel Fernández Delgado, Luís Pestarini, Andrea Bell, and Juan Carlos Toledano. *Science Fiction Studies* 34.3 (2007): 369-431. (Brazil section). 13

“Do implantado ao ciborgue: o corpo social na ficção científica brasileira.” *Revista Iberoamericana* octubre-diciembre 221 (2007): 787-99. 12

“Recent Brazilian Science Fiction and Fantasy Written by Women.” *Foundation* 36 (99: Spring 2007) 49-62. Reprinted in *Strange Horizons*: 23 September 2013. 11

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

“Globalizando e abrasileirando *O Senhor dos Anéis*.” *Anuário Brasileiro de Literatura Fantástica* 2005. Cesar Silva e Marcello Simão Branco, eds. São Bernardo do Campo-SP: Edições Hiperespaço, 2006. 182-188. 10

“A Working Model for Analyzing Third World Science Fiction: The Case of Brazil.” *Science Fiction Studies* (32.3) (2005): 467-94. 9

“Chico Buarque sob a ótica internacional.” Co-authored with Charles Perrone and Ataíde Tartari. In *Chico Buarque do Brasil: textos sobre as canções, o teatro e a ficção de um artista brasileiro*. Rinaldo Fernandes, org. Rio de Janeiro: Garamond-Biblioteca Nacional 2004. 211-216. 8

“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

“Fictional Trends in Brazil Under Military Rule.” *The Brazil Reader*. Ed. Robert Levine and John J. Crocitti. Durham, NC: Duke UP, 1999. 248-253. 6

“Nation Building and Heroic Undoing: Myth and Ideology in *Bom-Crioulo*.” *Modern Language Studies* 28.3, 4 (1998): 41-56. 5

“*Iaiá Garcia*: romance de transição na obra machadiana.” *Hispania* 78.1 (1995): 33-42. 4

“The Metaphor of Engineering in J. Veiga and Murilo Rubião.” *Brasil/Brazil* 9 (1993): 46-56. 3

“Traços do discurso épico em *Iracema* de José de Alencar.” *Homenagem a Alexandrino Serverino*. Ed. Margo Milleret and Marshall C. Eakin. Austin, TX: Host Press, 1993. 2 135-47.

“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

and Lamonte Aidoo, eds Submitted June 2015.

“The Amazon as Locale for Utopia and Trauma in Brazilian Speculative Fiction, 1930-2008”
Alambique. 18 pp. Submitted June 2015

“Metáforas Biológicas e Cibernéticas de Resistência na Ficção Científica Tupinipunk”
PAPÉIS –Revista do Programa de Pós-Graduação em Estudos de Linguagens – UFMS.
Submitted August 2014

“Simios, ciborgues y réptiles: oviparidad en obras de escritoras latinoamericanas de ciencia ficción y fantasía. *Revista Iberoamericana*, submitted March 2014

“Mitos de Amazonia y Atlántida en la ciencia ficción brasileña.” Submitted to a volume of essays: *Mundos Alternativos: Ciencia Ficción y literatura de fantasía en América latina y la Península ibérica*. Iberoamerikanisches Institut, Berlin, Germany, Submitted Feb. 2014

“A Eugenia, a Mulher e a Literatura Utópica no Brasil 1909-1929” for a volume titled:
“Cartografias para a Ficção Científica Mundial” ed. Alfredo Suppia, São Paulo: Alameda.
Submitted July 2012. 15 pp. w. notes.

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:

“Finisia Fideli, encontrando a voz na ficção científica brasileira.” Guest article for Terra Magazine columnist Roberto de Sousa Causo, Sat. Oct. 27, 2007
<http://terramagazine.terra.com.br/interna/0,,OI2026142-EI6622,00.html>

“Libby Ginway fala dos mundos partilhados,” Guest article for Terra Magazine columnist Roberto de Sousa Causo, July 12, 2008.
<http://terramagazine.terra.com.br/interna/0,,OI3003704-EI6581,00.html>

Articles on Pedagogy

“Composição no Segundo Ano: Algumas Observações e Opções.” *The Portuguese Newsletter*. 11.2 (2000): 8.
“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

<http://skiffyandfancy.com/2014/04/15/198-brazilian-sf-w-fabio-fernandes-cesar-alcazar-libby-ginway-and-jacques-barcia-worldstour/>

Interview with Prof. Dr. M. Elizabeth Ginway, by Cristian Tamas. July 2013.

EUROPA SF <http://scifiportal.eu/interview-with-prof-dr-m-elizabeth-ginway-university-of-florida-usa-cristian-tamas/>

“Ficção científica: um gênero globalizado.” Entrevista com M. Elizabeth Ginway por Alfredo Suppia. *Ciência e Cultura* 62.4 (2010): 64-65

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

“*Locus* Reviews Ian McDonald,” Gary K. Wolfe’s Review of *Brasyl*, by Ian McDonald.
<http://www.locusmag.com/Features/2007/02/locus-reviews-ian-mcdonald.html>
 Feb. 22, 2007

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

“Astronautas Literários” Rachel Bertol, *O Globo*, “Prosa & Verso,” April 16, 2006, p. 1.

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

Interview article: “Latin American Science Fiction Symposium.” Colin McCandless, *Gainesville Sun*, Oct. 25, 2005.
<http://www.gainesville.com/apps/pbcs.dll/article?AID=20051024060&source=email>

“Ao arqueólogo do futuro: a ficção científica brasileira e seus futuros possíveis” Sept. 1, 2005.
<http://agenciacartamaior.uol.com.br/agencia.asp?coluna=arqueologo>

Interview: “Ficção alienígena.” *Rascunho, O jornal de literatura do Brasil*. Curitiba (Paraná, Brasil). 5 de agosto, 2005, pp. 22-23. www.rascunho.com.br

Interview article: Irinêo Netto, “Outra odisséia no espaço,” *Gazeta do Povo*, Caderno G, Curitiba (Paraná - Brasil) 24 de julho, 2005, p. 4.

“Libby Ginway.” Entrevista/Interview com Carlos Neves, junho, 2003
<http://www.alanmooresenhordocaos.hpg.ig.com.br/entrevistas27a.htm>

Book Reviews:

Valente, Luiz Fernando. *Mundivivências: Leituras comparativas de Guimarães Rosa*. Belo Horizonte: UFMG P, 2011. 163pp. Print. *Hispania*.

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

Wesleyan UP, 2011. xi + 303 pp. Print. *Revista de Estudios Hispánicos* 47.1 (2013): 190-192.

Assembleia estelar: histórias de ficção científica política. Intro. e edição Marcello Simão Branco. São Paulo: Devir, 2011. 400pp. *Terra Magazine*, Colunista, Roberto de Sousa Causo. 14 de maio, 2011.

<http://terraramagazine.terra.com.br/interna/0,,OI5128433-EI6622,00.html>

Cosmos Latinos: An Anthology of Science Fiction from Latin America and Spain. Ed. Andrea Bell and Yolanda Molina-Gavilán. Middletown, CT: Wesleyan UP, 2003. 352 pp. *Science Fiction Research Association Review* 270 Oct./Nov./ Dec. 2004: 15-18.

“Science Fiction, Fantasy and Horror in Brazil, 1875-1959.” *Ficção científica, fantasia e horror no Brasil 1875-1950.* Roberto de Sousa Causo. Belo Horizonte: UFMG, 2003. *Extrapolation* 44.3 (2003): 380-84.

“The Literature of the Turn of the Century: The End of Utopia?” *A Literatura da Virada do Século Fim das Utopias?* Izarra, Laura P. Zuntini de. Ed. São Paulo: University of São Paulo 2001. *Utopian Studies* 13.2 (2002): 152-54.

Terra Verde. Roberto de Sousa Causo. São Paulo: Cone Sul, 2000, and *Amazon*, Ataíde Tartari. San Jose, New York, Lincoln, Shanghai: Writers Club Press, 2001. *Hispania*, 85: 3 (2002): 563-64.

O Crítico-Fã: Resenhas de Ficção Científica, Fantasia, Horror e Outras Formas Invisíveis de Literatura. Ed. Roberto de Sousa Causo. Brasópolis, Minas Gerais Edgard Guimarães, 1999. Biblioteca Essencial da Ficção Científica, Vol. 4. *Science Fiction Studies* 28 (2001): 310-311.

Prêmio Nova de Ficção Científica: Os Primeiros Dez Anos. Ed. Marcelo Simão Branco. Brasópolis Minas Gerais Edgard Guimarães, 1998. Biblioteca Essencial da Ficção Científica, Vol. 3. *Science Fiction Studies* 28 (2001): 309-310.

Jewish Voices in Brazilian Literature A Prophetic Discourse of Alterity, by Nelson H. Vieira. Gainesville: University of Florida Press, 1995. *South Atlantic Review* 62.1 (1997): 147-49.

Carlos Lacerda, Brazilian Crusader. Vol. 1. *The Years 1914-60*, by John W. Foster Dulles. Austin, TX: University of Texas Press, 1991. *Hispania* 75.3 (1992): 1192-93.

Antônio de Castro Alves: The Major Abolitionist Poems. Introduction and translation by Amy K. Peterson. New York: Garland, 1990. *Hispania* 75.2 (1992): 345-46.

Opúsculo Humanitário, by Nísia Floresta. Introduction and notes by Peggy Sharpe-Valadares. Brasília: INEP, 1989. *Hispania* 74.3 (1991) 680-81.

Retired Dreams: Dom Casmurro, Myth and Modernity, by Paul B. Dixon. West Lafayette, IN, Purdue UP, 1989. *Hispania* 74.3 (1991): 680-81.

Translation and Introductions:

Translation from Spanish: Anabel Enríquez Piñeiro's Keynote address: "Women and Feminine Identity in Cuban Science Fiction" "International and Minority Science Fiction in a Global World" Humanities and the Public Sphere/Science Fiction Working Group Symposium. Oct 1, 2014

Translated from Portuguese: Braulio Tavares. "João Guimarães Rosa's "A Young Man, Gleaming, White" and the Protocol of the Question." Ed. M. Elizabeth Ginway and J. Andrew Brown. *Latin American Science Fiction: Theory and Practice.*" New York: Palgrave McMillan, 2012. 61-72.

Translated from Portuguese: Octávio Aragão. "Brazilian Science Fiction and the Visual Arts: From Political Cartoons to Contemporary Comics." Ed. M. Elizabeth Ginway and J. Andrew Brown. *Latin American Science Fiction: Theory and Practice.*" New York: Palgrave McMillan, 2012. 185-202.

Translated from Spanish: Ana María Sánchez. "Between Utopia and Inferno (Julio Cortázar's Version)." *Julio Cortázar, New Readings*. Ed. Carlos Alonso. Cambridge: Cambridge UP, 1996. 19-35.

Introduction: *FCB do B, Panorama da Ficção Científica Brasileira*. Rio de Janeiro: Corifeu, 2007. 2-4.

Introduction: "Apresentação: Mulheres na literatura—fantásticas." *Lugar de mulher é na cozinha: histórias fantásticas do universo feminino*. Ed. Martha Argel. São Paulo: Draco, 2012. 11-12.

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 20 th 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 Iberoamerikanisches Institut, Berlin, Germany, May 2013.

“Literatura brasileira em chave comparada.” V Encontro International: Conexões: Literatura Brasileira no Exterior: formas de estudo e modos de difusão. Itaú Cultural, São Paulo. Nov. 23, 2012.

“Rubem Fonseca and Brazil's Crime and Detective Fiction.” Brigham Young University, March 11, 2011

“The Body Politic in Latin American Science Fiction: Implants and Cyborgs.” Luso-Brazilian Keynote Luncheon Speaker, Kentucky Foreign Language Conference, April 21, 2007.

“Literature under Military Dictatorship in Brazil.” Kennesaw State University, Kennesaw, Georgia. May 1998.

At University of Florida

“Cyborgs and Zombies in Latin America” “International and Minority Science Fiction in a Global World” 2014 Workshop of the Science Fiction Working Group, Oct. 1, 2014

“Monsters and the Resistance of the Fantastic in the Portuguese-speaking World” October 14. 2013. Jennifer Rea's Classics Class on Myth and Fantasy.

“Emergent Brazil and Science Fiction” March 14, 2013. Manuel Vasquez's LAS 4935 Seminar. *Entre nous* series, Romance Languages: “Detective Fiction in Brazil.” Panel Discussion with Natalia Jacovkis, Deborah Amberson, moderator Nov. 28, 2006, University of Florida.

“Eugenics and Literary Utopias in Brazil 1909-1929.” History of Science Colloquium Series, Oct. 12, 2006, University of Florida.

Conference papers and Roundtables

“Oviparity in Latin American Science Fiction Written by Women” March 21, 2015. ICFA, Orlando, FL. March 21, 2015.

“Empires of the Amazon in Brazilian Science Fiction.” Conference on the Fantastic in the Arts, Orlando, FL, March 21, 2014.

“Monteiro Lobato’s *O presidente negro*.” Kentucky Foreign Language Conference, Lexington KY, April 20, 2013.

“Biological and Cybernetic Metaphors of Resistance in Brazilian Cyberpunk.” ICFA, Orlando FL, March 2013.

“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

“Science Fiction in the Cinematic Works of Jorge Furtado.” With Alfredo Suppia. Eaton Conference on Science Fiction, Riverside CA, Feb. 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

“Menotti Del Picchia’s Adventure Trilogy.” Fourth Interdisciplinary Colloquium, University of Florida, Gainesville, Florida Feb. 2009

“Visão Alienígena: Outros Olhares da Literatura Fantástica Brasileira.” Round table, Elizabeth Ginway and Alexandre Linhares. “Fantasticon.” São Paulo, July 2008.

“Teaching About Postcolonialism: Representations of Brazil in Anglo-American SF.” SFRA 2008 Lawrence, Kansas, July, 2008.

“The Amazonian ‘Lost Race’ Novels of Brazil: A Virgin Territory of its Very Own.” Kentucky Foreign Language Conference, Lexington, KY, April 2008.

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

“As mulheres presentes na literatura fantástica,” Mesa redonda: Elizabeth Ginway, Helena Gomes e Finisia Fideli, Fantasticon, São Paulo, July 2007.

“Finisia Fideli: Finding the Female Voice in Brazilian Science Fiction.” International Conference on the Fantastic in the Arts, Ft. Lauderdale, FL, March 2007.

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

“Do implantado ao ciborgue: A violência dentro corpo social na ficção científica latinoamericana contemporânea.” 2nd Colloquium on Hispanic/Latin American Literatures, Linguistics and Cultures. University of Florida, Gainvesville, Oct. 2006.

“The Brazilian Fantasy Genre 2001-2004: Globalizing and Brazilianizing *The Lord of the Rings*.” International Conference: Fantastic in the Arts, Ft. Lauderdale, March 2005.

“Transgenderings in Luso-Brazilian Speculative Fiction: Machado de Assis, André Carneiro and

"Sacha Ramos" MLA Conference, Philadelphia, Dec. 2004.

"Critical Approaches to Science Fiction in the Third World: the Case of Brazil." SAMLA, Roanoke VA, Nov. 2004.

"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.

"College Portuguese Offerings in the Southeastern United States." Kentucky Foreign Language Conference, April 2004.

"Hard Science Fiction: The Legacy of Dictatorship in Brazil." International Conference on the Fantastic in the Arts." Ft. Lauderdale, March 2004.

"Brazilian Science Fiction Written by Women 1960-2000." Kentucky Foreign Language Conference April, 2003

"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

"Ecological Dystopias and Ecofeminism in Plínio Cabral and Ignácio de Loyola Bradão." SAMLA, Baltimore, MD, November, 2002.

"Vampires and Strong Women, Alternative Histories or Re-writing Brazilian Colonization." AATSP, Rio de Janeiro, August 2002.

"O passado, o presente e o futuro da ficção científica brasileira." Organizer and Moderator, AATSP, Rio de Janeiro, August 2002

"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.

"Alien-Nation The Alien as Other in Brazilian Society." Narrative: An International Conference. Atlanta, Georgia. April 2000.

"Unrealized, Unreconciled and Unredeemed Miscegenation in *O mulato*." LASA, Miami, FL. March 2000.

"Researching Brazilian Science Fiction." Seminar on the Acquisition of Latin American Library Materials. Nashville, Tennessee. June 1999.

"Writing Against American Science Fiction Paradigms." Kentucky Foreign Language Conference, Lexington, KY, April 1999

"Rewriting the Masters and the Slaves: Brazilian Science Fiction 1960-1963." Modern Language Association, San Francisco, December, 1999.

"The Eugenics Movement and Utopian Literature in Brazil 1909-1929." South Atlantic Modern Language Association, Atlanta, Georgia, Nov. 1997.

"Portuguese Language Consortium in Florida Recruitment." Portuguese Language Development Group, AATSP, Orlando, Florida, August, 1996

"The Monstrous Tenement Aluísio Azevedo's *O cortiço*." AATSP, San Diego, California, August, 1995.

"Transformations of Myth in Caminha's *Bom-Crioulo*." AATSP, Philadelphia, Pennsylvania, August, 1994.

"Uma leitura mítica de *Luzia-Homem*." Mountain Interstate Foreign Language Conference, Clemson, South Carolina, October, 1993.

"Eça e o Naturalismo no Brasil." AATSP, Phoenix, Arizona, August 1993.

"Censorship and Identity the Quest Myth in *Adaptação do Funcionário Ruam*." SAMLA, Knoxville, Tennessee, November, 1992.

“An Overview of Technology in Contemporary Brazilian Fiction.” Northeast Regional Meeting, AATSP Manchester, New Hampshire, September, 1992.

“Continuity and Change in Brazilian Science Fiction: the Case of Jorge Luiz Calife.” The Fantastic and the Arts, Fort Lauderdale, Florida, March 1992.

“Brazilian Dystopias.” AATSP, Chicago, Illinois, August, 1991.

“Brazilian Science Fiction *The Bureaucrat’s Adaptation* and Zamyatin’s *We*.” The Fantastic in the Arts, Fort Lauderdale, Florida, March 1991.

“Benjamin Péret in Brazil Cultural Criticism or Cultural Exoticism?” Modern Language Association, Chicago, Illinois, December, 1990.

“Technological Fiction and Two Women Writers Maria Alice Barroso and Ruth Bueno.” AATSP, Miami, Florida, March 1990.

“Two Brazilian Dystopias of the 1970s.” Louisiana Conference on Hispanic Languages and Literatures. Baton Rouge, Louisiana, February, 1990.

“A Mechanical World Erotic Force in Rubem Fonseca’s *O Caso Morel*.” Kentucky Foreign Language Conference, Lexington, Kentucky, April, 1989.

“The Metaphor of Engineering in J. Veiga and Murilo Rubião.” Kentucky Foreign Language Conference, Lexington, Kentucky, April, 1988.

“Universe in Crisis The Role of Technology in J. Veiga.” Mountain Interstate Foreign Language Conference, Furman University, Greenville, South Carolina, October, 1985.

“Benjamin Péret and Brazilian Modernism.” Mountain Interstate Foreign Language Conference, East Tennessee State University, Johnson City, Tennessee, 1984.

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

M.A. Committees (non-thesis): Christine Lizarraga, 1999; Natércia Príncipe, 1999; Ariadne Ferro, 1998

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

University of Georgia

M.A Committees (thesis): Tânia Herring, 1990; Ana Carvalho, 1991

M. A. Committees, Thesis Director

Stephen Walden. "A evolução da modernização autoritária e a função da música em *Ópera do Malandro* de Chico Buarque," 1990.

Carolina Alvarez. "Análise de *Quem matou Pacífico* de Maria Alice Barroso," 1991.

Undergraduate Honors; Paul H. Matthews. "La visión crítica de Angélica Gorodischer: *Kalpa imperial I: La casa del poder* y *Kalpa imperial II: El imperio más vasto*," 1991.

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

Moderator for OEGE, 2011, 2012 presenter 2009, 2012

Fulbright Interview Committee, 2008, 2009, 2010, 2011, 2013

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

International Center Scholarship Evaluator 2002-2005, 2009, 2010

President, UF Chapter of Phi Beta Kappa 2003-04

Vice-president, UF Chapter of Phi Beta Kappa 2002-03

Foreign Language Area Study (FLAS) Award Committee 2004, 2006, 2010, 2011

Tinker Fellow Evaluation 2009

Graduate Council Student Conference evaluator, Spring Feb. 2009

Moderator for film director Malu de Martino, "Women of Brazil" Oct. 2006, Center LA Studies

Language Contact for US-Brazil Higher Education Consortium Program, US Department of Education/Coordenação de Aperfeiçoamento de Pessoal de Nível Superior CAPES

Proposal "Provost Teaching Fellows" in conjunction with the Carnegie Mellon Initiative in Undergraduate Teaching Seminar, organized by UCET, May 2000.

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

Organizer, Latin American Symposium. Oct. 27-29 2005, "Latin America Writes Back:

Science Fiction and the Global Era." Sponsored by HSBC of Miami

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 *Zanzalá – 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

1 article *Extrapolation* March 2014.

1 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.

Vetted papers for ICFA, Jamie Bishop Awards for best foreign language essay, 2009; 2011, 2012, (ms. in Portuguese), 2013 (ms. in Spanish and Portuguese).

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

Organizer and Moderator for Roundtable "O passado, presente e futuro da ficção científica," speakers: Roberto de Sousa Causo, Jorge Luiz Calife e Gerson Lodi-Ribeiro." AATSP, Rio de Janeiro, August 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, SMLA, 1991; successfully petitioned for a second permanent section in Luso-Brazilian Literatures

Emily Hind

Dept. of Spanish and Portuguese
University of Florida
ehind@ufl.edu

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
Ph.D., Spanish, May 2001, 1997-2001
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
M.A., Spanish, 1995-1997, Liberal Arts Fellow, 1995-1997
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
B.A., Spanish and Psychology, Graduated with Highest Distinction, 1991-1995

EDUCATION ABROAD

IFAL (Instituto Francés de América Latina), Mexico City, Mexico, 2008
Universidade de Lisboa, Lisbon, Portugal, 2003
Centro de Estudios 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
Fulbright García-Robles Grantee. Universidad Veracruzana, Xalapa, Mexico. Spring 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

Three “Thumbs Up” Awards, A&S Student Council, University of Wyoming, 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

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

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:

La generación XXX: Entrevistas con veinte escritores mexicanos nacidos en los 70. De Abenshushan a Xoconostle. México: Eón, 2013.

Femmenism and the Mexican Woman Intellectual from Sor Juana to Poniatowska: Boob Lit. New York: Palgrave Macmillan, 2010.

Entrevistas con quince autoras mexicanas. Madrid: Iberoamericana/ Frankfurt am Main: Vervuert, 2003.

Journal Articles:

“Introversión, grasa, *bullying* y lo *cool* en la literatura mexicana para niños (y jóvenes): Aguilera, Brozon, Chacek, Dehesa, Hinojosa, Montiel Figueiras y Villoro.” *Revista de Literatura Contemporánea Mexicana* 67.22 (2016): 9-24.

Interview with Guillermo Fadanelli. “Entrevista a Guillermo Fadanelli.” *A Contracorriente* 14.1 (2016): 306-330.

Interview with Luis Felipe Lomelí. “El bárbaro doctorado del Norte: Entrevista con Luis Felipe Lomelí.” *Confluencia* 32.1 (2016): 208-223.

“Ageism, the Environment, and the Specter: The Broad Predicament in Carlos Fuentes’s *Aura* and Carmen Boullosa’s *Antes*.” *Chasqui* 44.2 (2015): 164-174.

“Starring Pirates: Metaphors for Understanding Recent Popular Mexican Film.” *The Journal of Popular Film and Television*. 41.4 (2013): 196-207.

“Estado de excepción y feminicidio: *El Traspasio/ Backyard* (2009) de Carlos Carrera y Sabina Berman,” *The Colorado Review of Hispanic Studies*, 8 (2010): 27-42.

“Sports, Horror, and Justice: 21st-Century Fiction by García Galiano, Murguía, Roncagliolo, Servín,” *Cuaderno Internacional de Estudios Humanísticos y Literatura* 14 (2010): 66-78.

“Pita Amor, Sabina Berman, and Antonio Serrano Camp in DF,” *HIOL Hispanic Issues Online* 3 (2008): 136-162.

“Cinesperanza: Entre pantalla y página en *Los niños de paja* de Bernardo Esquinca,” *Explicación de Textos Literarios* 36.1-2 (2008): 120-137.

“Un ¡Ojo! tecnológico: La mirada con y sin las máquinas en la novela y el cine mexicanos.” *Revista Iberoamericana* 63.221 (2007): 813-826.

“Hablando histéricamente: La ciencia de la locura en *Feliz Nuevo Siglo Doktor Freud* de Sabina Berman y *Nadie me verá llorar* de Cristina Rivera Garza,” *Literatura Mexicana*, 17.2 (2006): 147-168.

“Being Jean Franco: Mastering Reading and *Plotting Women*.” *Letras femeninas*, 32.1 (2006): 329-350.

“De Rosario Castellanos al Hombre Ilustre, o, Entre dicho y hecho, hay un problemático pecho,” *Letras Femeninas*. First-Place Essay Contest Winner, Feministas Unidas. 31.2 (2005): 27-46.

“El consumo textual y *La cresta de Ilión* de Cristina Rivera Garza,” *Revista de Filología, Lingüística y Literatura de la Universidad de Costa Rica*, 31.1 (2005): 35-50.

Interview with Mario Bellatin. *Confluencia* 20.1 (2004): 197-204.

“*Provincia* in Recent Mexican Cinema, 1989-2004.” *Discourse* 26.1-2 (2004): 26-45.

“Three Short Stories, Two Films, and One Crazy Commitment: José Emilio Pacheco.” *La Torre* 9.33 (2004): 381-389.

“Post-NAFTA Mexican Cinema 1998-2002.” *Studies in Latin American Popular Culture* 23 (2004): 95-111.

“*Provincia* in Recent Mexican Cinema, 1989-2004.” *Discourse* 26.1-2 (2004): 26-45.

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

Interview with Héctor Aguilar Camín. *Hispamérica* 32.95 (2003): 67-74.

“La musa masculina en las novelas de Silvia Molina.” *AlterTexto* 1.1 (2003): 57-72.

“Novel Globalization: Mario Bellatín’s *El jardín de la señora Murakami*.” *Hispanic Journal* 23.1 (2002): 21-34.

“La historia como conducto a la espiritualidad en la escritura mexicana femenina.” *Hispanorama* 96 (2002): 53-55.

“Making History: Carlos Salinas vs. Mexican Women Writers.” *Discourse* 23.2 (2001): 82-101.

Interview with Carmen Boullosa. *Hispamérica* 90 (2001): 49-60.

Interview with Sabina Berman. *Latin American Theatre Review* 33.2 (2000): 133-139.

Chapters in Books:

“Contemporary Mexican Sor Juanas: Artistic, Popular, and Scholarly.” In *The Routledge Research Companion to the Works of Sor Juana Inés de la Cruz*. Eds. Emilie L. Bergmann and Stacey Schlau. London and New York: Routledge, 2017. 107-117.

“La liturgia en *Emilio, los chistes y la muerte* de Fabio Morábito.” In *Los oficios de la nómada: Fabio Morábito ante la crítica*. Eds. Sarah Pollack and Tamara R. Williams. México: UNAM, 2015. 269-294.

“The Disability Twist in Stranger Novels by Mario Bellatin and Carmen Boullosa.” *Libre Acceso: Latin American Literature and Film through Disability Studies*. Eds. Susan Antebi and Beth Jörgensen. Albany NY: SUNY Press, 2016. 229-243.

“The Rise of Reading Campaigns in Post-Nafta Mexico.” In *The Middle Class in Emerging Societies: Consumers, Lifestyles, and Markets*. Eds. Leslie L. Marsh and Hongmei Li. New York: Routledge, Taylor & Francis, 2016. 33-57.

“Contra lo prosaico: la novela corta como ideología en *Antes de Carmen Boullosa*.” In *En breve: la novela corta en México*. Coordinado por Anadeli Bencomo y Cecilia Eudave. Guadalajara: Centro Universitario de Ciencias Sociales y Humanidades, Universidad de Guadalajara, 2014. 239-254.

“Children’s Literature on the *Colonia*: la Nao de China, the Inquisition, Sor Juana.” In *Colonial Returns in Contemporary Mexico*. Eds. Oswaldo Estrada and Anna Nogar. Arizona UP, 2014. 211-229.

“Guadalupe Loaeza’s Blonded Ambition: Lip-Synching, Plagiarism, and Power Poses.” In *Mexican Public Intellectuals*. Eds. Debra A. Castillo and Stuart A. Day. New York: Palgrave Macmillan, 2014. 95-116.

“Vivian Abenshushan y Fabio Morábito: Ensayar, esfumar” In *Ensayando el ensayo: Artilugios del género en la literatura mexicana contemporánea*. Eds. Mayra Fortes and Ana Sabau. México: Eón P, 2012. 25-47.

“La novela corta ensayada: *Biografía ilustrada de Mishima y La cresta de Ilión*.” In *Una selva tan infinita. La novela corta en México (1872-2011)*, Vol. II, Ed. Gustavo Jiménez Aguirre, México: Fundación para las Letras Mexicanas, 2011. 277-291.

“Six Authors on the Conservative Side of the *Boom Femenino*, 1985-2003: Boullosa, Esquivel, Loaeza, Mastretta, Nissán, Sefchovich.” In *The Boom femenino in Mexico: Reading Contemporary Women’s Writing*, Eds. Nuala Finnegan and Jane Lavery, Cambridge Scholars Publishing, 2010. 48-72.

“Lo anterior o el tiempo literario de *La muerte me da*.” In *Cristina Rivera Garza: Ningún crítico cuenta esto...*, Ed. Oswaldo Estrada, Chapel Hill: U of North Carolina, 2010. 313-338.

“Mexican’ Novels on the Lesser United States: Works by Andrés Acosta, Juvenal Acosta, Boullosa, Puga, Servín, and Xoconostle.” In *Reading the US from Mexico*, Eds. Mary Long and Linda Egan, Nashville: Vanderbilt UP, 2009. 198-218.

“La identidad menos mexicana en la novela sin género,” In *Negociando identidades, traspasando fronteras: tendencias en la literatura y el cine mexicano en torno del milenio*, Eds. Susanne Igler and Thomas Stauder, Madrid: Iberoamericana and Frankfurt: Vervuert, 2008. 111-121.

“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.

“Consuming Cosmopolitanism in Mexico City Advertising.” In *Language and Culture Out of Bounds: Discipline-Blurred Perspectives on the Foreign Language Classroom*, Eds. Vicki Galloway and Bettina Cothran, Mason, OH: Thomson, 2006. 171-189.

“Paganismo o la literatura como fetiche en *Y si yo fuera Susana San Juan . . .*,” In *De márgenes y adiciones: novelistas latinoamericanas de los 90*. Eds. Jorge Chen Sham and Isela Chiu. San José: Perro Azul, 2004. 227-313.

Selected reviews:

Review of Carolina Rocha and Georgia Seminet’s *Screening Minors in Latin American Cinema. Revista de Estudios Hispánicos* (March 2017). *Revista de Estudios Hispánicos* 51.1. (2017) 561-563.

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

Kantaris and Rory O'Bryen's (Eds.) *Latin American Popular Culture: Politics, Media, Affect. Confluencia* 30.1 (2014): 206-208.

Review of José Ramón Ruisánchez Serra's *Historias que regresan: Topología y renarración en la segunda mitad del siglo XX mexicano*. *Revista de Estudios Hispánicos* 48.1 (2014): 248-250.

Review of Brian Price's *Cult of Defeat in Mexico's Historical Fiction*. *Revista de Estudios Hispánicos* 47.3 (2013): 25-27.

Review of *Freud's Mexico: Into the Wilds of Psychoanalysis* by Rubén Gallo. *Modernist Cultures*, 7.1 (2012): 132-135.

Review of *Artful Assassins: Murder as Art in Modern Mexico* by Fernando Fabio Sánchez. *Revista de Estudios Hispánicos* 45.3 (2011): 730-731.

“Literatura mexicana: Un menú para todos los gustos,” *Nexos* 35.411 (2012): 63-65.

“Desde el Gran México y los Estados Unidos Menores,” *Nexos*, 29.355 (2007): 55-58.

Review of *The Cambridge Companion to the Latin American Novel* edited by Efraín Kristal. *Revista de Estudios Hispánicos* 40.2 (2006): 431.

“El cruce de rieles,” Review of *El tren pasa primero* by Elena Poniatowska, *Nexos*, 28.338 (2006): 82-84.

“Conciencia histórica infernal.” Review of *Abril rojo* by Santiago Roncagliolo, *Nexos*, 28.344 (2006): 94-95.

“La que mató el parabrisas distraído.” *Salto de mantarraya (y otras dos)* de Carmen Boullosa. *Nexos* 27.331 (2005): 83-86.

“Jugar a la mosca,” Review of *El turno del escriba* by Graciela Montes and Ema Wolf. *Nexos* 27.333 (2005): 91-92.

“El consumo cultural en Estados Unidos. Cultura y vida / Estados Unidos: Cultura y Elecciones,” *Nexos* 26.323 (2004): 95-99.

“El sol ¿dora o no dora las espadas?” *Las armas del alba* de Carlos Montemayor. *Nexos* 26.313 [Jan.] (2004): 77-79.

“Algunas flautas florales.” *El tañido de una flauta y Juegos florales* de Sergio Pitol. *Nexos* 26.313 [Feb.] (2004): 76-78.

“Los tres Migueles.” *El taller del tiempo* de Álvaro Uribe. *Nexos* 26.316 (2004): 93-95.

“La vida fuera del centro.” *Nueve madrugadas y media* de María Luisa Puga. *Nexos* 26.317 (2004): 98-100.

“La locura dilucidada.” *Delirio* de Laura Restrepo. *Nexos* 26.320 (2004): 88-89.

“Una reina lejana.” *La reina del sur* de Arturo Pérez-Reverte. *Nexos* 25.310 (2003): 85-87.

“Cada quien su alcachofa.” *Tlapalería* de Elena Poniatowska. *Nexos* 25.311 (2003): 100-102.

“En la tierra de la grafofobia.” *Perros héroes* de Mario Bellatín. *Nexos* 25.312 (2003): 91, 93-94.

Selected Encyclopedia Entries:

“Carmen Boullosa.” *The Contemporary Spanish-American Novel: Bolaño and After*. Eds. Will H. Corral, Nicholas Birns, and Juan E. De Castro. New York and London: Bloomsbury, 2013. 32-40.

Guadalupe “Pita” Amor (25-27), Rosina Conde (121-123), Elsa Cross (129-131), Amparo Dávila (139-140), Manú Dornbierer (151-153), Guadalupe Loaeza (285-286), María Luisa Mendoza (320-322), Antonieta Rivas Mercado (447-449), Martha Robles (449-451), Esther Seligson (477-479). In *Latin American Women Writers: An Encyclopedia*. (Eds. María Claudia André and Eva Paulino Bueno), New York and London: Routledge, 2008.

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.

“Classism. *Gente Decente* and Civil Rights: From Suffrage to Divorce and Privileges in Between,” for *Modern Mexican Culture*. Ed Stuart Day. Forthcoming U of Arizona P.

“El pensamiento transicional de Asunción Izquierdo Albiñana.” For a book on early twentieth-century Mexican women creators edited by Elissa Rashkin and Esther Hernández Palacios, Universidad Veracruzana.

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)

Anonymous work for *Revista de Literatura Mexicana Contemporánea*, *Revista Literatura Mexicana*, UNAM, *Bulletin of Latin American Research*, *A Contracorriente*, *Letras femeninas*, *Revista de Estudios Hispánicos*, *Romance Notes*, *PMLA*, *Hispanic Review*, *Symposium: A Quarterly Journal in Modern Literatures*, *Journal of Latin American Cultural Studies*, *Revista Canadiense de Estudios Hispánicos*, and more.

Co-Editor with John Waldron of double issue of *Discourse*, “Mexican Cinema from the Post-Mexican Condition,” 26.1&26.2, Winter & Spring 2004

Selected Papers Presented:

2017, “A Hand for Bellatin,” First Immersion Series “Art + Orthopaedics,” Institute for Creative Exchange Americas, Toronto, Canada.

2017, Respondent. “Gender Negotiations in Twenty-First-Century Mexican Literature.” Modern Language Association, Philadelphia, Pennsylvania

2016, “Age Boundaries in 21st-C Mexico: From Reborn Dolls to Dead Writers’ Birthdays.” South Atlantic Modern Language Association 88. Jacksonville, Florida.

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

2015, "El sentimiento democrático, 2005-20015." Keynote for the Centro de Estudios de la Cultura y la Comunicación, Universidad Veracruzana, Xalapa, Veracruz, Mexico.

2015, "Elena Poniatowska and the Middle Class: *Gente decente* Values," Roundtable on Elena Poniatowska: Five Decades of Critical Inquiry. Modern Language Association, Vancouver, Canada

2014, "Contra lo prosaico: la novela corta como ideología en *Antes de Carmen Boullosa*," XL Congreso del IILI, Mexico City, Mexico

2014, "¿Y la familia revolucionaria? El sentimiento democrático, 2011-2013, frente al padre priista." Latin American Studies Association, Chicago, Illinois

2014, "Death, Love, and the Limits of the Novel: Dancer Elena Garro, Poets, Carmen Boullosa and Myriam Moscona." XX Congreso Anual de Mexicanistas Juan Bruce Novoa: Amor y Muerte, University of California Irvine, Irvine, California

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

2014, "Representations of Disability in Mexican Mafia Films: A Fictional Absence," for Roundtable "Disability Discourses in Latin America: Academy and Activism," arranged by the Discussion Group on Mexican Cultural and Literary Studies and the Division on Disability Studies, Modern Language Association, Chicago, Illinois

2014, "Mexicanist Studies Now Or W-T-PRI," for Roundtable "Mexican Studies and the Return of the PRI," arranged by the Discussion Group on Mexican Cultural and Literary Studies, Modern Language Association, Chicago, Illinois

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 fascínate? ¿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, "Auras of Celebrity: Authenticity and Interdependence in Recent Mexican Film," Latin American Studies Association, San Francisco, California

2012, "The Phallic, the Phatic, and the Funny: Mexican Masculine Talk," 18th Annual Mexican Conference, University of California, Irvine, Irvine, California

2011, "Boob Lit: Feminism and the Mexican Intellectual." UW Gender & Women's Studies Program, University of Wyoming, Laramie, Wyoming

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

2011, "The Aesthetic Class: Immaterial Self-Worth in Recent Mexican Fiction," Modern Language Association, Los Angeles, California

2010, "Sexo y violencia en el cine mexicano actual," Latin American Studies Association, Toronto, Canada

2010, "Emotion in Mexican Letters: Losing It Again," 16th Annual Mexican Conference, University of California, Irvine, Irvine, California

2009, "The Second Order Queer: Esquinca and *Bef*" Modern Language Association, Philadelphia, Pennsylvania

2009, "Traspasio/Backyard de Sabina Berman: El arte y el negocio de hacer cine activista." Sepancine Conference / VII Festival Internacional de Cine de Morelia, Morelia, Mexico.

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, "Cazafantasmas de la historia oficial y el espacio semi-público," Sitios de la memoria en México post-1968, Seminar with Andreas Huyssen, Coordinated by Mónica Szurmuk, Instituto Mora and Maricruz Castro Ricalde, ITESM, Campus Toluca, San Luis Potosí Mexico.

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

2008, "Performing Intellectual Identity: Catholic Divas and Rational Crusaders," Boom Femenino en México: Reading Contemporary Women's Writing Conference, University College Cork, Cork, Ireland

2007, "Oppositions in Camp: 'Mexican' Contemporary Novels," Latin American Studies Association, Montreal, Canada

2007, "Mexico City Cheese: From Colonia to Campground in Texts by Pita Amor, Sabina Berman, and Antonio Serrano," 13th Annual Mexican Conference, University of California, Irvine, Irvine, California

2006, "¿Seguir la onda propia o la segunda ola? El conflicto de Castellanos," Coloquio Castellanos, Monterrey, Mexico

2006, "México norteadó: ¿Is US now nosotros?," Latin American Studies Association, San Juan, Puerto Rico

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 Riberio

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

2009, Member, M.A. thesis committee: Rachel Schlegal, and Ryan Wehner. Department of Modern and Classical Languages, 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.

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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.

Coordinator, Intermediate Spanish Program, 2001 – 2009

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

Elizabeth Wood Dunlevie Honors Term Professor, *University of Florida*, 2016-2017.
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)
Course Development Grant, *University of Florida International Center*, 2016-2017. Develop “Chemistry in the *cocina latina*” course for International Scholars Program. With Valeria Kleiman. (\$7,000).
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).
Humanities Scholarship Enhancement Fund, *University of Florida*, Spring 2013. “An empirical investigation into the effectiveness of Rosetta Stone as a classroom supplement or replacement.” (\$8,471).
Faculty Enhancement Opportunity Award, *University of Florida*, Summer and Fall 2009. “Redesigning Lower Division Spanish.” (\$29,000).
Humanities Scholarship Enhancement Fund, *University of Florida*, Summer 2008. “Towards a greater understanding of foreign accent.” (\$6,000).
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).
U.S. Department of Education, Title VI Grant, *Foreign Language Teaching*, Summer 2006. Development and assessment of effective foreign language practices (\$4000). Co-Principal Investigator: Sandra Russo.
U.S. Department of Education, Title VI Grant, *The Aymara E-learning Project: Using the Internet to Promote and Protect an Indigenous Language*, Fall 2004 – 2008. Technology/pedagogy expert consultant to advise and plan online instruction material (summer salary 2005-2007); Co-Principal Investigators: M.J. Hardman and Elizabeth Lowe.

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).**Humanities Scholarship Enhancement Fund, *University of Florida*, Summer 2002.** “Can we teach foreign language pronunciation?” (\$7,500).**RESEARCH****Publications**Books and Edited Volumes

Language Program Direction: From Theory to Practice. Upper Saddle River, NJ: Pearson [Professional Series]. 2013.

Selected Proceedings of the 2012 Hispanic Linguistics Symposium. Somerville, MA: Cascadilla Proceedings Project. 2013. (Co-edited with Jennifer Cabrelli Amaro, Ana de Prada Pérez and Jessi Elana Aaron) [<http://www.lingref.com/cpp/hls/16/index.html>]

The Second Generation: Collaboration and social networking in CALL. San Marcos, TX: Computer Assisted Language Instruction Consortium, 2009. (Co-edited with Lara Lomicka)

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)

“The World Is Not Flat, So Why Are Our Textbooks? Digital Transformations for the Real World Spanish Language Classroom.” *Hispania*. In press. (with Amy Rossomondo)

“Incorporating Technology into the Teaching of Spanish Pronunciation.” *Key Issues in the Teaching of Spanish Pronunciation: From Description to Pedagogy*. Routledge. In press.

“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).

“Social Networking and Language Learning.” In *The Handbook of Language Learning and Technology*, ed. F. Farr & L. Murray (pp. 255-268). London: Routledge. 2016. (with Lara Lomicka)

“Technology in and out of the classroom: A counter-response to Bowles, Frumkes, Harper & Stone.” *The Modern Language Journal*. 99: 3 (635-636). [Invited and editor reviewed.]

“I Don’t Know How to Use Words in Spanish: Rosetta Stone and Learner Proficiency Outcomes.” *The Modern Language Journal* 99:2 (397-401). 2015.
 [Invited and editor-reviewed]

“Extreme Makeover – Using Technology to Redesign the Traditional Syllabus.” *The Language Educator* 9:4 (52-55). 2014. (With Lara Lomicka)
 [Editor-reviewed]

“Twitter as a Tool to Promote Community Among Language Teachers.” *Journal of Technology and Teacher Education (JTATE)* 22:2 (187-212). 2014. (With Lara Lomicka)

“Program Articulation and Management.” *The Handbook of Hispanic Applied Linguistics*, ed. Manel Lacorte (150-167). London: Routledge. 2014. (With Christina Isabelli)
 [Invited and peer-reviewed]

“Teaching Pronunciation in Second Language Spanish.” *Handbook of Second Language Spanish*, ed. Kimberly Geeslin (514-529). Hoboken, NJ: John Wiley and Sons. 2013. (With Maria I. Fionda)
 [Invited and peer reviewed]

“Online Communities of Practice and Second Language Phonological Acquisition.” *International Journal of Computer-Assisted Language Learning and Teaching* 3:3 (34-55). 2013. (With Stasie Harrington)

“Hybrid Learning Spaces: Re-envisioning Language Learning.” In *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*, eds. Fernando Rubio and Joshua Thoms. Boston: Heinle Cengage. 2012. (With Lara Ducate and Lara Lomicka)

“A tale of tweets: Analyzing Microblogging among Language Learners.” *System* 40:1 (48-63). 2012. (With Lara Lomicka)

“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]

“Podcasting – Past, Present and Future: Applications of Academic Podcasting In and Out of the Language Classroom.” In *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes*, eds. M’hammed Abdous and Betty Rose Facer. IGI Global. 2010. (With Lara Lomicka)

“The Combined Effects of Instruction and Immersion on Second Language Pronunciation.” *Foreign Language Annals*, 43:3 (488-503). 2010.

“The Aymara E-learning Project: Language Education and Preservation.” *Teaching Literature and Language Online*, ed. Ian Lancashire. New York, NY: Modern Language Association (pp. 177-189). 2009.

“Assessing online collaboration among language teachers: A cross-institutional wiki case study.” *Journal of Technology and Teacher Education*, 8:2 (121-139). 2009.
[\[http://www.ncolr.org/jiol/issues/showissue.cfm?volID=8&IssueID=26\]](http://www.ncolr.org/jiol/issues/showissue.cfm?volID=8&IssueID=26) (With Nike Arnold, Lara Ducate and Lara Lomicka)

“Language awareness and development during study abroad: A case study.” *Hispania* 92:1 (136-150). 2009.

“Second Language Acquisition and First Language Phonological Modification.” *Selected Proceedings of the 10th Hispanic Linguistics Symposium*, eds. Joyce Bruhn de Garavito and Elena Valenzuela, pp. 184-193. Sommerville, MA: Cascadilla. 2008.
[\[http://www.lingref.com/cpp/hls/10/index.html\]](http://www.lingref.com/cpp/hls/10/index.html)

“Co-Authoring: What Every Department Should Know.” *ADFL Bulletin* 39:2 (49-55). 2008.
Reprinted in *MLA Profession 2008* (202-213). 2008. (With Lara Lomicka)

“Podcasting Communities and Second Language Pronunciation.” *Foreign Language Annals* 41:2 (364-379). 2008.

“Blended Learning in Teacher Education: An Investigation of Classroom Community across Media.” *Contemporary Issues in Technology and Teacher Education* 8:2 (158-174). 2008. (With L. Lomicka)

“The role of the lexicon in learning second language stress patterns.” *Applied Language Learning* 17:1-2 (1-14). 2007.

“Social Presence in Virtual Communities of Foreign Language Teachers.” *System* 35:2 (208-228). 2007. (With L. Lomicka)

“Foreign Language Teacher Preparation and Asynchronous CMC: Promoting Reflective Teaching.” *Journal of Technology and Teacher Education* 15:4 (513-532). 2007. [<http://go.editlib.org/a/21940>] (With L. Lomicka)

“Defining the indefinable: Study Abroad and Phonological Memory Abilities.” *Selected Proceedings of the 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages*, ed. Carol A. Klee and Timothy L. Face, pp. 40-46. Somerville, MA: Cascadilla. 2006. [<http://www.lingref.com/cpp/casp/7/index.html>]

“Using Computer-Mediated Communication to Establish Social and Supportive Environments in Teacher Education.” *CALICO Journal* 22:3 (537-566). 2005. (With N. Arnold, L. Ducate and L. Lomicka)

“(How) Can we teach foreign language pronunciation? The effects of a phonetics class on second language pronunciation.” *Hispania* 88:3 (557-567). 2005.

“Using collaborative cyber communities to further teacher preparation and education: The TIFLE model.” *Foreign Language Annals* 37:3 (401-416). 2004. (With L. Lomicka)

“Going virtual: Inviting guests into the classroom.” *Best Practices in Teaching with Technology* (Eds. Jessamine Cooke-Plagwitz and Lara Lomicka). Boston: Heinle (50-55). 2004. (With L. Lomicka)

“Merging theory and practice in the technology classroom.” *Models for Excellence in Second Language Education: Dimension 2003* (Eds. C. M. Cherry and L. Bradley). Valdosta, GA: SCOLT Publications (37-52). 2003. (With L. Lomicka and M. Manzer)

“Analogy as a learning tool in second language phonology.” *Romance Linguistics: Theory and Acquisition. Selected papers from the 32nd Linguistic Symposium on Romance Languages* (Eds. A. T. Pérez-Leroux and Y. Roberge). Philadelphia: John Benjamins (281-297). 2003. (With B. Bullock)

“Inalienable possession in Spanish: L2-acquisition at the lexicon-syntax interface.” *The acquisition of Spanish morphosyntax*, (Eds. A. T. Pérez-Leroux and J. M. Liceras). Dordrecht: Kluwer Academic (179-206). 2002. (With A.-T. Pérez-Leroux, B. Centeno-Cortés and E. O'Rourke)

Reviews and pedagogical pieces

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

Review of “BiLingo Kidz” software program. *CALICO Journal* 26:1 (204-219). 2008.

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://talcomsueno.spanish.ufl.edu/>].

Teaching with Technology Online Modules. University of Florida Partnership in Global Learning and Transnational and Global Studies Center, 2005. [<http://www.twt.tgsc.ufl.edu>].

Instructors' Resource Manual to accompany *Atando Cabos, 2nd edition*. Prentice Hall, 2004.

Review of Susan M. Barnes, *Computer-Mediated Communication: Human-To-Human Communication across the Internet*. New York, Allyn & Bacon (2003). In *Language Learning and Technology* 7:3 (30-33).

Review of Gavin Dudeney, *The Internet and the Language Classroom: A Practical Guide for Teachers*. New York: Cambridge (2000). In *Language Learning and Technology* 8:2 (20-22).

“The acquisition of inalienable possession syntax in L2 Spanish.” In *University of Pittsburgh Working Papers in Linguistics: Proceedings from GASLA IV* (141-151). 2000. (With A.-T. Pérez-Leroux, B. Centeno-Cortés and E. O’Rourke.)

Conferences and Presentations

Invited presentations

“The promise of online language learning programs: myth or reality?” Address and workshop, **University of Iowa, Pusack-Otto Lecture Series**, November 2016.

“Teaching L2 Pronunciation: Tips, Tools and Tricks.” Keynote address. **Harvard University, Department of Romance Languages and Literatures**, August 2016.

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

“Teaching Spanish Pronunciation: Trends, Techniques and Tools.” Plenary address at **Current Approaches to Spanish and Portuguese Second Language Phonology Conference, Ohio State University**, April 2016.

“Motivate and Engage Language Learners: Fifteen Tech Tools to Enhance the Classroom Experience.” Invited presentation/workshop for **Boston College**, March 2016.

“Tips and Tools for L2 Teaching and Learning.” Invited plenary presentation/workshop for **Borough of Manhattan Community College – CUNY**, February 2015.

“Language Program Direction in the Digital Age.” Invited presentation as part of **Pearson Speaking About World Languages Webinar Series**, <http://www.pearsonhighered.com/speakingabout/world-languages-webinar-sessions.html>, November 2014.

“Aymara on the Internet.” Panel presentation at **Indigenous People in Digital Cultures: Center for Latin American Studies Conference, University of Florida**, February 2007.

“Social collaborative aspects of technology in the language classroom.” Presentation at the **Florida Foreign Language Instructors in Colleges (FFLIC)** meeting, *University of Florida*, February 2007.

“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).

“Ten Years after the MLA Report: Perspectives on the Role of Foreign Languages.” **Modern Language Association Convention, Philadelphia, PA**, January 2017 (with Lara Lomicka).

“Make an Impact! 25 MORE Technology Tools that Transform Language Learning.” **ACTFL Annual Meeting and Exposition, Boston, MA**, November 2016 (with Lara Lomicka).

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

“Technology-Assisted Pronunciation Instruction: Where Are We and Where Are We Going?” **CALICO Conference, Michigan State University**, May 2016.

“Innovating Language Programs for a Changed World.” Panel presentation for American Association of University Supervisors and Coordinators, **ACTFL Annual Meeting and Exposition**, *San Diego, CA*, November 2015 (with Annie Abbott, Alberto Bruzos-Moros, Diego Pascual and Amy Rossomondo).

“25 Technology Tools to Inspire, Engage, and Transform Language Learning.” **ACTFL Annual Meeting and Exposition**, *San Diego, CA*, November 2015 (with Lara Lomicka).

“The World Is Not Flat, So Why Are Our Textbooks?” **ACTFL Annual Meeting and Exposition**, *San Diego, CA*, November 2015 (with Amy Rossomondo).

“Social Places and Networked Places: Redefining Language Teaching with Social Media.” **CALICO Conference**, *University of Colorado at Boulder*, May 2015 (with Amy Rossomondo).

“Maximizing Technology Use to Transform the Traditional Language Syllabus.” **CALICO Conference**, *University of Colorado at Boulder*, May 2015 (with Lara Lomicka).

“Rosetta Stone for Language Learning: Yay or Nay?” **ACTFL Annual Meeting and Exposition**, *San Antonio, TX*, November 2014.

“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).

“Online and massive: Is Rosetta Stone the Future of Language Learning?” **CALICO Conference**, *University of Ohio*, May 2014.

“Using VoiceThread with Integrated Performance Assessments.” **CALICO Conference**, *University of Ohio*, May 2014 (with Jesse Gleason and Pete Swanson).

“Extreme Tech-Over: Using Technology to Redesign the Traditional Language Syllabus.” **ACTFL Annual Meeting and Exposition**, *Orlando, FL*, November 2013 (with Lara Lomicka).

“Software and the Language Teacher: An Exploration of Classroom vs. Digital Language Learning (aka, Does Rosetta Stone Work?).” **CALICO Conference**, *University of Hawaii*, May 2013.

“Beliefs about Web 2.0 Tools in Language Teaching: A Global Perspective.” **CALICO Conference**, *University of Hawaii*, May 2013 (with Lara Lomicka).

“Technology and Teaching: CALL in the Methodology Course.” **CALICO Conference**, *University of Hawaii*, May 2013 (with Katie Angus, Dawn Bikowski and Bonnie Youngs).

“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.

“To tweet or not to tweet: Practices and outcomes of using Twitter for language learners and teachers.” **CALICO Conference, Amherst College**, June 2010 (with Lara Lomicka).

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

“Attitudes and allophones: Using technology to improve second language pronunciation.” **ACTFL Annual Meeting and Exposition, San Diego, CA**, November 2009.

“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).

“Web-based tools for language learning.” **ACTFL Annual Meeting and Exposition, Orlando, FL**, November 2008 (with Lara Lomicka and John Vitaglione).

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

“Bridging communities of language teachers.” **CALICO/IALLT Joint Conference, University of San Francisco**, March 2008 (with Nike Arnold, Lara Ducate and Lara Lomicka).

“Towards a greater understanding of second language phonology: A large-scale analysis of the factors contributing to foreign accent.” **Contemporary Approaches to Spanish and Portuguese Second Language Phonology Conference, University of Minnesota**, February 2008.

“Podcasting projects for language classes: What, when, why and how.” **ACTFL Annual Meeting and Exposition, San Antonio, TX**, November 2007 (with Lara Lomicka).
[\[http://www.allacademic.com/meta/p_mla_apa_research_citation/1/7/4/3/3/p174339_index.html\]](http://www.allacademic.com/meta/p_mla_apa_research_citation/1/7/4/3/3/p174339_index.html)

“Teaching, learning and collaborating: A foreign language teacher wiki community.” **CALICO Conference, Southwest University**, May 2007 (with Nike Arnold, Lara Ducate and Lara Lomicka).

“Using collaborative podcasting to improve second language pronunciation.” **Kentucky Foreign Language Conference, University of Kentucky**, April 2007.

“Aymara on the Internet: Language education and preservation.” **Society for the Study of Indigenous Languages Annual Meeting (with Linguistic Society of America), Anaheim, CA**, January 2007.

“Reaching Out and Beyond: Online Discussion in Teacher Training.” **ACTFL Annual Meeting and Exposition, Nashville, TN**, November 2006 (with Nike Arnold, Lara Ducate, and Lara Lomicka).

“Intercultural exchanges: Using computer mediated communication to foster learning.” **ACTFL Annual Meeting and Exposition, Nashville, TN**, November 2006 (with Tammy Jandrey Hertel).

“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.

“A linguistics database supporting language education.” **3rd Partnership in Global Learning Conference: Consolidating E-learning Experiences**, São Paulo, Brazil, December 2005 (with Howard Beck and M.J. Hardman).

“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.” **South Atlantic Modern Language Association Convention**, Roanoke, Virginia, November 2004.

“Defining the indefinable gains of study abroad: Working memory and mimicry skill development.” **The 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages**, *University of Minnesota*, October 2004.

“Collaborative and cross-institutional technology-based teacher training.” **International Online Conference on Second and Foreign Language Teaching and Research**, [<http://www.readingmatrix.com/onlineconference/index.html>], September 2004 (with Lara Lomicka).

“Reflection of the self and others: Virtual practices in effective reflective teaching.” **CALICO Conference**, *University of Pittsburgh*, June 2004 (with Lara Lomicka).

“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).

“The relationship between L2 perception and production: The case of Spanish stress.” **The 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages**, *University of New Mexico*, October 2003.

“Technology for teaching and research: Preparing tomorrow’s teachers.” **CALICO Conference**, *University of Ottawa*, May 2003 (with Lara Lomicka).

“(How) Can we teach L2 pronunciation?” Panel member presentation at the **Kentucky Foreign Language Conference**, *University of Kentucky*, April 2003.

“E-magining excellence: Creating interactive tasks with technology.” **Southern Conference on Language Teaching 2003**, Atlanta, March 2003 (with Lara Lomicka and Melanie Manzer).

“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).

“Teachers, tasks and technology.” **ACTFL Annual Meeting and Exposition**, *Washington D.C.*, November 2001 (with Lara Lomicka).

“Using video in the language classroom.” **ACTFL Annual Meeting and Exposition**, *Washington D.C.*, November 2001 (with Stasie Harrington and Tammy Jandrey Hertel).

“Second language stress production: rules, analogy or lexical storage?” **The 4th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages**, *University of Illinois at Urbana-Champaign*, October 2001.

“Spanish stress and second language acquisition.” Poster presentation at the **Second Language Research Forum 2000**, *University of Wisconsin at Madison*, September 2000.

“The effects of instruction and study abroad on native English-speakers’ acquisition of the Spanish fricative/occlusive contrast.” **Texas Foreign Language Education Conference**, *University of Texas at Austin*, April 2000.

“Possession in the Spanish Interlanguage: doubling, multiple numerations, and the developmental perspective on the projection problem.” **The 2nd Conference on L1 and L2 Acquisition of Spanish and Portuguese**, *Georgetown University*, October 1999 (with Ana Teresa Pérez-Leroux).

“Washing the faces: the acquisition of possessor raising in L2 Spanish.” **Generative Approaches to Second Language Acquisition**, *University of Pittsburgh*, September 1998 (with Ana Teresa Pérez-Leroux, Beatriz Centeno Cortés and Erin O’Rourke).

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.

“The Development of Written Fluency and Accuracy during Study Abroad.” **Linguistics Seminar**, *Program in Linguistics, The University of Florida*, April 2009.

“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.

“Second language stress production in Spanish.” **Linguistics Seminar**, *Program in Linguistics, The University of Florida*, September 2002.

“Using Technology in the Foreign Language Classroom.” **Teaching Support Group, Romance Languages and Literatures / University Center for Excellence in Teaching**, March 2002.

“Foreign Language Testing: Tips and Techniques.” **Teaching Support Group, Romance Languages and Literatures / University Center for Excellence in Teaching**, January 2002.

“What is TIFLE? Technology in foreign language education.” Presentation at the **Technology and Language Teaching Symposium**, *University of Florida*, November 2002.

“Technology in the foreign language classroom.” **Living and Learning**, *Juniata College*, July 2001 (with Lara Lomicka).

“Using video in the ESL classroom.” **Living and Learning**, *Juniata College*, July 2001 (with Tammy Jandrey Hertel).

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 *jAnda!* 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
SWJLASSO, 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
 Textbook reviews for Cambridge, Cengage/Thompson/Heinle, Houghton-Mifflin, McGraw-Hill,
 Pearson/Prentice Hall, Vista Higher Learning, Wiley & Sons and Yale University Press

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, *External Advisory Committee*, Center for European Studies, 2010-2012, 2014-2016
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, 2009-2010
Discussant, *Graduate Studies Committee Interdisciplinary Conference*, 2009
Faculty Advisor, *Graduate Colloquium on Hispanic Literatures, Linguistics, and Cultures*,
 Department of Romance Languages and Literatures, University of Florida, 2008-2009
Member, *Humanities Enhancement Review Committee*, College of Liberal Arts and Sciences,
 2008-2009
Chair, *Search Committee*, Department of Spanish & Portuguese Studies, 2008-2009
Member, *Curriculum Committee*, Program in Linguistics, 2008-present
Member, *Curriculum Committee*, College of Liberal Arts and Sciences, 2007-2009
Member, *Undergraduate Studies Committee*, Department of Spanish and Portuguese Studies,
 2008-present
Organizer, *M. A. Comprehensive Exams (Linguistics)*, Department of Spanish & Portuguese
 Studies, 2007-present
Member, *Provost's Task Force on eLearning*, 2007
Chair, *Undergraduate Studies Committee*, Romance Languages and Literatures, 2007
Chair, *Search Committee*, Center for European Studies, 2006-2007
Member, *Advisory Board*, Romance Languages and Literatures, 2006-2008
Member, *Ad Hoc Committee to develop SLAT certificate*, Program in Linguistics, 2006-2008
Member, *Search Committee*, Department of Romance Languages and Literatures, 2005-2006
Member, *Advisory Board*, Transnational and Global Studies Center, 2005-2009
Member, *Ad Hoc Committee on SLA Certificate*, Program in Linguistics, 2005-2006
Faculty Advisor, *Vuestra Alianza Española (VALE)*, 2004-2007
Mentor, *University Minority Mentor Program*, 2003-2004
Editor, *Romance Languages and Literatures Newsletter*, 2003-2005
Organizer, *Entre Nous* discussion group, Romance Languages and Literatures, 2003-2004
Member, *Search Committee*, Program in Linguistics, 2003-2004
Member, *Comprehensive Exams Committee*, Program in Linguistics, 2002-2004
Member, *Web Page Committee*, Department of Romance Languages and Literatures, 2002-2003
Volunteer, *WUFT Public Broadcasting*, bi-annual pledge drives, 2001 – 2009 (Volunteer of the
 year 2004)
Marshall, *University commencement ceremonies*, 2002-20013
Member, *Adjunct Faculty Evaluation Committee*, Department of Romance Languages and
 Literatures, 2001-2002
Narrator, *Informational Video*, Center for Instructional Training and Technology, 2001

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

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Department of Spanish and Portuguese Studies
University of Florida
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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, Pennsylvania USA **08/12**
Ph.D., Hispanic Linguistics & Language Science (Dual-Title)
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) **2012**
Prize for Outstanding Oral Presentation
National Science Foundation Graduate Research Fellowship **2009**

GRANTS AND
FELLOWSHIPS

EXTRAMURAL

National Science Foundation (BCS-1528486)

2016–2017

Language variation within and across speakers: Special session of the 2016 CUNY Conference on Human Sentence Processing (PI: Edith Kaan, co-PIs: H. Wind Cowles, **Jorge Valdés Kroff**, Stefanie Wulff), \$33,033.

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

Rothman Summer Fellowship: Anticipating the switch: How bilinguals integrate code-switching in comprehension, \$2000.

PUBLICATIONS

*denotes Student first author

*Dean, C. A., & **Valdés Kroff, J. R.** (*under review*). Cross-linguistic orthographic effects in late bilinguals of Spanish and English. Manuscript submitted for publication

Dussias, P. E., **Valdés Kroff, J. R.**, Beatty-Martínez, A. L., & Johns, M. A. (*under review*). What language experience tells us about cognition: Variable input and interactional contexts affect bilingual sentence processing. Manuscript submitted for publication.

Dussias, P. E., **Valdés Kroff, J. R.**, Johns, M., & Villegas, A. (*revisions under review*). How bilingualism affects syntactic processing in the native language: Evidence from eye movements. Manuscript submitted for publication.

*Johns, M., **Valdés Kroff, J. R.**, & Dussias, P. E. (*under review*). Mixing things up: How blocking and mixing affect the processing of codemixed sentences. Manuscript submitted for publication.

Dussias, P. E., **Valdés Kroff, J. R.**, & Guzzardo Tamargo, R. E. (*in press*). When cognate status produces no benefits: Investigating cognate effects during the processing of code-switched utterances. In M. Libben, M. Goral, & G. Libben (Eds.), *Bilingualism: A framework for understanding the mental lexicon* (pp. 145–181). Amsterdam, The Netherlands: John Benjamins.

Valdés Kroff, J. R., Guzzardo Tamargo, R. E., & Dussias, P. E. (*in press*). Experimental contributions of eye-tracking to the understanding of comprehension processes while hearing and reading code-switches. *Linguistic Approaches to Bilingualism*. doi:10.1075/lab.16011.val

Valdés Kroff, J. R., Dussias, P. E., Gerfen, C., Perrotti, L., & Bajo, M. T. (2017). Experience with code-switching modulates the use of grammatical gender during sentence processing. *Linguistic Approaches to Bilingualism*, 7. doi:10.1075/lab.150101.val

Valdés Kroff, J. R., & Fernández-Duque, M. (2017). Experimentally inducing Spanish-English code-switching: A new conversation paradigm. In Bellamy, K. , Child, M. , González González, P. , Muntendam, A. , & Parafita Couto, M. C. (Eds.) *Multidisciplinary approaches to bilingualism in the Hispanic and Lusophone world* (pp. 211–233). Amsterdam, The Netherlands: John Benjamins.

Boland, J., Kaan, E., **Valdés Kroff, J. R.**, & Wulff, S. (2016). Psycholinguistics and Variation in Language Processing. *Linguistic Vanguard*, 2, 1–10. doi:10.1515/linvan-2016-0064.

Guzzardo Tamargo, R. E., **Valdés Kroff, J. R.**, & Dussias, P. E. (2016). Using code-switching as a tool to study the link between production and comprehension. *Journal of Memory and Language*, 89, 138–161. doi:10.1016/j.jml.2015.12.002

Valdés Kroff, J. R. (2016). Mixed NPs in Spanish-English bilingual speech: Using a corpus-based approach to inform models of sentence processing. In Guzzardo Tamargo, R. E., Mazak, C. M., & Parafita Cuoto, M. C. (Eds.), *Spanish-English code-switching in the Caribbean and the US* (pp. 281–300). Amsterdam, The Netherlands: John Benjamins.

Morales, L., Paolieri, D., Dussias, P. E., **Valdés Kroff, J. R.**, Gerfen, C., & Bajo, M. T. (2015) The gender congruency effect during bilingual spoken-word recognition. *Bilingualism: Language and Cognition*, 19, 294–310. doi:10.1017/S1366728915000176

Dussias, P. E., Guzzardo Tamargo, R. E., **Valdés Kroff, J. R.**, & Gerfen, C. (2014). Looking into comprehension of Spanish-English code-switched sentences: Evidence from eye movements. In F.-H. Liu & J. Huang (Eds.), *Peaches and plums: Essays on language and linguistics in honor of Rudolph C. Troike* (pp. 335–351). Taipei, Taiwan: Academia Sinica.

Dussias, P. E., **Valdés Kroff, J. R.**, & Gerfen, C. (2014). Using the visual world to explore spoken language processing in second language speakers. In J. Jegerski & B. Van Patten (Eds.), *Research Methods in Second Language Psycholinguistics* (pp. 93–126). New York: Routledge.

Dussias, P. E. , **Valdés Kroff, J. R.**, Guzzardo Tamaro R. E., & Gerfen, C. (2013). When gender and looking go hand in hand: Grammatical gender processing in L2 Spanish. *Studies in Second Language Acquisition*, 35, 353–387. doi:10.1017/S0272263112000915

Kroll, J. F., Dussias, P. E., Bogulski, C. A., & **Valdés Kroff, J. R.** (2012). Juggling two languages in one mind: What bilinguals tell us about language processing and its consequences for cognition. In B. Ross (Ed.), *The Psychology of Learning and Motivation*, Vol. 56 (pp. 229–262). San Diego: Academic Press. doi: 10.1016/B978-0-12-394393-4.00007-8

Dussias, P. E. & **Valdés Kroff, J. R.** (2010). Encompassing multiple perspectives in code-switching research. [Review of the book *The Cambridge Handbook of Linguistic Code-switching*, by B. E. Bullock & A. J. Toribio (Eds.)]. *PsycCRITIQUES*, 55 (1).

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, Penn State University 01/09–08/09
SPAN 215 Introduction to Hispanic Linguistics (2 sections)

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

Dissertation Chair

Dámaris **Mayans-Ramón** (2016–present). Spanish and Portuguese Studies, University of Florida.
Hamideh **Mohammadi** (2015–present). Spanish and Portuguese Studies, University of Florida.
Aleksandra **Tomic** (2017–present). Linguistics, University of Florida.

Dissertation Co-Chair

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

Member of Dissertation Committee

Completed:

Valerie **Jepsen** (2015–2016). Spanish and Portuguese Studies, University of Florida
Souad **Kheder** (2015–2016). Linguistics, University of Florida
Le **Yan** (2015–2017). Linguistics, University of Florida
Michelle **Perdomo** (2016–2017). Linguistics, University of Florida
Ana **Rivera** (2015–2017). Speech, Language, and Hearing Sciences, University of Florida

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

Francisco **Morales Ríos** (2015–present). Spanish and Portuguese Studies, University of Florida
Falcon **Restrepo** (2016–present). Spanish and Portuguese Studies, University of Florida
Jingchen **Xu** (2016–present). Speech, Language, and Hearing Sciences, University of Florida

Graduate Advisor (pre-committee)

Chris **Dean** (2016–present)

Supervisor of Undergraduate Honors Theses

Ana **Oliveira-Beuses** (Psychology). Fall 2016–present.

David **Rinehart** (Spanish). Spring 2015.

Second Reader of Undergraduate Honors Theses

Michael **Johns** (Spanish). Fall 2015.

Michael **Johns** (Linguistics). Fall 2015.

Megan **Nardo** (Speech, Language, and Hearing Sciences). Spring 2017.

REFEREED
CONFERENCE
PRESENTATIONS

* Denotes student presenter **Denotes shared first authorship

*Adler, R. M., **Valdés Kroff, J. R.**, & Novick, J. M. 2017. Does code-switching engage cognitive control? Paper presented at *International Symposium on Bilingualism 11*. Limerick, Ireland. June 11–15.

*Johns, M., **Valdés Kroff, J. R.**, & Dussias, P. E. 2017. Mixing things up: How block and mixing affect the processing of codemixed sentences. Paper presented at *International Symposium on Bilingualism 11*. Limerick, Ireland. June 11–15.

*Oliveira-Beuses, A., **Valdés Kroff, J. R.**, & Abrams, L. 2017. Un-Strooping the Stroop effect: Can bilinguals reduce Stroop interference through other-language mediation? Poster presented at *International Symposium on Bilingualism 11*. Limerick, Ireland. June 11–15.

*Dean, C., & **Valdés Kroff, J. R.** 2017. Cross-linguistic orthographic effects in late bilinguals of Spanish and English. Poster presented at *Bilingualism in the Hispanic and Lusophone World*. Tallahassee, FL. January 27–29.

*Johns, M., **Valdés Kroff, J. R.** 2017. Mixing things up: How blocking and mixing affect the processing of code-switched sentences. Poster presented at *Bilingualism in the Hispanic and Lusophone World*. Tallahassee, FL. January 27–29.

*Oliveira-Beuses, A., **Valdés Kroff, J. R.**, & Abrams, L. 2017. Un-Strooping the Stroop Effect: Can bilinguals reduce Stroop interference through other-language mediation? Poster presented at *Bilingualism in the Hispanic and Lusophone World*. Tallahassee, FL. January 27–29.

*Adler, R., **Valdés Kroff, J. R.**, & Novick, J. 2016. The adjustment of bilinguals' cognitive control in code-switching environments. Poster presented at the *Psychonomic Society Annual Meeting*. Boston, MA. November 17–20.

Valdés Kroff, J. R., Parafita Couto, M. C. Mauder, E., Cloos, L., & Peerson, B. 2016. The online processing of grammatical gender in Dutch learners of Spanish. Talk presented at the *Bilingualism Forum* Chicago, IL. October 20–21.

*Dean, C., & **Valdés Kroff, J. R.** 2016. Cross-linguistic orthographic effects in late bilinguals of Spanish and English. Talk presented at the *Bilingualism Forum*. Chicago, IL. October 20–21.

*Johns, M., **Valdés Kroff, J. R.**, & Dussias, P. E. 2016. Mixing things up: How blocking and mixing affect the comprehension of code-switched sentences. Talk presented at *Interdisciplinary Perspectives on Code-Switching*. Cambridge, UK, October 3–4.

Román, P., **Valdés Kroff, J. R.**, & Dussias, P. E. 2016. Not all code-switches are costly: Examining semantic vs. language unexpectancy. Talk presented at *Interdisciplinary Perspectives on Code-Switching*. Cambridge, UK, October 3–4.

*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.

Valdés Kroff, J. R., Bajo, M. T., & Dussias, P. E. 2016. Differential processing of code-switched speech by Spanish-English bilinguals. The role of exposure. Poster presented at the 29th *Annual CUNY Conference on Human Sentence Processing*. Gainesville, FL, March 3–5.

Valdés Kroff, J. R., Román, P., Solivan, J., Waide, M., & Dussias, P. E. 2016. Do code-switches lead to increased difficulty in comprehension? Examining the cognitive processes that integrate different forms of unexpectancy. Poster presented at the 29th *Annual CUNY Conference on Human Sentence Processing*. Gainesville, FL, March 3–5.

Valdés Kroff, J. R., Thompson-Schill, S. L., & Trueswell, J. 2015. The use of cognitive control in the comprehension of Spanish-English code-switching. Paper presented at 10th *International Symposium on Bilingualism (ISB10)*. New Brunswick, NJ, May 20–24.

Dussias, P. E., **Valdés Kroff, J. R.**, & Guzzardo Tamaro, R. E. 2015. Behavioral methods to study the comprehension of spoken and written codeswitches. Paper presented at 10th *International Symposium on Bilingual (ISB10)*. New Brunswick, NJ, May 20–24.

Valdés Kroff, J. R., & Fernández-Duque, M. 2015. Experimentally inducing Spanish-English code-switching: A new conversation paradigm. Paper presented at *Bilingualism in the Hispanic and Lusophone World*. Leiden, The Netherlands, January 14–16.

Valdés Kroff, J. R., Thompson-Schill, S. L., & Trueswell, J. 2013. The use of cognitive control in the comprehension of Spanish-English code-switching. Poster presented at *Society for the Neurobiology of Language 2013 Annual Meeting*. San Diego, CA, November 6–8.

Valdés Kroff, J. R., Thompson-Schill, S. L., & Trueswell, J. 2013. Investigating cognitive control in the comprehension of sentential code-switching: A preliminary fMRI study. Poster presented at the *International Workshop on Bilingualism and Cognitive Control*. Krakow, Poland, May 15–17.

Valdés Kroff, J. R., Dussias, P. E., Gerfen, C., & Perrotti, L. 2012. The dynamic nature of real-time grammatical gender processing. Paper presented at the 37th *Annual Boston University Conference on Language Development (BUCLD 37)*. Boston, MA. November 2–4.

Valdés Kroff, J. R., Dussias, P. E., Gerfen, C., & Perrotti, L. 2012. Grammatical gender processing in two groups of Spanish-English bilinguals. Paper presented at the *Hispanic Linguistics Symposium (HLS)*. Gainesville, FL. October 25–28.

Perrotti, L., Dussias, P. E., & **Valdés Kroff, J. R.**. 2012. Grammatical gender processing in L2 learners of Spanish: Does cognate status help? Poster presented at the *31st Second Language Research Forum*. Pittsburgh, PA. October 18–21.

Perrotti, L. Dussias, P. E., & **Valdés Kroff, J. R.**. 2012. Grammatical gender processing in L2 learners of Spanish: Does cognate status help? Paper presented at *UIC Bilingualism Forum*. University of Illinois, Chicago, IL. October 4–5.

Perrotti, L., Dussias, P. E., & **Valdés Kroff, J. R.**. 2012. Grammatical gender processing in L2 learners of Spanish: Does cognate status help? Poster presented at *Architectures and Mechanisms in Language Processing (AMLaP)*. Riva del Garda, Italy. September 6–8.

Valdés Kroff, J. R., Dussias, P. E., Gerfen, C., & Perrotti, L. 2012. Using codeswitching to examine the link between production and comprehension. Paper presented at *Architectures and Mechanisms in Language Processing (AMLaP)*. Riva del Garda, Italy. September 6–8.

Dussias, P. E., **Valdés Kroff, J. R.**, & Gerfen, C. 2011. Grammatical gender processing L2 Spanish: Eye tracking evidence from L1 speakers of Italian and English. Paper presented at the *7th Workshop on Bilingualism*. Aix-en-Provence, France. September 12–14.

Valdés Kroff, J. R., Dussias, P. E., Gerfen, C., Guzzardo Tamargo, R. E., Coffman, D., & Gullifer, J. 2011. Costly integration of code-switched utterances: When code-switching becomes a language switching task. Paper presented at the *8th International Symposium on Bilingualism (ISB8)*. Oslo, Norway, June 15–18.

Guzzardo Tamargo, R. E., Dussias, P. E., Gerfen, C., Theberge, C., **Valdés Kroff, J. R.**, & Gullifer, J. 2011. Linking comprehension costs to production patterns during the processing of mixed language. Paper presented at the *8th International Symposium on Bilingualism (ISB8)*. Oslo, Norway, June 15–18.

Paolieri, D., Morales, L., **Valdés Kroff, J. R.**, Gerfen, C., & Dussias, P. E. 2011. The gender congruency effect during bilingual spoken-word recognition. Paper presented at the *8th International Symposium on Bilingualism (ISB8)*. Oslo, Norway, June 15–18.

Dussias, P. E., Bajo, T., Gerfen, C., **Valdés Kroff, J. R.**, & Morales, L. 2011. When gender and looks don't go hand in hand. In J. G. Van Hell (Organizer), *Universal and language-specific patterns in bilingual processing: The importance of a comparative approach*. Symposium conducted at the *8th International Symposium on Bilingualism (ISB8)*. Oslo, Norway, June 15–18.

Dussias, P. E., Bajo, T., Gerfen, C., **Valdés Kroff, J. R.**, Morales, L. 2011. When gender and looks don't go hand in hand. Paper presented at the *Linguistic Symposium on Romance Languages 41 (LSRL)*. Ottawa, Canada. May 5–7.

Guzzardo Tamargo, R. E., Dussias, P. E., Gerfen, C., Theberge, M., **Valdés Kroff, J. R.**, & Gullifer, J. 2011. Linking comprehension costs to production patterns: Spanish-English auxiliary phrase codeswitches. Paper presented at the *Linguistic Symposium on Romance Languages 41 (LSRL)*. May 5–7.

Valdés Kroff, J. R., Dussias, P. E., Gerfen, C., Guzzardo Tamargo, R. E., Gullifer, J., & Coffman, D. 2011. Using experimental methods to investigate Spanish-English code-switching. Paper presented at the *Linguistic Symposium on Romance Language 41 (LSRL)*. Ottawa, Canada. May 5–7.

Morales, L., Paolieri, D., Bajo, T., **Valdés, J.**, Gerfen, C., & Dussias, P. E. 2011. Grammatical gender effect in bilingual spoken-word recognition. Paper presented at the *10th International Symposium of Psycholinguistics*. San Sebastian, Spain, April 13–16.

Valdés Kroff, J. R., Coffman, D., Dussias, P. E., Gerfen, C., Gullifer, J., & Guzzardo Tamargo, R. E. 2010. Differential processing of grammatical gender in a sentential context: Eye-tracking evidence from Spanish monolinguals and Spanish-English bilinguals. Poster presented at the *23rd CUNY Conference on Human Sentence Processing*. New York, NY. March 18–20.

Valdés Kroff, J. R., Gullifer, J., Guzzardo Tamargo, R. E., Dussias, P. E., & Gerfen, C. 2009. Comprehension reflects production: Gender processing of code-switched utterances by Spanish-English bilinguals. Paper presented at the *Hispanic Linguistics Symposium 2009 (HLS 2009)*. San Juan, Puerto Rico, October 21–24.

Guzzardo Tamargo, R. E., **Valdés Kroff, J. R.**, Gullifer, J., Dussias, P. E., & Gerfen, C. 2009. Processing costs in Spanish-English codeswitches: An eye-tracking study. Paper presented at the *Hispanic Linguistics Symposium 2009 (HLS 2009)*. San Juan, Puerto Rico, October 21–24.

Valdés Kroff, J. R., Gullifer, J., Dussias, P. E., Gerfen, C., & Guzzardo Tamargo, R. E. 2009. Comprehension reflects production: Investigating eye-movements in Spanish-English code-switches. Poster presented at the *15th Annual Conference on Architectures and Mechanisms for Language Processing (AMLaP)*. Barcelona, Spain, September 7–9.

Dussias, P. E., Gerfen, C., **Valdés Kroff, J. R.**, Gullifer, J. & Guzzardo Tamargo, R. E. 2009. Asymmetrical use of gender information during the processing of unilingual and code-switched speech. Paper presented at the *XVI European Society for Cognitive Psychology Conference (ES-CoP)*. Krakow, Poland, September 2–4.

Valdés Kroff, J. R., Guzzardo Tamargo, R. E., Dussias, P. E., Gerfen, C., & Gullifer, J. 2009. Processing spoken code-switches by Spanish-English bilinguals: A visual world study. Paper presented at the *7th International Symposium on Bilingualism (ISB7)*. Utrecht, The Netherlands, July 8–12.

Guzzardo Tamargo, R. E., **Valdés Kroff, J. R.**, Dussias, P. E., & Gerfen, C. 2009. Processing costs in Spanish-English code-switches. Paper presented at the *7th International Symposium on Bilingualism (ISB7)*. Utrecht, The Netherlands, July 8–12.

Valdés Kroff, J. R., Guzzardo Tamargo, R. E., Dussias, P. E., Gerfen, C., & Gullifer, J. 2008. Processing grammatical gender in Spanish-English code-switches: A visual world study. Paper presented at *2008 Second Language Research Forum (SLRF) Conference*. Honolulu, Hawaii. October 17–19.

Valdés Kroff, J. R., Guzzardo Tamargo, R. E., Dussias, P. E., Gerfen, C., & Gullifer, J. 2008. The use of grammatical gender in the processing of spoken code-switches by adult Spanish-English bilinguals. Poster presented at the *International Conference on Models of Interaction in Bilinguals*. Bangor, Wales, UK. October 24–26.

Valdés Kroff, J. R., Guzzardo Tamargo, R. E., Dussias, P. E., Gerfen, C., & Gullifer, J. 2008. Grammatical gender in processing of Spanish-English code-switches: A visual world study. Poster presented at the 21st *CUNY Conference on Human Sentence Processing*. Chapel Hill, North Carolina. March 13–15.

INVITED TALKS

Valdés Kroff, J. R. 2017. Processing code-switched speech recruits cognitive control. Memory and Language Group. University of Granada, Spain. July 20.

Valdés Kroff, J. R. 2017. Anticipating the switch: How bilinguals integrate code-switched speech. Language and Cognition Group, Leiden University, The Netherlands. June 29.

Valdés Kroff, J. R. 2016. El uso de los movimientos oculares para estudiar el procesamiento auditivo en hablantes bilingües [The use of eye movements to study auditory processing in bilingual speakers]. Catholic University of Concepción, Chile. December 13.

Valdés Kroff, J. R. 2016. Los movimientos oculares revelan procesos de adaptación en los hablantes bilingües [Eye movements reveal adaptation in bilingual speakers]. University of Puerto Rico–Río Piedras. June 7.

Valdés Kroff, J. R. 2016. Learning to expect the unexpected: How bilinguals integrate code-switched speech. Linguistics Colloquium speaker series. Florida International University. February 17.

Valdés Kroff, J. R. 2015. Real-time processing of grammatical gender in L2 and bilinguals speakers of Spanish. *Workshop on Gender and Number in Romance*. Wuppertal University, Germany. October 31.

Valdés Kroff, J. R. 2015. Learning to expect the unexpected: How bilinguals integrate code-switched speech. *Penn State University Exhibition in Hispanic and General Linguistics (PSUxLing2)*. Penn State University. October 16.

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.

Valdés Kroff, J. R. 2010. Comprehension reflects production: Investigating eye-movements in the processing of grammatical gender in Spanish-English bilinguals. Invited talk at the ESRC Centre for Research on Bilingualism Weekly Seminar Series, University of Bangor, Wales. February 22.

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.

Guzzardo Tamargo, R. E., & **Valdés Kroff, J. R.**. 2016. Estudio del registro de movimientos oculares en la investigación [The use of eye tracking in experimental study]. Instituto de Investigación, *Iniciativas de investigación y actividad creativa subgraduadas* [Research Institute, Initiative for Undergraduate Research and Creative Activity]. University of Puerto Rico–Río Piedras. June 6–June 10.

OTHER
PRESENTATIONS

Valdés Kroff, J. R. 2017. How we can use eye movements to study flexibility and adaptation in the bilingual mind. Invited lecture to the Institute of Learning in Retirement at Oak Hammock. Gainesville, FL. January 26.

Valdés Kroff, J. R. 2015. Expecting the unexpected: The use of cognitive control in code-switching. Language and the Brain (LaB) Monthly speaker series. University of Florida. January 23.

Valdés Kroff, J. R. 2014. Navigating two languages in one mind: A cognitive perspective on code-switching. Entre Nos speaker series. Spanish and Portuguese Studies, University of Florida. November 20.

Valdés Kroff, J. R. 2011. Auditory comprehension of code-switched speech reveals the link between production and comprehension. Presentation at the Memory & Language Group weekly lab meeting. University of Granada, Granada, Spain. April 26.

Valdés Kroff, J. R. 2011. Investigating the real-time processing of spoken code-switches: What production tells us about comprehension. Presentation at Integrative Graduate Education and Research Traineeship (IGERT) Common Ground Seminar. University of Pennsylvania, Philadelphia, Pennsylvania. February 9.

Valdés Kroff, J. R. 2010. Investigating eye movements in the processing of grammatical gender. Presentation at the Memory & Language Group weekly lab meeting. University of Granada, Granada, Spain. April 22.

Valdés Kroff, J. R. 2010. Visual World Redux: Taking a new look at auditory comprehension and Spanish-English bilinguals. Presentation at Center for Language Science (CLS) weekly meeting series. Penn State University, Pennsylvania. January 29.

Valdés Kroff, J. R. 2009. Language-internal and Language-external processes in the formation of spatial prepositions in Papiamentu. Presentation at Center for Language Science (CLS) weekly meeting series. Penn State University, Pennsylvania. February 2.

SERVICE

INTRAMURAL

Committees, Spanish and Portuguese Studies

Coordinator for SPN 3700, Introduction to Hispanic Linguistics	2014–2017
Member, Advisory Committee	2015–2017
Member, Graduate Studies Committee	2016–present
Member, Merit Committee	2017–present
Member, Non-Tenure Track Faculty Evaluation Committee	2014–2015

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 Posdoctoral Research Fellowships, Interdisciplinary Research in Behavioral and Social Sciences (SPRF-IBSS)	January 2016
External Reviewer , NSF Linguistics Panel Grants,	2016, 2017
External Reviewer , Riksbankens Jubileumsfond (Swedish grant foundation for Humanities and Social Sciences)	2017

Honors Examiner

Swarthmore College

Invited to serve as an outside examiner on the topics of language contact and language attrition

< END OF CV >

Appendix C-2: Lecturer Faculty CVs

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

Summer A 2003, 2004, 2007, 2008
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
1998-2001 Advisor: S.I.S.T.H.U.S (African/L American Women)

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

“Crônicas Machadianas: Contesting Slavery.” Fourth Interdisciplinary Colloquium in Hispanic/Latin American Linguistics, Literatures, and Cultures, University of Florida, Gainesville, Florida, February 20, 2009

“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
Department Spanish and Portuguese Studies
PO Box 117401
170 Dauer Hall
Gainesville, FL 32611-7405

8328 S.W. 64th Pl
Gainesville, FL 32608
(352) 384-3273 (Home)
(352) 273-3773 (Office)
vjordan@ufl.edu

EDUCATION

Degrees

- 2009
Ph.D. University of Florida, Department of Spanish and Portuguese Studies.
Dissertation title: “Colombia imaginada 1850-1930: Novela fundacional, tecnología y nación.” Advisor: Professor Emeritus Andrés Avellaneda.
- 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 Bolívar (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 Bolívar (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 Bolívar (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.
- **Senior Spanish Copy Editor**, THE ANOLE: Hispanic Communicators Association Multilingual Magazine, University of Florida, 2008-2010.

- **Webmaster**, 4th Graduate Student Colloquium, University of Florida, 2007.
- **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.
- **Co-coordinator**, *Indigenous Knowledge and Academic Curricula Development in the Americas: Academic Responses to Indigenous Activism and Cultural Revival in Colombia, Honduras, Mexico, and Florida conference*, 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.
- **Presenter**, Workshop: Preparing for Life after High School, Colegio Bolívar, 1999.
- **Co-coordinator**, Workshop: The adolescent, growing up issues, Colegio Bolívar, 1999.
- **Proofreader**, *Kiosko*, School's yearbook, Colegio Bolívar, 1998 – 2000.
- **Judge**, Senior Projects 1998 – 2000.
- **Speaker**, Commencement ceremony, Colegio Gimnasio la Colina, 1998.
- **Advisor**, *Abraxas*: School newspaper, Colegio Gimnasio La Colina, 1997.
- **Chair**, Search Committee, Colegio Gimnasio la Colina, 1997.
- **Editor / Consultant**, School Handbook, Colegio Gimnasio La Colina, 1996-7.
- **Editor**, PEI (Institutional Educative Plan), Colegio Gimnasio La Colina, 1996.
- **Coordinator**, Committee for Environmental Education, Colegio Bolívar, 1994-6.

- **Editor**, *Vida Verde*: Newsletter Committee for Environmental Education, Colegio Bolívar, 1994-6.
- **Co-editor**, *Tribuna*, School magazine, Colegio Bolívar, 1994-6.
- **Examiner**, Research projects of Graduating class, Colegio Bolívar, 1995.
- **Coordinator**, Office of Institutional Planning, Colegio Bolívar, 1995.
- **Chair**, Social Sciences Committee, Colegio Bolívar 1994-5.
- **Co-Chair**, Steering Committee, School Reaccreditation (Southern Association of Colleges and Schools), Colegio Bolívar 1994-5.
- **Chair**, Environmental Studies Committee, 1994.
- **Judge**, Social Sciences Fair, Colegio Bolívar 1994.
- **Coordinator**, Enrichment Program for Talented Students. Colegio Bolívar, 1989
- **Editor**, INK: Student-teacher literary magazine, Colegio Bolívar, 1988-89
- **Advisor / Consultant**, Curriculum Development, Colegio Alejandria, 1988.
- **Founder / Editor**, *El Foro*: teacher's newspaper, Colegio Jefferson, 1986-7
- **Representative**, Parents and Teachers Association, Colegio Jefferson, 1986.
- **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: Modern-idades, poemario. Possible date of publication, fall 2016.

- Forthcoming: Provocaciones, collection of short stories, October 2015.
- Poetry reading. Participant in “Entre nos”, Spanish & Portuguese Studies, fall 2014.
- AMORES (De la pasión a la nostalgia), poetry book, 2014, ISBN: 978-0-578-13317-1.
- “Halcón y Cascabel.” Short story published in *Divergencias: revista de estudios lingüísticos y literarios*, Volumen 8, número 1, verano 2010, Universidad de Arizona.
- Short story reading at “Wild Iris Books.” Gainesville, spring 2010.
- “The way of the cross.” English translation, published in *The Mangrove: Literary Review*, Aftermath Edition, 2008, Universidad de la Florida.
- TREMORES, poetry book, 2008.
- “La vía de la cruz.” Short story, published. PEGASO (refereed journal). Norman, OK: University of Oklahoma, 2007.
- “Poetry reading at “Wild Iris books.” Gainesville, spring 2007.
- “Geométrica tú.” Poem, published in PEGASO (refereed journal). Norman, OK: University of Oklahoma, 2006.
- Short story reading at “Wild Iris Books.” Gainesville, spring 2006.

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 for Service, Colegio Bolívar, 2000.
- Recognition, graduating class, Colegio Bolívar, 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

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Department of Spanish and Portuguese Studies
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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, Fall1996- Spring1999, 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

Washington State University (2002 – 2006)

(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.
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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

Translator/Researcher English to Spanish Spanish to English (2009- 2010)	University of Florida Ko, Yong Jae and Su Ar Lee. Market research report and business/marketing plan. Submitted to the World Taekwondo Federation Gainesville, US
Examiner and Grader (Spanish language) (2005/ November)	Washington State University Honor College Entrance Assessment Pilot Study of Foreign Language Proficiency –follow up (The exams measured writing, listening, and speaking skills). Washington, US
Examiner and Grader (Spanish language) (2005/ June)	Washington State University Honor College Entrance Assessment Pilot study of Foreign Language Proficiency (The exams measured writing, listening, and speaking skills.) Washington, US
Grader (Spanish language) (1998-2000)	The Ohio State University Foreign Language Center Collaborative Articulation and Assessment Project (CAAP) The exams measured writing and speaking skills. Ohio, US
Secretary (1992–1993)	Argentine Embassy (Consular section) Seoul, S. Korea
Tutor (1990–92)	Private Tutor for high school and university students (Spanish Language) Seoul, S. Korea
Interpreter (1991) (1990/October) (1989/ May) (1989/ May)	Kaybee Group Company Mexican Commercial Concierge The 19th (INC) Seoul Congress Rotary International Commentary Seoul, S. Korea
Translator (1988)	DACOM (Korea Data Communication) and WINS (wide informational Network Service for Seoul Olympiad) Seoul, Korea

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS/SOCIETIES

ACTFL *American Council on the Teaching of Foreign Languages*, 2008- Present

WAFLT *Washington Association for Language Teaching*, 2002 – 2006

RMMLA *Rocky Mountain Modern Language Association*, 2005 – 2006

SCHOLARLY WORK

Conference Presentation - Refereed

Christoph, Gabriel, Ingo Feldhausen, Andrea Pesková, Laura Colantoni, Su Ar Lee, Valeria Arana, and Leopoldo Labastia. 2009. Buenos Aires Spanish (Porteño). Paper presented at IV Workshop on Sp ToBI: Transcription of Intonation of the Spanish language, Las Palmas de Gran Canaria, Spain, July 19.

Lee, Su Ar, Fernando Martinez Gil, and Mary Beckman. 2008. The intonational expression of incredulity in absolute interrogatives in Buenos Aires Spanish. Paper presented at 4rd Laboratory Approaches to Spanish Phonology (LASP), University of Texas, Austin, September 26-28.

Lee, Su Ar. 2004. Intonational Patterns of Statement versus Questions in Buenos Aires Spanish. Paper presented at 2nd Laboratory Approaches to Spanish Phonology, Indiana University, Bloomington, September 17-19.

Lee, Su Ar. 2002. The Intonation of Yes/No Questions in Buenos Aires Spanish. Paper presented at Laboratory Approaches to Spanish Phonology, University of Minnesota, September 2002.

Lee, Su Ar. 2002. Pitch accent realization in Buenos Aires Spanish. Paper presented at the Sixth Hispanic Linguistics Symposium, University of Iowa, October 2002.

Publications

Lee, Su Ar, Fernando Martínez-Gil, and Mary E. Beckman. 2010. The intonational expression of incredulity in absolute interrogatives in Buenos Aires Spanish. *Selected Proceedings of the 4th Conference on Laboratory Approaches to Spanish Phonology*, ed. by Marta Ortega-Llebaria, 37-46. Somerville, MA: Cascadilla Press.

Gabriel, Christoph, Ingo Feldhausen, Andrea Pešková, Laura Colantoni, Su Ar Lee, Valeria Arana, and Leopoldo Labastía. 2010. Argentinian Spanish Intonation. *Transcription of Intonation of the Spanish Language*, ed. by Pilar Prieto and Paolo Roseano, 285-317. München: Lincom.

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

Scholarship and award from Korean Government, 1988 – 1991

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

Techniques: Behavioral: self-paced reading, eye-tracking. Electrophysiological: fMRI

PUBLICATIONS

Peer-Reviewed Journal Articles

Marull, C. (2015). Syntactic position constrains cross-linguistic activation, *Linguistic Approaches to Bilingualism*, 5(2), 153 - 179.

In Preparation

Sagarra, N., Bel, A., **Marull, C.** (*in prep*). L1 Effects on Processing Relative Clauses in L2 Spanish.

Marull, C. (*in prep*). A case-study: The effects of short-term immersion on development of gender and number agreement children heritage-speakers of Spanish.

CONFERENCE PRESENTATIONS AND INVITED TALKS

Invited Talks

2016 Marull, C. "Psycholinguistic Research Methods." Departamento de Lenguas Extranjeras – Universidad Nacional de La Pampa, Santa Rosa, Argentina, August 19.

2015 Marull, C. "Language-Specific Syntax and Cross-Linguistic Activation.", Departamento de Lenguas Extranjeras – Universidad Nacional de La Pampa, Santa Rosa, Argentina, August 25.

Paper Presentations

2016 Marull, C. "Second Language Processing Efficiency: Experience and Cognitive Effects on L2 Morphosyntactic Integration and Anticipation" *41st Boston University Conference on Language Development (BUCLD)*. Boston University, Boston, MA., November, 4-6, 2016.

2016 Marull, C. "Processing (In)efficiency in the Second Language: How Experience and Cognitive Effects Influence L2 Morphosyntactic Processing." *The Hispanic Linguistics Symposium (HLS)*. Georgetown University, Washington, D.C., October 7-9.

2016 Marull, C. "Processing (In)efficiency in the Second Language: Experience and Cognitive Effects on Morphosyntactic Integration and Anticipation" *The 35th Second Language Research Forum (SLRF)*. Teachers College, Columbia University, NY, September 22-25.

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*, 7. University of Illinois, Urbana-Champaign, IL, September 8-10.

2016 Mathison, L., & **Marull, C.** "The Impact of Late L2 Bilingualism on L1 Verbal Fluency" *Miami Fling 2016: Linguistics Matters Festival*. Florida International University, Miami, Fl., March, 10-12.

2016 Marull, C. "Cognitive and Language Experience Effects on Second Language Verbal Fluency" *Miami Fling 2016: Linguistics Matters Festival*. Florida International University, Miami, Fl., March, 10-12.

2015 **Marull, C.**, Sagarra, N., & Bel, A. "Linguistic Complexity and L1 Transfer Affect L2 Processing of Relative Clauses" *Tenth International Symposium on Bilingualism (ISB)*. Rutgers University, New Brunswick, NJ, May 20-24.

2014 Marull, C. "Language-Specific Syntax and Inhibition Modulate Cross-Linguistic Activation." *Georgetown University Round Table on Languages and Linguistics (GURT)*. Georgetown University, Washington, D.C., March 14-16.

2013 Marull, C. "Syntax as a Language Cue." *The Hispanic Linguistics Symposium (HLS)*. University of Ottawa, Ottawa, Canada, October 17-20.

2013 Sagarra, N. & **Marull, C.** "Transfer, Proficiency, and Working Memory Effects in Processing S-V Agreement in L2 Spanish." *The Hispanic Linguistics Symposium (HLS)*. University of Ottawa, Ottawa, Canada, October 17-20.

2013 Marull, C. "The Role of Syntax in Cross-linguistic Activation" *42nd Annual Meeting of the Linguistic Association of the Southwest (LASSO)*. The College of New Jersey (TCNJ), New Brunswick, NJ, September 26-28.

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).

2016 Giancaspro, D., & **Marull, C.** “The effect of short-term immersion on heritage children’s development of gender and number agreement.” *Generative Approaches to Language Acquisition North America Conference*, 7. University of Illinois, Urbana-Champaign, IL (September 8-10).

2014 **Marull, C.**, Sagarra, N., Bel, A. “Language Experience Effects on L2 Processing of Relative Clauses.” *The Hispanic Linguistics Symposium (HLS)*. Purdue University, West Lafayette, IN (November 13-16).

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 Faculty and Staff Ambassadors Program Award (\$500) – Centers for Global Advancement and International Affairs, 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 <i>haber</i> in conjunction with manner adverbs,” Co-Investigator – Rutgers University New Brunswick, NJ, P.I. José Camacho, Co-P.I. Patricia Gonzalez Darriba.
2012 – Present	“The effects of literacy on language attrition – a neuroimaging and behavioral study,” Co-Investigator – Rutgers University Newark, NJ, P.I. Jennifer Austin, Co-P.I. Olga Boukrina.

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 (NEMLA)
- 2011 – 2012 American Council on the Teaching of Foreign Languages (ACTFL)

MEDIA COVERAGE

Icrave (2015, October 14). *Salon Series: Learning Places* [Web log post]. Retrieved November 17, 2015, from <http://www.imprimatevents.com/learning-places>.

Johnson, M. (2013, October 10). *Meet Crystal: An aspiring academic whose career started with a “leap of faith” when the recession hit close to home*. NJBIZ. Retrieved from <http://www.njbiz.com>.

RELATED EMPLOYMENT

- 2016 – Present AP® Spanish Rater – Educational Testing Service (ETS) – Princeton, NJ
- 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

2016 Workshop: “Matlab and Psychotoolbox” - Dr. Xiaotao Su & Hristiyan Kourtev, Hosted by Rutgers University Center for Cognitive Science.

2015 Workshop: “Developing and Maintaining Equitable Community Partnerships.” – Nora Pillard Reynolds, Temple University, Hosted by Global Service Learning Guest Speaker Series, Rutgers University

PreDoctoral Leadership Development Institute – University Center for Organizational Development and Leadership, Rutgers University

2013 Eyelink 1000 Plus Training Session – Marcus Johns, S-R Research, Ottawa, Canada

2013 E-Prime®: Introduction to Programming Computerized Behavioral Tasks (Online certificate) – Michigan State University

2012 PreDoctoral Leadership Development Institute – University Center for Organizational Development and Leadership, Rutgers University

ACTFL (American Council on the Teaching of Foreign Languages) Conference, Philadelphia

2do Congreso – Taller: Neurociencias, Educación e Inteligencia Emocional, 4tas Jornadas de Neurosicoeducación, Asociación Educar, Buenos Aires, Argentina

Workshop: “The Language of the Sounds of Language.” Dr. Thomas Stephens, Rutgers University

Symposium: “The Changing Landscape of Language Teaching.” Heinle/Cengage Learning, The College of New Jersey

2011 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
jb austin@andromeda.rutgers.edu

Liliana Sánchez, Professor
Department of Spanish and Portuguese
Rutgers University, New Brunswick, NJ
848.932.6953
lsanchez@spanport.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

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
- 1992 – 2015: University of Florida, 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)

**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

- “Para una arqueología del testimonio: el rol de la Iglesia Católica en una producción textual (1973-1991).” *Revista Iberoamericana* 60.168-169 (julio-diciembre 1994): 1161-1176.
- “Del amor y otras diligencias personales,” “Relectura del Génesis,” “A Judith, la mujer fuerte de la Biblia.” Ximena Alén Fischer. *Letras Femeninas* 24, nos.1-2 (Primavera-Otoño 1998): 237-239.
- De este mundo y el otro. Ximena Alén Fischer, Editorial Salvat, Barcelona, España, 1989.

**PAPERS
PRESENTED**

- “The Florida Experience: A First-Person Narrative.” Florida Encounters Teachers Institute, Center for Latin American Studies, University of Florida. June 1989.
- “Sobre el testimonio en América Latina.” International Conference of Letras de Oro/Ideas '92, Iberian Studies Institute, University of Miami, March 1989.

**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.

2000-2001 Coordinator, Intermediate Spanish sequence (SPN 2200 and SPN 2201).

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”)

2008 Member, Organizing Committee, CIBER Business Language Conference on Preparing Global Business Leaders. University of Florida, (hosted off-site in) St. Petersburg (April 9-11). Oversaw multiple aspects of conference preparation, with primary responsibility for academic content of event. Received, evaluated and slotted all proposals. Created thematic tracks and invited guest speakers to address selected themes.

2002 Participant, CIBER Conference on Global Interdependence and Language, Culture and Business. University of North Carolina-Chapel Hill (March).

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).

2014 “Marketing & Advertising in the Spanish-Speaking World.” 16th Annual CIBER Business Language Conference. Park City (Brigham Young University, April).

2013 “The Business and Culture of International Soccer.” CIBER Annual Business Language Conference on The Business of Language: Educating the Next Generation of Global Professionals. Bloomington (Indiana University, April).

2013 “Global Fluency: Preparing Our Students to Negotiate Cultural Differences” (co-presenters, Franz Futternecht and Mary Risner). CIBER Interdisciplinary Workshop Series. Gainesville (University of Florida, March).

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).

2010 “The Business of Study Abroad and Business Language(s) on Study Abroad.” CIBER Annual Business Language Conference on Global Literatures: Integrated Approaches to Cross-Cultural Training. Philadelphia (University of Pennsylvania, March).

2009 “Teaching Business Spanish with a Study Abroad Provider: The Pros and Cons of a Unique Study Abroad Opportunity for Language Instructors.” CIBER Annual Business Language Conference on Navigating the World of Business Through Language and Culture. Kansas City (Kansas University, April).

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).

2008 “Using ‘Languages Across the Curriculum’ to Expand the Business Language Curriculum” (co-presenters, Laurel Abreu and Deicy Jimenez). CIBER Annual Business Language Conference on Preparing Global Business Leaders. St. Petersburg (University of Florida, April).

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).

2005 “FLAC at the University of Florida, 1996-2005.” Invited guest speaker at Symposium on Languages Across the Curriculum: Rationale, Strategies and Outcomes of a Multidisciplinary Program. Auburn, (Auburn University, April).

2005 “The Business and Culture of Sports in the Spanish-Speaking World: New Spanish-Language Course at the University of Florida.” CIBER Annual Business Language Conference on Business, Language and Culture: Putting the Pieces Together. Park City (Brigham Young University, April).

2004 “Spanish for Business at the University of Florida, 1998-2004: Six Years, Eight New Courses.” AATSP Annual Meeting. Acapulco, Mexico (August).

2004 “A Tribute to Selena: Her Music and Impact.” Chicano Week. Gainesville (University of Florida, March).

2003 “Foreign Languages Across the Curriculum.” Invited guest speaker at FLAC Workshop. Orlando (University of Central Florida, November).

2003 “How to Initiate, Implement and Institutionalize a (Foreign) Languages Across the Curriculum Program: The Case of the University of Florida, 1996-2003.” CIBER Annual Business Language Conference on International Business, Language and Technology: New Synergies, New Times.” Miami (Florida International University, April).

2003 "Jennifer Lopez, Paulina Rubio and Thalia: Their Music...And Are They Latina Role Models?" 9th Annual Hispanic-Latino Collegiate Forum. Gainesville (University of Florida, March).

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).

2000 Intensive Beginning Spanish for Business: New Course, New Spirit of Cooperation Between Languages, Area Studies and Business at the University of Florida." AATSP Annual Meeting. San Juan, Puerto Rico (August).

2000 "Latin American Business Environment: The Convergence of CIBER, CLAS, FLAC and RLL at the University of Florida (co-presenter, Marcela Hurtado). Thunderbird-EMU Conference on Language, Communication and Global Management. Scottsdale (Thunderbird, April).

1999 "Integration of the Spanish Language Component of CIBER: Incorporating the Experiences of a Successful Program." EMU Conference on Language and Communication for World Business and the Professions. San Diego (San Diego State University, March).

1996 "Literature in a Mass-Circulation Argentine Newsmagazine: The Case of PRIMERA PLANA's 'Textos,' 1967-1969." AATSP Annual Meeting. Orlando (August).

1996 "Contemporary Music and Music Videos in the Intermediate Spanish Classroom." Southern Conference on Language Teaching. Mobile (March).

1995 "PRIMERA PLANA and the Argentine Publishing Industry in the 1960s: Partners in the Promotion of Literature." Modern Languages Association Annual Meeting. Chicago (December).

1995 "The Publishing Industry: Its Importance in the Field of Literary Criticism." Graduate Student Symposium on Literature, Language and Culture. Columbia (University of South Carolina, March).

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

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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 2015	Cuenca, Ecuador
Johns Hopkins University	Baltimore, MD
ABD currently M.A., 1997. Major: Hispanic and Italian Studies.	
University of Florida	Gainesville, FL
B.A., 1993. <i>Summa Cum Laude</i> . 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

Taught first and second-year Spanish. Coordinated teaching of second-year Spanish in Spring 1996. From 1994-95 organized inter-departmental language pedagogy workshops for teaching assistants and professors involved in language instruction. In 1995 became certified in the Rassias Method of language instruction. Translated and edited professional articles by colleagues in Spanish and Sociology.

1997-1998

Graduate Research

Buenos Aires, Argentina

Spent five months doing dissertation research on contemporary poetry by writers who were children during the Dirty War (1976-83). Translated and published an article by Adrienne Rich in “El desierto: Revista de NUSUD,” November 1998. Attended V Festival de Poesía in Rosario, 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:

Chaired the Annual Humanities Advisory Council Seminar for 1999-2000. Co-chaired the Annual Humanities Advisory Council Seminar for 1998-99. Member of the “Jessie Ball duPont Endowment for the Humanities.”

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 Cecsarini. 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)
- “Género e Innovación: Entendiendo sus mutuos impactos e influencias.” (2008) International Development Research Centre, Canada. Written for FUNCOL (Fundación Conocimiento Libre) Bogotá, Colombia.
- “*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

“Las mujeres en la Revolución Sandinista (1979): O de cómo se convive en medio del caos.” El arte de (con)vivir—The art of (co)existance. Third Interdisciplinary Colloquium on Latin American Literatures, Linguistics, and Culture. October 11-13, Gainesville, Florida, 2007

“Mujeres de palabra: Feminismos y testimonios en Nicaragua (1979-1999).”

Back to the Past? Discourse and Violence in Memory, Displacement, and Identity. Second Colloquium on Latin American Literatures, Linguistics, and Culture. October 18-20, Gainesville, Florida 2006

“The Poetics and the Politics of Colombian Women Abroad: The Development of a Project.” Entre Nous, Department of Romance Languages and Literatures. University of Florida, November 30, 2005

“Power and Meaning in Latin America: A Feminist Perspective.” LASA, Washington, DC, Sept. 6-8, 2001

“*La estrategia del caracol o la astucia de la clase media colombiana*” Paper read at the International Symposium on Latin American Film, Richmond, Virginia. March 22-24, 2001.

“*Mujer y Testimonio en America Latina.*” Paper read at the Twentieth-Century Literature Conference.” University of Louisville, Louisville, Kentucky. February 24-26, 2000.

“El no espacio del testimonio latinoamericano.” Paper read at the 11th Annual Conference of Languages and Literatures: “The Poetics of Space.” State University of New York, at Binghamton. March 11-12, 2000.

“El papel del testimonio en el estudio de la Revolución Nicaraguense.” Paper read at the “Latin American Literatures and Cultures Conference.” University of Southern Colorado, Pueblo, Colorado. March 4-6, 1999.

“El testimonio: una manera alternativa de narrar y de hacer historia.” Invited paper read at the conference “Estudios literarios: relecturas, imaginación y resistencia.” Universidad de los Andes, Bogotá, Colombia. April 3, 1994.

“Del estructuralismo al posestructuralismo: ¿continuidad o rompimiento?” Graduate Student Forum, Universidad Nacional de Colombia, Bogotá, Colombia. June 8, 1993.

“The Condition of Women in Colombia” invited paper read at the Annual Meeting of the American Association for University Women. Washington, D.C, 1992.

❖ *Publications*

Mujer de palabra. Editorial Códice, Bogotá, Colombia (2009).

“El testimonio: una manera alternativa de narrar y de hacer historia.” Texto y Contexto 28 (1995): 67-97.

"The African Diaspora in Hispanic-America: An Overview. "Bethune-Cookman College Research Journal 1 (2002):65-70.

Poesía. Estandarte.com No. 270. Online. Internet. 10-11 abril, 2003.

Poesía II. Estandarte.com No. 322. Online. Internet. 19 abril, 2004

Poesía III Estandarte.com No. 377 Online. Internet. 15 junio, 2005

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
- Selection of poems. Poetry Reading: "Arroz con poesía." Wild Iris Books. Gainesville, April 29, 2007
- "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 descent 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:
Organized by COLSA—Colombian Students Association. University of Florida, Nov. 15, 2005
- ❖ **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**
“Discover Florida.” A musical performance for students of Newberry Elementary School, Newberry, Florida. March, 2003
- ❖ **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

Parliamo Italiano!: A Communicative Approach, (Second Edition) by Suzanne Branciforte and Anna Grassi. Houghton Mifflin College Div. 2001.

➤ **Other Studies**

Intensive Italian language and civilization course through the Language Study Link, at the Torre di Babele School in Rome, Summer, 1998.

“Great Books Basic Leader Training Course.” Bethune-Cookman College, Daytona Beach, fall 2000.

❖ **Languages**

Spanish: Speaking, reading, writing and comprehension. Native.

English: Speaking, reading, writing and comprehension. Near-native.

French: Speaking, reading, writing and comprehension. Advanced.

Italian: Speaking, reading, writing and comprehension. Advanced.

Portuguese: Speaking, reading and comprehension. Advanced.

JENNIFER ANN WOOTEN
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Senior Lecturer

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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.

III. ADDITIONAL PROFESSIONAL EXPERIENCES (2000 – 2015)**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

Winner of the Outstanding Dissertation Award of the Second Language Research Special Interest Group (SIG) of the American Educational Research Association (AERA), 2011.

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.

Honorable mention, American Anthropological Association’s Ethnographic Poetry competition for “¿De dónde es Ud.?", April 2007.

Graduate School Assistantship, University of Georgia, August 2005 – May 2007.

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)

Wooten, J. (2012). Confessions of a cultural drag queen, or Reflections on acting like the native speaker in foreign language education. In P.C. Miller, J.L. Watzke & M. Mantero (Eds.), *Readings in Language Studies, Vol. 3: Language and Identity* (pp. 349-363). Grandville, MI: International Society for Language Studies.

B. Refereed Articles

Wooten, J. & Cahnmann-Taylor, M. (2014). Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshops. *Pedagogies: An International Journal* 9(3), pp. 179-195.

Cahnmann-Taylor, M., Wooten, J., Souto-Manning, M. & Dice, J. (2009). The art & science of educational inquiry: Analysis of performance-based focus groups with novice bilingual teachers. *Teachers College Record* 111(11), pp. 2535-2559.

Souto-Manning, M., Dice, J., Cahnmann-Taylor, M. & Wooten, J. (2008). The power and possibilities of performative critical early childhood teacher education. *Journal of Early Childhood Teacher Education* 29(4), pp. 309-325.

C. Other Works

Wooten, J. & Varga, K.D. (2008). Framing the issue: The Modern Language Association's report and the future of foreign language education. *Journal of Language and Literacy Education* 4(1), pp. 1-5.

Wooten, J. (2008). ¿De dónde es usted? *Anthropology and Humanism* 33(1-2), pp. 115-116.

Wooten, J. (2008). Turning point: Towards an integrative model of foreign language education. [Review of the book *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis.*] *Linguistics and Education* 19(1), pp. 79-81.

Wooten, J. (2008). [Review of the book *Discourse and Identity.*] *Critical Inquiry in Language Studies.* Available from http://www.coe.uga.edu/cils/discourse_identity.html.

Wooten, J. (2005). Creative writing exercises. In E. Spinelli, C. García & C.E. Galvin Flood (Authors), *Interacciones* (5th ed.). Boston: Heinle.

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

Wooten, J. “Fighting Back against the Reveal: Spanish Teachers Perform Non-Native Speakerness in View of School Administrators.” Annual Meeting of the Second Language Research Special Interest Group of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada. April 2012. Invited paper.

Wooten, J. “Equipping Students with Learning Strategies and Study Skills (Reading).” Continuing Education for World Language Educators (Symposium offered by the Office of Undergraduate Admissions of UNC), Chapel Hill, NC. March 2012. Invited presentation.

G. Conference Presentations

1. International or National Presentations:

Kubota, R., Austin, T., Watzke, J., Miller, P.C., Miller, E. & Wooten, J. (2015, October). From Grad School to Tenure: Establishing Scholarly Opportunities. Symposium presented at the Conference of the International Society for Language Studies (ISLS), Albuquerque, NM.

Wooten, J., Maisch, B., Bruno, E., & Venere, S. (2013, November). Service-Learning throughout the University Spanish Curriculum. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

Wooten, J. (2012, November). A Constant Race to Perfection?: The Ambivalence of Non-Native Teachers of Spanish on “Acting Like” the Native Speaker. Paper presented at the Annual Meeting of the American Anthropological Association (AAA), San Francisco, CA.

Wooten, J. (2012, April). *Fighting Back against the Reveal: Spanish Teachers Perform Non-Native Speakerness in View of School Administrators*. Invited paper presented at the Annual Meeting of the Second Language Research Special Interest Group of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.

Wooten, J. (2011, June). *A misstep, or How a non-native becomes visible*. Paper presented at the Conference of the International Society for Language Studies (ISLS), Oranjestad, Aruba.

Wooten, J. & Cahnmann-Taylor, M. (2010, March). *Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshops*. Paper presented at the Annual Conference of the American Association of Applied Linguistics, Atlanta, GA.

Wooten, J., Gunnels, B., Lech, K., & Roberts, K. (2009, November). *Performing ‘Spanish teacher’: Using theater to explore Spanish teachers’ identities*. Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.

Wooten, J. (2009, June). *Crossing the border from this side: The linguistic and cultural identities of non-native teachers of Spanish*. Paper presented at the Conference of the International Society for Language Studies (ISLS), Orlando, FL.

Wooten, J. (2008, November). *Acting up: Foreign language educator struggles through the performing arts*. Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

Wooten, J., Goulah, J., Sandlin, B., Gunnels, B. & Goldoni, F. (2008, November). *The future is now: Transforming the field today for tomorrow*. Panel organized and chaired by J. Wooten and presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

Wooten, J. & Cahnmann-Taylor, M. (2007, November). *Acting out: Performative techniques for new teachers and their students*. Research workshop conducted at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.

Wooten, J. (2007, May). *Boalian theater for the dating oppressed: On being female, single, and a citizen in the 21st Century*. Workshop conducted at the 13th Annual International Conference of the Pedagogy and Theater of the Oppressed Group (PTO), Minneapolis, MN.

Wooten, J. & Souto-Manning, M. (2007, February). “*This is something classes don’t teach*”: *Using Theater of the Oppressed as a tool to support teachers*. Paper presented at the Assembly for Research of the National Council for the Teaching of English (NCTE-AR), Nashville, TN.

Wooten, J. & Sandlin, B. (2006, November). *Creative writing in the foreign language classroom*. Workshop conducted at the Annual Convention of American Council on the Teaching Foreign Languages (ACTFL), Nashville, TN.

Wooten, J. (2004, August). *Inspiring the writer within in Spanish*. Paper presented at the Annual Conference of the American Association of Teachers of Spanish and Portuguese (AATSP), Acapulco, Mexico.

2. Regional, State, and Local Presentations:

Wooten, J. (2015, October). Community as Orientation: University Students’ Reflections on Service-Learning in Spanish. Paper to be presented at the Mountain Interstate Foreign Language Conference(MIFLC), Charleston, SC.

Hahn, S. & Wooten, J. (2012, October). The New K-12 World Languages Essential Standards: Overview and Implications for Institutes of Higher Education in North Carolina. Paper presented at the Annual Conference of the Foreign Language Association of North Carolina (FLANC), Winston-Salem, NC.

Wooten, J., Droms, L. & Gunnels, B. (2012, March). *Improv in L2 Classes: Creating Community and Confidence through Games*. Workshop presented at the Annual Meeting of Southeast Conference on Language Teaching (SCOLT), Atlanta, GA.

Wooten, J., Gunnels, B., & Restivo, A. (2011, March). *Performing the unspeakable: Using theatrical techniques to explore sensitive topics*. Workshop presented at the Annual Meeting of the Foreign Language Association of Georgia (FLAG), Atlanta, GA.

Wooten, J. (2009, November). *Cultural drag, or Performing the other in language learners' memoirs*. Paper presented at the Convention of the South Atlantic Modern Language Association (SMLA), Atlanta, GA.

Wooten, J. & Cahnmann-Taylor, M. (2008, February). *Not just for fun: Games with a pedagogical punch*. Research workshop conducted at the Annual Conference of the Foreign Language Association of Georgia (FLAG), Augusta, Georgia.

Wooten, J. & Blackwell, S. (2007, March). *What's in a saying?: Expectations and underlying frames in American students' interpretations of Spanish proverbs*. Paper presented at the Southeast Coastal Conference on Languages and Literature (SCCLL), Georgia Southern University, Valdosta, GA.

Wooten, J. (2007, April). *Jenny Flamenco: A collage on cultural drag*. Poster presented at the Arts-Based Research Symposium, University of Georgia, Athens, GA.

Wooten, J. (2006, March). *Imaginative response: Making foreign language readers foreign language writers*. Paper presented at the Southeast Conference on Foreign Languages and Literatures (SCFLL), Stetson University, DeLand, FL.

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.

Office of Distinguished Scholarships and Intellectual Life Grant (\$400). Grant awarded to complete special projects in Spanish III, Johnston Center for Undergraduate Excellence, The University of North Carolina at Chapel Hill, 2001.

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.

President Elect, International Society for Language Studies, 2013-2015.

Conference Co-Chair, 2015 Conference of the International Society for Language Studies, Albuquerque, New Mexico, 2013 – 2015.

Director-at-Large, International Society for Language Studies, 2013 – 2014.

Conference Co-Chair, 2013 Conference of the International Society for Language Studies, San Juan, Puerto Rico, 2011 – 2013.

Hospitality Chair, 2011 Conference of the International Society for Language Studies, Oranjestad, Aruba, 2009 – 2011.

Reviewer, Critical Inquiry in Language Studies, International Society for Language Studies, 2009 – Present.

Reviewer, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2006 – 2010.

Co-Editor, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2008. Edited a special issue on responses to the Modern Language Association's report, "Foreign languages and higher education: New structures for a changed world."

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.

Materials Reviewer, Heinle & Heinle Publishers, August 2005 – May 2007.

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, LingoKids: Carolina Language Outreach, University of North Carolina at Chapel Hill, January 2014 – June 2015.

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)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		FTE calc.	Year 2		FTE calc.	Year 3		FTE calc.	Year 4		FTE calc.	Year 5	
	HC	FTE		HC	FTE		HC	FTE		HC	FTE		HC	FTE
	100	0.75	75	80	0.75	60	10	0.75	7.5	10	0.75	7.5	10	0.75
Upper-level students who are transferring from other majors within the university**														
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	750	0.25	187.5	760	0.25	190	770	0.25	192.5	780	0.25	195	800	0.25
Florida College System transfers to the upper level***	5	0.65	3.25	7	0.65	4.55	9	0.65	5.85	9	0.5	4.5	12	0.65
Transfers to the upper level from other Florida colleges and universities***	2	0.65	1.3	4	0.65	2.6	5	0.65	3.25	6	0.5	3	8	0.65
Transfers from out of state colleges and universities***	2	0.65	1.3	4	0.65	2.6	5	0.65	3.25	6	0.5	3	8	0.65
Other (Explain)***	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	859.0	3.0	268.4	855.0	3.0	259.8	799.0	3.0	212.4	811.0	2.5	213.0	838.0	3.0

* 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.

undergraduate headcount

FTE calc.
7.5
200
7.8
5.2
5.2
0
225.7