THE UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN A NEW DOCTORAL DEGREE
OR FIRST PROFESSIONAL DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic
degree program provides an opportunity for an institution to make the case for need and
demand and for its ability to offer a quality program. Authorization to implement, and the
planning activity to follow, do not guarantee that authorization to establish will be
granted. Requests (5 copies) may be submitted annually, by September 15 of each year.

Date: 15 December 2008

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Hispanic Studies

CIP Discipline Specialty Number: 160905  Level: D: X 1st Prof. X

Exact Title of the Proposed Degree: Doctorate in Hispanic Studies (Hispanic
Literature & Culture/Hispanic Linguistics)

Exact Degree Abbreviation (e.g. Ph.D., Ed.D.): Ph.D.

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

a) Is it a more advanced level than those previously authorized? Yes ___ No____ X

b) Is the proposed program in a a new discipline division? Yes___ No____ X

Approximate date for submitting the Request to Establish proposal (must be within two
years of date of authorization to plan): 15 December 2008

Proposed date to establish degree: month August year 2010 (Date should allow at least
three months for review of the request to establish, once submitted.)
NC State
SIGNATURE PAGE

RECOMMENDED BY:

_____________________________________________________
Department Head/Director of Graduate Programs

ENDORSED BY:

_____________________________________________________
Chair, College Graduate Studies Committee

_____________________________________________________
College Dean(s)/Associate Dean(s)

DELTA (If DE Program)

APPROVED:

_____________________________________________________
Dean of the Graduate School

_____________________________________________________
Provost

_____________________________________________________
Chancellor
I. DESCRIPTION OF THE PROGRAM

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

The proposed Ph.D. program in Hispanic Studies, which merges the study of language and literature with the study of history, culture, economics and society, dovetails with a number of recommendations of the University of North Carolina Tomorrow Commission (December 2007), as well as the NC State response to the report (UNC Tomorrow: NC State Response May 2008). Indeed, Hispanic Studies is cited, along with Sociolinguistics and Public History in the NC State response as one of the new Ph.D. programs that can “broaden the impact of teaching, research, and engagement (p.17) as NC State seeks to expand its comprehensive range of disciplines. Additionally, the Hispanic Studies doctoral program is consonant with the recommendation (4.4.4) that the UNC system “should promote the arts and cultural enrichment in all regions of the state,” the recommendation (4.7.1) that “UNC should apply, translate, and communicate research to broader audiences,” and the recommendation (4.7.3) that “UNC should create a mechanism for applying research and scholarship to addressing significant regional and statewide issues.” It further address issues related to linguistic diversity and public education (Section 4.3), a high priority in terms of literacy and academic achievement for students in North Carolina. North Carolina has one of the fastest growing Hispanic populations in the country. According to the U.S. Census Bureau the Hispanic population grew 394% from 1990 to 2000, for a total of 378,693 in 2000. An economic study at UNC—Chapel Hill (in 2006) reports that the Hispanic population in North Carolina totaled 600,913 (in 2004).1 As a result, there is a growing demand statewide for persons trained in Spanish in many fields, especially education, where there is a shortage of new teachers and professors of Spanish literature, linguistics, and area studies.

With this in mind and as the only other university in the UNC university system that has a “doctoral research-extensive” status according to the Carnegie Foundation, we are proposing a new Ph.D. program with an option to specialize in either Hispanic literature and culture or Hispanic Linguistics.2

Over the years, the study of Spanish has steadily increased in prominence within foreign language, literature, linguistics and area studies programs. With economic and cultural globalization, our links as a nation with Spain and Latin America have become much closer via agreements like NAFTA and MERCOSUR. Spanish, no longer a foreign language for us, has become—much like French in Canada—a de facto second language in the United States. With a Hispanic population of 37 million, the United States has the fifth largest Spanish-speaking population in the world. Additionally, Spanish is the fastest growing field in the humanities today; enrollment in Spanish courses accounts for over 50 percent of all language classes in the United States.

2 “NC State: Response to UNC Tomorrow”, 5.
http://www.ncsu.edu/unctomorrow/docs/UNCTRResponse.pdf
As recently as January 2007, a panel of top foreign language professors organized by the Modern Language Association recommended that the traditional model of studying literature exclusively should be replaced by programs that “merge study of language and literature while adding more study of history, culture, economics and society,” thus creating more “area studies programs.” With this in mind and as the only other university in the UNC university system that has a “doctoral research-extensive” status according to the Carnegie Foundation, we are proposing a new Ph.D. program with an option to specialize in either Hispanic literature and culture or Hispanic Linguistics. Our proposal is part of NC State’s UNC Tomorrow Report to expand the College of Humanities and Social Sciences and thereby make the university comprehensive, and to develop doctoral programs in public history, sociolinguistics, and Hispanic Studies. The Spanish section of FLL at NC State is already especially noted for its faculty strengths in the areas of Latin American literature and culture and Spanish literature and culture. The program in Hispanic Studies represents an attempt to integrate these areas of expertise into a unified doctoral program that will be consonant with our scholarly interests and strengths. Students interested in Hispanic Literature and Culture at NC State will be able to study such diverse aspects of cultural production as: film, literature, non-fictional works (essay, for instance), art, museums, and comparisons between cultural representations in both Spain and Latin America. Students will also be able to connect their study of the Spanish-speaking world to broader contexts through a broad range of theoretical and topical course offerings in English. Moreover, students in the program will be able to take minors—a total of 9 hours—in other, relevant disciplines, such as history, political science, sociology and anthropology, Communication, French and English.

The program in Hispanic Linguistics will also be highly interdisciplinary, offered in conjunction with the current Sociolinguistics joint doctoral program at Duke University and NC State, and with the proposed Ph.D. in Sociolinguistics in the English Department. The major focus of the program will be on sociolinguistics, which is the study of language variation and change. Sociolinguistics is founded on the premise that language is studied in its social context, which incorporates regional and cultural variation in the Spanish-speaking world. Within FLL, faculty member research centers on language use, language contact, and language change in Mexico, the United States, and the Caribbean. Further, the Duke/NC State graduate program in Linguistics, headed by Walt Wolfram, William C. Friday Distinguished Professor, is one of the top Sociolinguistics programs in the world. This unique confluence of expertise would allow for students to study Spanish/English bilingualism, language change, and language loss and shift among Hispanics populations in the U.S. and abroad. Graduate students could pursue such interests through a combination of courses in FLL and English, focusing on Linguistic theory and field methods in both Spanish and English.

5 Ibid. 17.
Both the Hispanic Literature and Culture and the Hispanic Linguistics tracks of the Hispanic Studies program will benefit from NC State’s recently signed official agreements with the University of Concepción in Chile. We are attempting to do the same with several universities in Spain to provide our students with the opportunity of spending one or more semesters abroad, giving them extensive access to expert faculty members outside of the NC State community. Indeed, we are now holding talks with the Miguel Hernández University in Alicante, Spain. At the same time, we gain from the diversity created by students from these partner institutions attending NC State for a semester or longer. The Ph.D. program in Hispanic Studies will offer doctoral training that encompasses knowledge about culture and linguistics in Latin American, Peninsular (Spanish Iberian), and U.S. contexts and scholarly research and writing. While the Hispanic Literature and Culture track will prepare students to develop knowledge, theories and skills along traditional lines by focusing on literary movements and histories, students will also be trained to analyze film, art, media and music, though these will be secondary areas in the doctoral program. The Hispanic Linguistics track will focus on linguistics in a socio-historical framework, but will also afford students a foundation in the broader field of Linguistics. Consequently, the doctoral students’ preparation will allow them to contend for academic and non-academic positions. Both tracks will afford students the preparation for advanced appointments in teaching and administration in the public school system, tenure-track faculty and research positions at colleges and universities in the United States and abroad, and professional positions in policy-oriented institutes, the government, and non-governmental organizations. Further, the doctoral program will graduate students who are highly qualified to provide leadership in research, innovation, and teaching of Spanish and Latin American literature, culture and linguistics in K-12 and in higher education, which is an integral part of NC State’s UNC Tomorrow Report. Committed to “multi- and interdisciplinary collaboration in instruction, research, and engagement,” NC State plans on enhancing current graduate programs and developing new ones like ours.6

The projected doctoral program will build upon NC State’s established M.A. program in Hispanic Studies. Currently, we have 31 students in our program. Five of our graduates have returned to their teaching jobs with ‘M Licensure’, one is teaching in a community college, one is a lecturer at North Carolina Central University, two are lecturers in our Department, and another is now the Undergraduate Teaching Education Coordinator in our Department. Four of our M.A. students have gone on for doctoral studies at Vanderbilt University, Princeton University, the University of California—Davis, and the University of North Carolina—Chapel Hill respectively; 10 of our recent graduates, current and in-coming students have expressed an interest in pursuing the Ph.D. at NC State pending approval of the program. The Ph.D. program will be an innovative and rigorous on-campus degree that includes 72 (42 beyond the M.A.) hours of course work and a dissertation, which will provide students with comprehensive grounding in research and writing in Spanish and Latin American literatures and cultures or linguistic applications and theories, depending on their specialization.

6 Ibid., 17.
B. List the educational objectives of the program

The doctoral program in Hispanic Studies will produce students who are highly qualified to provide leadership in research, innovation, and development of Hispanic Studies in higher education and the private and public sectors. In higher education, they will be qualified for positions in Departments of Foreign Languages and Literatures, Modern Languages, Romance Languages, Spanish and Portuguese, or even Linguistics and Education. In the private and public sectors they will be qualified to work in governmental or nongovernmental organizations, in administration in the public school system, or public and private foundations.

Doctoral students in our program will achieve the following objectives:

1. Develop interpretive academic arguments surrounding pertinent issues in Latin American and Iberian cultures, literary traditions or sociolinguistics.

2. Broaden and deepen their knowledge of traditional and innovative linguistic/cultural theoretical frameworks and related analytical constructs.

3. Apply and build upon such theories and constructs in original research projects.

4. Acquire intercontinental perspectives on Hispanic studies through collaborative research projects with interdisciplinary scholars at the NCSU campus and/or at other top-ranked research universities in Spain and Latin America.
C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities and (4) other resources.

The proposed Ph.D. program in Hispanic Studies will be housed in the FLL Department. Both the Hispanic Literature and Culture and Hispanic Linguistics degrees will be interdisciplinary, offered in conjunction with the English department. The current M.A. program in Spanish will provide the core faculty, courses, and resources to the doctoral program.

Courses: The current M.A. program in Spanish offers an “M Licensure” track to K-12 teachers, as well as a non-licensure track for those who are not currently teachers and especially those who wish to pursue doctoral studies at another university. These graduate students take courses in linguistics, second language acquisition, and Spanish and Latin American literature and culture in order to enhance their education and acquire a broad yet firm grasp of these realms. The proposed Ph.D. curriculum in Hispanic Literature and Culture would add specific new interdisciplinary courses (e.g.—courses on The Avant-Garde in Latin America, The Latin American Essay, Pablo Neruda’s Poetry After 1950, Latin American Film from the 1960s to the present, Spanish Documentary Film, and so on) to provide a solid foundation on which the remainder of the M.A. courses and the Ph.D. courses will rest. The curriculum in Hispanic Linguistics at the Ph.D. level would include foundation courses such as Introduction to Hispanic Linguistics, and Spanish Phonology, and Spanish Syntax, as well as advanced courses in sociolinguistics, dialectology, historical linguistics, and sociolinguistic field methods. This track would also include generalized and specialized sociolinguistics and second language acquisition courses to be taken in the English department, including Language and Gender and Quantitative Methods, for instance.

Accordingly, most of the current M.A. courses would serve as the framework for the curriculum in the Ph.D. in Hispanic Studies. The M.A. program’s course offerings will be expanded to ensure that new incoming Ph.D. students can take all the necessary core courses before going on to specialized Ph.D. courses. The doctoral program would then offer more specialized and theoretically informed courses designed to give the students a comprehensive knowledge of their specialized area of study. (See Appendix I).

Faculty: Faculty for the proposed program will be drawn from the Spanish section of the Department of Foreign Languages and Literatures, which consists of 12 tenure-track and tenured faculty teaching and conducting research in sociolinguistics, pedagogy, Spanish literature and culture, and Latin American literature and culture (see Appendix II). From the Fall of 2009 to the Fall of 2010, we will need to hire two assistant professors in Peninsular literature and culture to compensate for the retirement of associate professor Louise Salstad and the departure of assistant professor Amy Wright.

Facilities: Both CHASS and the Department of Foreign Languages and Literatures have the facilities to house a doctoral degree program. The program will use the existing classroom facilities (particularly, but not exclusively, in Withers Hall), CHASS language
computer labs, and facilities available to the campus through the NC State libraries, such as the movie theatres.

**Other Resources:** Although the undergraduate book and journal collection in Peninsular and Latin America literature and culture is quite good, the graduate-level collection will need to be expanded some. In consultation with Senior Collection Manager Darby Orcutt at D.H. Hill and John Vickery, Collection Manager for social sciences, library holdings will need to be increased, particularly in Latin American and Peninsular studies. We will need to add some primary and secondary books and journals to the current collection. We plan to cover the cost of the book purchases with enrollment increases.
II. JUSTIFICATION FOR THE PROGRAM—NARRATIVE STATEMENT
A. Describe the proposed program as it relates to:
1. The institutional mission and strategic plan

According to the new strategic plan (2006), NC State is enhancing “its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines. NC State provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.” The plan specifically targets investing in and strengthening “our commitment to a broader, more comprehensive range of disciplines” in the next five years. It calls for the transformation of NC State into a “comprehensive university” intent on “developing additional outstanding scholarly and teaching programs in the liberal arts.” Indeed, more recently, the UNC Tomorrow Report (2008), written by NC State, says the following about the direction the university is taking:

As many commentators have said, the future belongs to those who can creatively combine the sciences and humanities. NC State is the ideal institution to bring these intellectual forces into synergy for the benefit of students, communities, and businesses. Under this initiative, NC State will broaden and deepen its disciplinary scope by strengthening existing graduate programs and establishing new graduate programs and research centers in the humanities and social sciences. Establishing and expanding humanities, arts, and social sciences graduate and undergraduate degree programs will help our students and North Carolina better understand the regional and global forces that have shaped and will continue to shape its language, culture, economy, and society.7

The proposed Ph.D. in Hispanic Studies will advance NC State’s goal of becoming a comprehensive university by creating a new and unique doctoral program within the College of Humanities and Social Sciences and it will help achieve the goal of providing intellectual leadership to the state, the nation and the world (particularly the Spanish-speaking world, thanks to our academic agreements with the University of Concepción in Chile and university agreements we are working on in Spain, including the Miguel Hernández University in Alicante). We currently provide cross-disciplinary undergraduate courses to majors in the sciences, technology, and business designed to prepare those students for future jobs in North Carolina, the United States, and abroad. Many of these students later minor or double major in Spanish and another discipline. During the 2007-2008 academic year there were 174 Spanish minors and 122 double majors in Spanish and another discipline. In addition, our undergraduate major in Spanish is, by its very nature, cross-disciplinary. Our majors already concentrate on Hispanic Studies: they study linguistics, study literature, film, art, history, politics, and anthropology in the required and elective courses in the major. Indeed, we often invite our colleagues in other disciplines in the College of Humanities and Social Sciences—History, Communication, Anthropology, Music, and English—to lecture on their research specialization as it relates to Peninsular or Latin American culture. The M.A. degree in

Hispanic Studies builds upon that interdisciplinary focus, much as the proposed Ph.D. in Hispanic Studies would. Reflective of this interdisciplinary focus is *A contracorriente*, a refereed, electronic journal dedicated to Latin American Studies and sponsored by the Department of Foreign Languages and Literatures. Edited by faculty member Greg Dawes, the journal publishes articles, notes, interviews, debates and reviews in history, political science, literary criticism, cultural theory, and cultural studies. Several faculty members in History, Sociology and Anthropology, Communication, and Political Science in CHASS have served on the advisory board, published with the journal, and/or acted as specialized readers for the journal. The doctoral program, then, will enhance the existing cooperation between these disciplines in CHASS.

For faculty members, our institutional connection with the University of Concepción will make available opportunities for collaborative research, teaching pro-seminars and semester-long courses, and for giving lectures. Undergraduate and graduate students will benefit from semester-long study abroad there in Chile. Given the cross-disciplinary focus at the undergraduate and graduate levels and the academic liaison with the University of Concepción—and, we hope, with Miguel Hernández University in Spain—NC State would be an ideal place for a Ph.D. in Hispanic Studies. Indeed, according to the UNC Tomorrow Report, to “prepare our students to develop globally relevant and significant responses to local, state, national, and international challenges, NC State must renew and reinvigorate its commitment to excellence in a comprehensive range of academic disciplines.” To that end, the Report highlights the proposed doctoral program in Hispanic Studies as one of doctoral programs that will be developed during the period 2008-2010.

There has been a steady increase in enrollment of students in undergraduate and graduate courses in Spanish at universities nationwide since 1998. Of the enrollment in Foreign Language studies, 53.4% are in Spanish. And there has been a parallel demand for instructors and tenure-track faculty to teach the burgeoning Spanish sections and programs across the country, on campuses in the University of North Carolina system, and in private colleges and universities in our state. NC State would be the only institution in the state offering a Ph.D. in Hispanic Studies, and can thus help prepare doctoral students for much needed faculty (and other) positions at institutions of higher learning. Moreover, NC State will have one of the pioneering programs in the nation dedicated to training M.A. and Ph.D. students in Hispanic Literature and Culture (Hispanic Studies), cutting-edge fields that have gained in prominence and importance in the last ten years. In concert with NC State’s enrollment strategies, the FLL department will be capitalizing on “emerging research to drive research-based graduate program development.” It will therefore be providing jobs in an innovative area for universities, colleges, and community colleges in the United States and abroad with departments of foreign and modern languages and literatures or Spanish & Portuguese. The potential for furnishing leadership in this area is great.

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8 “UNC Tomorrow: NC State Response”, 17.
In concert with the strategic mission of NC State, the program in Hispanic Studies will also foster international ties, develop “relevant research and active teaching,” apply “global perspectives to local issues” and use “proven, local strategies to address global problems” by including a study abroad component at the University of Concepción (as well as at other Spanish and Latin American universities with which NC State has official agreements) and at the Miguel Hernández University in Alicante, Spain (as well as other Spanish universities with which NC State has official agreements). “Establishing and expanding humanities, arts, and social sciences graduate and undergraduate degree programs,” states NC State’s UNC Tomorrow Report, “will help our students and North Carolina better understand the regional and global forces that have shaped and will continue to shape its language, culture, economy, and society.”

In keeping with this goal, our program strongly recommends that doctoral students take one semester of study in a Ph.D. program at a university in Spain or Latin America, and it will encourage and recruit students from Spain and Latin America to take a minimum of one semester’s worth of graduate coursework in our department. As noted, faculty members in our department will teach mini-seminars, semester-long courses, give lectures and/or conduct research at the University of Concepción and other equivalent Latin American and Spanish universities accredited by SACS, which will allow for the sharing of research resources and methods. Likewise, professors at the University of Concepción and other accredited universities in Spain and Latin American will come to NC State to teach graduate courses and/or conduct research. The Ph.D. program in Hispanic Studies will thus promote and stress the type of international links NC State is interested in pursuing based on its strategic plan and UNC Tomorrow Report.

2. Student Demand

According to a recent study done by the Modern Language Association, Spanish represents 52.2% of total enrollments on the undergraduate and graduate levels in foreign languages in the United States. The trends indicate that Spanish enrollments continue to increase at rapid rates. Undergraduate and graduate university enrollments nationwide augmented 10.3% from 2002 to 2006.

The University of North Carolina System will experience a dramatic increase in enrollment in the next ten years. Estimates are that by 2017 student numbers will climb from the current figure of 202,381 to 300,000. More importantly for our purposes, high school graduates will grow by 30,000; and 22,000 of those will be Hispanic students. All told, Hispanic students will make up 25% of high school graduates in North Carolina. A

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10 “UNC Tomorrow: NC State Response”, 17.

11 For instance, Steven Wiley, an associate professor of Communication and Fulbright scholar, is currently teaching and doing research at the University of Concepción.


much higher percentage of the Hispanic high school graduates will be attending college in the next ten years than the current 2.7%. This trend will likely increase the number of undergraduate Spanish majors and students interested in graduate study.

We expect to advertise our Ph.D. program extensively—in North Carolina, nationally, internationally—to attract other students at colleges and universities which offer undergraduate degrees only or M.A. degrees in Spanish. The fact that we are offering a program that departs from the emphases of traditional Ph.D. programs in Spanish, should help attract undergraduate and graduate students to our program. Indeed, there are only three universities nationwide that offer a Ph.D. in Hispanic Studies: Brown University, Texas A & M University and the University of California—Riverside. As the information on pages 13-14 of our proposal show, there is a burgeoning demand for students in this new interdisciplinary area. Michigan State University offers a doctoral degree in Hispanic Cultural Studies, which is also similar to the one we are proposing. Our program, though, is the only one that makes study abroad a highly recommended feature of the program. Indeed, the University of South Carolina has recently taken great interest in our Ph.D. proposal in Hispanic Studies and would like to create a similar one.

While it is difficult to estimate the number of those students who will then be interested in Hispanic Studies at the undergraduate and graduate levels, there is no question that there will be increased demand for highly qualified bilingual teachers, administrators, and counselors in the K-12 system in the state. Many of these will seek an M.A. degree with M licensure in our program at NC State, and a number of those will go on to complete their Ph.D.s. We have several teachers and community college instructors who have already expressed a commitment to pursuing their doctoral studies here in Hispanic Literature and Culture or Hispanic Linguistics. We also have ten graduate students in our department who would continue with doctoral work if we had a program already in place.

Moreover, we have an increasing number of excellent undergraduate Spanish majors in our program and from other universities and colleges in North Carolina who have applied for our M.A. program and are excited about the proposed Ph.D. After completing the doctoral program these students will go on to work as faculty in community colleges, colleges and universities across the state and the country. Others will find positions in policy-oriented institutes, the government, and non-governmental organizations.

A 2004 survey of placement outcomes for modern language Ph.D.s conducted by the Modern Language Association demonstrates that Spanish Ph.D. recipients are very successful in finding jobs upon completion of the doctoral degree. While the placement figures for tenure-track university positions are much lower in other modern languages (37.5%), in Spanish and Portuguese 60.5% of the degree holders secured tenure-track positions. The remaining graduates were able to find employment as full-time non-tenure-track faculty (18.5%), as teachers in higher education (8.7%), as post-doctoral

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fellows (.5%), or outside of higher education (3.6%). Only 2.6% were not able to find employment.\textsuperscript{15}

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

As indicated in the figures cited above, there has been a boom in the Hispanic population over the last ten years. The population of Hispanics living in North Carolina has jumped from 378,693 in 2000 to 600,000 in 2006. This has increased the demand for educators who are bilingual in the K-12 public school system and for university professors of Spanish who need to teach a large undergraduate and graduate student population. In its UNC Tomorrow Report (2008), given this societal demand, NC State has created a “Hispanic Initiative” to address the financial and educational needs of Hispanics living in North Carolina and to attempt to provide K-12 teachers, community college instructors and college instructors and professors with undergraduate and graduate degrees who will address these pressing needs.\textsuperscript{16} Ph.D. students in Hispanic Studies will help the state respond better to the influx of Spanish speakers; teachers and school administrators are struggling with this challenge and need good research and leadership to address the many issues they face. These demographic changes are rapidly creating more demand for Ph.D.s in Spanish who can teach in the University of North Carolina university system, in private colleges, and community colleges throughout the state.

While data on employment offerings and degree requirements for tenure-track and lecturer positions in the University of North Carolina System are not, to our knowledge, available on a system-wide basis, a Modern Language Association survey of faculty hiring information for universities and colleges indicated that at four-year foreign language departments 85.6% of the candidates had Ph.D.s in their disciplines.\textsuperscript{17} Moreover, (as noted on page 8) 60.5% of Spanish Ph.D. recipients were able to find tenure-track posts and 18.5% were able to secure non-tenure-track positions.\textsuperscript{18} Nationwide, then, there is a demand for non-tenure-track and tenure-track university positions requiring a Ph.D. in Spanish. Given the demographic growth in North Carolina and increase in enrollment figures for undergraduate and graduate students in the UNC system over the last ten years, the need for university faculty members specializing in Hispanic Studies is certainly much more pressing than it was in 1997.

Our Ph.D. program in Hispanic Studies will be the only one of its kind in North Carolina, thus providing students with the opportunity to pursue graduate work in Spanish sociolinguistics, Latin American literature and culture, and Spanish literature and culture.

\textsuperscript{15} David Laurence and Doug Steward, “Placement Outcomes for Modern Language PhDs: Findings from the MLA’s Surveys of PhD Placement”, \textit{ADE Bulletin}, No. 138-139, Fall 2005-Spring 2006: 108.

\textsuperscript{16} “UNC Tomorrow Report”, 31-32.


\textsuperscript{18} See footnote 5 on page 8.
from cross-disciplinary and socio-historical vantage point. Additionally, it will be one of
two Ph.D. granting programs in Spanish at public universities in the state (the other one
being at the University of North Carolina—Chapel Hill). North Carolinian graduate
students will benefit from the program, as will students in the UNC system and in private
colleges throughout the state.

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

The proposed Ph.D. in Hispanic Studies is a direct extension of the existing master’s
program in Spanish and our newly created accelerated BA/MA program in Spanish. The
doctoral program will be administered as well as instructed by the current (and in-
coming) faculty. This proposal has been initiated by FLL faculty with the goal of
advancing our graduate offerings in Hispanic literature and culture, and Hispanic
Linguistics to the next, level. It is an opportune time for such an expansion, as these
fields are growing nationally and internationally. Our faculty members are available and
committed to contributing to the proposed Ph.D. program and will be training Ph.D. level
students in their research in a way not possible with only a master’s level program. Our
doctoral program will also enhance our relationship with other departments thanks to the
minor requirement. Since our students will be obliged to take a minor (9 hours of
coursework) in another, related discipline they will add to the graduate student body of
departments such as History, Sociology and Anthropology, Communication, English and
Political Science.

While faculty resources are generally adequate, additional resources are required to
implement and maintain the proposed Ph.D. without weakening current undergraduate
and graduate offerings in Spanish. Given the enrollment increases in Spanish at the
undergraduate and graduate levels over the last five years, and taking into account
recent and projected retirements of faculty members, we hired Agustín Pastén, an
associate professor in Latin American literature and culture who has had experience with
a Ph.D. program at the University of Nebraska. We carried this search out during the
2007-2008 academic year. We will also need to hire two more assistant professors in
Peninsular literature and culture in 2009-2010. Further, there is a need for a Graduate
Administrative Assistant, who will work directly with the Director of Graduate Studies.
Finally, we currently have ten teaching assistantships at the master’s level. We estimate
that we will need funding for five additional teaching assistantships to launch the Ph.D.
program, plus an additional five teaching assistantships per year for the next three years.
All told, if the program begins in the fall of 2010, we will need twenty teaching
assistantships from 2010 to 2013.
Building on the quality of current course offerings at the Master’s level, we expect to add approximately nineteen new graduate courses to our curriculum in order to launch the Ph.D. program. A new hire we made last year (2007-2008)—of Associate Professor Agustín Pastén—and the futures hires of two tenure-track professors in Peninsular literature and culture will help offset possible problems related to the delivery of the core courses for the M.A. and Ph.D.

The Hispanic Literature and Culture and Hispanic Linguistics tracks will attract students from some of the best undergraduate and graduate programs in North Carolina, the United States, Spain and Latin America because of the uniqueness of the Ph.D., our own recruiting work, and existing and proposed articulation agreements with universities abroad.

Currently, none of our programs fail to meet the Board of Governors’ productivity criteria. Nor is there a danger of proliferation of low-productivity.

B. Discuss potential program duplication and program competitiveness.

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

There are no Ph.D. programs in Hispanic Studies in North Carolina. The University of North Carolina—Chapel Hill offers a traditional Ph.D. in Spanish and Duke University has a Ph.D. in Spanish and Latin American Studies.

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

Although there is no other Ph.D. program in Hispanic Studies in North Carolina, there are existing Ph.D. programs in Spanish and Latin American Studies at Duke University and, at UNC—Chapel Hill, a degree in Spanish. The program at Duke is geared toward the individual interests of the doctoral students, allowing them to combine disciplinary approaches to the study of Latin American or Spanish literature, culture and theory. The program at UNC—Chapel Hill is designed for a traditional, chronological approach to either Latin American or Spanish literature.

Our proposed program differs considerably from the doctoral studies at Duke and UNC. While have an interest in studying similarities between Spanish and Latin American culture, students are expected to be familiar with different genres from different historical
periods and to study other forms of cultural production in their socio-historical context and in the region. Moreover, while cultural theory is part of our program and it informs the studies of cultural and literary phenomena, it is a secondary concentration.

Finally, there are two other matters that distinguish our program from those at Duke and UNC. First, we have an accelerated BA/MA designed for gifted undergraduate majors in Spanish at North Carolina State University. This allows these students to move quickly through our major and M.A. and on to the Ph.D. Second, we have made study abroad a highly recommended component of our Ph.D. program. We expect our students to spend at least one semester abroad taking graduate courses and working on research with faculty and graduate students at analogous institutions in Latin America or Spain.

As the letters of recommendation from the chairs of Romance Languages at UNC-CH and Duke indicate, those departments are very supportive of our efforts to establish a Ph.D. in Hispanic Studies and look forward to enhancing the academic relationships we already have with them. Several of our faculty members already take part in the Duke-UNC Working Group on Latin American Culture, have taught graduate courses at both institutions, are invited to give talks or participate in conferences at UNC-CH and Duke, and have participated in collaborative research projects.

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

**Headcount enrollment**

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

UNC Chapel-Hill is the only institution in the UNC system with a similar program. They offer a Ph.D. in Spanish American Literature and a Ph.D. in Peninsular Literature

**UNC Chapel-Hill, Student demand and enrollment, 2007-2008**

- Total applicants for graduate program: 45
- Accepted: 31
- Total applicants for the Ph.D. program: 11
- Accepted: 8 (6 in Spanish American; 2 in Peninsular)

*Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:*
Ph.D. in Hispanic Studies
Request for Authorization to Establish a New Degree Program

--- | --- | --- | ---
Full-time | 5 | 10 | 15 | 20
Part-time | 2 | 4 | 6 | 8
TOTALS | 7 | 14 | 21 | 28

Assumptions: Five new full-time students in each year and two part-time students. It is anticipated that at least three of the students indicated in the first year will be new students to NCSU and that students indicated in succeeding year estimates will be new students to NCSU programs. Moreover, it is assumed that the full-time graduate students will be teaching assistants. By the fourth and fifth years an average of five students per year will graduate. Therefore, we will need to replace the graduates with five new students per year to have the student numbers remain steady.

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

Full-time ____20____ Part-time ____8____ Total ____28____

SCH production (upper division program majors, juniors and seniors only, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

### Year 1

<table>
<thead>
<tr>
<th>Program Category</th>
<th>UG</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Category II</td>
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<td></td>
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<td>Category IV</td>
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### Year 2

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<th>Doctoral</th>
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<tr>
<td>Category II</td>
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<td>Category III</td>
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<td>Category IV</td>
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### Year 3

<table>
<thead>
<tr>
<th>Program Category</th>
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<th>Masters</th>
<th>Doctoral</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Category II</td>
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<tr>
<td>Category III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
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</tbody>
</table>
Ph.D. in Hispanic Studies
Request for Authorization to Establish a New Degree Program

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
<th>Category IV</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
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<td>Category II</td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
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</tbody>
</table>

Year 1: 7 first year students  
Year 2: 7 first year students, 7 second year students  
Year 3: 7 first year students, 7 second year students, 7 third year students  
Year 4: 7 first year students, 7 second year students, 7 third year students, 7 fourth year students  
Steady state: 7 first year students, 7 second year students, 7 third year students, 7 fourth year students

III. PROGRAM REQUIREMENTS AND CURRICULUM  
A. Program Planning  
1. List the names of institutions with similar offerings regarded as high  
   quality programs by the developers of the proposed program.

While there is a growing number of Hispanic Studies or "Spanish and Latin American Studies" doctoral programs, most of them remain in fact strongly focused on literary textual analysis, the programs' names being mostly echoes of the departments' or departmental sections' names. Programs that truly encompass literature and culture are very few across the U.S., although increasingly developing in number. One of the most recent Hispanic Studies doctoral programs, that of Texas A&M University, is also one of the most cutting-edge in its cultural orientation, and a university with an established graduate Spanish program such as UC-Berkeley is just starting its Ph.D. program in Hispanic and Luso-Brazilian Studies as a replacement of its old program in Spanish Languages and Literature. The program at Texas A&M offers concentrations in Hispanic Cultural Studies and on Bilingual/Bicultural Studies in addition to the more traditional literature and linguistics ones. While both the Texas A&M and the new UC-Berkeley programs are too recent to be judged based on their results, they must be mentioned as valuable models. Among the more established, culturally-oriented Hispanic Studies programs, those of UC-Riverside, Michigan State, and the University of Pennsylvania are currently of high quality, as is the Ph.D. program in Spanish with a Cultural Studies concentration offered by Arizona State University. In addition, Brown University offers a doctoral program focused on Hispanic Studies. The University of South Carolina has been showing great interest in our Ph.D. proposal in Hispanic Studies and hopes to create a similar program.
2. List other institutions visited or consulted in developing the proposal. Also discuss or append any consultants’ reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Regarding student demand and enrollment in Ph.D. programs, we contacted Texas A & M University. We contacted Brown University, Duke University and the University of North Carolina—Chapel Hill regarding student demand and graduate employment.

We also gathered information from the following university websites: The University of North Carolina—Chapel Hill, The University of Pittsburgh, The University of California—Riverside, The University of Virginia, The University of Wisconsin—Madison, Michigan State University and New York University.

**UNC Chapel-Hill, Student demand and enrollment, 2007-2008**

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<tr>
<th></th>
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<tbody>
<tr>
<td>Total applicants</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepted, total enrolled</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total applicants for the Ph.D. program</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepted</td>
<td>8 (6 in Spanish American; 2 in Peninsular)</td>
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**Duke University, Student demand and enrollment (Ph.D. only)**

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Applications</td>
<td>73</td>
<td>101</td>
<td>96</td>
<td>56</td>
</tr>
<tr>
<td>Accepted</td>
<td>19</td>
<td>34</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>New students</td>
<td>3</td>
<td>16</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Enrollment</td>
<td>43</td>
<td>57</td>
<td>52</td>
<td>58</td>
</tr>
</tbody>
</table>

**Texas A & M, Ph.D. in Hispanic Studies**

<table>
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<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applicants</td>
<td>N/A</td>
<td>23</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Offer made</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Offers accepted</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**Brown University (placement of Ph.D. graduates from 1998 to 2004)**

**Class of 2004**

Miami University at Oxford, OH; Northwestern University (Chicago, IL); North Carolina State University; Franklin and Marshall College, PA

**Class of 2003**

College of Staten Island, NYC; Wheaton College, MA; University of Jamaica;
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University of Santiago de Compostela, Spain; Concordia, Canada

Class of 2002
Southern Methodist University, Dallas, TX; University of Alabama

Class of 2001
Providence College, RI; University of Chicago; Rhodes College, Memphis, TN; Georgia State University; Allegheny College, PA

Class of 2000
Connecticut College; Washington University, St. Louis, MO; Rhodes College, Memphis, TN; Assumption College, RI

Class of 1999
Michigan State University (2); Michigan State University; Princeton University

Class of 1998
Queens University, Canada / Michigan State University; Claremont College, CA; University of California, Irvine; St. Mary's College, CA

B. Admission. List the following:
   1. Admissions requirements for proposed program (indicate minimum requirements and general requirements)

Students indicating an interest in a Ph.D. in Hispanic Studies will be considered after making application to the Graduate School. A complete application consists of a program application form, a letter of intent, official transcripts from recognized institutions of higher education, scores on the Graduate Record Examination, a personal interest statement, academic writing sample in English and Spanish, and three letters of recommendation.

In order to be considered for admission, applicants will hold or be a candidate for a Bachelor’s or master’s degree from a four-year college or university. While students who have majored in Spanish language and cultural studies or linguistics will be best suited for the program, students with degrees in other related disciplines (such as, linguistics, English, sociology and anthropology, comparative literature, etc) will also be considered.

C. Degree Requirements. List the following:
   1. Total hours required. Major. Minor.

For students entering the program with a B.A., the Ph.D. program will be a total of 72 credit hours: 30 for the M.A., 30 credit hours of coursework for the Ph.D., 3 credit hours of a second language (reading comprehension), and 9 credit hours for the dissertation. Students transferring into the program with an M.A. will receive 12 hours credit and,
additionally, will need to take a total of 60 hours in our program. In keeping with the interdisciplinary nature of the program, students in both the Hispanic Literature and Culture and Hispanic Linguistics tracks will be required to take 9 credit hours for the minor field.

An outline of the proposed curriculum and a sample schedule for a student with a teaching assistantship are provided in Appendix I.

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

700-level courses will only be open to M.A. and Ph.D. students (100%). 500-level courses will be available to advanced seniors and graduate students.

3. Grades required.

The Graduate School requires students to maintain a 3.0 minimum GPA. Graduate students seeking admission to the Hispanic Studies program will be required to have a 3.25 minimum GPA.

4. Amount of transfer credit accepted

The Ph.D. program will require a minimum of 72 graduate credit hours beyond the Bachelor’s degree. For a student who has a Master’s degree from a university other than NC State, a maximum of 18 hours of relevant graduate credit from the Master’s degree may be applied toward this minimum, upon the recommendation of the Graduate Committee.

If a student completes a Master’s degree at NC State and continues for a doctoral degree without a break, up to 36 credit hours taken while in Master’s status may be used to meet minimum requirements for the doctoral degree, upon the recommendation of the Graduate Committee. (Graduate Administrative Handbook § 3.1 E)

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

- The Graduate School requires doctoral students to have two residence credits in consecutive semesters. Residence credits at the rate of 1 credit for full-time enrollment at 9 credit hours, 2/3 credit for part-time enrollment at 6-8 credit hours, and 1/3 credit for part-time enrollment at fewer than 6 credit hours. (Graduate Administrative Handbook § 3.15 D)
- Plan of Work with course plan, committee, and dissertation topic submitted to Graduate School after 12 credit hours. (Graduate Administrative Handbook § 3.3 C)
- Comprehensive examination (written and oral components) after completion of coursework.
• Dissertation research (minimum of 3 credit hours in supervised research and 9 credit hours of dissertation research).
• Successful oral dissertation defense.

(See details of research component including exams and dissertation in Appendix II).

6. Language and/or research requirements.

A student may fulfill this requirement by enrolling in and passing FL 401 in French, Italian, German or Portuguese.

7. Any time limits for completion.

All students admitted to doctoral programs at NCSU are allowed a maximum of six calendar years from admission to the program to attaining candidacy for the degree and a maximum of ten calendar years to complete all degree requirements. (Graduate Administrative Handbook § 3.4 B)

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

NC State University's numbering system designates 500- and 600-level courses for master's students, and 700- and 800-level courses for doctoral students. In addition, 500- and 700-level courses are taken for letter grades, and 600- and 800-level courses are graded S/U.

Existing Courses

• FL 505 Issues and Trends in Foreign Language Education (FLE)
• FL 506 Instructional Technology in FLE: Addressing the National Standards
• * FL 507 Teaching Foreign Languages at the College Level
• * FL 541 Critical Approaches to Literature and Culture
• FLS 500 Methods and Techniques in Spanish Translation
• FLS 502 Linguistic Structure of Spanish (a new name--Introduction to Hispanic Linguistics--is being discussed for this existing course)
• FLS 503 Spanish Applied Linguistics
• FLS 504 Spanish Language Change and Variation
• FLS 509 Spanish Phonetics & Phonology
• FLS 510 Spanish Dialectology
• FLS 511 Spanish Sociolinguistics
• FLS 519 Children's Literature of Spain Since 1950
• FLS 520 Spanish American Women Writers
• FLS 525 Poetry and Politics in Latin America
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- FLS 530 The Cultural Production of the Spanish Democracy
- * FLS 592 Seminar in Hispanic Studies
- FLS 595 Special Topics in Spanish
- FLS 630 Independent Study in Spanish
- FLS 675 Special Project in Spanish

Courses Submitted (currently under review)

- FLS 521 Latin American Cinema
- FLS 522 Writing Conquest
- FLS 526 Cultures, Discourses and Practices of Early Modern Spain
- FLS 527 Spanish Golden Age Theatre
- FLS 528 Don Quixote
- FLS 593 Testimonial Literature in Latin America
- FLS 598 The Latin American Essay

New courses proposed

1. Hispanic Literature and Culture: Existing courses and soon to be approved courses will meet the degree requirements proposed below of the new courses. These following courses may be taken twice, providing the topic is different each time.

- * FLS 792 Graduate Research Seminar in Hispanic Literature and Culture
- FLS 793 Studies in Golden Age Literature and Culture
- FLS 794 Don Quixote
- FLS 795 Studies in Nineteenth-Century Spanish Literature and Culture
- FLS 796 Studies in Twentieth and Twenty-first Century Spanish Literature and Culture
- FLS 797 Studies in Colonial Latin American Literature and Culture
- FLS 798 Studies in Twentieth and Twenty-First Century Latin American Literature and Culture
- FLS 799 Seminar in the Literature and Culture of one Latin American Country

II. Hispanic Linguistics

- FLS 742 Spanish Syntax
- FLS 743 History of the Spanish Language
- FLS 744 Sociocultural Theory & SLA
- FLS 745 Foreign Language Acquisition
- FLS 749 Spanish in Contact
- FLS 750 Spanish in the U.S.
- FLS 790 Special Topics (in Romance Linguistics)
- FLS 792 Graduate Research Seminar in Hispanic Linguistics

III. Other courses pre-assigned by the Graduate School
- FLS 885 Doctoral Supervised Teaching
- FLS 890 Doctoral Preliminary Examination
- FLS 893 Doctoral Supervised Research
- FLS 895 Doctoral Dissertation Research
- FLS 899 Doctoral Dissertation Preparation

Consultation with other programs for required courses

The English Department and the History Department.
IV. FACULTY

A. List names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty members’ education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Dawes</td>
<td>Mark Darhower</td>
<td>Shelley Garrigan</td>
</tr>
<tr>
<td>Thomas Feeny</td>
<td>Scott Despain</td>
<td>James Michnowicz</td>
</tr>
<tr>
<td></td>
<td>Héctor Jaimes</td>
<td>Tonya Wolford</td>
</tr>
<tr>
<td></td>
<td>Jorge Marí</td>
<td>(All are graduate faculty)</td>
</tr>
<tr>
<td></td>
<td>Louise Salstad (emerita)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agustín Pastén</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elvira Vilches</td>
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</tbody>
</table>

Academic vitae for the program faculty are included in Appendix IV. The quality of this faculty is excellent. Many are leaders in their fields of research, and their contributions to the professional literature are notable. The Spanish faculty have authored and edited 16 scholarly books in some of the most prestigious presses in the U.S. and abroad, plus 120 articles and book chapters in refereed professional journals and collective volumes. In addition to delivering countless conference papers, members of the Spanish faculty have been invited to lecture nationally and internationally at such universities as Harvard, Stanford, Michigan—Ann Arbor, Duke, Wisconsin—Madison, Indiana—Bloomington, Kansas, Penn, South Carolina—Columbia, UNC—Chapel Hill, UNC—Greensboro, Dartmouth College, Colorado State, Oregon, La Sorbonne Nouvelle (Paris III), Aix-en-Provence (France), Montpellier (France), Lyon (France), Cergy-Pontoise (France), Pontificia Universidad Católica (Chile) and Barcelona (Spain), as well as at other prestigious venues such as the Library of Congress, the John Carter Brown Library, the Congress of the German Association of Hispanists, and the Latin American Studies Association. They have taught as invited visiting faculty at UNC—Chapel Hill, Duke University, Barnard College, and the Université de Lyon (France) and have given more than 30 graduate courses at NCSU, Duke, UNC—Chapel Hill, the University of Wisconsin—Milwaukee, and the University of Wyoming—Laramie. They have directed and served in more than 50 M.A./Ph.D. committees at NCSU, UNC—Chapel Hill, Duke University, and the University of Ottawa (Canada). Program faculty members have received Fulbright Scholarships and other prestigious fellowships, such as those from the American Council of Learned Societies, the John Carter Brown Library, the Center for Twentieth Century Studies at the University of Wisconsin—Milwaukee, and the International Seminar of Atlantic History at Harvard University. The Spanish faculty have won publication awards—the CALICO Journal Outstanding Article of the Year Award—hold office in national societies such as the Modern Language Association, and edit a refereed professional journal—*A contracorriente*—that is quickly establishing itself as one of the leading journals in the field of Latin American Studies. In addition,
the FLL department won the first NCSU Departmental Award for Teaching and Learning Excellence in 2002.

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

Current faculty members will cover a majority of new teaching responsibilities for the proposed program. A few of the lower-division, undergraduate courses that these faculty members have been teaching will be taught by teaching assistants or lecturers. Given expected retirements and increasing enrollments over the next six years, however, we will need to hire two assistant professors in 2008-2009.

C. If the employment of new faculty requires additional funds, please explain the source of the funding.

The funding for the new faculty positions in IV. B. will have to be included in the annual budget for the program and the Department of Foreign Languages & Literatures. Former Dean Toby Parcel granted us funds to conduct our 2007-2008 search for a professor of Hispanic Studies. Interim Dean Jeffrey Braden has committed to providing the department with two assistant professor positions if the Ph.D. proposal is approved.

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

The new doctoral program will require changes in the teaching assignments and research programs of the faculty who are closely involved in it. Directing the research of doctoral students requires substantial faculty time and commitment of faculty research effort. Course loads for program faculty will be determined by the numbers and types of students they are teaching and their service as dissertation directors or on dissertation committees in any given semester. Spanish faculty involved in the Ph.D. program will teach 2-2; while faculty who are dedicated to teaching only at the undergraduate or M.A. levels will teach 3-2. The CHASS Dean’s Office is committed to ensuring that department budgets allow for adjustments in teaching loads for faculty members dedicated to doctoral student research. The small number of students relative to the available faculty, however, will prevent overloading any faculty members with too many dissertations to direct.

Faculty research should be enhanced by the opportunity to work with Ph.D. students, with whom the professor might work cooperatively. Teaching Ph.D.-level courses will permit faculty members to teach their specific areas of expertise, thus establishing a fruitful relationship between these courses and the professor’s research, while at the same time enhancing both.
V. Library
   A. Provide a statement as to the adequacy for present library holdings for the proposed program.

Ranked 29th among academic research libraries in North America, The North Carolina State University Libraries hold more than 3.5 million volumes, and provide access to nearly 50,000 current print and electronic serial titles. Since the D.H. Hill Library on the NC State campus is a member of the Triangle Research Libraries Network, NC State students and faculty also have physical and electronic access to the holdings of our partner institutions—Duke University and the University of North Carolina at Chapel Hill—via Tripsaver (interlibrary loan). The total collections available for research amount to approximately 15 million volumes, making the area resources second in the nation behind Harvard University. The holdings in Latin American literature and culture, Spanish literature and culture, and Hispanic linguistics are very good at the undergraduate level and good on the M.A. level. In consultation with Senior Collection Manager Darby Orcutt and John Vickery, Collection Manager for social sciences at D.H. Hill Library, the very good holdings we have will need to be increased in Hispanic Studies over the coming years. We will rely on our collection’s strengths and supplement that with some holdings at Duke and UNC.

Monographs

The NCSU libraries hold more than 11,500 Spanish-language book titles overall, as well as many English-language books about the culture, history, language and literature of Spain and Latin America.

NCSU faculty and students also have access to the collections at Duke University and the University of North Carolina—Chapel Hill. D.H. Hill at NCSU provides expedited retrieval service (TRIPSaver), which results in user receiving requested items with 24 hours. Users may also visit these campuses, all within a 30 minute drive, to check out material using their North Carolina State University identification cards.

Journals

The NCSU libraries maintain subscriptions to many print and electronic journals that support Spanish and Latin American studies generally, in addition to the following 27 titles specifically related to these subject areas:
   - A contracorriente
   - Afro-Hispanic Review
   - Aztlan
   - Bulletin of Spanish Studies
   - Casa de las Américas (on order)
   - Cuadernos de literatura infantil y juvenil
   - España contemporánea
• Explicación de textos literarios
• Hispania
• Hispanic American Historical Review
• Hispanic Journal
• Hispanic Review
• Hispanófila
• Historia mexicana
• Inti
• Journal of Latin American Studies
• Latin American Literary Review
• Latin American Perspectives
• Latin American Research Review
• Letras peninsulares
• Mexican Studies
• Nerudiana
• Nueva revista de filología hispánica
• Revista de crítica literaria latinoamericana
• Revista de estudios hispánicos
• Revista hispánica moderna
• Revista iberoamericana (on order)

The NCSU libraries also subscribe to the following print and electronic journals in Hispanic linguistics:

• Journal of Sociolinguistics
• [Hispania]
• Spanish in Context
• Southwest Journal of Linguistics
• Language Variation and Change
• Journal of Sociology of Language
• Bilingual Review
• Studia Linguistica
• Bulletin of Hispanic Studies
• Estudios de Lingüística Español
• Diachronica
• Hispanic Journal of Behavioral Sciences
• International journal of bilingual education and bilingualism
• Language in Society
• CALICO

Other Resources
The NCSU libraries provide access to nearly 300 electronic databases through the web homepage. The vast majority of these resources are IP authenticated, allowing researchers to access them remotely.

The Libraries hold more than 20,000 videos and DVDs, including more than 150 titles in Spanish-language feature films alone.

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

For the moment the program will need no new journals because most of the major serials in Latin American and Peninsular studies and in linguistics are in D.H. Library. As it stands now, the collection of primary and secondary sources is very good at the undergraduate and M.A. level, but it will need to be improved upon for doctoral level studies. Darby Orcutt, Senior Collection Manager for Humanities and Social Sciences, will draw up a budget for the purchase of primary and secondary books that will complete the collection.

C. Discuss the use of other institutional libraries.

See section A.

VI. FACILITIES AND EQUIPMENT

Foremost in resources available to the new Ph.D. program are the NC State and area libraries, discussed above. Further, students in the Hispanic Linguistics track can take advantage of the William C. Friday Linguistics Lab, home to the North Carolina Language and Life Project’s interview collection, an archive that is being digitized and preserved through the North Carolina Sociolinguistics Archive and Analysis Project. We also have a new building—Withers Hall—with SMART classrooms and a state of the art language lab.

VII. ADMINISTRATION

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed new program.
The Ph.D. in Hispanic Studies will be administered by the Director of Graduate Studies in consultation with the Graduate Studies Committee.

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

SACS is the accrediting agency and it will be consulted.

IX. SUPPORTING FIELDS
The new Ph.D. program in Hispanic Literature and Culture and Hispanic Linguistics will be an interdisciplinary program, linked to several departments at NC State. As the nature of both Hispanic Literature and Culture and Hispanic Linguistics is interdisciplinary, these tracks of course rely in part on course offerings in other departments, which deal with many of the same global topics as Foreign Languages, but add a new dimension to their study. This is particularly poignant today, as academia has become increasingly pluralistic and interdisciplinary in general, and as the realities of the Spanish speaking world and the larger global context become more enmeshed. This is equally true in the arena of sociolinguistics, where the main focus is on language in its social context.

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

A strong relationship with other departments is central to the success of the new Ph.D. program. Due to the interdisciplinary nature of both the Hispanic Literature and Culture and Hispanic Linguistics tracks, course offerings in other departments (e.g.—English, History, Sociology and Anthropology, Political Science) will be an important part of the coursework required of our Ph.D. students.

X. ADDITIONAL INFORMATION
   Include any additional information deemed pertinent to the review of this new degree program proposal.

Besides the proximity of and interaction with the departments and libraries at the University of North Carolina—Chapel Hill and Duke University, there are other links between these institutions and ours: the Latin American Film Festival, the Institute of Latin American Studies and the National Humanities Center.

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

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

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK
INSTITUTION: NC STATE UNIVERSITY DATE: 12/15/2007
Program: (API#, Name, Level)
Degree to be Granted: PhD in Hispanic Studies

The proposed Ph.D. in Hispanic Studies will require new resources, and while we can expect to attract some smaller grants from the National Endowment for the Humanities and larger ones from the National Science Foundation, we can neither establish nor sustain the program on the basis of outside sources. We intend to have teaching assistants teach more undergraduate courses, which will provide them with invaluable, supervised teaching opportunities and help defray the costs of the proposed program.

As explained elsewhere in this proposal, once this program is established it will be one of five Ph.D.s in Hispanic Studies in the country. With the sustained support of the university and the hiring of a full professor and two assistant professors the program gain prominence nationwide.

The college allocation in the charts below represents a conversion of non-tenure track monies to TA stipends through a restructuring in the lower-division curriculum.

The major new costs are:

1) Two new faculty hires in consecutive years beginning in 2009, including two assistant professors in Spanish literature and culture. Last academic year (2007-2008) we hired Agustín Pastén, Associate Professor of Latin American literature and culture who has experience with the Ph.D. program at the University of Nebraska and can help us plan and implement our doctoral program.

2) Five new teaching assistantships (and attendant tuition and fringe costs) in addition to the ten we currently have in our M.A. program. Our cost projections assume that after
one year in the program, returning students would qualify for in-state tuition waivers, and our budget estimates reflect that assumption. In years two and three of the program (2010-2011 and 2011-2012) we anticipate adding five teaching assistantships per year. Ph.D. students who were unable to complete their degree in three years would have the opportunity to be lecturers in our department as they finish their dissertations in their fifth year.

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK**

<table>
<thead>
<tr>
<th>Summary of Costs</th>
<th>As of August 26, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ph.D. in Hispanic Studies</strong></td>
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<tr>
<td><strong>SUMMARY OF TOTAL COSTS EACH YEAR</strong></td>
<td>Source of Funds</td>
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<tr>
<td>Period</td>
<td>Reallocation from College</td>
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<tr>
<td>Year 1</td>
<td>$189,030</td>
</tr>
<tr>
<td>Year 2</td>
<td>$217,605</td>
</tr>
<tr>
<td>Year 3</td>
<td>$172,558</td>
</tr>
<tr>
<td>Year 4</td>
<td>$124,206</td>
</tr>
</tbody>
</table>

| **SUMMARY OF NEW COSTS EACH YEAR** | Source of Funds |
| Period | Reallocation from CHASS | Enrollment Increase - PERMANENT | Contracts & Grants Support Needed | Total New Each Year |
| Year 1 | $189,030 | $115,655 | - | $358,241 |
| Year 2 | $28,575 | $116,346 | - | $190,476 |
| Year 3 | $(45,047) | $115,967 | - | $124,476 |
| Year 4 | $(48,272) | $116,192 | - | $121,476 |
| Grand Total | $124,206 | $464,159 | - | $802,669 |

**PERMANENT FUNDS REQUESTED OVER 4-YEAR PERIOD**

<table>
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<tr>
<th>Source of Funds</th>
<th>Enrollment Increase - PERMANENT</th>
<th>Total New Each Year</th>
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<td>$232,127</td>
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<tr>
<td>Contracts &amp; Grants</td>
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<td>Grand Total $1,100,633</td>
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**SUMMARY OF ENROLLMENT INCREASE FUNDS**

| Grad Program Gain (Loss) | $(338,415) |
## Ph.D. in Hispanic Studies

### Year 1 Budget (2010-2011)

**Assumptions**

1. **Enrollment**
   - full-time: 5
   - part-time: 2
   - **TOTAL new SCH**: 108
   - Enrollment increase funds Purpose 101: $116,063

2. **Student support**
   - TA ships: 5
   - Out of state admissions: 2

### Source of Funds

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<th>Reallocation from College</th>
<th>Enrollment Increase *</th>
<th>Contracts &amp; Grants</th>
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Ph.D. in Hispanic Studies  
Request for Authorization to Establish a New Degree Program

INSTITUTION: NC STATE UNIVERSITY  
Program: (API#, Name, Level) Hispanic Studies  
Degree to be Granted: PhD in Hispanic Studies  
Program Year 2

Ph.D. in Hispanic Studies  
Year 2 Budget (2011-2012)

Assumptions
1. Enrollment
   full-time admissions continuing Student Credit Hours
   5 5 190
   part-time 2 2 38
   TOTAL new SCH 216
   Enrollment increase funds Purpose 101 $232,127

2. Student support
   TA ships totals
   5 5 10
   Out of state admissions 2 2 4

<table>
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<th>Cost Description</th>
<th>Number</th>
<th>Reallocation from College</th>
<th>Enrollment Increase*</th>
<th>Contracts &amp; Grants Support Needed</th>
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<th>Total New This Year</th>
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**Ph.D. in Hispanic Studies**  
**Year 3 Budget (2012-2013)**

### Assumptions

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<tr>
<th>Student support</th>
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<tbody>
<tr>
<td>TAships</td>
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<td>Out of state admissions</td>
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<td><strong>Total</strong></td>
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### Source of Funds

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<th>Cost Description</th>
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<th>Reallocation from College</th>
<th>Enrollment Increase</th>
<th>Contracts &amp; Grants</th>
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* Cannot exceed Total New SCH Value
Ph.D. in Hispanic Studies  

Year 4 2013-2014 Budget (Steady State)

Assumptions

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Enrollment Increase funds Purpose 101 $ 464,253

2. Student support

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* Cannot exceed Total New SCH Value
Student Credit-Hour (Sch) Production Over Four Years*

based on [http://www2.acs.ncsu.edu/upa/otherdata/fundformula/costsch0708.htm](http://www2.acs.ncsu.edu/upa/otherdata/fundformula/costsch0708.htm)

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*assumes no attrition
XII. EVALUATION PLANS

Consultant/reviewers

Professor Neil Larsen, Director of the Critical Theory Program and Professor of Comparative Literature at the University of California—Davis, 906 Sproul Hall, Davis, CA  95616; 530-752-2610; nalersen@ucdavis.edu

Professor Guido Podestá, Associate Dean of International Studies, The University of Wisconsin—Madison, 500 Lincoln Drive, Madison, WI  53706-1314; 608-262-6998; gpodesta@wisc.edu

Professor James Iffland, Department of Romance Studies, Boston University, 718 Commonwealth Ave., Boston, MA  02215; 617-353-6216; iffland@bu.edu

Manuel J. Gutiérrez, Director of Graduate Studies & Associate Professor of Spanish Linguistics, Department of Hispanic Studies, 432 Agnes Hall, The University of Houston Houston, TX 77204-3006; 713-743-3067; mjgutierrez@uh.edu.

Professor Mabel Moraña, Professor of Spanish and International and Area Studies, Director of the Latin American Studies Program and William H. Gass Professor in Arts and Sciences, Department of Romance Languages and Literatures, One Brookings Drive Washington University, St. Louis, MO 63130; mmorana@wustl.edu

E. Plan for evaluation prior to fifth operational year.

The Graduate School at NC State has adopted a new 8-year program review process. See the description available at: http://www.fis.ncsu.edu/grad_publicns/program_review/review.htm

The Graduate School has also developed an on-going review process which focuses on outcomes assessment. The description of this process as well as the external program review is available at: http://www.ncsu.edu/grad/faculty-and-staff/docs/pe/overview_of_graduate_program_evaluation.pdf

The Department of Foreign Languages and Literatures will invite a team of external reviewers to assess the Ph.D. Program and write a report. Before being visited by the reviewers, the department will conduct a self-study and include a template with faculty CV’s. Once the reviewers have submitted their report, the department will focus on the areas that need most attention and implement changes accordingly.

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

Projected date of initiation of proposed degree program: **January 2010**

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

**Chancellor:**
James L. Oblinger
Appendix I
Proposed Curriculum Guidelines and Courses

1. At least two (2) residence credit points secured in continuous semesters' residence as a graduate student at the University (see Section 3.15 for scale).

2. Doctoral degrees at North Carolina State University require a minimum of 72 graduate credit hours beyond the Bachelor's degree. For a student who has a Master's degree from a university other than NC State, a maximum of 18 hours of relevant graduate credit from the Master's degree may be applied toward this minimum, upon the recommendation of the student's Graduate Advisory Committee. If a student completes a Master's degree at NC State and continues for a doctoral degree without a break in time, up to 36 credit hours taken while in Master's status may be used to meet minimum requirements for the doctoral degree.

3. Each student must complete a Plan of Work in the first semester of enrollment.

4. A grade of B or better is required for all coursework included in the Plan of Work.

5. Students cannot take 400-level courses or lower as part of the credit-hour requirement.

6. Students may transfer courses into a Ph.D. program. They will be evaluated on a case by case basis.

7. A successful preliminary comprehensive examination (written and oral components), a dissertation and a successful final comprehensive oral examination (dissertation defense) are required for the Ph.D. degree.

8. Ph.D. students choose a general field, a concentration field, and electives, all planned in consultation with the Director of Graduate Studies. The general field must be geographically defined; examples include colonial Latin American studies, twentieth century Spanish studies, transatlantic studies during the sixteenth and seventeenth centuries, twentieth century Latin American studies, Spanish dialectology, sociolinguistics, applied linguistics, Spanish in the United States, and historical Spanish linguistics. Courses for the general field must be thematically delineated. The department is particularly strong in the Latin American essay, poetry, serial narratives, film and museum studies from the nineteenth century to the present; the Spanish novel, film, chronicles, poetry, and serial narratives from the twelfth century to the present; sociolinguistics, morpho-syntax, phonetics and phonology, and dialectology. Courses for the concentration field would be selected from these and other areas and could not be double-counted for the general field.
Appendix II

Proposed Curriculum

A. Literature and Culture Track

Core requirements (9 hrs.)

FLS 502 Linguistic Structure of Spanish
FLS 507 College Teaching for Foreign Language Teachers
FL 541 Critical Approaches to Literature and Culture

General Field (21 hrs., one course from each)

FLS 793 Studies in Golden Age Literature and Culture
FLS 794 Don Quijote
FLS 795 Studies in Nineteenth-Century Spanish Literature and Culture
FLS 796 Studies in Twentieth and Twenty-first Century Spanish Literature and Culture
FLS 797 Studies in Colonial Latin American Literature and Culture
FLS 798 Studies in Twentieth and Twenty-First Century Latin American Literature and Culture
FLS 799 Seminar in the Literature and Culture of one Latin American Country

Concentration Field (15 hrs.) Indicates a concentration in either Latin American or Spanish Literature and Culture based on five more courses in the areas outlined under the General Field.

Seminars (6 hrs.) One seminar to be taken at FLS 592 level and one at the FLS 792 level.

Minor Field (9 hrs.) These courses will be selected in consultation with the Director of Graduate Studies. Students will be asked to take a minor in a related field, such as History, English, French, Sociology, Communication or Political Science.

Written and Oral Examination
Written and oral exams in general and concentration fields.
FLS 890 Doctoral Preliminary Examination

Foreign Language Proficiency (3 hrs.)
A student may fulfill this requirement by 1) enrolling in and passing a course offered by the Department of Foreign Languages & Literatures with a 401 number, or 2) by passing a two-part, two hour language exam of the Graduate School Foreign Language Testing Program. In special cases, a student may petition the Director of Graduate Studies to waive this requirement.
Ph.D. in Hispanic Studies
Request for Authorization to Establish a New Degree Program

Doctoral Examination and Dissertation (9 hrs.)
FLS 893 Doctoral Supervised Research
FLS 895 Doctoral Dissertation Research

B. Linguistics Track

Core requirements (9 hrs.)
FLS 502 Linguistic Structure of Spanish
FLS 507 College Teaching for Foreign Language Teachers
FL 541 Critical Approaches to Literature and Culture

General Field (21 hrs./no more than 9 hrs. in ENG)
FL 744 Second Language Theories and Research
FL 745 Sociocultural Theory and Second Language Acquisition
FLS 503 Spanish Applied Linguistics
FLS 509 Spanish Phonetics & Phonology
FLS 742 Spanish Syntax
FLS 743 History of the Spanish Language
ENG 523 Language Variation Research Seminar
ENG 524 Language Change Research Seminar
ENG 533 Bilingualism and Language Contact
ENG 746 Language & Gender

Concentration Field (15 hrs./no more that 6 hrs. in ENG) Indicates a concentration in sociolinguistics based on five more courses in the areas outlined under the General Field or in the English department.
FLS 511 Spanish Sociolinguistics
FLS 510 Spanish Dialectology
FLS 749 Spanish in Contact
FLS 750 Spanish in the U.S.
FLS 790 Special Topics (in Romance Linguistics)
ENG 525 Variety in Language
ENG 584 Studies in Linguistics

Seminars (6 hrs.) One seminar to be taken at FLS 592 level and one at the FLS 792 level.

Minor Field (9 hrs.) These courses will be selected in consultation with the Director of Graduate Studies. Typically students will take a minor in linguistics (housed in the English Department).

Written and Oral Examination
Written and oral exams in general and concentration fields.
FLS 890 Doctoral Preliminary Examination

**Foreign Language Proficiency (3 hrs.)**
A student may fulfill this requirement by 1) enrolling in and passing a course offered by the Department of Foreign Languages & Literatures with a 401 number, or 2) by passing a two-part, two hour language exam of the Graduate School Foreign Language Testing Program. In special cases, a student may petition the Director of Graduate Studies to waive this requirement.

**Doctoral Examination and Dissertation (9 hrs.)**
FLS 893 Doctoral Supervised Research
FLS 895 Doctoral Dissertation Research

**New courses proposed**

I. **Hispanic Literature and Culture:** Existing courses and soon to be approved courses will meet the degree requirements proposed below of the new courses. These following courses may be taken twice, providing the topic is different each time.

FLS 792 Graduate Research Seminar in Hispanic Literature and Culture
FLS 793 Studies in Golden Age Literature and Culture
FLS 794 Don Quijote
FLS 795 Studies in Nineteenth-Century Spanish Literature and Culture
FLS 796 Studies in Twentieth and Twenty-first Century Spanish Literature and Culture
FLS 797 Studies in Colonial Latin American Literature and Culture
FLS 798 Studies in Twentieth and Twenty-First Century Latin American Literature and Culture
FLS 799 Seminar in the Literature and Culture of one Latin American Country

II. **Hispanic Linguistics**
FL 744 Second Language Theories and Research
FL 745 Sociocultural Theory and Second Language Acquisition
FLS 742 Spanish Syntax
FLS 743 History of the Spanish Language
FLS 749 Spanish in Contact
FLS 750 Spanish in the U.S.
FLS 790 Special Topics (in Romance Linguistics)
FLS 792 Graduate Research Seminar in Hispanic Linguistics

III. **Other courses pre-assigned by the Graduate School**

FLS 885 Doctoral Supervised Teaching
FLS 890 Doctoral Preliminary Examination
FLS 893 Doctoral Supervised Research
FLS 895 Doctoral Dissertation Research
Sample Schedule for Ph.D. student in Hispanic Literature and Culture track

First Semester
Critical Approaches to Literature and Culture  
Studies in Golden Age Literature and Culture  
College Teaching

Second Semester
Don Quijote  
Studies in Twentieth and Twenty-first Century Spanish Literature and Culture  
Studies in Nineteenth Century Spanish Literature and Culture

Third Semester
Linguistic Structure of Spanish  
Studies in Colonial Latin American Literature and Culture  
Language requirement

Fourth Semester
Studies in Twentieth and Twenty-First Century Latin American Literature and Culture  
Seminar in the literature and culture of one Latin American country  
History elective

Fifth Semester
Studies in Twentieth and Twenty-First Century Spanish Literature and Culture (different topic)  
Studies in Nineteenth Century Spanish Literature and Culture (different topic)  
Research Seminar (492/592)

Sixth Semester
Research Seminar (692)  
Studies in Golden Age Literature and Culture (different topic)  
History elective

Seventh Semester
Doctoral Preliminary Exams  
Doctoral Research  
History elective

Eighth Semester
Doctoral Dissertation
Doctoral Dissertation (6 hrs.)

**Sample Schedule for Ph.D. student in Hispanic Linguistics track**

**First Semester**
- Linguistic Structures of Spanish
- Spanish Phonetics & Phonology
- College Teaching

**Second Semester**
- Spanish Syntax
- History of the Spanish Language
- English Elective

**Third Semester**
- Spanish Applied Linguistics
- Spanish Dialectology
- Research Seminar

**Fourth Semester**
- Spanish Sociolinguistics
- Research Seminar
- English Elective

**Fifth Semester**
- Critical Approaches
- Spanish in the US
- English Elective

**Sixth Semester**
- Language Requirement
- Doctoral Preliminary Exams
- Doctoral Research

**Seventh Semester**
- Doctoral Dissertation
- Elective
- Elective

**Eighth Semester**
- Doctoral Dissertation
- Doctoral Dissertation
- Elective
Appendix II
Research Component

Each student in the Ph.D. program in Hispanic Studies will work with an advisory committee consisting of four members of the faculty in the Spanish section of the Department of Foreign Languages & Literatures and allied fields of study, based on the student’s plan of work. The advisory committee will be chaired by Spanish faculty member involved in the Ph.D. program. This committee will oversee the student’s research, examinations, and dissertation. For the purposes of the oral examinations, both preliminary and final, the committee will include a fifth member representative of, and appointed by, the Graduate School.

Research

Beyond their required coursework, students in the Ph.D. program will take 12 hours of dissertation credits.

Examinations

Students must successfully complete three examinations to receive the Ph.D.: the preliminary written examination, the preliminary oral examination, and the final oral examination.

The preliminary written examination will be geared toward assessing mastery of both core requirement subject matter and areas of specialization chosen by the student and will be given no earlier than the end of the second year of graduate study and not later than one semester (four months) before the final oral examination. The specific content will be based on a reading list developed by the student in conjunction with the advisory committee. Written examination questions may cover any phase of the course work taken by the student during graduate study or any subject logically related to an understanding of the subject matter in the major and minor areas of study. The questions are designed to measure the student’s mastery of his/her field and the preparation for research. Committee members must notify the Director of Graduate Studies when a student has completed the written examination. Failure to pass the written portion terminates the student’s work at this institution, unless the advisory committee elects to give another examination.

Upon satisfactory completion of the written portion of the preliminary examinations and after completion of all course work relevant to the examination, the student will submit a Request to Schedule the Doctoral Oral Examination, indicating that he/she wishes to schedule the preliminary examination.

The preliminary oral examination is conducted by the student's advisory committee and the Graduate School Representative and is open to all Graduate Faculty members. The
Graduate School will notify the student and the examining committee. The oral examination is designed to test the student's ability to relate factual knowledge to specific circumstances, to use this knowledge with accuracy and promptness and to demonstrate a comprehensive understanding of the field of specialization and related areas. A unanimous vote of approval by the members of the advisory committee is required for the student to pass the preliminary oral examination. Approval may be conditioned, however, on the successful completion of additional work in some particular field(s). Failure to pass the preliminary oral examination terminates the student's work at this institution unless the examining committee recommends a re-examination. No re-examination may be given until at least one full semester has elapsed, and only one re-examination is permitted in a given doctoral program.

Dissertation

Following successful completion of the preliminary written and oral examinations, the doctoral candidate will submit a dissertation prospectus to the advisory committee. Building on the candidate’s research experience up to this point, the prospectus will outline the subject matter, method, and format of the proposed dissertation. Once the prospectus has been accepted, the candidate will begin formal work on the dissertation.

The dissertation itself must contribute original scholarship to the field. It must be approved by all members of the advisory committee prior to the candidate’s application for the final oral examination (the dissertation defense). The final oral examination is will be scheduled after the dissertation is complete except in cases where revisions may be deemed necessary as a result of examination, but not earlier than one semester or its equivalent after admission to candidacy and not before all required course work has been completed or is currently in progress.

The examination will consist of the candidate’s defense of the method and theories used, the primary and secondary readings and research done, and the conclusion reached in the course of the research, as reported in the dissertation. While the chair of the advisory committee has the option of allowing visitors to ask questions of the candidate, the chair has the obligation to maintain a scholarly atmosphere and to keep the student’s best interest in mind. Graduate Faculty members who are not on the advisory committee will have the opportunity to express their opinions to the committee in the absence of the student. However, the final deliberations and the vote are private and exclusively carried out by the advisory committee.

A unanimous vote of approval of the advisory committee is obligatory for passing the final oral examination. Approval may be conditional, based on the student’s meeting specific requirements made by the student’s advisory committee. Failure of a student to pass the examination terminates his or her work at this institution unless the advisory committee recommends a reexamination. No reexamination will be given until one full semester has elapsed, and only one examination is permitted.
Appendix III
Faculty Vitae

Mark Darhower, Assistant Professor

Greg Dawes, Professor

Scott Despain, Associate Professor

Thomas Feeny, Professor

Shelley Garrigan, Assistant Professor

Héctor Jaimes, Associate Professor

Jordi Marí, Associate Professor

James Michnowicz, Assistant Professor

Agustín Pastén, Associate Professor

Elvira Vilches, Assistant Professor

Tonya Wolford, Assistant Professor
EDUCATION

  Dissertation: Synchronous computer-mediated communication in the intermediate foreign language class: A sociocultural case study.

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL): Department of Linguistics, University of Pittsburgh. September 1999.


TEACHING AND RELATED EXPERIENCE

Associate Professor: Department of Foreign Languages and Literatures, North Carolina State University, Raleigh, NC. August 2008 – present.

Assistant Professor: Department of Foreign Languages and Literatures, North Carolina State University, Raleigh, NC. August 2002 – present.

Courses Taught:
- FL 424 Linguistics for ESL Professionals
- FLS 202 Intermediate Spanish II
- FLS 308 Advanced Spanish Conversation
- FLS 309 Spanish Phonetics
- FLS 310 Advanced Spanish Grammar
- FLS 402 Linguistic Structure of Spanish
- FLS 502 Linguistic Structure of Spanish (Graduate)
- FLS 503 Spanish Applied Linguistics (Graduate)
- FLS 592 Graduate Seminar: Sociocultural Theory and Second Language Learning
- FLS 592 Graduate Seminar: Alternative Second Language Assessment

Assistant Professor: English Department, University of Puerto Rico at Humacao. August 2000 – July 2002.

Courses taught:
- Morphology and Syntax
- Linguistics and Reading
- Structural Analysis of English and Spanish
- (Second Language) Educational Applications of the Computer
- (Second Language) Testing and Evaluation
- English Grammar, Composition and Reading
Teaching Assistant: Department of Hispanic Languages and Literatures, University of Pittsburgh. August 1997 - April 2000.

Courses taught:
- Elementary Spanish I and II
- Intermediate Spanish III and IV
- Spanish for Reading/Translation;


Courses taught:
- Intermediate Spanish III and IV
- Current Events in the Spanish-Speaking World


Courses taught:
- Elementary Spanish I and II
- Intermediate Spanish III and IV
- Advanced Composition

Interim Language Laboratory Director: Foreign Languages Department, Millersville University. May - August 1996.

Duties/Activities: Supervise daily laboratory operations; Schedule laboratory attendants; Hire attendants for new academic year; Consult with departmental faculty and students to ensure that their technological needs are met.


Courses taught:
- Beginning Spanish 101-102
- Intermediate Spanish 201-202
- Intermediate English as a Second Language


Duties/Activities: Assist campus Dean in management of divisional budget and preparation of course schedules; Oversee the student placement process for English classes; Conduct divisional faculty meetings; Facilitate division-related communications between the Wildwood campus and the Lebanon Campus.


Duties/Activities: Edit Spanish Graduate School Newspaper; Coordinate cultural activities; Serve as guide on a study trip to Spain.


Duties/Activities: Teach lessons planned by classroom teachers; provide personal instruction to learners after school.
PROFESSIONAL ACTIVITIES

Articles Published


Recent Book and Software Reviews Published


Review/Editorial Work


Recent Academic Presentations and Workshops


2007 Dynamic Assessment in the Chat Room Context. NCSU ESL Symposium. Raleigh, NC. (May 31)

2006  Sobre la metáfora de la comunidad en el aprendizaje de segundos idiomas: el caso de charlas bilingües en Internet. Tercer Encuentro Nacional de Análisis de discurso. Guadalajara, Mexico. (October 5)

2005  The NCSU M.A. Program in French and Spanish: Making it work for you (with Dr. Scott Despain, Debbie Karpel and Karen Tharrington - named one of the top ten presentations of the 2005 FLANC conference.


2004  The Shaping of a Bilingual Chat Community of Language Learners (with Dr. Emily Krasinski). American Association of Applied Linguistics. Portland, Oregon. May 1


2004  The Bilingual Chat Community as a Forum for Inter-University Collaboration. UNC Teaching and Learning with Technology Conference, Charlotte, NC. March 18.


PROFESSIONAL HONORS AND AWARDS

2007  My FLS 308 (Advanced Conversation) class was selected by the College Board as one of 25 university Spanish courses in the U.S. to provide a model for Advanced Placement Spanish. (June)

2007  Grant from the Faculty Center for Teaching and Learning (North Carolina State University) for revision of undergraduate Spanish curriculum ($5,600.00)

2006  Grant from the Faculty Center for Teaching and Learning (North Carolina State University) for restructuring FLS 308 (Advanced Spanish Conversation) ($1,500.00).

2004  Grant from the Faculty Center for Teaching and Learning (North Carolina State University) for technical assistance for the Bilingual Chat Community ($1,500.00).

2003  Grant from the Faculty Center for Teaching and Learning (North Carolina State University) to pursue ACTFL Oral Proficiency Tester Training ($2,565.00).


2002  Appeared in Directory of American Scholars.
ADDITIONAL INFORMATION

Professional Memberships: American Association of Applied Linguistics (AAAL); American Association of Teachers of Spanish and Portuguese (AATSP); American Council on the Teaching of Foreign Languages (ACTFL); Computer Assisted Language Instruction Consortium (CALICO); Foreign Language Association of North Carolina (FLANC).

Teaching Certification: Grades 7-12 in Pennsylvania and 9-12 in North Carolina

Languages: Spanish, ACTFL certified superior proficiency; French, intermediate proficiency.
Curriculum Vitae

Greg Dawes
Department of Foreign Languages & Literatures
North Carolina State University
Raleigh, NC  27695-8106

Education

*Ph. D* Romance Languages and Literatures, concentration in Latin American Literature, University of Washington, 1990.

*M.A.* Spanish, University of Northern Iowa, 1982.

*B.A.* Spanish, University of Northern Iowa, 1980.

Positions Held

*Professor* of Latin American literature, Department of Foreign Languages and Literatures, North Carolina State University, 2006-present

*Associate Professor* of Latin American literature, Department of Foreign Languages and Literatures, North Carolina State University, 1996-present.

*Assistant Professor* of Latin American literature, Department of Foreign Languages and Literatures, North Carolina State University, 1990-1996.

*Instructor* of Latin American literature, Department of Foreign Languages and Literatures, North Carolina State University, 1989-1990.

*Adjunct Associate Professor* of Latin American literature, Department of Romance Languages, University of North Carolina—Chapel Hill, spring 2003

Publications

*Books*

*Poetas ante la modernidad: las ideas estéticas y políticas de Huidobro, Vallejo, Neruda y Paz* (Under review).

(Editor and contributor) *Mario Benedetti, escritor uruguayo contemporáneo: estudios sobre su compromiso literario y político/Mario Benedetti, Contemporary Uruguayan
**Author: Studies on His Literary and Political Commitments** (Lewiston / Queenston / Lampeter: The Edwin Mellen Press, 2008).


**Articles**

“Altazor and Huidobro’s ‘aesthetic individualism’” in Luis Correa Díaz and Scott Weintraub eds., *Rereading Huidobro: Twenty-First Century Approaches* (forthcoming with the University of Minnesota Press).


“On the Textualization of Sexuality and History in Hispanism.” *Cultural Logic* (Fall 1997) [13 pages]


“A Critique of Althusserianism and Post-Marxism in Latin American Cultural Studies.” *Postmodern Culture* 1.3 (Fall 1991) [12 pages]

Encyclopedia Entries


Review Essays


“Somewhere Beyond Vertigo and Amnesia: Updike’s *Toward the End of Time* and Vonnegut’s *Timequake.*” *Cultural Logic*: (Fall 1998) [12 pages]
Reviews

“La última rumba de Papá Montero.” First Annual African Diaspora Film Festival. NCSU. April 2002.


Textbook Reviews


Conference Papers and Lectures


Invited Lectures

“Hacia una nueva teoría de la vanguardia: Vallejo, Huidobro, Neruda y Paz”. Lecture at the Pontificia Universidad Católica, Santiago, Chile. 8 January 2008.


*Other Sessions chaired*


*Local Lectures*

“Poetry for the Future”. Graduation address for the Department of Foreign Languages and Literatures. NCSU. May 12, 2007.


“The Tenacity of Faint Hopes: Neruda in the Late 1920s.” Lecture in the Department of Foreign Languages and Literatures. NCSU. November 1995.


**Related Professional Experience**

**Editor:**


Co-founder of *Postmodern Culture*

**Member of the Editorial Boards:**

*Cultural Logic*, 1997-present.

*The Comparatist*, 2004-present

*Symposium*, 2006-present


**Reviewer for:**

*PMLA* 2002-present

*Revista de crítica literaria latinoamericana* 2008-present

*Cultural Logic* 1997-present

*The Comparatist* 1998-present

*Symposium* 2006-present

*Signs* 1995-present

*Prentice Hall* 1995-present
Grants, Fellowships, Awards

Mentor Recognition Award, University of California—San Diego (for Diego Ubiera), 2006.

Summer Research Grant, College of Humanities and Social Sciences, North Carolina State University 2007.


Summer Research Stipend. College of Humanities and Social Sciences. North Carolina State University. To conduct research in Chile for my manuscript on Neruda. Summer 1993.

Areas of Specialization

Latin American Poetry
Nineteenth and Twentieth Century Latin American literature
Comparative literature
Latin American culture
Literary and Cultural Theory

Courses Taught

Undergraduate level

Senior Seminars:

Cultura en torno a la Unidad Popular en Chile
Las vanguardias latinoamericanas (2 times)
Poetas ante la modernidad: Huidobro, Vallejo, Neruda, Paz
Neruda (2 times)
Poetas Frente a la guerra civil española
Poesía e historia: Neruda, Paz, Castellanos y Cardenal
Neruda y Guillén
Historia y la novela del posboom

Other undergraduate courses

Reading North by South: American Novels on Mexico and the Caribbean
Contemporary World Literature I: The Novel, History and Neo-Liberalism
Contemporary World Literature I: From the Avant Garde to Socialism: García Lorca, Brecht, Hikmet, Neruda and Rukeyser
Literature of the Western World
Studies in World Literature: The Latin American Boom
Contemporary Latin American Theater
Spanish for Graduate Students
Advanced Spanish Conversation
Latin American Civilization
Introduction to Hispanic Literature
The Latin American Short Story
Contemporary Latin American Prose
Latin American Literature to 1898
Latin American Literature since 1898
Spanish language

*Graduate level*

Neruda: 1956-1973
La vanguardia en América Latina
El Boom en la narrativa latinoamericana
Neruda desde el *Canto general*
Poetry and Politics in Latin America: Huidobro, Vallejo, Neruda and Paz
Critical Approaches to Literature and Culture (every year)
El ensayo y el cuento latinoamericanos [University of North Carolina—Chapel Hill]
Postcolonial Theory
Poetry and Politics of Development in Latin America (Neruda, Castellanos, Cardenal and Paz)
Marxist Thought in Latin America

**Graduate Degree Committees**

*Masters Degree Thesis Committees*

Liza Ann Acosta (English)
Tony Monchinski (Political Science)
Lisa Fredericks (English)
Callie DeBellis, (Spanish, UNC—Chapel Hill)
Olga Sendra Ferrer (Spanish)
Emily Crowell (Spanish)
Ken Stewart (Spanish)
Kristy Moss (Spanish)
Jessica Matte (Spanish)
Master’s Degree Projects Directed

Penny Lovett (Spanish)
Tonya Smith-Holliman (Spanish)
María Inés López Couyet (Spanish)
Tyler Oakley (Spanish)
David Young (Spanish)
Paul Weidmer (Spanish; currently)

Ph.D Dissertation Committees

Eileen Anderson (English and Comparative Literature, UNC—Chapel Hill)
Tatiana Seeligman (Spanish, UNC—Chapel Hill)
Kerri Muñoz (Spanish, UNC—Chapel Hill)
Alicia Ingram (Spanish, UNC—Chapel Hill)—currently

Academic Service

Ph.D. Planning Committee, Chair, Department of Foreign Languages and Literatures, 2006-present

Honorary Degrees Committee, NCSU Faculty Senate, 2007-Present

Academic Policies Committee, NCSU Faculty Senate, 2007-2008

Southern Comparative Literature Conference Planning Committee, 2007

Five Year Head Review Committee, Chair, Department of Foreign Languages and Literatures, NCSU, 2007-2008

Spanish Search Committee, Chair, Department of Foreign Languages and Literatures, NCSU, 2007-2008

University Faculty Senate, NCSU, 2005-2008.

Research Committee, College of Humanities and Social Sciences, NCSU, 2005-2007.

Spanish Search Committee, Department of Foreign Languages and Literatures, NCSU, 2005-2006.


Curriculum Committee, Department of Foreign Languages and Literatures, NCSU, 2002-2003.
Research Committee, Department of Foreign Languages and Literatures, NCSU, 2002-present.

Departmental Tenure and Promotion Committee, Department of Foreign Languages and Literatures, NCSU, 2001-2003.

Undergraduate Student Advisor for Spanish majors, Department of Foreign Languages and literatures, NCSU, 1990-2002.

Graduate Student Advisor for the College of the Humanities and Social Sciences, NCSU, 1992-present.


World Literature Committee. Departments of English and Foreign Languages and Literatures. NCSU. 1990-present.

Director of the Summer Study Abroad Program in Perú, 1999-2000.


Faculty Research Committee. Department of Foreign Languages and Literatures. NCSU. 1995-present.


Curriculum Committee. College of Humanities and Social Sciences. NCSU. 1993; 2003-present.


Masters Program Committee. Department of Foreign Languages and Literatures, NCSU. 1990-present.

**Other Relevant Service**

Director of the Semester Study Abroad Program in Santander, Spain, 1990.

Director of the Summer Study Abroad Program in Cuzco and Lima in Peru, 1999.

Coordinator of Spanish (Upper-level), 1993-1997

**Travel and Living Abroad**

I spent formative years of my childhood in Argentina. I have also lived in Costa Rica, Mexico, Nicaragua, Spain, France, Peru and Chile.

**Languages**

English and Spanish (native fluency), Portuguese and French (semi-fluent), Italian (reading knowledge)
Education

- Ph.D. 1997 The Instruction of Hispanic Language and Literature, Indiana University-Bloomington.
  
  **Dissertation**: The effects of Two Delivery Systems for Listening Comprehension Exercises on the Language Performance and Attitude of Beginning Spanish Students  
  **Director**: Theodore Frick, Ph.D.  
  **Minor**: Educational Psychology / Instructional Systems Technology  
- M.A. 1988 Spanish, University of Wyoming, Laramie, Wyoming  
  **Thesis**: "The Social Theater of José Martínez Querol"  
- B.S. 1986 Agricultural Education, University of Wyoming, Laramie, Wyoming  

Teaching Experience

- 2003-present **Associate Professor**, Spanish, NC State University, Raleigh  
  **Courses**: Spanish Phonetics, Advanced Spanish Grammar, Time-enhanced Language Courses, Graduate Methodology Courses  
- 1997-2003 **Assistant Professor**, Spanish, NC State University, Raleigh  
  **Courses**: Advanced Spanish Grammar courses, Spanish Phonetics, Advanced Composition, Beginning and Intermediate Spanish Language Courses, Accelerated Language courses, Technology-enhanced Language courses, Time-enhanced Language Courses  
- 1993-1997 **Instructor**, Spanish, NC State University, Raleigh  
  **Courses**: Advanced Spanish Composition and Grammar courses, Beginning and Intermediate Spanish Language Courses  
- 1988-1993 **Associate Instructor**, Spanish, Indiana University-Bloomington  
  **Courses**: Spanish for Teachers (linguistics & methodology, Sr. level), Hispanic Culture and Conversation, Beginning and Intermediate Spanish Language Courses  
- 1986-1988 **Teacher Assistant**, Spanish, University of Wyoming, Laramie  
  **Courses**: Beginning Spanish language courses

Administrative Experience

2007 to present **Director of Graduate Programs**, Department of Foreign Languages and Literatures, NC State University  
2006-2007 **Coordinator, Spanish Section Upper-Division Coordinator**, Department of Foreign Languages and Literatures, NC State University  
2006 **Interim Director of Graduate Programs**, Department of Foreign Languages and Literatures, NC State University  
2001-2005 **Executive Director**, CHASS Computing Labs (Laundry & Harrelson), NC State University  
1998-1999 **Acting Executive Director**, Foreign Languages Technology Center, NC State University  
1994-1995 **Coordinator**, Spanish Section Lower Division, Department of Foreign Languages and Literatures, NC State University  
1994 **Coordinator**, Spanish Section Upper Division, Department of Foreign Languages and Literatures, NC State University  
1991-1992 **Supervisor**, first-year courses, Department of Spanish and Portuguese, Indiana University-Bloomington
Grants/Stipends

2004  **UNC eLearning Initiatives Grant,** Wimba Foreign Language Initiative, $49,484
2003  **SMARTer Kids ™ Grants for SMART Products,** SMARTer Kids Foundation - $625
2001  **Merlot Initiative Stipend,** UNC-General Administration - $7500
2001  **Undergraduate Research Project,** with Jeanna Cullinan, NCSU, $1000
2000  **Cisco Learning Institute Summer Stipend, UNC-General Administration** - $7000
1998  **Distance Education Summer Stipend, CHASS, NCSU** - $3200
1997-1999 **Increasing Summer School Enrollment,** (with Arlene Malinowski, and John Cudd), UNC-General Administration - $28,000 over three years.
1994-1995 **Teaching Excellence Initiative Grant, Undergraduate Studies, NCSU** - $8505.00
1993-1994 **Teaching Excellence Initiative Grant, Undergraduate Studies, NCSU,** - $2930.00

Academic Honors

- 1999 **Nominated, Outstanding Professor,** CHASS, NC State
- 1992 **Associate Instructor of the Year,** Department of Spanish and Portuguese, IU-Bloomington.
- 1988 **Member,** initiated into Phi Kappa Phi

Academic Service

- 2008-present **Peer Reviewer,** *Hispania* (1 article, 2008)
- 2008-present **Member,** Administrative Board of the Graduate School, NCSU
- 2007-present **Member,** Information Technology Committee, CHASS, NCSU
- 2006-present **Member,** Faculty Grievance Committee, NCSU
- 2005-2006 **Head,** Spanish Sociolinguistics Search Committee, FLL Department, NCSU
- 2005-present **Coordinator,** Graduate Teacher Education Program, FLL Department, NCSU
- 2004-present **Member,** Graduate Program Committee, FLL Department, NCSU
- 2003-2005 **Unit Coordinator,** State Employees Combined Campaign, CHASS, NCSU
- 2002-2003 **Member,** Head Search Committee, FLL Department, NCSU
- 2002-2006 **Reviewer,** Technology Column, *Hispania*
- 2002 **Team Captain,** State Employees Combined Campaign, FLL Department, NCSU
- 2001-2005 **Chair,** Educational Technology Committee, FLL Department, NCSU
- 2000-2001 **Chair,** Spanish Self-Study Committee, FLL Department, NCSU
- 1999-present **Internal Computer Support Personnel,** FLL Department, NCSU
- 1999-present **Member,** TLTR, NCSU
- 1998-1999 **Member,** Spanish Search Committee, FLL Department, NCSU
- 1998-1999 **Member,** Quizzing and Testing Task Force, NCSU
- 1998-2000 **Member,** Copyright Ownership Task Force, NCSU
- 1998-2000 **Member,** ESL Licensure Committee, FLL Department, NCSU
- 1997-present **Webmaster,** FLL Department, NCSU
- 1997-2003 **Major Advisor,** FLL Department, NCSU
- 1997-2005 **Member,** Educational Technology Committee, CHASS, NCSU
- 1997-2000 **Member,** Educational Technology Committee, FLL, NCSU
- 1996-2004 **Member,** Masters Program Committee, FLL Department, NCSU
- 1996 **Member,** Center for Teaching and Technology Committee, FLL Department, NCSU
- 1995-present **Member,** NCSU Judicial Board, NCSU
- 1995-present **Moderator,** FLLNCSU Listerv, FLL Department, NCSU
- 1995 **Member,** Research Committee, FLL Department, NCSU
- 1995 **Member,** Exit Interview committee, FLL Department, NCSU
- 1994 **Minor Advisor,** FLL Department, NCSU
- 1993-1997 **Member,** Foreign Language Lab Advisory Committee, NCSU

Professional/Honorary Organizations

- **AATSP** (American Association of Teachers of Spanish and Portuguese)
- **ACTFL** (American Council on the Teaching of Foreign Languages)
- **CALICO** (Computer Assisted Language Instruction Consortium)
FLANC (Foreign Language Association of North Carolina) / Editor of The Catalyst
IALL (International Association of Language Learning Technology)
MERLOT (Multimedia Educational Resources for Learning Or Teaching) Inactive
MLA (Modern Language Association) Inactive
Phi Kappa Phi (Inactive)
Phi Sigma Iota

Foreign Languages

- Spanish: Near-native fluency in speaking, reading, and writing
- French: Advanced reading proficiency
- Latin: Basic reading proficiency

Foreign Residence

- June 2006 - Chile
- March 2002 - Spain

Workshops

- 2008 "IT Essentials and Web Publishing," Professional Development Workshop, FLL Department, NCSU
- 2007 "Accessible Web Page Recap," Professional Development Workshop, FLL Department, NCSU
- 2006 "FLL Accessibility Workshop," Professional Development Workshop presented with Christina Han, Marie Lechantre, Penny Lovett, Tyler Oakley, Zoraya Place and Yvette Westbrook, FLL Department, NCSU
- 2005 "Skype, Picasa, Windows MovieMaker, Google Earth," Professional Development Workshop presented with Tonya Smith-Holliman, Kodjo Adabra, Emily Crowell, Jennifer Cabrera, FLL Department, NCSU
- 2004 "RDC, Data Backup, and Grading Software," Professional Development Workshop, FLL Department, NCSU
- 2004 "Contribute and Wimba", Professional Development Workshop, FLL Department, NCSU
- 2004 "Multimedia ePortfolios," Foreign Language Association of North Carolina, Raleigh, NC, October
- 2003 "SmartBoard Basics in NI107," FLL Department, NCSU
- 2002 "Integration of Streaming Audio and Video into the Curriculum," FLL Department, NCSU
- 2002 "Presentation Software How To's," FLL Department, NCSU
- 2002 "Teaching, Learning and Creating in Laundry 218/214," FLL Department, NCSU
- 2001 "Faculty Web Pages: A Last Chance," FLL Department, NCSU
- 2000 "Laptop Projector Setup / Using the E-classroom," FLL Department, NCSU
- 2000 "Programs and My Projects," Wake County Foreign Language Collaborative
- 1999 "Netscape, Graphics and Grades," FLL Department, NCSU
- 1999 "WordPerfect for Intermediate Users," FLL Department, NCSU
- 1999 "Netscape Composer - Advanced Users," FLL Department, NCSU
- 1998 "Netscape Composer - Intermediate Users," FLL Department, NCSU
- 1998 "Creating / Maintaining Your Web Site," FLL Department, NCSU
- 1998 "Email Recap," FLL Department, NCSU
- 1998 "Creating Your Web Site," FLL Department, NCSU
- 1997 "Email: On Campus (Pegasus) and at Home (Netscape & Unity)," FLL Department, NCSU
- 1997 "Creating Your Home Page," FLL Department, NCSU
- 1997 "Implementing Technology Into Your Classes," FLL Department, NCSU
- 1996 "World Wide Web," FLL Department, NCSU
- 1995 "Arriba Ancillaries," FLL Department, NCSU
- 1994 "Pegasus Email - Dos/Windows," FLL Department, NCSU
- 1994 "Electronic Classroom Roll," FLL Department, NCSU

Conference Papers/Presentations/Workshops

- 2007 "Accessible Sites & Accessible Labs," IALLT Conference, Boston, MA, June
- 2007 "Podcasts and Podcasting: The Essentials," half-day workshop, IALLT Conference, Boston, MA, June
- 2006 "Podcasting: What It's All About," FLANC, half-day workshop, presented with Tom Zelickman, Raleigh, NC, September
- 2005 "From the University to the (K-12) Classroom: Making the M.A. Program at NC State Work for You," FLANC, Raleigh, NC, September.
- 2005 "Improving Oral/Aural Skills at a Distance," FLEAT 2005, Provo, UT, August
2003 "NC State's Masters Program", FLANC, Greensboro, NC, October.
2003 "Distance Education Essentials," Tri-Tech 2003, Durham, NC, February.
1999 "Spanish via the Internet", (Presentation and Booth), NC State Instructional Technologies Exposition, Raleigh, NC, September.
1999 "Beginning Spanish Via the Internet", International Association for Language Learning Technology 1999, University of Maryland, MR, June.
1999 "Tools and Courses", (Invited presentation), 1999 Summer Institute for Distance Learning, Raleigh, NC, May.
1999 "What Have I Just Done?", Phi Sigma Iota Initiation, (invited lecture), Raleigh, NC, March.
1998 "100+ Years of Foreign Languages at NC State: Continuing the Tradition with Technology", (Presentation and Booth), NC State Instructional Technologies Exposition, Raleigh, NC, September.
1997 "Student Enrollment is Up! Instructor Corps is Constant! Who ya' gonna CALL?", ACTFL Conference, Nashville, TN, November.
1997 "Incorporating Technology into Your Language Program", FLANC Conference, RTP, NC, October.
1997 "RealAudio/WWW and LAN/CD Delivery of Foreign Language Instruction", (Presentation and Booth), NC State Instructional Technologies Exposition, Raleigh, NC, September.
1996 "Delivery of Foreign Language Instruction" (Demonstration Booth), 1996 Instructional Technologies Expo, NCSU.
1995 "Teaching Portfolios", Wake County Foreign Language Collaborative, Raleigh, NC.

Publications/Reviews

2003 Despain, J.S. "Achievement and Attrition Rate Differences Between a Traditional and Internet-based Beginning Spanish Course." Foreign Language Annals 36 (2): 243-257.
1999 Lengua Interactiva 2.1 LAN/CD Frontend and software suite of Spanish language tutorials, including ¡Arriba Audio! 2.2, Geografía 2.0; Los complementos: Coordinator and principal programmer for the project. Authoring tool: Authorware Professional 3.5.1
1997 Lengua Interactiva 1.2 CD - Front-end and software suite of Spanish language tutorials, including ¡Arriba Audio! 1.3, Geografía 1.0, Los Complementos 1.0; Coordinator and principal programmer for the project. Authoring tool: Authorware Professional 2.0

Translations

1999 - Orange County Early Head Start Application for Enrollment, Orange County Head Start, NC.

Courseware

1999 NCSU Digital Latin Placement Exam, with D. Frauenfelder, LAN placement exam. Authoring tool: Authorware Attain 5.0
1998 Lengua Interactiva 2.0 LAN - Frontend and software suite of Spanish language tutorials, including ¡Arriba Audio! 2.0, Geografía 2.0; Coordinator and principal programmer for the project. Authoring tool: Authorware Professional 3.5.1
1996 ¡Arriba Audio! 1.2 LAN - Computerized version of the listening comprehension exercises to accompany ¡ Arriba!, 1st edition, a beginning Spanish text; Coordinator and principal programmer for the project. Authoring tool: Authorware Professional 2.0
1991 *The Computer Bus* - Interactive Videodisc based lesson on the fundamentals of a computer system. Programming Language: **TenCore**.

1990 *Object Pronouns*, computer-based instruction on Spanish direct and indirect object pronouns. Programming Language: **Basic**.

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### Outreach

- 2008-present - Reviewer, *Foreign Language Analys*
- 2006 - Judge, Triangle Foreign Language Invitational, The Ravenscroft School, March
- 2005-present - Editor, The Catalyst, Newsletter of the *Foreign Language Association of North Carolina*
- 2005 - Judge, Central Region FFA Rally Speech and Creed Contest, Johnston County Community College, April
- 2005 - Judge, Triangle Foreign Language Invitational, The Ravenscroft School, March
- 2004-present - FLS101 Internet course, Plazas, 2nd edition version, DELTA, NCSU
- 2004 - Elementary Spanish I Tutorial, Streaming Video, On-line course, Office of Professional Development, NCSU
- 2002-2004 - FLS101 Internet course, Plazas, 1st edition version, DELTA, NCSU
- 2002 - Consultant, AB Combs Elementary, Foreign Language Program restart
- 2000 - "Programs for My projects", Workshop, Wake County Foreign Language Collaborative, Raleigh, February
- 1999 - "Programs for Projects", Workshop, Wake County Foreign Language Collaborative, Raleigh, September
- 1999-2001 - FLS101 Internet course, Arriba text version, DELTA, NCSU
- 1999 - "Teacher and Student Portfolios for K-12 Foreign Language Education", Workshop, Pitt County Public Schools
- 1994-present - Faculty Representative, Tribunal for the Certificado de negocios exams (December and April each year)

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### Graduate Students

- Bucrek, Liz - Member, Multimedia (August 2008)
- Calderón, Ricardo - Chair, Portfolio (August 2008)
- Carver, Laura - Chair, Portfolio (December 2008)
- Sánchez, Susan - Chair, Portfolio (August 2008)
- Place, Zoraya - Member, Paper (May 2008)
- López-Couyet, - Member, Paper (December 2007)
- Smith-Holliman, Tonya, Member, Paper (December 2007)
- Matte, Jessica - Chair, Multimedia (May 2007)
- Ritter, Donna - Chair, Portfolio (December 2006)
- Karpel, Debbie - Member, Paper (August 2006)
- Moss, Kristy - Chair, Portfolio (Summer 2007)
- Spring, Becca - Member, Paper (May 2007)
- Stewart, Ken - Member, Paper (May 2007)
- Tharrington, Karen - Member, Paper (May 2006)

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### Year End Reports

| 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |

*Accurate as of September 26, 2008*
Curriculum Vitae

Shelley Garrigan
North Carolina State University
Foreign Languages and Literatures – Box 8106
Raleigh, North Carolina 27695
shelley_garrigan@ncsu.edu

Education:

New York University
Ph.D. with Distinction in Latin American Literature
Department of Spanish and Portuguese
May 2003

New York University
Master of Philosophy
The Graduate School of Arts and Letters
May 1999

Michigan State University
Bachelor of Arts, Double Major in Spanish Language and Literatures and Secondary Education, minor in French.
College of Romance Languages and Literatures

Academic Awards:

CLACS Summer Studies Fellowship 1999, sponsored by the Center for Latin American and Caribbean Studies at New York University

Predoctoral Summer Fellowship 1998, sponsored by the Graduate School of Arts and Sciences of New York University

Invited Conferences:


Attended Conferences:


“Public Monuments and Commercial Subtexts in the Mexican Centennial.”


“Seeing Meaning: Touring the Palacio azteca in 1889.”

Other Presentations:

“Perspectives on The Motorcycle Diaries.” Film presentation. XIX Latin American Film and Video Festival in the Triangle. November 11, 2005.

Publications:


Work Experience:

North Carolina State University, Assistant Professor of Spanish
Fall 2004- present
Introduction to Hispanic Literatures
Latin American Literature from 1898 to the Present
Culture and Civilization in Latin America
Latino and Latin American Performance Theater
Advanced Composition in Spanish
Advanced Conversation and Reading in Spanish

Stanford University, Lecturer in Spanish
Fall 2000 – Spring 2004
All first and second-year language courses
Advanced Spanish with politico-cultural emphasis

New York University, ABD instructor
Fall-Spring 1999-2000
Course: Advanced Spanish Review with literary emphasis

New York University, Spanish Language Teaching Assistant
Fall 1994 - Spring 1999.
Spanish language

Muskegon Community College, Spanish Language Instructor
Muskegon, Michigan
Spanish language

American Language Academy of Madrid
September 1993 - July 1994
Madrid, Spain
EFL Instructor, TOEFL certification

West Michigan Area Public Schools
January - June 1993
Muskegon, Michigan
Substitute Teacher for Spanish and French

Grand Rapids Public High School
September - December 1992
Grand Rapids, Michigan
Student Teacher of Spanish and French

Administrative Experience:

**Director: Summer Study Abroad 2006.** Segovia, Spain. Duties included arranging budgets and housing, organizing excursions and teaching one intermediate-level language class.

**Departmental Mentor:** Parks scholars, beginning fall 2007. Duties include advising and arranging for local volunteer projects that serve local Hispanic communities.

Teaching Interests:

late 19th and early 20th-century Spanish American literature and culture histories and trends in collecting from the colonial era to early twentieth-century 19th-century material and visual culture in Latin America, the U.S. and Europe modern uses of primitivism in Latin American and U.S. art, literature and culture world’s fairs, museum studies, collective impressions, heritage theorizing the collection in relation to national identity and memory negotiating modernity in 19th-century Latin-American art

Languages:

Fluent in Spanish
Intermediate-level French

Academic References:

Sylvia Molloy
Albert Schweitzer Professor of the Humanities
Professor, Spanish and Portuguese Languages and Literatures, Comparative Literature
Department of Spanish and Portuguese
New York University

Barbara Kirshenblatt-Gimblett
Professor, Performance Studies
Hebrew and Judaic Studies
New York University

Beatriz González-Stephan
Lee Hage Jamail Chair, Hispanic Studies
Rice University

Gerard Aching
Associate Professor, Spanish and Portuguese Languages and Literatures
New York University

Richard Rosa
Associate Professor, Department of Spanish and Portuguese
Duke University
HÉCTOR A. JAIMES  
North Carolina State University  
Department of Foreign Languages and Literatures  
Box 8106  
Raleigh, North Carolina 27695  
Telephone: (919) 515-9289 Fax: (919) 515-6981  
e-mail: hjaimes@ncsu.edu

**Education:**


**Teaching Experience:**

2004-present  Associate professor with tenure, Department of Foreign Languages and Literatures, North Carolina State University, Raleigh, NC

2006-2007  Resident Director at the Universidad de Cantabria (Santander, Spain), University of North Study-Abroad Consortium

1998-2004  Assistant professor, Department of Foreign Languages and Literatures, North Carolina State University

**Editorial Assignments:**

2008-  Editorial Committee, Revista Iberoamericana, University of Pittsburgh  
2003-  Editorial Board, A Contracorriente, North Carolina State University  
2003-  Editorial Board, Apuntes filosóficos, Central University of Venezuela  
Publications:

a. Books and edited volumes

Jaimes, Héctor. Marxist Aesthetics and the Latin American Project (In progress)


b. Chapters in books


c. Entries in Reference Works


d. Refereed articles


e. book reviews


Conferences:


- “Estatuas y símbolos nacionales: La nueva era del nacionalismo en Venezuela”.


- “The Rewriting of History in the Spanish American Essay.” Nineteenth Annual Cincinnati Conference on Romance Languages and Literatures. University of


SESSIONS CHAIRED


TV/VIDEO APPEARANCE

GRANTS, FELLOWSHIPS, AND AWARDS

• North Carolina State University, Raleigh, NC, **Scholarly Project Award**, College of Humanities and Social Sciences, to conduct research at the Getty Research Institute and at the Sala de Arte Público Siqueiros, 2008-2009.

• North Carolina State University, Raleigh, NC, **Research Grant Award**, College of Humanities and Social Sciences, to conduct research on the development of the Latin American cultural memory at the Archivo General de la Nación (Mexico City) and at the Sächsische Landesbibliothek–Staats- und Universitätsbibliothek (Dresden, Germany), 2003.

• North Carolina State University, Raleigh, NC, **Research Leave**, Department of Foreign Languages and Literatures, to edit *Octavio Paz: La dimensión estética del ensayo*, 2002.

• North Carolina State University, Raleigh, NC, **Park Scholar Mentor Award**, awarded for outstanding mentoring of Park Scholarship recipients, 2002.

• North Carolina State University, Raleigh, NC, **Summer Research Award**, College of Humanities and Social Sciences, awarded for the completion of *La reescritura de la historia en el ensayo hispanoamericano*, 2001.


• University of Pennsylvania, Philadelphia, PA, **Andrew W. Mellon Summer Award**, 1995.

• University of Pennsylvania, Philadelphia, PA, **Teaching Assistantship**, Department of Romance Languages and Literatures, 1993-1997.


• Center for Latin American Studies Rómulo Gallegos, Caracas, Venezuela, **Poetry Workshop Award**, 1985.
COURSES TAUGHT

Graduate:
- Topics of Latin American Culture
- Hispanic Cinema in Latin American.

Undergraduate:
- Honors Seminar: Literature and Memory in Latin America (in translation)
- Hispanic Cinema
- Senior Seminar: Latin American Poetry (19th and 20th Centuries)
- Latin American Literature from 1898 to the Present
- Senior Seminar: The Spanish-American Essay
- The Culture and Civilization of Latin America
- Introduction to Latin American Literature (Pre-Columbian through Independence)
- Advanced Spanish Composition
- All levels of Spanish language instruction

ACADEMIC SERVICE

North Carolina State University, Raleigh, NC
Department of Foreign Languages and Literatures

- International Programs (University Committee), 2007-Present
- Hindi/Urdu Search Committee, 2007-2008
- Sigma Delta Pi Director, 2004-2006.
- Spanish Search Committee, Department of Foreign Languages and Literatures, 2003-2004.
- Undergraduate Writing Subcommittee, Department of Foreign Languages and Literatures, 2002-2003.
- Study Abroad Scholarship Selection Committee, 2002-2003.
- Spanish Search Committee, Department of Foreign Languages and Literatures, 2001-2002.
- State Employee Combined Campaign, (Team Captain), 2001-2002.
- Study Abroad Scholarship Selection Committee, 2001-2002.
- Academic Advisor, Department of Foreign Languages and Literatures, 1999-Present.
- Curriculum Committee, Department of Foreign Languages and Literatures,
1999-Present.

**First-Year Seminar Committee**, College of Humanities and Social Sciences, 1999-2000.

**Spanish Search Committee**, Department of Foreign Languages and Literatures, 1999-2000.

**PEDAGOGICAL WORKSHOPS ATTENDED**


CURRICULUM VITAE

Jorge Marí

Department of Foreign Languages and Literatures
North Carolina State University
Box 8106
Raleigh, NC 27695-8106

Fax: (919) 515-6981
E-mail: jmari@unity.ncsu.edu
Web: http://www4.ncsu.edu/~jmari/

EDUCATION


1996: Special M.A. in Spanish. Cornell University

1993: M.A. in Spanish. California State University, Los Angeles

1985: Licenciatura in History of Art. Universidad de Barcelona (Spain)

EMPLOYMENT

2003-present: Tenured Associate Professor, North Carolina State University

1997-2003: Assistant Professor, North Carolina State University. Associate member of the Graduate Faculty since 1999

VISITING APPOINTMENTS

2007: Invited Associate Visiting Professor, Duke University

2004: Invited Associate Visiting Professor, Université Lumière-Lyon 2 (Lyon, France)

PUBLICATIONS

BOOKS


Reviewed in:


Revista Canadiense de Estudios Hispánicos 29.3 (2005): 617-20 (Kathleen Vernon)

Revista de Estudios Hispánicos 38.3 (2004): 612-14  (Justin Crumbaugh)


ARTICLES AND BOOK CHAPTERS

"Tricornios en transición: Guardia Civil, cine y cultura postfranquistas."  (in progress)

"Trauma y neurocirugía de estado en España otra vez."  (in progress)

"Objetivo: García Lorca. Nuevas inquisiciones cinematográficas y televisivas sobre la vida, obra y muerte del poeta."  (forthcoming in Arbor)


"La narrativa de Juan Marsé, a caballo entre el cine y la literatura."  In Celia Romea Castro, coord. Juan Marsé, su obra literaria: lectura, recepción y posibilidades didácticas. Barcelona, Spain: Horsori, 2005  (193-202)
"Embrujos, promesas, engaños y desengaños: una conversación con Juan Marsé." In Jean-Claude Seguin, ed. **Shanghai, entre promesses et sortilège**. Lyon, France: Le Grimh, 2004 (223-41)


**ENCYCLOPEDIA ENTRIES**


BOOK AND FILM REVIEWS


CREATIVE FICTION

"De turismo (ficción interinsular con mapa)." Torre de Papel 5.3 (1995): 117-23.
INVITED LECTURES


"El extraño viaje de Juan Marsé, Víctor Erice y Fernando Trueba: de Barcelona a Shanghai, de la novela al guión, del guión a la película". Invited lecture. Université de Cergy-Pontoise (France). February 2004.


"Understanding If You Only Understood Me (Si me comprendieras)". Invited lecture. 16th Duke-University of North Carolina Latin American Film Festival. North Carolina Central University, Durham, November 2002.


CONFERENCE PAPERS


"La Guerra otra vez." Panel on "Retrospective Visions of the Civil War in Spanish Film". Romance Languages Film Symposium. Wake Forest University. Winstin-Salem, October 2006.


"De turismo (ficción interinsular con mapa)." Short story read at the Third Annual "Meet the Writers" Conference. Organized by the Department of Spanish and Portuguese, University of Iowa, in association with the Iowa International Writing Program. University of Iowa, October 1995.


SESSIONS ORGANIZED & CHAIRED, PARTICIPATIONS IN ROUND-TABLE DISCUSSIONS

2008


2007

Chair, "Urban Disencounters: Space and the Praxis of the Other". SCLA (Southern Comparative Literature Association) Annual Conference. North Carolina State University, Raleigh, September 2007


2004
Invited presenter and discussion participant in the "Journée d'Étude Sur Shanghai, entre promesse et sortilège." Université Lumière-Lyon 2 (Lyon, France). February 2004. Session available online at http://nte.univ-lyon2.fr/grimh/

2003

Invited presenter and discussion facilitator, "Luis Buñuel's Un chien andalou". NC State Film Club. North Carolina State University, May 2003

2001


2000

Chair, Session on Contemporary Spanish Literature at the Kentucky Foreign Language Conference. University of Kentucky. Lexington, April 2000.

Organizer and Chair of the Special Session "Discursos y metadiscursos de la Transición española" at the Carolina Conference on Romance Literatures. University of North Carolina, Chapel Hill, March 2000.


OTHER RESEARCH ACTIVITIES

2004

Three-week archival research at Fotogramas. Barcelona, Spain. June 2004

2003

Visiting researcher, Brown University. June-August 2003

OTHER SERVICE TO THE PROFESSION
2008
Article manuscript referee for *The Arizona Journal of Hispanic Cultural Studies*
Article manuscript referee for *Revista Canadiense de Estudios Hispánicos*

2007
Book manuscript referee for SUNY Press
Article manuscript referee for *The Arizona Journal of Hispanic Cultural Studies*

2006
External evaluator of a tenure research dossier, Ohio University

2005
Book manuscript referee for *Pearson Education / Prentice Hall*
Article manuscript referee for *Revista Canadiense de Estudios Hispánicos*

2004
Article manuscript referee for *Revista Canadiense de Estudios Hispánicos*

2003
Article manuscript referee for *Cine-Lit 2003: Essays on Hispanic Film and Fiction*
External evaluator of a tenure research dossier, Virginia Polytechnic Institute and State University

2002
Article manuscript referee for *The Arizona Journal of Hispanic Cultural Studies*

2001
Article manuscript referee for *The Arizona Journal of Hispanic Cultural Studies*
Article manuscript referee for *Revista Canadiense de Estudios Hispánicos*

2000
Article manuscript referee for The Arizona Journal of Hispanic Cultural Studies

1999

Article manuscript referee for The Arizona Journal of Hispanic Cultural Studies

**TEACHING EXPERIENCE**

**Courses taught at Duke University:**

Doctoral Seminar: "De Casas Viejas a casas encantadas: guerra, memoria y representabilidad en el cine español de la dictadura a la democracia"

Working Group for Graduate Students and Faculty: "Introducción a la retórica cinematográfica en español"

Survey on Modern Spanish Literature, 18th-21st centuries

**Course taught at Université Lumière-Lyon 2 (Lyon, France):**

CAPES Seminar on the Interactions of Film and Literature in Contemporary Spain

**Courses taught at North Carolina State University:**

Graduate Seminar: "Fighting with Arms, Words, and Images: History, Literature, and Art of the Spanish Civil War"

Graduate Seminar: "Spain and the U.S.A. from 1898 to the Present: Literary, Artistic, Political, and Cultural Interactions"

Graduate Seminar: "The Cultural Production of the Spanish Democracy"

Advanced Undergraduate Seminar (Film Studies): "Re-Focusing the Trans Atlantic Lens: A Global Approach to Spanish and Latin American Cinemas"

Senior Seminar for Spanish Majors: "Spain-U.S. Relations, 1898-Today"

Senior Seminar for Spanish Majors: "Bodies, Genders, Sexualities, and Ideologies in Twentieth-Century Spain"

Senior Seminar for Spanish Majors: "The Cultural Production of the Spanish Democracy"
Senior Seminar for Spanish Majors: "Interactions of Film and the Novel in Contemporary Spain"

Hispanic Cinema

Contemporary Hispanic Literature: "The Post-Franco Novel in Spain"

Survey of Modern Spanish Literature (1700-Present)

20th-Century Spanish Literature and Culture

Introduction to Hispanic Literature

Spanish Culture, Technology, and Society

Advanced and Intermediate Spanish Conversation and Reading

Intermediate Spanish

**Ph.D. Dissertations, M.A. Thesis, Other Graduate / Undergraduate Projects:**

**Ph.D. Dissertations committee member:**

Juli Cáceres (Spanish and Portuguese, Georgetown University): **El destape del macho ibérico: masculinidades queer en la comedia sexy celtibérica.** Successfully defended in June, 2008.


Alberto Villamandos-Ferreira, University of Ottawa (Canada): **De la subversión a la nostalgia: el intelectual de la Gauche Divine en su literatura.** Successfully defended in June, 2006.

Abel Muñoz (Romance Studies, UNC-Chapel Hill): **Esperanza e insatisfacción adolescente en la novela española de finales del siglo veinte: graffiteros, okupas y soñadores.** Successfully defended in April, 2006.

Ana Corbalán (Romance Studies, UNC-Chapel Hill): **El cuerpo del delito: transgresiones en la narrativa y cine españoles de fines del milenio.** Successfully defended in April, 2006.
Juan Carlos Martin (Romance Studies, UNC-Chapel Hill): Realismo documental en la novela española a principios del siglo XXI. Successfully defended in March, 2006.

**M.A. / M.A.L.S / M.I.S. Thesis / Projects directed:**


**M.A. / M.A.L.S / M.I.S. Thesis / Projects committee member:**


James Lowe (MALS, NC State University): Edward Luttwak's Neoconservative Critique of Carter Administration Foreign Policy. Successfully defended in Fall, 2002.


**NCSU's University-wide Undergraduate Research Symposium:**

2007

Mentored one research project

2001
Mentored seven research projects and received the CHASS Undergraduate Research Mentor Award

2000
Mentored four research projects

**Independent Studies:**

2008
Directed one Foreign Language graduate independent study. NC State University

2005
Directed one Foreign Language graduate independent study. NC State University

2003
Directed one Foreign Language undergraduate independent study. NC State University

2000
Directed one Foreign Language undergraduate independent study. NC State University

1999
Directed one Foreign Language undergraduate independent study. NC State University

1998
Directed one Foreign Language undergraduate independent study. NC State University

**Other Teaching Activities**

1996-97
Session Facilitator at the University-Wide Graduate Teaching Workshops. Topic: Effective Lecturing. Office of Instructional Support, Cornell University
1994-96

Graduate Teaching Assistant, Cornell University. Introduction to Hispanic Literature, Beginning and Intermediate Spanish

Session Facilitator at the University-Wide Graduate Teaching Workshops. Topic: Facilitating a Discussion. Office of Instructional Support, Cornell University

1989-93


AWARDS

2003-04

College of Humanities and Social Sciences Outstanding Research Award. North Carolina State University

Nominated for the Alumni Association Outstanding Research Award. North Carolina State University

One-year Off-campus Academic Leave. North Carolina State University

2002-03

College of Humanities and Social Sciences Publication Subvention. North Carolina State University

2001-02

College of Humanities and Social Sciences Summer Stipend. North Carolina State University

2000-01

Undergraduate Research Mentor Award. College of Humanities and Social Sciences. North Carolina State University

1999-2000

Nominated for the College of Humanities and Social Sciences Outstanding Junior Faculty Award. North Carolina State University
**1998-99**

College of Humanities and Social Sciences Summer Stipend. North Carolina State University

**1997-98**

Faculty Research and Professional Development Fund Grant. A University-Wide award for research. North Carolina State University

College of Humanities and Social Sciences Summer Stipend. North Carolina State University

**1996-97**

Sage Graduate Fellowship. Cornell University

**1995**

Graduate Student Travel Grant. Cornell University

**1993-94**

Sage Graduate Fellowship. Cornell University

**1992**

Certificate of Honor as Outstanding Graduate Student. Department of Foreign Languages and Literatures, California State University, Los Angeles

**1990**

Innovative Programs Grants Award for the project "Historical Literature Books for First Grade Social Studies". Los Angeles Unified School District, Los Angeles, California

**PROFESSIONAL DEVELOPMENT**

**2006**

Participant in the "Teaching Literature in the Foreign Languages" Workshop. Department of Foreign Languages and Literatures. North Carolina State University

**2003**
Participant in the Web-CT Workshops. Department of Foreign Languages and Literatures. North Carolina State University

2002

Participant in the "Web-Enhanced Intensive Writing in History". A Campus Writing and Speaking Program "Theory-Into-Practice" Session. North Carolina State University

Participant in the FLL Computing Support - Professional Development Workshop on MS PowerPoint / Corel Presentations. Department of Foreign Languages and Literatures. North Carolina State University

2001

Participant in the "2,500 Years of Grammar-35 Years of Interlanguage" Seminar by John De Mado. Department of Foreign Languages and Literatures. North Carolina State University

Participant in the Campus Writing and Speaking Program’s Seminar Series. North Carolina State University

Participant in the Workshop "If Only They Were Better Readers: Writing, Speaking, and Assigned Reading." Campus Writing and Speaking Program. North Carolina State University

Participant in the First Year Inquiry Program. North Carolina State University

1997

Participant in the University-Wide Graduate Teaching Development Workshops. Sessions taken: Philosophies of Teaching, Multicultural Diversity in the Classroom. Office of Instructional Support, Cornell University

1996

Microteaching and Video Recall Training Workshop. Obtained qualification as Microteaching and Video Recall workshop facilitator. Office of Instructional Support, Cornell University

Participant in the University-Wide Graduate Teaching Development Workshops. Sessions taken: Active Learning, Teaching Styles. Office of Instructional Support, Cornell University

1995
Participant in the University-Wide Graduate Teaching Development Workshops. Sessions taken: Microteaching, Leading a Discussion. Office of Instructional Support, Cornell University

Participant in the Romance Studies Teaching Assistants Training Program. Lectures and practice on discussion and questioning techniques, student counseling, class preparation, and teaching & evaluation of writing. Department of Romance Studies, Cornell University

1994

Applied Linguistics Course for Teachers of Spanish as a Second Language. Department of Modern Languages and Linguistics, Cornell University

Participant in the Cornell Summer Training Program for Teaching Assistants in Modern Languages. Program included lectures, readings, class observations, and videotaped teaching practice. Department of Modern Languages and Linguistics, Cornell University

1991

Introductory Course on the Use of Computers in the Classroom. Department of Education. California State University, Los Angeles

National Teacher Examination / Teaching of Reading

1990

Bilingual Certificate of Competence / Spanish-English. State of California

National Teacher Examination / Spanish and General Knowledge

1989

Teaching Credential / Multiple Subject, grades K-12 & adults. State of California

California Basic Educational Skills Test. State of California

1988

Certificado de Aptitud Pedagógica / English. Escuela Oficial de Idiomas, Barcelona (Spain)

1987

Certificado de Aptitud Pedagógica / History. Universidad de Barcelona (Spain)
SERVICE / OUTREACH

2008-09

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Research and Leave Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Spanish Ph.D. Proposal Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XXII Duke University-University of North Carolina Latin American Film & Video Festival

Organized a Seminar Speakers Series, which featured Dr. Justin Crumbaugh (Mount Holyoke College) and Dr. José Luis González (Universidad Miguel Hernández, Elche, Spain)

Organized the visit of Colombian film director, Felipe Aljure

2007-08

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Research and Leave Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Search Committee (Spanish full professor search). Department of Foreign Languages and Literatures. North Carolina State University

Member, Department Head Review Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University
Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Spanish Ph.D. Proposal Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XXI Duke University-University of North Carolina Latin American Film & Video Festival

2006-07

Chair, University Awards Nominations Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Spanish Ph.D. Proposal Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XX Duke University-University of North Carolina Latin American Film Festival

Organized the visit of Mexican filmmaker Marcela Fernández-Violante. North Carolina State University, November 2006

2005-06


Upper-Division Coordinator, Spanish Section. Department of Foreign Languages and Literatures. North Carolina State University

Advisor of Spanish Minors. Department of Foreign Languages and Literatures. North Carolina State University
Chair, University Awards Nominations Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Graduate Studies Committee. Department of Foreign Languages and Literatures. North Carolina State University

Chair, Outstanding Students Awards Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XIX Duke University-University of North Carolina Latin American Film Festival

Organized the visit of Dr. José Luis González (Universidad Cardenal Herrera, Alicante, Spain). North Carolina State University, April 2006

2004-05

Upper-Division Coordinator, Spanish Section. Department of Foreign Languages and Literatures. North Carolina State University

Advisor of Spanish Minors. Department of Foreign Languages and Literatures. North Carolina State University

Chair, Library Committee. Department of Foreign Languages and Literatures. North Carolina State University

Chair, University Awards Nominations Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Graduate Studies Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Outstanding Students Awards Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University
Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XVIII Duke University-University of North Carolina Latin American Film Festival

Organized the visit of Dr. José Luis González (Universidad Cardenal Herrera, Alicante, Spain). North Carolina State University, October 2004

2002-03

Advisor of Spanish Majors. Department of Foreign Languages and Literatures. North Carolina State University

Chair, Library Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Oral Assessment Sub-Committee and Task Force, Undergraduate Program Review. Department of Foreign Languages and Literatures. North Carolina State University

Member, Spanish Section Self-Study Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XVI Duke University-University of North Carolina Latin American Film Festival

Chapter Advisor. Hispanic Honor Society Sigma Delta Pi (Xi Omicron, Honor and Merit Chapter).

Organized the visit of Dr. Aurora Morcillo (Florida International University). North Carolina State University, April 2003.
2001-02

Advisor of Spanish Majors. Department of Foreign Languages and Literatures. North Carolina State University

Chair, Library Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Teaching Award Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Oral Assessment Sub-Committee, Undergraduate Program Review. Department of Foreign Languages and Literatures. North Carolina State University

Member, Spanish Section Self-Study Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XV Duke University-University of North Carolina Latin American Film Festival

Chapter Advisor. Hispanic Honor Society Sigma Delta Pi (Xi Omicron, Honor and Merit Chapter). North Carolina State University

Organized the visit of Dr. Harry Vélez-Quiñones (University of Puget Sound), who gave a talk on Don Quixote and participated in a session of the Spanish Senior Seminar. North Carolina State University, November 2001.

2000-01

FLL Departmental Representative in the College of Humanities and Social Sciences Faculty Council. North Carolina State University

Member, Space Committee of the College of Humanities and Social Sciences Faculty Council. North Carolina State University

Advisor of Spanish Majors. Department of Foreign Languages and Literatures. North Carolina State University

Member, Department Head Search Committee. Department of Foreign Languages and Literatures. North Carolina State University
Chair, Library Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Spanish Section Self-Study Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Conducted two Peer Reviews. Department of Foreign Languages and Literatures. North Carolina State University

Member, Organizing Committee. XIV Duke University-University of North Carolina Latin American Film Festival

Chapter Advisor. Hispanic Honor Society Sigma Delta Pi (Xi Omicron). North Carolina State University. Under my advisorship, Xi Omicron obtained "Capítulo de Honor y Mérito" status (Honor and Merit Chapter)

Organized the visit of Dr. Gina Herrmann (Colby College) who gave a talk to faculty and students from NCSU and other Triangle institutions on "Revolutionary Feminism, Radical Politics: Women in the Spanish Civil War." North Carolina State University, November 2000.

1999-2000

Advisor of Spanish Majors. Department of Foreign Languages and Literatures. North Carolina State University

Member, Search Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Library Committee. Department of Foreign Languages and Literatures. North Carolina State University

Member, Teaching Award Committee. Department of Foreign Languages and Literatures. North Carolina State University

Chair, Sharing-of-Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University. Organized Sharing Sessions for the faculty to discuss teaching ideas and materials
Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Mentor of new Spanish instructors. Department of Foreign Languages and Literatures. North Carolina State University

Conducted one Peer Review. Department of Foreign Languages and Literatures. North Carolina State University

Department Coordinator, SECC (State Employees Combined Campaign). Department of Foreign Languages and Literatures. North Carolina State University

Participant in the Shack-a-thon Fundraising. Organized by The Spanish Club of North Carolina State University in conjunction with Habitat for Humanity

Member, Organizing Committee. XIII Duke University-University of North Carolina Latin American Film Festival

Chapter Advisor. Hispanic Honor Society Sigma Delta Pi (Xi Omicron). North Carolina State University

Organized the visit of Dr. Alejandro Mejías (UNC-CH), who gave a talk to CHASS faculty and students on the Representations of Nature in Latin American Modernist Fiction. North Carolina State University, October 1999

1998-99

Advisor of Spanish Majors. Department of Foreign Languages and Literatures. North Carolina State University


Member, Study Abroad Scholarship Selection Committee. Study Abroad Office. North Carolina State University

Member, Library Committee. Department of Foreign Languages and Literatures. North Carolina State University

Student Portfolio Assessor. Department of Foreign Languages and Literatures. North Carolina State University

Chair, Sharing-of-Resources Committee. Department of Foreign Languages and Literatures. North Carolina State University. Organized Sharing Sessions for the faculty to discuss teaching ideas and materials
Member, Organizing Committee. XII Duke University-University of North Carolina Latin American Film Festival

Chapter Advisor. Hispanic Honor Society Sigma Delta Pi (Xi Omicron). North Carolina State University

Organized the visit of Mexican-Puerto Rican filmmaker Sonia Fritz, who gave a talk and presented some of her films. North Carolina State University, November 1998

1997-98

Participant in the XI Duke University-University of North Carolina Latin American Film Festival. North Carolina State University, November 1997

Participant in the Shack-a-thon Fundraising. Organized by The Spanish Club of North Carolina State University in conjunction with Habitat for Humanity

Co-organizer of the Entralogos Spring Conference. Cornell University

1996-97

Organizer of the Entralogos Round Tables. Discussion forums for graduate students from all sections in the Departments of Romance Studies and Comparative Literature. Cornell University

Participant in Cuentos / Tales, a bilingual student group devoted to the Hispanic oral tradition of storytelling. Cornell University

Co-organizer of Video / Café, a series of Hispanic film sessions and discussions, open to the general public. Cornell University

1995

Organizer of the Entralogos Round Tables. Cornell University

Coordinator of the Romance Studies Graduate Students Research Interests Page. Cornell University

RESEARCH INTERESTS

20th & 21st-Century Spanish Cultural Studies, Film, A/V Media, and Prose Fiction

Latin American & World Cinema
Film Theory, Intermedial Studies

**LANGUAGES**

Spanish: native.

English and Catalan: near-native.

French: intermediate oral fluency, good reading knowledge.

Italian and Portuguese: reading knowledge

**MEMBERSHIPS**

**Honor Societies**

Phi Kappa Phi Honor Society

Sigma Delta Pi Hispanic Honor Society

**Professional Organizations**

Modern Language Association of America

American Association of Teachers of Spanish and Portuguese

Instituto Cervantes

Twentieth Century Spanish Association of America

Association for the Study of Literature and the Environment

International Society For Luso-Hispanic Humor Studies

**REFERENCES AND CREDENTIALS**

Available on request
Dr. Jim Michnowicz

email: michnowicz@ncsu.edu  homepage: www4.ncsu.edu/~jcmichno/

EDUCATION

The Pennsylvania State University, University Park, PA • 2006
Ph.D. in Spanish (Linguistics)
Specialization: Variation and sociolinguistics; dialectology
Dissertation: “Linguistic and Social Variables in Yucatan Spanish”
Director: John Lipski

Ohio University, Athens, OH • 1998
M.A. in Spanish
Areas of Study & Examination: Literature, Linguistics, and Pedagogy

Ohio University, Athens, OH • 1996
B.S.Ed. in Spanish Education, Summa cum Laude
Student Teaching: Marietta Senior High School, Marietta OH

TEACHING EXPERIENCE

North Carolina State University, Raleigh, NC:

Assistant Professor of Spanish – Department of Foreign Languages and Literatures • Fall 2006-present

• Spanish Variation and Change (graduate and senior seminar)
• Spanish Phonology (graduate)
• History of the Spanish Language (graduate)
• Spanish Phonetics and pronunciation (undergraduate)
• Advanced Spanish Grammar (undergraduate)

The Pennsylvania State University, University Park, PA:

Teaching Assistant – Department of Spanish, Italian, and Portuguese • Fall 2003-Fall 2004 (grants or research assistantships during academic years 2002-3, 2005-6)

• Basic Spanish
• Foundations of Linguistics

The University of Virginia’s College at Wise, Wise, VA:

Teaching Fellow of Spanish – Department of Language and Literature • Fall 1998-Spring 2002, course load of 5 classes per semester
• Basic Spanish
• Honors Spanish
• Intermediate Spanish
• Spanish Culture (taught on Study Abroad in Spain)
• Spanish Teaching Methods

Ohio University, Athens, OH:

Teaching Associate – Department of Modern Languages ● Fall 1996 - spring 1998

• Basic Spanish

PUBLICATIONS


MANUSCRIPTS IN PROGRESS


PRESENTATIONS

• “The use of vos, tú and usted in San Salvador.” With Soraya Place. Presentation at the 58th Annual Mountain Interstate Foreign Language
Conference (MIFLC) at The University of North Carolina – Wilmington, Wilmington NC • October 2008

• “Which you for you? Voseo, tuteo and ustedeo in El Salvador.” With Soraya Place. Presentation at the NCSU Foreign Language Brownbag series, Raleigh NC • October 2008

• “Final nasal variation in Yucatan Spanish.” Presentation at the Fourth International Workshop on Spanish Sociolinguistics (WSS4) at the University of Albany, SUNY, Albany NY • April 2008

• “Second person singular pronouns in San Salvador: vos, tú, and usted.” Soraya Place & Jim Michnowicz. Poster presentation at the Fourth International Workshop on Spanish Sociolinguistics (WSS4) at the University of Albany, SUNY, Albany NY • April 2008

• “A fortition conspiracy in Yucatan Spanish: an Optimality Theoretic analysis.” Presentation made as part of the NCSU Linguistics Brownbag series, Raleigh NC • November, 2007

• “Language attitudes and dialect maintenance in Yucatan”. Presentation at the 57th Annual Mountain Interstate Foreign Language Conference (MIFLC) at Virginia Tech University, Roanoke VA • October, 2007

• "Locative constructions and copula choice in Old Spanish: ser and estar in the works of Gonzalo de Berceo”. Presentation at the UVA-Wise Medieval Renaissance Conference XXI at The University of Virginia’s College at Wise, Wise VA • September, 2007

• “Intervocalic voiced stops in Yucatan Spanish: a case of contact induced language change?” Presentation at the XXI Conference on Spanish in the US & VI Spanish in contact with other languages at George Mason University, Arlington VA • March, 2007

• “The role of Mayan on Yucatan Spanish: the case of [b d g]. Presentation made as part of the NCSU Linguistics Brownbag series, Raleigh NC • March 2007

• “Gender in language change: the case of Yucatan Spanish”. Presentation at the 56th Mountain Interstate Foreign Language Conference (MIFLC) at James Madison University, Harrisonburg VA • October, 2006

• “El habla de Yucatán: final nasal variants in a dialect in contact”. Presentation at the 3rd International Workshop on Spanish Sociolinguistics (WSS3) at Temple University, Philadelphia • April, 2006

• “Final –m in Yucatan Spanish: a change in progress? The sociolinguistic story”. Alternate at the 36th Linguistic Symposium on Romance Languages (LSRL) at Rutgers University, New Brunswick, NJ • April, 2006

• Word-final [m] in Yucatan Spanish: Acoustic data and a Gradual Learning Algorithm Account”. Presentation at the 35th Linguistic Symposium on Romance Languages (LSRL) at the University of Texas, Austin • February, 2005

• “Computer-mediated Feedback and the Development of the Spanish Agreement System” Nuria Sagarra, Paola E. Dussias, Jim Michnowicz, &
Ryan La Brozzi. Presentation at The Second Language Research Forum (SLRF) at the University of Arizona ● October, 2003

- “Positive and Negative Evidence in a Computer-Assisted Environment” Nuria Sagarra, Paola E. Dussias, Jim Michnowicz, & Ryan La Brozzi. Presentation at The 7th Hispanic Linguistics Symposium and The 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages at the University of New Mexico ● October, 2003


- “The Daganzo Election of 1615: Ciceronian Politics in a Cervantine World” Presentation at the UVA-Wise Medieval Renaissance Conference XIII at The University of Virginia’s College at Wise, Wise VA ● September, 1999

BOOK REVIEWS


AWARDS

North Carolina State University, Raleigh, NC:

Research Awards

- Awarded College of Humanities and Social Sciences Scholarly Project Award for summer research ● Summer 2008

The Pennsylvania State University, University Park, PA:

Research Awards

- Awarded Sparks Fellowship for teaching release ● Spring 2006
- Received a competitive dissertation grant from the College of Liberal Arts for dissertation release time ● Fall 2005
- Received a $1600 competitive dissertation grant from the College of Liberal Arts for travel and study in Yucatan, Mexico ● Fall 2004
- Awarded Research Assistantship ● 2003
  - Assisted professor Nuria Sagarra on a project studying the role of feedback in Second Language Acquisition

Teaching Awards

- Nominated for College of Liberal Arts Teaching Excellence Award ● 2005
- Department of Spanish, Italian, and Portuguese Teaching Excellence Award ■ 2004

**The University of Virginia’s College at Wise**, Wise, VA:

- Buck Henson Student Life Award; Awarded to one faculty member per year for outstanding contributions to student life ■ 2000

**Ohio University**, Athens, OH:

- Outstanding Graduate in Spanish Education ■ 1996
- Phi Beta Kappa ■ 1996
- Sigma Delta Pi Spanish Honorary ■ 1994; President ■ 1995-1996

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**GRADUATE STUDENT DIRECTION AND COMMITTEE MEMBERSHIP**

- Kelley Bishop, M.A. project director; Voseo in Chile ■ In progress
- Mariana Silva, M.A. committee member, Spanish-English Translation ■ In progress
- Andrea Harper, M.A. committee member, Spanish-English Translation ■ In progress
- Soraya Place, M.A. project director; Second person singular pronouns in San Salvador, El Salvador ■ Completed May 2008
- Jody Bowman, M.A. project director; L2 influence on Spanish immigrants in Raleigh, NC ■ Completed May 2008
- Karen Coachman, M.A. project director; The Acquisition of Spanish Phonology in Undergraduate Learners: A Semester Analysis of L2 Speech ■ Completed May 2008
- Carolina Pallín López, M.A. committee member; Spanish-English Translation ■ Completed May 2008

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**SERVICE**

**North Carolina State University**, Raleigh, NC:

**Committee Chair: 5th International Workshop in Spanish Sociolinguistics (WSS5), to be held at NC State April 2010**

- Form planning committee, oversee all aspects of conference plan, including invitation to plenary speakers, conference schedule, internal and external funding, abstract review and paper selection ■ Spring 2008 – present

**Faculty advisor: Sigma Delta Pi Spanish National Honor Society**

- Work with honor society members to plan yearly activities and initiation ceremony ■ Fall 2007 – present
Undergraduate faculty mentor:
- Meet with assigned students for informal advising • Fall 2006 – present

Linguistics curriculum revision subcommittee
- Worked with other linguistics faculty to redesign the undergraduate and graduate linguistics curriculum within the FLL department • 2006-2007

Exit Interview Committee
- Conducted satisfaction interviews with graduating majors • Fall 2006-present

Panel member: Wolfpack Welcome Week – What to expect in the college classroom
- Answered student questions about making the transition to college class work • Fall 2008

The Pennsylvania State University, University Park, PA:

Graduate Student Organization
- Elected Linguistics Representative to the Department of Spanish, Italian, and Portuguese Graduate Committee • 2004-2005
- Elected President, Spanish Italian, and Portuguese Graduate Organization • 2003-2004

The University of Virginia's College at Wise, Wise, VA:

Creator and Director of Faculty Sponsor Program
- Began a program with Residence Life in which on-campus residents were paired with a faculty member to foster out-of-the-classroom learning and connections across the campus

COORDINATION AND OTHER ADMINISTRATIVE EXPERIENCE

The Pennsylvania State University, University Park, PA:

Supervisor – Department of Spanish, Italian, and Portuguese • Fall 2003-Fall 2005
- Worked as one of three supervisors for three semester basic language program

Online Activities Developer – Department of Spanish, Italian, and Portuguese • Fall 2002- Spring 2003
- Created online activities in ANGEL software used by approximately 5000 students per year.

ACTFL Oral Proficiency Interview (OPI) Training • Fall 2002
- Trained in techniques for assessing students’ oral proficiency in Spanish
The University of Virginia’s College at Wise, Wise, VA:

Co-Director and Co-Developer of UVA-Wise Study Abroad Program • 2000-2002

- Co-developed new 5-week summer program in Seville, Spain
- Accompanied 10 students to Spain with another faculty member
- Designed and taught orientation class for participants
- Led student excursions within Spain and Portugal
- Supervised student assistant

PROFESSIONAL MEMBERSHIPS

- The Linguistic Society of America
- The American Association of Teachers of Spanish and Portuguese

REFERENCES

Available upon request.
EDUCATION

University of Pennsylvania, Ph.D. in Spanish, May 1993
Concentration: 20th Century Latin American Literature
University of Kentucky, M.A. in Spanish, 1988
Duke University, Master of Divinity, 1985
Berea College, Double major in History and German, 1982
Universidad de Chile, Studies in English, 1977-1979

HONORS

Development Leave, 2007
Alexis/Spencer Travel Grant, University of Nebraska, 2006
Alexis/Spencer Travel Grant, University of Nebraska, 2005
Development Leave, 2000-2001
Research Grant-In-Aid, University of Nebraska-Lincoln, 1998
Faculty Summer Research Fellowship, University of Nebraska-Lincoln, 1994
Research Grant-In-Aid, University of Nebraska-Lincoln, 1994
Dean’s Scholarship, Duke University, 1982-1985
Undergraduate Scholarship, Institute of International Education, 1979-1982

PUBLICATIONS

1. Published Monograph
   Octavio Paz: crítico practicante en busca de una poética.
   REFEREED

1a. Some Reviews of Monograph
   -- El país (“Babelia” 12/24/1999), by M.R.

2. Published Articles
   -- “Paseo crítico por una crónica testimonial: de La esquina es mi corazón a Adiós mariquita linda de Pedro Lemebel.” A Contracorriente. Vol. 4,
No. 2 (2007): 103-42. REFEREED
-- “Ecografía de una gestación: el concepto literatura en la incipiente esfera literaria chilena.” Cuadernos Americanos 104 (2004): 74-94. REFEREED
-- "Avatares del proceso de la institucionalización de la literatura en Chile en las revistas literarias del siglo XIX.” Revista Iberoamericana 204 (2003): 667-88. REFEREED
-- "Réquiem por Lucrecia: virtud, resistencia, violación y suicidio en dos sonetos histórico-mitológicos de Sor Juana.” Revista Interamericana de Bibliografía 1-2 (1999): 127-40. REFEREED
-- "Elaboración de una poética en los ensayos tempranos de Octavio Paz.” Revista hispánica moderna 1 (1998): 72-86. REFEREED

3. Forthcoming Articles
-- “De la institucionalización a la disolución de la literatura en Los detectives salvajes de Roberto Bolaño” In Revista canadiense de estudios hispánicos (2010)

4. Published Review Articles

5. Published Survey Articles

6. Published Reviews


7. Published Translations


-- “Ni del lado de allá ni del lado de acá: Los detectives salvajes de Roberto Bolaño.” Palabras e ideas, ida y vuelta. Las relaciones culturales y lingüísticas entre Europa y América Latina (Congreso Internacional del Instituto Internacional de Literatura Iberoamericana). Genoa, Italy. June 26-July 1, 2006


-- “La prensa literaria del siglo XIX como instrumento fundamental en la formación de la identidad chilena.” Biblioteca Nacional de Chile. Santiago, Chile. July 4, 2002
NATIONAL CONFERENCES

-- “Neither Globalized nor Glocalized: Fuguet’s or Lemebel’s Metropolis?” 58th Annual Kentucky Foreign Language Conference. April 22, 2005
-- “La cultura popular como escape en Mala onda de Alberto Fuguet.” 53rd Annual Kentucky Foreign Language Conference. April 20-22, 2000
-- "Regreso al Chiflón del diablo: José Donoso y su visión de las minas del carbón de Baldomero Lillo.” 52nd Annual Kentucky Foreign Language Conference. April 23, 1999
-- "Los vericuetos del discurso narrativo en El Mocho, la última novela de José Donoso.” 51st Annual Kentucky Foreign Language Conference. April 17, 1998
-- "Essayistic Discourse as Literary Autobiography and Feminist Criticism in Rosario Ferré’s Sitio a Eros and El coloquio de las perras.” 50th Annual Kentucky Foreign Language Conference. April 19, 1997
-- "Hacia una definición del concepto ‘vanguardia’ paciano.” Mid-America Conference on Hispanic Literature. October 13, 1995
-- "¿Aguila o sol? : ¿Práctica de la escritura automática en la poesía hispanoamericana?” Mountain Interstate Foreign Language Conference. October 6, 1995
-- "La prehistoria de El laberinto de la soledad.” 14th Cincinnati Conference on Romance Languages and Literatures. May 14, 1994
-- "Octavio Paz: primeros pasos como crítico de la literatura latinoamericana.” Mountain Interstate Foreign Language Conference. October 10, 1992
-- "La defensa de la mujer: el motivo del valor y la virtud en dos sonetos de Sor Juana.” Mountain Interstate Foreign Language Conference. October 8, 1986
-- "Concepts of Death and Hell in the Castigos e documentos del Rey Don Sancho IV.” Cincinnati Conference on Romance Languages and Literatures. May 16, 1986
-- "Exégesis de una escena en La Numancia de Cervantes: España-Duero como génesis y apocalipsis dramáticos.” Cincinnati Conference on Romance Languages and Literatures. May 16, 1986

TEACHING

NORTH CAROLINA STATE UNIVERSITY, 2008-
Courses currently being taught
--FLS 595; FLS 316
UNIVERSITY OF NEBRASKA-LINCOLN, 1993-2008

Graduate Courses

Regularly Taught Courses
-- Spanish American Colonial Literature: "Diversas manifestaciones de la 'invención de América' en la prosa colonial"
-- 19th Century Spanish American Writing: "Consolidación nacional, raza y patria en la escritura del siglo diecinueve hispanoamericano"

Seminars
-- The Contemporary Chilean Novel
-- “Novela modernista” and "novela de la tierra"
-- Octavio Paz: "De la poesía como salvación universal a la poesía como refugio personal"
-- The 20th century Spanish American Essay

Independent Studies
-- 19th Century Spanish American Narrative
-- Research Methods
-- Derrida’s Of Grammatology

Undergraduate Courses

Regularly Taught Courses
-- Spanish 311 (Introduction to Latin American Literature [Part I])
-- Spanish 312 (Introduction to Latin American Literature [Part II])
-- Spanish 303 (Intensive Reading Comprehension)

Other Courses Taught
-- Spanish 305 (Literary Analysis)
-- Spanish 203 (Intensive Conversation)
-- Spanish 204 (Intensive Writing)
-- Spanish 202 (Fourth Semester)
-- Spanish 201 (Third Semester)

Independent Studies
-- Spanish American Civilization
-- Spanish American Colonial Literature
-- Hispanic Immigration to the United States
-- Pablo Neruda’s Five Poetic Phases
-- José Martí’s Views of the United States
-- Land Reform and Indigenous Insurrections in Mexico

UNIVERSITY OF PENNSYLVANIA, Teaching Assistant, 1988-1992
-- Spanish 150 (advanced grammar and literature)
-- Spanish 101 (First Semester)
-- Spanish 102 (Second Semester)
-- Spanish 103 (Third Semester)
-- Spanish 104 (Forth Semester)
-- Received proficiency training and have used proficiency-based approach in teaching the Spanish language
-- ACTFL trained, and attended oral interview sessions.

LINGUAL INSTITUTE (Philadelphia)
-- 20th Century Latin American Short Story
-- Business Spanish
UNIVERSITY OF KENTUCKY, Teaching Assistant, 1985-1988
-- Spanish 101 (First Semester)
-- Spanish 102 (Second Semester)
-- Spanish 103 (Third Semester)
-- Spanish 104 (Forth Semester)
-- Spanish 405 (Spanish for reading knowledge to graduate students in other fields)

BEREA COLLEGE
-- Spanish tutor
-- German tutor

ACADEMIC EXPERIENCE
-- "Digressions of the Sign in Contemporary Latin American Literature" for the Nineteenth Annual Meeting of the Semiotic Society of America, October 21-23, 1994 – Panel Organizer
-- Hispanic Review: Assistant to the editors, 1989 -1992
-- Ariel (a graduate student journal at the University of Kentucky): Assistant to the editors, 1986 -1988

SERVICE WITHIN THE DEPARTMENT
North Carolina State University
-- Graduate Studies Committee, Fall 2008-
-- Research Committee, Fall 2008-

University of Nebraska-Lincoln
-- Spanish Section Head, 2007-2008
-- Chair of Search Committee for Applied Linguistics Position, 2007-2008
-- Spanish Section Head, Fall 2006
-- Search Committee Chair for Judaic Studies/Latin American Literature Position, Fall 2006
-- Search Committee Member for 20th Century Peninsular Position, Fall 2006
-- Graduate Student Committee, 2004-2006
-- Search Committee Chair for Spanish Coordinator Position, Spring 2004
-- Executive Committee, 2002-2005
-- Grades Appeals Committee, 2002
-- Curriculum Committee, 1999-2000
-- Salary Advisory Committee, 1998-1999
-- Language Proficiency Committee, 1993-1994
-- McNair Mentor (for minority students), Spring 2006
-- Spanish adviser in charge of study abroad and transfer of credits, 2004-2006
-- Chief Undergraduate Advisor for Spanish majors and minors, 1995-2000,
Recently read Ph.D. Thesis

Lectures Coordinated
-- Dr. Marjorie Agosin, Fall 2006
-- Dr. Peter G. Earle, Fall 1996
-- Chilean poet Carlos A. Trujillo, Spring 1995

SERVICE WITHIN THE UNIVERSITY

North Carolina State University
-- Foreign Languages and Literatures Department Research Committee Representative, Fall 2008-

University of Nebraska-Lincoln
-- Marshal at Honor’s Convocation and Graduation (1996-1997)
-- Participated in panel on racist symbolism in university campuses in 1997

SERVICE WITHIN THE PROFESSION

Panel Chair & Reporter
-- Chaired Panel “The Global and the Local” at “Architecture and Identity” Conference in Berlin (12/07/04)
-- Gave final report on Panel “The Global and the Local” at “Architecture and Identity” Conference in Berlin (12/08/04) in front of an audience of some 300 people
-- Chaired a session at the 50th Annual Kentucky Foreign Language Conference in Lexington, KY, April 18, 1997
-- Chaired two sessions at Mid-America Conference on Hispanic Literatures, Lincoln, NE 1996
-- Chaired a session at the 45th Mountain Interstate Foreign Language Conference in Radford, VA, Fall 1995

Abstract reviewer
-- Evaluated abstracts for the Mid-America Conference on Hispanic Literatures Lincoln, NE 1996

Article reviewer
-- “De cultura y política: La política narrativa de José Miguel Varas y la Revolución Chilena,” for journal A contracorriente

Manuscript reviewer
Curriculum Vitae

Elvira Vilches

North Carolina State University
Department of Foreign Languages and Literatures
elvilche@social.chass.ncsu.edu

EMPLOYMENT

2008  Associate Professor, Department of Foreign Languages and Literatures, North Carolina State University

2000-7  Assistant Professor, Department of Foreign Languages and Literatures, North Carolina State University

1998-2000  Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin, Milwaukee

EDUCATION

1998  Ph.D. in Spanish.  Cornell University
Early Modern Peninsular and Colonial Latin American Literature
Dissertation, La economía de la maravilla: ficciones y valores transatlánticos (1492-1665)

1993  M.A. in Spanish.  California State University, Los Angeles

1988  B.A. in English.  Universidad de Málaga (Spain)

ACADEMIC AND RESEARCH INTERESTS

Early Modern Culture and Literature both in Hapsburg Spain and Colonial Latin America
Atlantic Studies
Cultural Theory
Economic Criticism
Gender Studies

ACADEMIC AWARDS

2002-03
- American Council of Learned Societies Fellow: Library of Congress Fellowship in International Studies
- Center For New World Comparative Studies Fellowship. John Carter Brown Library. Brown University

2001-02
- College of Humanities and Social Sciences Research Fund. North Carolina State University. Archivo General de Indias (Seville, Spain) (May-July)

2000-01
- College of Humanities and Social Sciences Summer Stipend. North Carolina State University.
- Fellowship, Center for Twentieth Century Studies. University of Wisconsin, Milwaukee.

1999

PUBLICATIONS

Books:

Places, Markets, and Citizens: The Hispanic Atlantic in the Sixteenth and Seventeenth Centuries (manuscript in progress)

New World Gold: Monetary Disorder and Cultural Anxiety in Early Modern Spain (forthcoming from Chicago University Press)

Articles:

“Crédito y generosidad en La Dorotea by Lope de Vega” (in progress)

“La armería del valor de Baltasar Gracián: capital, valor y género en el Héroe y el Criticón” (in progress)

“El Atlántico en la historiografía indiana del siglo XVI” (head article in Otros estudios transatlánticos; lecturas desde lo latinoamericano forthcoming from Revista Iberoamericana)


Book Reviews:


INVITED LECTURES

Invited Lectures


“Valor y género en la España de los Austrias,” Hispanic Cultures Seminar Series. Department of Romance Languages and Literatures, Harvard University, March 2003.


Symposia


Fellowship Lectures

SEMINARS


CONFERENCE PAPERS


“El afeminamiento como efecto atlántico en la “Rima a Nuño de Mendoza” de Bartolomé Leonardo de Argensola.” Asociación Canadiense de Hispanistas, University of Western Ontario. May 2005.


“Crisis, Gender, and Otherness in Imperial Spain.” Renaissance Society of America. Tempe, Arizona, April 2002.


**SCHOLARLY ACTIVITIES**

**Discussions:**


**Sessions:**


TEACHING

Extension:
Fall 07 Don Quixote, Encore Center for Lifelong Enrichment, NCSU

Graduate Committees:
2006-07 Graduate Committee Member for Susan Stites
Graduate Committee Member for David Young
2005-06 Graduate Committee Member for Olga Sendra Ferrer

COURSES

Graduate Courses:
“Fictions of Spanish Identity: The Morisco Case (1492-1609)
“Don Quixote: Beyond the Windmills”
“Spanish Golden Age Theater”
“Culture, Discourses, and Practices of Early Modern Spain”
“New World Historiography”
"The Contact Zone: Colonial Encounters 1492-1540"
“Imperial Ideologies and Early Modern Hispanic Letters”
"Honor and Love in Golden Age Comedia"

Undergraduate Seminars:
“Cultures of Conquest”
“Don Quixote: Madness, Crisis, and Fiction”
“The Age of Discovery”

Survey Courses:
“The Literature of the Renaissance”
“Colonial Latin American Literature”
“Spanish Culture and Civilization”
“Hispanic Culture through Film”
“Introduction to Hispanic Literature”

Language Courses:
All levels including conversation and composition

TEACHING EXPERIENCE

Teaching Assistant. Cornell University. (1996-98)


PEDAGOGICAL TRAINING

“Integrating the National Standards into Post-Secondary Foreign Language Courses.” North Carolina State University. (January 2002)

“If They Were Better Readers: Writing, Speaking, Assigned Reading.” Organized by the Campus Writing and Speaking Program, North Carolina State University (February 2001)

"Freshman Seminar Faculty Workshop." University of Wisconsin, Milwaukee. (May 1999)

"Teaching Writing in the Humanities." John S. Knight Writing Program. Cornell University. (Summer 1997).

"University-Wide Graduate Teaching Workshops." Instructor. Topics: Microteaching and Leading a Discussion. Office of Instructional Support, Cornell University. (1996-97)

"Microteaching and Video Recall Training Workshop." Qualified as an Instructor. Office of Instructional Support, Cornell University. (Fall 1996)


"Romance Studies Teaching Assistant Training Program." Department of Romance Studies, Cornell University. (Summer 1995)

"Applied Linguistics Course for Teachers of Spanish as a Second Language." Department of Modern Languages, Cornell University. (Fall 1994)

"Cornell Summer Training Program for Teaching Assistants in Modern Languages." Department of Modern Languages, Cornell University. (Summer 1994)
California Bilingual Teacher Credential. (1991)

**SERVICE TO THE PROFESSION**

*Manuscript Referee:*
*Revista Canadiense de Estudios Hispánicos*

*Office in national societies:*
Regional Delegate, National Assembly, Modern Language Association (2007-10)

**SERVICE TO THE DEPARTMENT**

2008-09
- Graduate Committee
- Graduate Advisor
- Library Representative
- Spanish Major Mentor
- Undergraduate Program Review Portfolios Assessment

2007-08
- Senior Exit Interview Committee
- Library Committee
- Spanish Major Mentor
- Undergraduate Program Review Portfolios Assessment
- Graduate Program Curricular Development

2006-07
- Undergraduate Spanish Program Curricular Development, Chair for Peninsular Literature
- Undergraduate Spanish Program Curricular Development, Member
- Spanish Major Mentor
- Undergraduate Program Review Portfolios Assessment
- Library Liaison for Early Modern Hispanic Culture, History, and Literature

2005-06
- Spanish Major Mentor
- Undergraduate Program Review Portfolios Assessment
- Library Liaison for Early Modern Hispanic Culture, History, and Literature

2004-05
- Undergraduate Program Review Portfolios Assessment
- Graduate Program Early Modern Curricular Development, Courses Designed for the M.A. program in Spanish:
  - FLS 528 “Don Quixote and the World of Cervantes”
  - FLS 527 “Spanish Golden Age Theater”
  - FLS 526 “Culture, Discourses, and Practices of Early Modern Spain”
FLS 522 “The Writing of Conquest”
Spanish Major Advisor
Library Liaison for Early Modern Hispanic Culture, History, and Literature

2003-04
Chair, Exit Interview Committee
Spanish Major Advisor
Undergraduate Program Review Portfolios Assessment

2000-03
Exit Interview Committee
Spanish Major Advisor

2001
Search Committees for both Linguistics and Latin American Literature
Spanish Major Advisor

2000
Liaison between the Chancellor and the President of the Dominican Republic. December

1998-2000 Department of Spanish and Portuguese, University of Wisconsin, Milwaukee
Interim Director of Graduate Studies
Library Committee
Search Committee

LANGUAGES

Native Spanish Speaker, near-native fluency in English, reading knowledge of French, Portuguese, and Latin.

MEMBERSHIPS

Renaissance Society of America
International Association of Word and Image Studies
Society for Critical Exchange
Modern Language Association

REFERENCES

Maria Mercedes Carrión, Associate Professor of Romance Studies, Emory University
Mary Malcolm Gaylord, Professor of Romance Studies, Harvard University.
Margaret Greer, Professor of Romance Studies, Duke University.
Alison Weber, Professor of Spanish, University of Virginia.
Harry Vélez-Quiñones, Professor of Spanish, University of Puget Sound.