

Cover page

THE UNIVERSITY OF MICHIGAN
Latin American and Caribbean Studies

A request for Federal Assistance

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Submitted to the United States Department of Education

Comprehensive National Resource Centers
and Foreign Language and Area Studies Fellowships Program

Submitted by

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1. COMMITMENT TO LATIN AMERICAN AND CARIBBEAN STUDIES

The University of Michigan (UM) program in Latin American and Caribbean Studies (LACS) has undergone remarkable growth thanks to UM's deep and ongoing institutional commitment to LACS since its foundation as an undergraduate program in 1984 and its elevation to a constituent member of the International Institute (II) in 1993. Over the past 10 years, UM has hired 35 new LACS tenured and tenure-track faculty, a full-time LACS office staff, and a Quechua language instructor; housed LACS in a state-of-the-art office suite at the II building; and used funding and staff resources to foster intellectual exchange and an atmosphere of engaged collegiality among faculty, undergraduates, and graduate and professional school students. LACS is now a vibrant intellectual locus and a national center of excellence in academic instruction, programming, transnational cooperation, and research. NRC and renewed FLAS funding will strengthen LACS's efforts to provide outstanding language and area studies instruction, innovative outreach and teacher training activities, and productive linkages with the University's professional and disciplinary programs and with institutions in the region.

1A1. UM has demonstrated its considerable commitment to Latin American studies through long-standing broad-based initiatives and extensive core financial support. A large public university, UM draws students from all 50 states and more than 80 nations around the world, and consistently ranks among the very top US universities; many departments relevant to LACS (Anthropology, History, Political Science, Sociology, and others) are ranked among the top 5 US departments, using objective measures such as doctorates granted, faculty awards, and research and development expenditures. With two decades of steadily increasing levels of institutional support from UM, LACS has grown into a full interdisciplinary program that offers a major, minor, and graduate certificate. In Fall 1990, LACS was reorganized as a formal area center under UM's College of Literature, Science, and the Arts (LSA), and in 1993 it joined the International Institute (II). Today LACS brings together 81 core and affiliated tenured and tenure-track faculty with research interests in Latin America from more than a dozen departments and professional schools. The center is run by a full-time staff supported by

university funds. In 2004-2005, UM provided \$8,766,156 in calculable support to LACS programs, faculty, and staff (Table 1). High as it may be, this total underestimates UM's actual level of support, as it excludes items for which dollar amounts are unavailable (e.g., the LRC, OIP, total UM faculty research, travel, and curriculum development support; offices and computers), as well as co-sponsorship by various UM units for virtually all our activities.

Table 1: Institutional Financial Contributions for Latin American Studies at UM, 2004-05	
Salaries (including fringes):	
Area Faculty	4,154,157
Language Faculty (Span, Port)	1,115,345
Quechua Language Faculty	37,110
LACS Staff Salary Support	125,433
Latin American Studies Library Staff	80,752
Student Support	
Graduate LACS Fellowships	125,518
Graduate Student Instructorships	2,383,125
Undergraduate LACS Awards	9,000
Other Expenditures:	
Library Acquisitions	179,000
Library acquisition travel	7,610
Library Preservation and binding	7,740
Library Electronic resources	7,275
Faculty Research/Travel	479,450
Language Pedagogy	1,500
Outreach Programs	2,400
LACS Center Operations	50,741
Total Support	\$8,766,156

UM support for LACS center

operations is illustrated in the level of funds allocated (table 1) and UM's longstanding commitment to funding permanent staff positions and providing an expansive suite of offices and facilities. UM pays the salary of the LACS Director, Program Administrator, Outreach/ Programming Coordinator, Academic Secretary, administrative and work-study assistants, and business office personnel whose work is coordinated

among various area centers by the II. The II provided the LACS operating budget, a total of \$50,741 in 2005-06, and together with other UM units supported faculty and students through grants and fellowships, conferences and other academic events, visitors, courses, and outreach activities, detailed below.

1A2. UM has invested significantly in LACS **teaching staff**, paying salaries and benefits for 81 regular faculty and 26 lecturers and visiting professors, in addition to providing them with equipment and office space. UM is a leader in funding faculty research, travel, and curriculum development; LACS-related project funding alone totaled \$479,450 last year. Since 2002, UM

has hired 18 assistant and 4 associate professors affiliated with LACS, with the notable creation in 2005 of a joint tenure-track faculty line in History and Brazilian Portuguese. Continuing UM support for a full-time academic year lecturer position in Quechua and plans to add an additional tenure-track position in Brazilian Portuguese indicate the increasing pace of UM support.

Visiting faculty enhance LACS teaching resources; LACS has coordinated a series of Brazilian visiting professors at UM, typically with \$30,000 in annual funding from university sources.

1A3. Library resources for Latin American studies, substantively enhanced by the hiring of a full-time Latin American librarian in 2001 and a permanent 6% funding increase for LACS acquisitions at a time of tight finances, are among the best in the country (section 5).

1A4. UM has built many strong **links to institutions in Latin America**, actively seeking collaboration with universities and research centers in the region and sponsoring a continual interchange of ideas with Latin American scholars. UM has formal collaborative agreements with the Centro Bartolomé de las Casas and Pontificia Universidad Católica in Peru; the Colegio de la Frontera Sur and the Universidad Autónoma de Nuevo León (UANL) in Mexico; the Federal Universities of Minas Gerais (UFMG), Bahia (UFBA), and the University of São Paulo (USP) in Brazil; and the Universidad de la Costa Atlántica de Nicaragua. Some 10 collaborative projects with Latin American institutions are funded by more than \$1.6 million in outside funding (e.g., NSF, Ford, NINR/NIH, Fogarty International Center) plus cost-sharing by other university units. A sampling: UM's School of Public Health (SPH) and El Colegio de Sonora launched "Research Training in Reproductive and Perinatal Health in Mexico" with a Fogarty Center grant and UM matching funds. UM's Law in Slavery and Freedom Project integrates Latin American studies into cross-regional investigations of slavery and post-emancipation societies by scholars and graduate students at UM, the Federal Fluminense University and the State University at Campinas (Brazil), the Fundación Antonio Núñez Jiménez (Cuba), and three universities in Europe and Canada. UM's Institute for Social Research (ISR) plays a key role in training Latin American social scientists through subsidized study at its summer institute and the creation of a sister program at Brazil's UFMG. The UM School of Nursing conducted an

NINR/NIH-funded study of the efficacy of HIV intervention with Mexican youth in conjunction with the UANL in Monterrey, and with Fogarty funds is now testing the parent component of HIV intervention in rural Oaxaca in conjunction with IMSS-Oportunidades.

1A5. UM is involved in a broad range of **outreach activities** (sec. 7). The II and the University Musical Society (UMS) coordinate with and contribute substantially to LACS outreach efforts. UMS has a budget of \$5-7 million of which \$400,000 was spent bringing Latin American performing artists to the state of Michigan in 2004-05; LACS facilitates meetings between these groups and local K-12 teachers and students. The II contributes \$3000 to LACS outreach, funding teacher training workshops, classroom visits, and family/adult education workshops, in addition to LACS public events and special programs in regional public schools.

1A6. UM provides **student support** to LACS undergraduates through II Individual Student Fellowships (\$8500 for 4 awards, 2004-05), LACS travel support for class-component trips to Latin America (\$1200 for 4 LACS majors, 2004-05) and Honors Thesis grants (\$1000 to 2 students, 2004-05), in addition to scholarships, fellowships, loans, and Undergraduate Research Opportunity grants. UM supports study abroad programs through the Office of International Programs (OIP), with \$82,900 in scholarships to 64 undergraduates studying in Latin America and 91 in Spain in 2004-05. **(1B.) Graduate student support.** Most PhD students arrive at UM with full funding, including tuition, fees, and living expenses, for at least 3 years. LACS graduate students consistently win substantial amounts of research and student funding through UM, which in 2004-05 included UM contributions to FLAS fellowships awards for LACS totaling \$32,576; 12 II Individual Student Fellowships totaling \$21,500; 76 Graduate Student Instructorships totaling \$2,383,125; \$11,180 for II support of the Fulbright selection process (2 FTE administrators for 2 months/yr; an average of 2 UM students are awarded Fulbrights to LA countries each year). Amounts not calculated include 3-year Regents' Fellowships, Rackham Fellowship for Historically Underrepresented Groups, other Rackham fellowships, merit-based departmental/school funding, and Rackham, LSA and departmental conference and study abroad travel grants. In September 2005, Rackham announced the formation of a \$250,000 endowment

to fund an annual fellowship for a UM graduate student working on a dissertation related to Latin America.

2. QUALITY OF CURRICULUM DESIGN

2A. Undergraduate degree programs. LACS has incorporated the broad interdisciplinary range of area studies courses offered at UM into two degree programs, the LACS major and LACS minor. Each semester, LACS faculty advisors compile a list of more than 25 upper-level courses that address the region. Students in the LACS major and minor consult with their LACS faculty advisor to craft an individualized, balanced and coordinated program of study from these courses and study-abroad courses (30 credits for the BA, 15 for the minor). Both programs also require advanced-level ACTFL proficiency in Spanish, Portuguese, or Caribbean French. Majors must include in their coursework at least 3 credits each on the history, anthropology, political science, and literature of Latin America, and must complete an interdisciplinary Senior Thesis (a 3-credit independent project carried out individually under faculty supervision). LACS is the only major at UM to require a thesis, limiting the number of majors but attracting highly dedicated students who are enthusiastic about interdisciplinary area studies and providing them with an opportunity to work one-on-one with experts in their fields. As of Fall 2005, LACS has 27 majors and 9 minors, more than double the numbers from 2001. UM's Department of Romance Languages and Literatures (RLL) offers a BA and a minor in Spanish; both require advanced-level proficiency in Spanish. The major requires at least 30 credits in upper-level courses on the literature and culture of the Hispanic world, at least 27 of which must be taught in Spanish; the minor require 18 credits, all taught in Spanish. Numbers of Spanish majors and minors have doubled since 2001, to 297 and 206 respectively. Students also pursue informal LACS specializations in other degree programs; in 2004-05, 29 graduating seniors in fields other than LACS or RLL took at least 12 credit-hours of LACS courses.

2B1. Training options for graduate students. The Graduate Certificate in LACS (created in 2002) is open to all UM graduate and professional school students. Of the 14 certificate graduates to date, half were in academic disciplines (Anthropology, Sociology, Spanish) and half

in professional schools (Education, Law, Natural Resources, Public Health, Public Policy). Between 2000-01 and 2004-05, 102 Ph.D. dissertations were written on LACS topics (an average of 20/yr) by students in 14 academic fields (leading with 18 in anthropology, 13 in history, 10 in Spanish, and 8 each in sociology and biology; also sociology, comparative literature, psychology, political science, American culture, economics, English, geology, art history, and linguistics) and 5 professional schools (Natural Resources, Architecture & Urban Planning, Business Administration, Public Health, and Music). **2B2.** The LACS Graduate Certificate program is run by a team of two professors, chosen each year from different fields (usually one professional school and one academic department), together with the LACS staff and advisory committee. The faculty team advises students and teaches the LACS Graduate Proseminar, a comprehensive, interdisciplinary introduction to LACS area studies. Certificate requirements are: advanced-level proficiency in Spanish, Portuguese, or Quechua; the Proseminar (3 credits); and at least 12 additional credits of area courses distributed among at least 3 disciplines, chosen from some 20 graduate-level courses offered each semester on LACS topics.

2B3. Academic and career advising. The LACS Student Advisor meets with each student at least once each term. Faculty in the relevant units advise graduate and professional school students; the Proseminar coordinators offer additional advising for graduate certificate candidates. LACS staff counsel students about overseas study, research, internships, fellowships, and careers, and send students weekly email updates on jobs and fellowships. The LSA Academic Advising Office has 40 advisors with advanced degrees, who meet 3 times with each incoming undergraduate during orientation and serve as primary advisors until students declare concentrations and faculty assume primary advising responsibility. II staff advise students about US/ED, Fulbright, and NSEP awards. UM's International Center/Overseas Opportunities Office has one of the nation's largest resource libraries and most complete websites on work and study abroad. The office collaborates with Career Planning and the area centers to offer a dozen international career workshops each year. Since 2002, 12 LACS graduate student affiliates have received Fulbright Awards; others have received Mellon, Social Science Research Council,

National Science Foundation, and Ford Minority Fellowships; UM ranks second among US universities in students receiving State Department internships and joining the Peace Corps.

2B4. Overseas opportunities. UM has formal student exchange programs with the Federal Universities of Bahia and Minas Gerais (UFBA, UFMG, Brazil) and the Centro Bartolomé de las Casas (Peru); formal agreements or cosponsorship with the AY program at the Pontificia Universidad Católica (Chile); and established study-abroad programs in Mexico (Universidad de Guanajuato; Universidad Veracruzana, new in 2006), Dominican Republic (special program on health and nutrition in Latin America), and Brazil (Bahia and Minas Gerais). SNRE offers an international training program in Ecology and Natural Resources in Nicaragua and participates in an AY program on Sustainable Development in Costa Rica. The Business School has an active student exchange program with INCAE in Costa Rica. Past collaboration between LACS and the Institute for Social Research to bring Latin American social scientists to UM for statistical methods training led to a joint ISR-UFMG research and training program in survey data analysis, funded with a major Ford grant. The William Davidson Institute, Ford School for Public Policy, SPH, and LACS have co-sponsored spring break public policy study and disaster relief volunteer trips to Central America, the Caribbean, and Venezuela over the past 3 years. In 2004-05, a total of 161 UM students registered in these Latin American foreign study programs. II Individual Fellowships have funded 257 graduate and professional school students for travel to Latin America since 1991; Rackham Graduate School Research Fellowships are also available.

2B5. UM promotes **access to other institutions' study abroad and summer language programs** by supporting the International Center resource library and advisors (1.5 FTE professional and 2.5 FTE peer advisors) and by making it easy to obtain pre-approval for and to transfer credits from accredited programs. UM's OIP actively promotes access to other institutions' programs by providing advisors and an information library, sponsoring a series of International Fairs every year, and facilitating pre-approval to transfer credits from accredited programs. The academic advising programs of the different schools (LSA, Rackham Graduate, and professional schools) evaluate transfer credits from other institutions and regularly grant

credit to students who enroll in programs operated in Latin America by other accredited academic institutions. Rackham also offers grants for the study of LCTLs through other institutions' summer language programs through the CIC and FLEP programs.

3. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

3A1. Disciplinary coverage. UM offers non-language LACS area studies through 16 academic fields and 4 professional schools, providing broad disciplinary coverage of the region, with a total of 103 classes offered in 2004-05 (including 90 courses focused explicitly on LACS and 16 that included over 25% area content), enrolling a total of 2,705 undergraduate and 160 graduate students (Table 2; App. 2). All Latin American **countries** are covered in LACS courses.

Discipline or School	Courses with 100% LACS content			Courses with 25-75% LACS content		
	No. of Courses	UG Enrollment	Grad Enrollment	No. of Courses	UG Enrollment	Grad Enrollment
Anthropology	10	290	27	2	67	10
Art History	1	6	8	(*)		
Biology	(*)			(*)		
Economics				6	425	11
Film	1	21	1			
History	5	176	13	1	86	
LACS and CAAS	6	55	6	3	40	12
Literature (Spanish)	56	1273	30			
Literature (Caribbean)	1	32	1			
Political Science	1	63	0			
Sociology	1	19	0	3	40	0
School of Business	1	0	9			
Law School	1	0	8			
School of Music	6	80	0	1		
SNRE	3	37	1	2	1	31
TOTAL	90	2046	96	16	659	64

*Courses in these departments are planned for 2005-06.

Individual country and regional coverage is especially strong for the Caribbean (17 courses), Brazil (6), Andes (6), and Mexico/Central America (10), as detailed in the "regional emphasis" field in App. 2. Four **professional schools** offer 11 LACS-focused courses (Table 2). Nine professional schools have tenured or tenure-track faculty with Latin American interests who advise, offer topics courses, and teach independent study courses with a LACS research focus to

LACS students. LACS periodically teams with SPH and SNRE to offer courses on the public health and the environment in Latin America.

3B. Depth of specialized course coverage is evident in the number of upper-level courses regularly offered (App. 2), including 41 courses at the 300 (upper-level undergraduate) level and 55 at the 400+ level (graduate, available to upper-level undergraduates). Many are "topics" courses, covering different subjects each term and thus multiplying course selections. This depth is particularly apparent in the upper division offerings in RLL (55 courses at 300+ level), Anthropology (11), History (5), and SNRE (4). Upper-level undergraduates and graduate students may also take advanced independent study courses on Latin American topics.

3C1. Interdisciplinary courses are regularly offered for both undergraduate and graduate students. UM offers a unique interdisciplinary Ph.D. program in History and Anthropology, which has an interdisciplinary introductory course and a variety of topical seminars that include Latin America among the regional cases studied. Interdisciplinary area courses include anthropology and history survey courses on Latin America and the Caribbean, with a combined enrollment of 296 in 2004-05. The RC "Readings in Spanish" courses offer interdisciplinary views of specific topics in Latin America, such as "Political Violence in 20th Century Latin America," "Understanding Globalization," and "Agriculture and Social Movements in Latin America," all taught through Spanish-language readings and discussions. R. Scott teaches an interdisciplinary history/social science/law course on slavery, emancipation, and citizenship that is listed in both History and School of Law. The senior thesis required of LACS majors gives undergraduates a platform for doing intensive interdisciplinary area study research. The LACS graduate Proseminar is designed by an interdisciplinary team of professors to orient students in a rich variety of current approaches to the Latin American countries. Unique interdisciplinary courses for professional school, graduate, and undergraduate students have emerged from The Law in Slavery and Freedom project, co-coordinated by R. Scott and M. Jones, both of whom hold joint faculty positions in the Law School and Department of History. The project integrates Latin American Studies into cross-regional investigation of slavery and post-emancipation

societies by scholars and graduate students at six institutions in five countries. Project members collaborate to develop and maintain an interactive website for sharing diverse primary and secondary texts and other materials for use in courses and research; faculty design courses that overlap with those at the other institutions and encourage students to collaborate with their international counterparts. Examples of such courses at UM include "The Law in Slavery and Freedom: The U.S. and Latin America in Comparative Perspective" and "Social History and Constitutional Law in Cuba and the United States" (Law 877/History 477).

3C2. UM has **sufficient LACS faculty** to teach the courses in App. 2, with 81 LACS tenured and tenure-track professors (29 full, 30 associate, and 22 assistant) in 17 LSA departments and programs and 9 professional schools; seven professors hold distinguished endowed chairs. Other faculty include 2 adjuncts and 14 full-time Lecturers with union-negotiated contracts. The LACS core faculty cover an unusually broad number of country and regions within Latin America. LACS also supports the hiring of distinguished visiting professors from Latin America to broaden area course offerings and strengthen ties with Latin American scholars. During 2003-05, we had 10 visiting area studies professors (Table 3; App. 3).

3C3. All UM Graduate Student Instructors (GSIs) receive 20 hours of mandatory **pedagogy training**, including a seminar at UM's Center for Research on Learning and Teaching (CRLT) and a 1-credit workshop at UM's Sweetland Writing Center. Additional specialized GSI training is mandated by each department: History has its own 1-credit, 8-week course for GSIs; Anthropology requires 28 additional hours of training; and Political Science requires an all-day session and 3 sessions of a departmental mini-course for GSIs. All GSIs work closely with the course professor, who mentors them on facilitating discussions, lecturing, and grading. Additional CRLT workshops are held throughout the year on topics such as lecturing, discussion techniques, and use of instructional technologies and course Web pages. All GSIs who are non-native English speakers must pass English proficiency testing and a 3-week English summer workshop before teaching. Many departments additionally require both CRLT and departmental orientations in addition to mentoring by faculty or seasoned GSIs throughout the term.

Departments	Regular Faculty	Lecturer, Visitor, Adjunct
American Culture	3	1
Anthropology	11	3
Afroamerican and African Studies (CAAS)	7	3
Ecology and Evolutionary Biology	4	1
Economics	4	1
English Language and Literature	6	1
Geology	1	0
History	7	3
History of Art	2	1
Linguistics	1	0
Molecular, Cellular, Developmental Biology	1	0
Political Science	1	1
Psychology	1	1
Residential College (RC)	1	8
Romance Languages and Literatures (RLL)	15	2
Screen Arts and Cultures	1	0
Sociology	2	1
Total	57	21
Professional Schools		
College of Architecture and Urban Planning	2	1
School of Business Administration	1	0
Law School	1	0
Medical School	2	0
School of Music	6	1
School of Natural Resources & Environment	3	2
School of Nursing	1	1
School of Public Health	5	0
School of Social Work	5	0
Total	24	5
<i>Note: Faculty with joint appointments are counted under each department or school; totals are of individual faculty members and therefore do not add.</i>		

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Table 4 and Appendix 2 demonstrate the range and depth of UM's comprehensive language programs of competency-based instruction in four levels of language training in Spanish, Portuguese, and Quechua. Students can easily take languages courses for UM credit at other CIC universities; nearby Michigan State University, for instance, offers Nahuatl and Haitian Creole. In keeping with a strong university-wide emphasis on interdisciplinary learning at UM, our advanced courses in language, linguistics, and literature cover both traditionally-defined

literatures and less traditional topics within the broad rubric of Latin American cultures. We also offer courses taught in Spanish or Portuguese in other disciplines, including history, natural resources and environment, anthropology, and art and architecture through the Residential College (RC) and the LSA Language Across the Curriculum (LAC) programs. Students in AY and semester-long study abroad programs in Brazil, Mexico, Chile, Dominican Republic, and Spain choose courses taught in Portuguese or Spanish from a wide range of offerings in humanities, social sciences, arts, business, law, environment, education, and other fields.

High demand for our Spanish offerings (over 5,000 students each year) and growing interest in Portuguese and Quechua reflect LACS priorities and initiatives. These include: support for hiring of new language faculty; expanded study abroad opportunities; Latin America-focused events; curricular innovations such as new Spanish-language sections of regular courses; extended spring break trips to Latin America as part of regular courses; outreach projects in Spanish-speaking communities in Michigan; and support for internships in Latin America. Our goal is to complement outstanding beginning and intermediate language acquisition programs with opportunities for students to use foreign language skills in a variety of real-life settings. The language programs offered by RLL, RC, the Summer Language Institute (SLI), and LACS, described below, provide a variety of options and timetables to meet different students' needs. All UM programs share, however, several common features:

- Courses are keyed to ACTFL proficiency standards in listening, speaking, reading, and writing; qualitative written and oral testing and evaluation of students' proficiency insures that those who meet the university-wide requirement of four semesters of a foreign language achieve at least the ACTFL high-intermediate level (in the RC intensive Spanish program, the requirement is met in two semesters and students reach the ACTFL advanced level).
- Performance-based instruction is employed at all levels of language teaching and supported in a variety of language pedagogy training required of all language faculty. Instructors are required to attend week-long Teacher Development Workshops at the start of each year and work in a close mentoring relationship with course coordinators who regularly visit

classrooms and review materials and student performance. Workshops and language-pedagogy seminars at RLL, the Center for Research on Learning and Teaching, and the Language Resource Center (LRC) are offered throughout the year, both on general pedagogical topics and specific language-teaching issues such as assessment of oral proficiency, classroom technology for language acquisition, and building writing skills in a foreign language. Lecturers and tenure-track faculty travel regularly to ACTFL language pedagogy workshops. Instructors are required to submit student evaluations for each course and lecturers undergo two major reviews of their teaching at three year intervals.

- All courses apply an interactive and critical content approach to language learning and make extensive use of various authentic resource materials in the classroom (e.g., complete and original journalistic, literary, or academic texts, documentary or feature films, computer websites, discussions or chats, etc.).
- Support is provided by our LRC, which manages state-of-the-art language laboratories at three locations on campus, offering multimedia computer workstations, audio/visual and audio/recording stations, audio/video production services and satellite downlinks used for development of customized teaching units and creative student projects. LRC holds a large collection of multimedia and computer-based teaching resources, printed instructional materials, and teacher training and classroom support services. Materials are also available through the Askwith Media library and the Screen Arts & Cultures Film library, which regularly purchase materials requested by instructors.
- Additional support is provided by extra-curricular conversation groups and campus film screenings in target languages.

Regular and Intensive Spanish programs. RLL houses our regular Spanish programs, offering degrees at the BA (Spanish; Spanish with teaching certificate; Spanish minor) and PhD levels. RLL's 11 tenured and 7 tenure-track Spanish faculty, nationally-recognized leaders in their areas of scholarship, teach intermediate and advanced language courses for undergraduate and graduate students. Four additional Spanish tenure-track faculty will be hired over the coming

5 years. Seven Lecturers who specialize in language pedagogy coordinate first through third-year language courses and train and mentor 70 additional Lecturers Graduate Student Instructors who teach in the program. Course coordinators are in turn supervised by the Language Program Director who holds a PhD in second language acquisition. Lecturers hold full-time union-negotiated contracts that stipulate a 3-3 teaching load; the college provides course releases for course coordination duties. Not required to publish original scholarship, lecturers focus exclusively on language teaching, curriculum development, and language teacher training.

Students eager to perfect their Spanish get a boost through the intensive summer language program at UM's SLI. Courses in other LSA departments offer special 1-credit add-on sections with discussion and texts in Spanish for regular courses such as "Colonial Latin American History" (Hist 347), "The National Period" (Hist 348), and "The History of Latinos in the United States" (AmCul 377). Additional LAC section are planned for "Latin American Society and Culture" (Anth 319) and "Mexico: Society and Culture" (Anth 320).

Some 200 students per year complete the intensive Spanish program at the RC. This program provides an interdisciplinary perspective, combining rigorous language learning with curricular flexibility and a high degree of interaction between students and instructors. Designed to provide outstanding undergraduate education from faculty dedicated to undergraduate teaching and innovative curricula, the RC living/learning environment is conducive to a high degree of language immersion. Students learn Spanish in a cohesive sequence of 8 credit hours/semester for two consecutive semesters, with four weekly hours of grammar instruction and four weekly hours of small discussion sections. Students attend daily lunch tables and coffee hours in an immersion system where they acquire functional, communicative command of the language through exposure to spontaneous linguistic exchanges. The goal is to achieve Spanish proficiency as measured in a four-hour final exam testing student ability to: 1) summarize a non-edited written Spanish journal article and a 25-minute oral lecture, 2) demonstrate control of advanced syntax and morphology in context, 3) develop argumentative writing, and 4) hold a spontaneous conversation with a native speaker in a 15-minute interview. About 80-85% of the

students pass the rigorous exam, having achieved ACTFL Advanced-level Spanish. To complete their language requirement, they are then required to pass at least one upper-level seminar in Spanish. Like the RLL beginning Spanish program, the RC intensive Spanish program is staffed by full-time Lecturers, whose efforts are exclusively dedicated to the teaching mission of the RC, a non-tenure granting college. The program director and associate director hold PhDs in literature and second language acquisition, respectively, and publish in these fields.

Students who have achieved proficiency at the advanced level, whether through the RC or RLL programs or elsewhere, may enroll in a variety of advanced content-focused courses in RLL on a variety of academic topics within the broad rubric of languages and literatures. The major pedagogical goal in RLL's advanced classes – all of which are taught exclusively in the target language -- is to teach critical thinking and advanced oral and written expression in Spanish or Portuguese in addition to understanding of Spanish and Latin American literature and cultures.

The RC offers small upper-division seminars (RCLang 324), entirely in Spanish, that generally lie outside of the traditional purview of language and literature. Some examples are "Understanding Globalization; New and Old Relations between the USA and Latin America"; "Dictators, Guerrilleros, and Terrorists: Political Violence in Latin America in the 20th Century"; "Agriculture and socio-Political Movements in Latin America"; "Latin American Cities"; and "El Teatro Campesino." There is ample opportunity for advanced students to use Spanish in RC courses outside of the Spanish program through courses such as Granzow de la Cerda's "Ecology in Latin America" (RCNatSci 250), entirely in Spanish. Robinson's "Mexican Labor in North America: Nogales Field Study and Seminar" (RCSSI 463/Soc 453), in English with discussions in Spanish brings students to Mexico for intensive study during Spring break. RC students also use their Spanish in summer service learning courses or internships involving the Latino community such as ELI 390. Funding is available on a competitive basis (4/year) for semester or year-long student-designed internships and independent research projects in Latin America, supervised by a UM faculty member and Latin American sponsor. Individual interns come together to reflect on their experiences in a variety of forums. In response to the demand for

coordination and course credit for community service internships, many of which through agencies in Detroit, the Spanish Language Internship Program (SLIP) was created in 2003. RC faculty approve and oversee internships and arrange student meetings and presentations throughout the semester. A 2-credit course, "Proyecto Avance: Latino Mentoring Association" (RCIDIV 351) course, created in winter 2005, places advanced Spanish-speaking UM students as tutors for Latino children in the Ann Arbor Public Schools District; students also help in programs to support families in local schools. PALMA will expand to 3 credits in 2006-07.

Portuguese. Since 1976, RLL has offered beginning, intermediate, and advanced Portuguese. Expansion of the Portuguese program is a priority for RLL. AY and summer study abroad programs in Bahia and Belo Horizonte Brazil were created in 2001-02. In 2002, Portuguese for Spanish Speakers (Port 415) was added. From 2003 to 2005, LACS supported the addition of courses taught in Portuguese: "Race and Popular Culture in 20th-Century Brazil" (LACS 400) and special 1-credit Portuguese sections of "Literature and Social History in Brazil" (LACS 455.002) and "Peripheral Modernisms" (LACS 655). Add-on Portuguese sections are planned for "History of Brazil" (Hist 577) in 2006, and a new cross-disciplinary course on Brazilian culture in 2007. An intensive summer course will be offered through SLI in 2007. A tenure-track position in History and Brazilian Portuguese was filled by Alberto in 2005, guaranteeing consistent upper-level offerings. A Visiting Professor position in Brazilian Portuguese will be added in 2006-07 and 2007-08, in preparation for a full-time, tenure-track position to begin in Fall 2008. Since 1999, LACS has contributed to the growing interest in Portuguese through the Brazilian Studies initiative, which has brought 6 visiting Brazilian scholars to teach courses and, since 2002, supported hires of 3 Brazilianist tenure-track faculty in Architecture, History, and RLL, all of whom offer courses or sections of courses in Portuguese. Our "bate-papo" series of informal lunch-time talks in Portuguese by UM faculty and invited speakers provide students a place to use the language while interacting with Brazilianist faculty (outside of RLL, 16 faculty focus their research and teaching on Brazil). The Brazilian Student Organization, with 15 core members from diverse academic units, meets weekly for informal

conversation in Portuguese; intermediate and advanced Portuguese-language students gain extra credit for participating. The group sponsors Brazil-related cultural events each term (films; capoeira workshops; samba classes; concerts; Brazil night at local entertainment spots). The net result of these efforts has been a growing demand for Portuguese language classes and the promise of significant development of the program over the coming five years.

Program and Levels offered, 2004-2005	<i>Total number of sections taught</i>	Undergrad Enrollment	Grad Enrollment
Beginning Portuguese	3	46	6
Intermediate Portuguese	2	6	3
Accelerated Portuguese for Spanish speakers	1	13	3
Advanced Portuguese (independent study)	2	2	
Study abroad courses in Brazil	8	3	
Intensive summer program (to be offered Sum' 06)	2		
Portuguese Language Totals:	18	70	12
Beginning Quechua	3	7	14
Intermediate Quechua	2	2	1
Advanced Quechua	2	1	2
Intensive summer program (all levels)	2		4
Quechua linguistics	1		5
Quechua Language Totals:	10	10	26
Beginning Spanish	39	749	6
Intermediate Spanish	125	2425	7
Advanced Spanish	59	1120	11
Intensive Spanish: Beginning	4	66	
Intensive Spanish: Intermediate	9	139	2
Spanish discussion sections of academic courses	5	41	
Accelerated Spanish review	28	546	3
Spanish for the professions	4	85	
Spanish pedagogy	3	7	4
Spanish linguistics	3	69	
Spanish Language Totals:	279	5247	33

Quechua. Since 1998 LACS has developed the world's most comprehensive program in Quechua, with 3 levels of instruction taught by native-speaking Lecturers and an advanced graduate seminar on Quechua language and linguistics offered by Mannheim, one of the few professorial-level Quechua specialists at a US university. Summer Intensive Quechua (intensive 7-week courses at 3 levels) is offered through UM at the Centro Bartolomé de las Casas in

Cuzco, Peru. The program is designed specifically to articulate with the training programs of graduate and professional school students.

5. STRENGTH OF THE LIBRARY

5A. Library holdings at UM, one of the largest research collections in the country, number more than 8 million print volumes and nearly 8 million microform, map and multimedia units. *Holdings directly related to LAS* at UM total more than 125,601 in English, Spanish, Portuguese, and other languages. Spanish-language titles in all fields total 117,990 and Portuguese-language titles total 15,442. In response to interest in Latin America at UM, this collection has grown steadily (average annual rate of over 4%). The UM collection spans a variety of disciplines, primarily those within the humanities and social sciences. Notably strong areas of the collection include colonial history, especially Andean, Brazilian, and Mexican; Caribbean Studies, especially Cuba; and Bibliography. More recently, race, ethnicity and gender for most areas of Latin America & the Caribbean have been emphasized, particularly for Brazil and the Caribbean. Literature is also a strong component of the UM collection, representing a variety of countries, periods and genres. Areas currently under development include Argentine culture and history, especially the military dictatorship period; 19th & 20 century Dominican & Puerto Rican history and culture; film studies; and Judaica. UM's Special Collections Library contains *important collections* such as the Cuban Hand-made Books Collections (83 titles) and the Labadie Collection of materials on "social protest" (e.g., civil liberties, and anti-globalization), with a significant portion directly related to LACS. The Clements Library of *research materials* on the colonial history of the Americas (including 51 Caribbean, 28 Mexican, 10 Central American, and 18 South American collections) is rich in rare printed books and valuable manuscripts. UM *professional schools* have their own libraries with relevant holdings not included in the figures above. The Law Library boasts one of the 5 best Latin American law collections in the country, including primary materials in foreign and comparative law (e.g., national codes, treaties, court reports, legislation). The Kresge Business Library holds a premiere collection of materials on economic, political and social developments as well as corporate and industrial information.

Additional areas of distinction include the Map Library, which has more than 30,000 historical, military, and topographical maps, and data archives of the Population Studies Center, Institute for Social Research (ISR), and Inter-University Consortium for Political and Social Research (ICPSR) that each hold important data sets based on Latin American research.

5B. Financial support for library staff and acquisitions. UM's library has responded to the growing LACS program by increasing *allocations of staff time* for LAS collection development and user support (reference, instruction, outreach). In 2001, a subject specialist was hired. The LAS librarian is supported by an ancillary staff of subject specialists and part-time catalogers, a commitment of more than \$80,000 in salary and benefits, not including staff from the professional and independent libraries. Additional funding is available for staff development and collection development activities; e.g., since 2001, the LAS specialist has regularly attended LASA and the 4-day annual Seminar for the Acquisition of Latin American Library Materials (SALALM) conferences and has made acquisitions trips to Argentina, Chile, Mexico, Peru and Uruguay. The Library and LACS hosted the 49th SALALM Annual Meeting at UM in 2004. UM library *expenditures for Latin American acquisitions* total more than \$110,000 annually; the Business Library spends an additional \$35,000 and the Law Library \$40,000 for a UM total exceeding \$179,000. Each year, the Library seeks to add at least one major primary source to the collection. This year it spent \$50,000 to add the complete archive of *Listin Diario*, the leading Santo Domingo newspaper to support growing interest in research on the Dominican Republic.

5C. Cooperative access to library resources. Access to Latin American materials, held locally and at other institutions, is supported by a wide variety of *catalogs and indexes* in all formats. Mirlyn, the University Library's fully retrospective catalog, is available worldwide and acts as a gateway to catalogs of 3 other research libraries in Michigan and 13 other major research libraries across the Midwest whose catalogs can be searched individually or simultaneously. As part of the Michigan Research Libraries Triangle (MRLT), faculty and graduate students at UM, Michigan State, and Wayne State have *reciprocal borrowing privileges*, making the UM Library a truly regional resource. As a full member of the Center for

Research Libraries (CRL), researchers at UM benefit from access to wide-ranging collections, including backfiles of Latin American newspapers and foreign dissertations.

The UM libraries participate in many *cooperative projects that support Latin American studies*. UM is a member of SALALM, an important source of current information on the availability of Latin American research materials. As a participant in CRL's Latin American Microfilm Project for filming of "at risk" research collections in Latin America, UM not only has access to unique microfilm collections, but also recommends and votes on collections to be filmed. UM's newest membership is in the Latin Americanist Research Resources Project (LARRP), which provides access to LAPTOC, a table of contents database that includes more than 300 Latin American journals. UM also belongs to LARRP's Cooperative Collection Development program, which seeks to build a strong shared collection of LAS materials nationally. And, as a member of MOLLAS (Mid-west Organization of Librarians for Latin American Studies), UM is cooperating on a wide variety of information sharing and collection development projects with other Mid-west colleagues.

UM's Digital Library Production Service (DLPS) houses one of the most active and respected programs in the nation for the *electronic conversion of research materials*. Major ongoing projects with significant Latin American content include the Making of America project to establish free, worldwide public access to the library's 19th-century imprints. DLPS is also charged with digitally preserving library print materials deemed too brittle or damaged for circulation. This collection of works, simply titled *Digital General Collection* already includes a significant number of LAS titles.

More recently, the University Library is focused on two projects that promise to provide wider access of scholarly publications to researchers around the globe. The first is through a partnership with Google and its Google Print Project. Google Print will include scanned editions of each print volume currently held in the UM libraries (excluding Special Collections & the professional schools). Out-of-print works will be fully available to the general public, while titles in-print will display brief outtakes. Next, the Library has recently launched *Deep Blue*, a project

to create an institutional repository of UM created works. Faculty and graduate students will be encouraged to deposit their research in Deep Blue, making it openly accessible. Together these projects will stimulate dissemination of research and encourage communication between LAS scholars internationally.

6. QUALITY OF STAFF RESOURCES

6A1. Qualifications of faculty and staff. The strong and diversified LACS faculty, including 24 tenured and tenure-track faculty hired over the past 5 years, enjoy national and international reputations for excellence in their fields. They offer expertise in a wide variety of disciplines and in every region of Latin America, with particularly strength in Brazil, the Andean region, and the Caribbean. The national leadership of the faculty most committed to LACS and Latin American area studies has been recognized by such distinctions as induction into the American Academy of Arts and Sciences (4 faculty) and the National Academy of Sciences (5 faculty); 2 MacArthur, 2 Guggenheim, and 13 Fulbright awards; 15 faculty with NEA, NEH, and NSF awards; 6 distinguished named chairs; and 3 current Latin American Studies Association (LASA) program chairs. This is a world-class center.

LACS Director Caulfield has published numerous articles, a book, *In Defense of Honor: Morality, Modernity and Nation in Brazil*, and a collected volume *Honor, Status, and Law in Modern Latin America* in the US and Brazil. She has held research fellowships or grants from Fulbright, the American Council of Learned Societies, and UM's Institute for Research on Women and Gender and Center for Research on Teaching and Learning, as well as the UM Class of 1923 Excellence in Teaching award. She is a member of the editorial board of *Gender and History* and the social history book series at UNICAMP press in Brazil, and has recently served on the AHA-CLAH Warren Dean Book Prize and AHA-Brazilian Studies nominations committees and the LASA teaching committee. **LACS Program Associate Frye** (development, student program and FLAS coordinator) holds a Ph.D. in Anthropology (Princeton 1989); fluent in Spanish and Portuguese, he has published a book of ethnography, *Indians into Mexicans*, several articles, and 10 book translations, most recently Lizardi's 1816 classic *The Mangy Parrot*

with an NEA Translation Fellowship. Frye coordinates the LACS thesis seminar, and as a Lecturer II in Anthropology he teaches introductory courses to the society and culture of the region (Anth 319) and Mexico (Anth 320). **Program Associate Martins** (events programming and outreach) is a Brazilian native whose graduate training in communication studies and 15 years of experience in arts administration and cultural events production in the US and Brazil have been invaluable in her staff role. **Academic secretary Santos** is bilingual in Spanish and English and holds a BA from UM (2004); she has taken classes in student services through the comprehensive UM staff training program since joining LACS in 2004, and will be ready for a promotion to FLAS coordinator in 2006.

6A2. Professional development opportunities. UM provides faculty with support for professional conferences (most departments pay travel expenses for 2 conferences/yr). UM research funding is available through Graduate School Faculty Research Grants, funding programs in the Office of the Vice President for Research, LSA Faculty Assistance Fund, II faculty funding awards, Center for International Business Education, Institute for the Humanities, and the William Davidson Institute. Sabbaticals are offered at 7-year intervals for tenured faculty, 1-term leaves for tenure-track junior faculty. UM provides leave time and top-up awards to faculty who receive outside research awards that are lower than their regular salary. UM provides pedagogy training to faculty through CRLT; over 200 specialized courses on classroom technologies are offered throughout the year by the UM Teaching and Technology Collaborative, which also sponsors a week-long symposium in May with pedagogical and hands-on skill-building sessions for faculty and other University instructors. Course and course-material development opportunities are funded by UM through competitive grants from CRLT, the Language Resource Center (LRC), the Honors Program, the Media Center, as well as LACS seed grants for course development. Staff receive professional development and learning opportunities through the office of Human Resources Development (HRD), which offers a full range of professional development courses in university administration and workplace skills; LSA employment policies specify that all staff identify, in consultation with their supervisors,

HRD training programs that will advance their abilities to carry out their jobs effectively.

6A3. Teaching, supervising, and advising students. Tenured and tenure-track faculty teach 4 courses per year; lecturers teach 4 to 6. Excellence in teaching is a high priority at UM, and faculty members commit substantial time to teaching (typically 60% of their time), advising (20% time), and student supervision (20% time); LACS Director Caulfield spends upwards of 10 hr/wk advising LACS students, in addition to her LACS courses. All faculty hold regular office hours for advising and for supervision of theses and dissertations. LACS Program Associate Frye spends 50% of his time at UM teaching on Latin America as Lecturer in Anthropology; 25% overseeing the LACS academic programs, advising students, and coordinating the undergraduate thesis-writing seminar; and 25% administering LACS. Part of his advising consists of putting individual students in contact with the professors who will best be able to advise them for their particular research goals.

6B1. Center Governance. Policy and curriculum-related decisions in LACS are made by the LACS Advisory Board, composed of the LACS director and faculty from 9 departments and schools (Behar, Coronil, Harlow, la Fountain-Stokes, Lara, Lemos, Lopez-Cotin, Mannheim, Marteleto, Paley, R. Scott, Skurski, Turits, Williams). The Fellowships and Admissions committee of four LACS faculty, each representing different fields and at least one professional school (Caulfield, Lemos, Mannheim, Sanjines in 2005), is convened for competitions for faculty and student grants and fellowships (including FLAS) and to consider admission to the LACS Graduate Certificate Program. UM Latin American librarian Llamas meets regularly with the LACS director to determine acquisition priorities.

6B2. Center staff. Our well-trained, highly motivated, and convivial staff (Frye, 50% FTE plus 45% Lecturer; Martins, 100% FTE; Santos, 75% FTE/9 months) has been up to the task of guiding LACS as we have grown in size national prestige. Grant administration, financial services, and human resource services are carried out by the 10-person II staff, who support administrative operations and coordinate LACS and other UM area studies projects. With the projected addition of one LACS support staff position, we will be fully capable of carrying out

the activities proposed for this new NRC.

6C. Nondiscriminatory Practices. UM is nationally recognized for its commitment to non-discrimination policies. LACS follows UM procedures in job, grant, and fellowship announcements and selection, which are reviewed by Human Resources to ensure encouragement of applications from underrepresented groups. The Office of the Associate Provost for Academic and Multicultural Affairs assists in recruitment of these applicants. The current and incoming LACS directors are female and Latino, respectively; two of the three LACS staff members are Latino women; of 81 regular LACS faculty, 44% are women, 27% are Hispanic, and 10% are African-American.

7. OUTREACH

7A. K-12 outreach. UM students contribute significantly to LACS K-12 outreach through three service learning courses. Two (described in section 4), involve student tutoring in schools with large Latin American immigrant populations. The third, created in 2003 by LACS and three other II centers, is a 3-credit course in the sociology department, *Global Outreach: Educating Kids about the World*. Students prepare lesson plans, including audio-visual materials, on one or more countries, then teach the material to students at nearby K-12 schools. Projects are developed with the guidance and oversight of the outreach coordinator and appropriate area center faculty, in collaboration with area teachers. To date, 54 students have enrolled; 25% have developed projects on Latin America. Several have decided to become teachers after this experience. In 2002, LACS designed the *Global Education Workshops* series, which provide professional development opportunities for K-12 teachers, in collaboration with eight other II centers and Oakland, Jackson, and Washtenaw County Intermediate School Districts (ISDs), as well as Howell Public Schools. Each year, we create 10 credit-bearing teacher workshops in response to the school districts' international curriculum objectives. Workshops offer intensive, full-day teacher training, focusing on topics such as cultural and ethnic diversity; cultural heritage and preservation; human rights and poverty; and library and internet resources for the study of world regions. 2 workshops focus primarily on the LAC region and are run by LACS

staff. Since all 10 present different world regions within a global context, LACS staff and faculty also contribute to the other 8. LACS also offers presentations and workshops for K -12 teachers on regional and cross-regional themes, often featuring our faculty and graduate students, at annual meetings of state-wide professional associations such as the Michigan Council for Social Studies; the Michigan Geographic Alliance, and the National Council for the Social Studies.

Other activities are designed to help teachers draw from our scholarly events to create innovative teaching materials that incorporate LAC into the study of diverse global issues. Master teachers selected from local ISDs are contracted by LACS and other II centers to carry out year-long curricular development projects, whereby they attend II lecture series (such as "Democracy, (De)centralization, and Governance" in 2004-05), meet with visiting speakers and UM faculty specialists, and write lesson plans and a curriculum units designed to meet State of Michigan Social Studies Content Standards and Benchmarks for 11th and 12th grades. The materials are presented at the workshops and conferences mentioned above and distributed across the state by LACS and other II outreach coordinators. In addition to incorporating LAC in cross-regional K-12 outreach activities, our staff provide specifically Latin American K-12 resources and programs such as resource libraries; website directories; presentations by UM faculty, graduate students, and visitors from Latin America in area schools; cultural workshops created especially for schools districts where there is very little diversity in the population; and participation in community events. A few recent examples include a workshop on human rights in Latin America for the Jackson Intermediate School District teachers and administrators; a Latin America exhibit and *capoeira* workshops at the Howell School Diversity Festival; a booth, children's exhibit and hands-on activities on "Latin American animals and the environment" at the Detroit Zoo; and a Latin American books exhibit at the Ann Arbor book fair, which draws 8,000 people each year. At many of our public events that target general audiences, LACS distributes materials for children or for use in K-12 classrooms and creates a related resource page on its website. K-12 outreach is also a large part of our collaboration with the University Musical Society (described below).

7B. Postsecondary outreach. LACS and other II centers collaborate extensively with the Midwest Institute for International/Intercultural Education (MIIE), a Title VI-funded consortium of two-year colleges in the Midwest region dedicated to improving international studies and foreign language training at each member campus. Our support includes arranging for library privileges at UM for MIIE members; assisting in the creation of international curriculum packets for targeted courses at different colleges; and providing LACS faculty or graduate students as speakers for its annual workshop on specific trans-national themes. LACS also contributes to MIIE's biannual Cross-Institutional Sharing Conference, which focuses on curriculum and professional development for faculty, international studies academic programming, and planning international-intercultural activities.

Other forms of LACS post-secondary outreach include "sharing" visitors with other colleges and universities, such as Eastern Michigan University and Wayne State University; making an effort to include scholars from near-by universities in our events; and co-hosting events, such as our spring Atlantic History Workshop, co-hosted with nearby Michigan State University. We advertise our events, nearly all of which target post-secondary audiences, at colleges in the region by mailing flyers to appropriate departments and centers and through listservs and email groups at nearby campuses, in addition to posting information on our website. We also publicize LACS activities and highlight faculty research in the *UM Journal of the International Institute*, which has a readership of 15,000 and is delivered to colleges in the region. LACS offers Research Associate affiliation for faculty from post-secondary institutions who wish to conduct research at UM, providing access to library/computing resources and other university facilities and services. LACS hosts 2-3 such postsecondary faculty each semester.

7C. Business. LACS collaborates with the Ross School of Business and the William Davidson Institute to host events such as the "Business in Latin America" conference, which brings Latin American and U.S. business professionals together with UM faculty and students for workshops and networking opportunities. The last event brought business leaders from large multinational corporations in Latin America (e.g. EMBRAER) and the U.S. (e.g., Ely Lilly) to

speak about business issues in Latin America. LACS has also helped host individual speakers from the Latin American business community, such as Luis Giusti, former CEO of the Venezuelan oil conglomerate. In addition, LACS collaborates with the Ford School of Public Policy to create a forum for the discussion of international public policy issues with the regional community. For example, there have been two conferences focused on the negotiations of the World Trade Organization's Doha Round; among the invited speakers were Latin American government ministers and other officials involved in trade negotiations.

Media. LACS sends press releases on all major programs to local and regional media outlets and arranges interviews for noteworthy visiting lecturers. Faculty respond to requests for interviews or information from national, regional, and local print and broadcast journalists during major news stories on Latin America.

Since 1999, LACS has built systematic relationships with prominent journalists through the Michigan Journalism Fellows program, which brings outstanding mid-career professional journalists to UM for a year. LACS faculty often serve as consultants for documentary and even feature films such as Steven Spielberg's *Amistad* (Scott).

General Public. In the past two years, LACS sponsored or co-sponsored nearly 100 public events – advertised mostly in newspapers, but also featuring guests who appeared on national television and radio interviews. They include Latin American film screenings, such as the showing of "The Agronomist" by award winning filmmaker Jonathan Demme; book launches and readings by authors at bookshops and public libraries; art and photography exhibits by invited Latin American artists; concerts featuring Latin American musicians; and roundtable discussions on current news topics such as the political crisis in Venezuela or corruption scandals in the Southern Cone. LACS sponsors an average of 15 visits per year of varying length by Latin American scholars and artists, and makes an effort to include a community outreach component—public readings, school visits, exhibits, or workshops—in each visit. Many visitors have returned several times, building strong academic contacts and even a community following. Members of distinct Latino communities in Southeast Michigan are attracted to our region-

specific series, such as the "bate papo" series of biweekly informal talks in Portuguese, the "Circulo Andino" series of seminars and conferences on Andean politics and culture, and the "Caribbean workshop collective." Advertising of these series at different community centers and businesses and on email lists has led many groups in the region to contact LACS for consultation and support, leading LACS to participate in events such as the Washtenaw Latino Festival and the Detroit Center for Caribbean Arts and Culture's C.L.R. James celebration series.

Other public outreach involves UM students through LACS-supported community service learning classes, internships, and special events. For example, with the support of LACS and the UM Institute for Labor and Industrial Relations, a student group initiated three conferences on globalization and labor, with panels mixing student activists, UM faculty, and invited speakers from Central America. Another group of students working through the RC internship program, together with three LACS faculty, organized a two-day bilingual conference that will take place in January, 2006. The conference will consider the effects of globalization on Mexican workers in Southwest Michigan and back in their homeland, with participation by Mexican scholars and labor activists as well as local workers' representatives. Roundtable discussions will be followed by a family-centered festival with food, booths showcasing Mexican culture and various family service organizations, and events such as theatre and puppet shows created and performed by Mexican migrant children from greater who work with our student interns. We intend to make this an annual LACS event.

Some of our most popular activities are created in collaboration with the UM University Musical Society (UMS). UMS consults with LACS to select world-class Latin American artists to include in yearly programming; LACS and UMS staff collaborate on outreach activities that accompany each performance. Over the past four years, these programs have featured performers such as Balé Folclórico da Bahia, Grupo Corpo, Célia Cruz, the Buena Vista Social Club, Daniela Mercury, Caetano Veloso, and the Mariachi Los Camperos de Nati Cano. UM faculty create courses that integrate the performances into the curriculum, such as LACS 400, "The Performing Arts in Brazil: Cultural and Historical Perspectives" and LACS 600, "Samba,

Rumba, Pop and Other Social Histories of Latin Music." UM and visiting faculty also participate in lectures, workshops, and school visits designed both for the general public and K-12 schools, providing cultural context for each event. Access to the artists is facilitated by special family performances, community receptions at local bars or restaurants, and master classes led by the artists and open to musicians from the university and broader community.

8. PROGRAM PLANNING AND BUDGET

8.A.1. Area studies instruction and Portuguese language. To enhance our Portuguese program and further our plan to create minors in Brazilian Studies (at LACS) and Portuguese (at RLL) by 2010, NRC funding will seed a new faculty position in Brazilian Portuguese. LACS and RLL will invite an accomplished Brazilian scholar as half-time visiting professor in years 1 and 2 to augment upper-level courses in Portuguese (50% NRC funds, 50% from RLL) while searching to fill a new permanent, tenure-track position. In Years 3 and 4, NRC will contribute 33% and 25% of the new faculty salary; thereafter, RLL will cover it in full. By 2010, the new faculty member and Alberto will redesign the Portuguese program at RLL, implementing comprehensive measurement of student proficiency at the end of each year of language training and creating five new advanced courses. Alberto will offer the first of these in year 1; Caulfield and Johnson will add another, "The History of Brazilian Arts, Culture, and Society," in year 2 with contributions by Benamou, Lara, Marteleto, and Alberto with the goal of creating a large (100+ student) lecture course taught annually by 2011. Course instructors will incorporate the LACS *Bate-Papo* series into the course. For both courses, NRC funds will support the development of course websites that include interactive group analyses of historical documents and electronic resources and audio-visual materials. Two new interdisciplinary courses offered each Spring in Minas Gerais, Brazil, beginning 2007, will combine professional school and graduate training while providing opportunities for on-site field research and Portuguese language study at UM's Summer Portuguese Program at UFMG. Lara's "Brazil Studio," a 6-week/4-credit course in Minas Gerais cosponsored by LACS and Architecture and Urban Planning, will combine Brazilian culture and architectural history, conversations with Brazilian architects and designers,

and independent student projects (in design or other form); final projects will be displayed at an exhibit in Architecture each fall. Marteleto's 4-credit LACS/ISR graduate course "Brazilian Datasets," to be taught in the computer laboratory at UFMG, will provide graduate and professional school students with hands-on experience with the major quantitative datasets available for the study of Brazilian society. LACS will co-sponsor, with the Program in Film and Video Studies and the Communication Studies department, a visiting Brazilian scholar in film and video or communication studies to teach in our popular "LACS mini-course" series in Years 1 and 3; a public film series curated by Benamou in conjunction with the mini-course will add an outreach component. Finally, as a means of multiplying FLAC offerings, NRC funds support course development and materials for new FLAC courses, with priority given to Portuguese courses or add-on Portuguese sections for area studies courses. NRC contributions will decline each year as the courses become integrated into regular departmental course offerings.

8.A.2. Undergraduate opportunities and Spanish language. NRC funds will enhance undergraduate area studies and Spanish language training through 5 courses. Two new RC courses include foreign study opportunities. Rodríguez's "History of Tango," an interdisciplinary course taught in Spanish, will bring students to Buenos Aires to study for intensive study during spring break in 2009. Robinson's "Alternative Models of Agrarian Development: Chiapas Field Study and Seminar" will complement his existing course, "Mexican Labor and the United States: Nogales Field Study and Seminar"; the two courses will be offered in alternating years. Students will travel to Chiapas for two weeks at the end of the course for observation of agricultural cooperatives, indigenous organizations, and ecological projects. For all three courses, NRC funds would support faculty travel expenses and course materials and are supplemented by grants from UM's Center for Research on Learning and Teaching (CRLT). The RC's Spanish-language service learning courses, PALMA and SLIP, will also be expanded with NRC funding, providing additional opportunities for advanced students to use their Spanish and contributing to LACS community outreach efforts. PALMA will become a regular 3-credit course, entirely in Spanish, that will integrate the tutoring of Spanish-speaking children into classroom learning on bilingual

education. SLIP will expand from 15 to 25 students per semester, all placed in Spanish-speaking internship sites in Southwest Detroit and Ann Arbor. NRC funding will fund transportation and supplies for activities; the RC will provide instructor salaries.

8.A.3. Quechua language instruction. NRC funding will help build LACS's Quechua language and culture program, the world's only comprehensive, 3-year Quechua program. New materials, to be reproduced for use each year, will focus on advanced-level classes. A travel and moving-in allowance for instructors will help recruit experienced native speakers from the faculty of the Centro Bartolomé de las Casas program in Cuzco. By working with Centro faculty on a rotational basis (each will stay at UM for 1-2 years), we ensure excellent teaching and maintain strong ties to this Peruvian institution, which offers the summer Quechua program.

8.A.4. Additional LACS-Professional School instruction. LACS and SPH will co-sponsor a mini-course on public health by a Latin American expert every other year. NRC funds will be supplemented by a Fogarty Institute Fellowship funds. LACS will also co-sponsor visits by two Latin American professionals each year as part of two doctoral courses in the School of Nursing: "Conceptual and Methodological Issues in Health Behavior" and "Health Promotion Intervention Research: Children and Adolescents." Ecologists Perfecto and de la Cerda and biologist Vandemeer will expand an existing course on tropical rain forest dynamics taught in Nicaragua, in which UM and Nicaraguan students collaborate on long-term research on forest re-growth. Complementing an NSF grant, NRC funds will secure classrooms, create teaching materials, and support intensive training at UM to prepare course graduates to co-teach it in the future. LACS and SNRE will also enhance the Latin American content in 2 SNRE courses: "Our Common Future: Ecology, Economics and Ethics of Sustainable Development," the core course for a unique LSA-SNRE joint undergraduate program in the environment; and "Conservation and Poverty Alleviation in Fragmented Landscapes," a new graduate seminar. NRC will fund an electronic international collaboration component for both courses, in which UM students collaborate on case studies with students in Mexico, Nicaragua, and Brazil, as well as two Latin American visitors for each course each year. In support of the joint LACS/Law School/History

Department project, "The Law in Slavery and Freedom," NRC funds will support materials and research assistance for two new courses, maintenance and expansion of the project's interactive website, and a round-table on citizenship and microhistory. Finally, LACS will fund teams of 2 professors each year (one from a professional school) to develop the interdisciplinary core course and coordinate an annual speaker series that will be central components of the Graduate Certificate program.

8.A.5. Graduate Training and Scholarly Exchange. NRC funds will support: a) the LACS-Business School Latin American Initiative, including a speaker's series, workshop, and internship program; b) one visitor each year to enhance the Latin American focus in SPH's Global Health Research and Training Initiative, a multi-year project funded by Fogarty; c) the faculty/graduate student "Círculo Andino," including 4 visitors yearly, a conference on "The Andes, Alternative Cultures and the Crisis of Modernity" (Winter 2008), and the establishment of a collaborative research group on culture and regional identity at UM and the Proyecto de Investigación Estratégica en Bolivia; d) the graduate-student led Caribbean Workshop Collective by co-sponsoring a round-table each year; e) collaboration with UM's Atlantic Studies Initiative and Michigan State University for an annual Atlantic History Workshop, a three-day international working group in which book chapters or articles are discussed by participants; f) a "LACS Artist/Writer in Residence" program each year. Finally, LACS will participate in 7 cross-II initiatives that will further faculty and graduate student expertise on critical international issues; each also includes an outreach component of public lectures: a) an *Annual Career Forum on Alumni in Government and Public Service*, to model careers and provide networking opportunities for our students; b) a 3-year project on *Gender, Sexuality and the Law*, with a graduate course taught by Caulfield and another UM Area Studies director, visitor series, international conference, and publication components (years 2-4); c) a lecture series, working group and conference on *Religious Claims and Crossings* (years 2-4); d) a literary series on *The Politics of Writing*, involving brief residencies of noted international authors (Year 3); e) an LSA Theme Semester, *The Theory and Practice of Citizenship: From the Local to the Global*; f and g)

working groups and conferences on *Global Warming and National Politics* and *The Globalization of Biotechnology: Culture, Public Policy and Geography*.

8.A.6. New course materials for curriculum development. NRC funds will be used to strengthen the LAS collection at UM libraries. These acquisition funds will be supplemented by significant library expenditures targeting Latin American materials.

8.A.7. Outreach. LACS will continue to offer the variety of outreach activities described in section 7, largely with already-allocated UM funds. NRC funds will support the LACS outreach coordinator's salary, and augment UM funding for LACS contributions to cross-regional projects each year, including: a) a student assistant for the Sociology Service Learning Class; b) materials and speaker honoraria for Global Education Workshops, MIIIE Summer Institutes, and Professional Association Conferences; c) speakers and workshop expenses for programming in collaboration with the University Musical Society Global Arts Series. In Years 1 and 2, we will help fund a student-initiated conference on globalization and NAFTA. Extended stays by 4 Latin American speakers (2 NRC-funded) will include visits to UM courses, K-12 schools and community organizations in Michigan.

8.B.1. The project timeline. Please see Appendix 1.

8.B.2. Use of resources and personnel to achieve objectives. Our capacity to implement the various initiatives plotted on the timeline results from a combination of a full-time professional staff—all of whom have advanced degrees either in LAS or a specialization in Latin America within their respective fields—their effective collaboration with the core faculty, and close partnerships with other campus units and community organizations. We request one additional, full-time (nine-month) program staff support person to meet new needs as we expand outreach, course administration, and scholarly programs.

8.C. Cost effectiveness. Total budget allocations for the above activities fit within department of education recommendations. NRC funds are used to build on cost-shared activities or to leverage additional university support. The NRC budget is based on a firm base of institutional support as described in section 1.

8.D. Long-term impact. Leveraged hires of new faculty seeded by Title VI and transitioned to institutional support provide long-term support to area studies. Thirty-one area studies courses will be enhanced or developed by our faculty (16 of which new), and 6 taught by Latin American visitors. Most are interdisciplinary; many cross the boundaries of undergraduate, graduate, and professional school instruction. They will expand our Portuguese language instruction and strengthen Brazilian studies; foster cross-disciplinary approaches to learning about the region; and ensure that Latin America is well represented in the burgeoning interest in global and transnational perspectives across schools and colleges at UM; in K-16 schools in the Midwest; and in our business and larger community. Increased numbers of professional school graduates and faculty will have incorporated LAS into their curricula and field experience. Faculty will have received pedagogy training and had the opportunity to pursue collaborative research and teaching projects with both Latin American and other US faculty. Strong ties will have been created between US and Latin American scholars and their institutions.

9. IMPACT AND EVALUATION

9.A.1. Impact on the university, community, region and the nation. LACS is a critical intellectual and research resource for faculty, and graduate and undergraduate students across the colleges and schools of UM, and has quickly grown to be one of the largest area centers at the university in faculty affiliates, scope, and level of activities. LACS faculty affiliates, with a strong, mid-career presence at UM, are central to the university's intellectual life and play prominent roles in national scholarship on the region and in their disciplines. LACS faculty have recently or currently chaired 6 LSA departments and programs (Anthropology, Biology, Comparative Literature, History, Political Science, RLL), and also have a strong presence in the professional schools, including Business, Music, SNRE, Law, and Public Health. Enrollments in LACS area courses have remained high over the past three years, paralleling the vigorous pace of faculty and graduate student research, new courses, and events that focus on the region. In 2004-05, a total of 2,585 undergraduates and 153 graduate students were enrolled in non-language LACS area courses. From 2001 to 2005, the number of Spanish majors and minors grew from

188 to 503, while LACS majors and minors more than doubled from 15 to 37. The LACS Graduate Certificate, inaugurated in 2001, has already been awarded to students in Anthropology, Romance Languages, Sociology, and the Schools of Education, Public Health, Public Policy, and Natural Resources and Environment; beyond the certificate, 257 graduate and professional school students have signed up as LACS affiliates.

Postdoctoral fellowships	7	Public sector	4
Higher education, tenure-track	68	Private sector (non-profit)	6
Higher education, other	6	Unknown	12

LACS courses, fellowships, and events have augmented the national **supply of specialists** on the area, as shown through the following indices. Over the past three years, LACS and II have awarded fellowships and internships to 83 students (4 undergraduate, 44 graduate, 35 professional school) for work in Latin America. As measures of the effectiveness of this support, all 214 recipients of LACS summer research fellowships from 1991 through 2002 acquired external matching funds for their projects; since returning from the field, 99 completed PhD dissertations on Latin American topics and 12 received masters degrees, while the other 103 continue their studies. Since 1999, 103 UM students have written doctoral dissertations on LACS topics; 55 of their doctoral research projects were initiated with LACS pre-dissertation research awards. Our recent PhDs have gone on immediately to post-doctoral fellowships; tenured positions at major universities such as New York University, Rutgers, William and Mary, Carnegie Mellon, Michigan State, Virginia, Duke, Texas, and Wisconsin-Madison; and public sector positions in organizations such as the New York State Department of Health and the Center for Disease Control (see Table 5).

Through its events programming and public outreach (section 7), LACS has informed thousands of households in Ann Arbor and southeastern Michigan about the region. LACS organized 58 events in 2004-05, and cosponsored or advertised another 79 events on Latin America organized by other UM units. Weekly bulletins sent to 671 university and community members of the LACS mailing lists regularly attract large, engaged audiences to these events,

ranging in size from 20 faculty and graduate students at specialized *bate papo* or *Círculo Andino* meetings to several hundred at major events, such as the March 2005 interdisciplinary conference "Rhythms of the Atlantic World: Rituals and Remembrances" or the premiere of Behar's documentary *Adio Kerida*, which drew a capacity crowd of over 1,500. The total calculated audience for all 2004-05 LACS events was 4,980; attendance by 50 K-12 teachers at education outreach programs (Section 7) had a multiplier effect, impacting over 4,000 K-12 students in Michigan.

9.A.2. Commitment to Equal Access and Treatment. UM is recognized as a national leader in commitment to equal access and treatment for all students. All campus venues and events are fully accessible for those with motor or sight impairments. The Adaptive Technology Computing Site accommodates the information technology needs of physically, visually, learning, and ergonomically impaired students, faculty, and staff. The Office of Multicultural Initiatives focuses on retention and success of students who are members of historically underrepresented groups. In accord with UM mandates, LACS strives to increase diversity among students and other program participants. Of 257 current LACS graduate student affiliates, 65% are women, 31% are Hispanic, and 8% are African-American; of 81 regular faculty, 44% are women, 27% are Hispanic, and 10% are African-American. In all LACS programs, attention is given in the recruiting process to achieving an equitable gender balance and representation of minority groups, as well as to representing a variety of disciplines, experiences, and needs.

9.B. Working over summer 2005 with Mary Piontek, a professional program evaluator from UM's Center for Research on Learning and Teaching (CRLT), LACS refined its plan to ensure comprehensive, GPRA-inspired evaluation of its core activities. Our 2006-10 evaluation plan extends data collection and analysis procedures already in place to meet annual US/ED, II and UM performance reporting requirements (emphasizing output measures), to include assessment of longer-term outcomes, particularly those addressing core Title VI and LACS mandates in the areas of student and teacher training and outreach (Tables 6 and 7). *Mannheim will work with the Quechua lecturer to design and implement pre-and end-of-class evaluations that accurately

measure student proficiency in Quechua. RLL will implement improved student proficiency measurements in Portuguese, designed by the two new tenured or tenure-track Portuguese faculty when the second of these positions is filled (***NRC Competitive Preference Priority**). The overall evaluation plan consists of formative evaluations for ongoing feedback, aimed at informing and improving LACS services, and summative evaluations, which document LACS activities' quality and impact. Both evaluation modes incorporate multiple quantitative and qualitative indices from document reviews, surveys, interviews, and observation.

In addition to these ongoing assessments, internal and external reviews are undertaken every 8 to 10 years by departments and area centers. Anticipating a strategic planning exercise in 2007-08 and a major external review in 2008-09, LACS will work over 2006-07 with CRLT evaluators to develop on-line surveys for soliciting feedback from current students and K-14 educators annually and from alumni, initially in Fall '07 and every five years thereafter. Past reviews have led to program improvements. Recommendations from our 1998 external review led to the creation of the LACS minor and graduate certificate options in 2001-02; securing institutional support for the Quechua lecturer position; LACS support for the seeding of tenure-track Brazilian Studies positions, including the proposed full-time Brazilian Portuguese language and literature position; higher staffing levels in the LACS office; and improved data collection methods for tracking current faculty and graduate students, enrollment data, and placement data.

10. FLAS AWARDEE SELECTION PROCEDURES

10.1. Advertising. FLAS funds are requested for 5 AY and 5 Summer fellowships in Quechua, Portuguese, and Spanish. Announcements for the FLAS competition are distributed through LACS, II, department, and professional school email networks and websites beginning in September. The FLAS coordinators at all UM centers hold two FLAS information sessions, one for departmental and professional school administrators and one for potential applicants, to spread awareness of the award and answer questions about application processes. Messages and fliers contain detailed information about applications and deadlines. The FLAS coordinator works directly with administrators and faculty to identify eligible applicants.

Table 6: Evaluation Plan for Student Training

GOAL: To support student training and scholarship at UM aimed at increasing the supply of high quality LACS specialists proficient in languages of the region (especially Quechua and Portuguese) for area-focused careers in government, academia, business and other fields, and at enhancing knowledge of this world region among UM students more generally.			
Activities	Outputs	Outcomes	Data Sources
Area courses	# of courses/enrollments by discipline/profession/region # of new courses developed Student evaluations Course syllabi	# of students continuing area study Institutionalization of new courses Choice of major/minor	Registrar LSA Management Reporting System (LSA MRS) Standardized course evaluations Faculty reports/surveys
Language courses/ Summer Language Institute	# of CTL/L&LCTL courses Enrollments in UM AY and SLI courses and in other providers' programs	# of students continuing language study Proficiency levels Use of language in careers Student satisfaction	Registrar LSA MRS Mid- and end-of-course evaluations Pre- and post-course proficiency tests
LACS program (B.A., minor, Graduate Certificate)	# of inquiries/website hits # of completed applications # and quality of students and graduates by degree program # of "hidden concentrators" Faculty #s, promotions	# of students continuing area/language study # of students receiving UM and external grants Successful career placements or progress to higher degree programs	Registrar Curriculum Committee Exit interviews with Director Student reports Student and alumni surveys Annual faculty and staff reports Internal and external reviews
Academic and career advising	#, frequency and length of faculty and staff advising sessions # of career opportunity events	# of matriculated students Time-to-degree and graduation rates Career placements/ progress to higher degree programs Student satisfaction Support from alumni	Admissions database Center/II websites, Email and advising logs Student and alumni surveys Alumni giving and acceptance of student interns UM career advising offices
Education abroad programs	# and quality of applicants # of, and enrollments in, UM and other providers' study abroad programs # doing onsite language study, research and internships	# of students continuing area/language study # of students pursuing language- and area-related careers	Office of International Programs (OIP) surveys LSA MRS Student reports Surveys of current students and alumni
FLAS and other LACS funding competitions	# and quality of applicants # of awards by language, field of study and award type Applicant to award ratios Award amounts/sources	# of students pursuing language- and area-related careers # of theses and dissertations completed	Center, II, Rackham Student application files, reports and evaluations Student and alumni surveys FLAS Coordinator; Fellowships and Admissions Committee
Lectures/ conferences/ briefings/ film series/ concerts	# of events by type and categories of attendees # and names of collaborators Use in courses by faculty Media coverage	# of students choosing or continuing LACS Increased knowledge about LACS	Exit surveys of attendees and presenters at major events Media Center event reports by event type, discipline, country/region
LRC	Usage data # of LACS area language resource acquisitions # conversation partners	# of students continuing language study Proficiency levels Student satisfaction	LRC staff LRC annual reports Language lecturers' reports
Library (training, acquisitions, accessibility)	# of reference consultations and training sessions Usage data # acquisitions; items cataloged	Increased knowledge of LACS and LACS research resources	Area library staff Circulation reports Interlibrary Loan Office reports User surveys

Table 7: Evaluation Plan for Teacher Training and Outreach Activities

GOALS: (1)To support training of K-12 and postsecondary teachers in LACS language and area studies aimed at increasing the nation's capacity to train and produce Americans proficient in 1 or more language of the region (especially in L&LCTLs) and with an understanding of the societies where these languages are spoken; (2) to provide information to external audiences (K-12 teachers and pupils, postsecondary teachers and students, business, community, government) aimed at increasing their knowledge of LACS.			
Activities	Outputs	Outcomes	Data Sources
K-14 teacher training/ professional development workshops (pp. X-X)	# of workshops # of attendees # of requests for further area information and resources # of collaborators	Increased area competence # of teachers pursuing additional training opportunities # of curriculum materials developed	Outreach coordinator reports Exit surveys and follow-up surveys
Language Pedagogy Workshops (on- and off-campus)	# of workshops offered # of attendees # of awards to support workshop attendance	Increased performance-based language pedagogy research and practice Increased use of proficiency testing	Exit and follow-up surveys Course evaluations Reports from language teachers and students
Classroom presentations (pp. X-X)	# of requests # and content of presentations # of teachers and students attending	Increased awareness of Latin America Greater interest in pursuing language and area/international study	Outreach coordinator reports Teacher and pupil feedback forms Follow-up surveys of teachers
Curriculum library, website	# of requests Website content and # of hits Usage data	Increased awareness of Latin America	Outreach coordinator reports Teacher feedback Follow-up surveys
Center-developed K-12 instructional materials	# of items developed # of requests # of items posted Center and Outreach World websites	Increased awareness of Latin America Increased dissemination of area-related information	Outreach coordinator reports Teacher feedback Follow-up surveys
Japan Bowl/Slavic Day (for K-12 pupils)	Attendance # of inquiries about further language study or cultural events	# of pupil participants pursuing further language study	Exit survey Staff Anecdotal reports from language teachers and students
Postsecondary Curriculum Development Program	# and quality of applications # of HBCU and other faculty funded # of area-focused curriculum materials developed # of students trained	Increased area competence Increased dissemination of area-related information	Faculty CVs Exit and follow-up surveys Anecdotal reports from participants
Library	See Table 6	See Table 6	See Table 6
Lectures, etc.	See Table 6	See Table 6	See Table 6
Publications (newsletters, books, working papers)	# of newsletters and other publications # of books/articles published by Center faculty # of requests	Increased area competence Increased dissemination of area-related information	Staff (email/phone logs) Faculty CVs Citation Indices
Media referrals	# of media contacts	Increased dissemination of area-related information	Faculty reports UM News Services

10.2. Application. Applicants submit an application form (available online), a statement of purpose outlining the applicant's need for language and area study as it relates to academic and professional goals, two letters of recommendation, a language report documenting ability to learn a foreign language, postsecondary transcripts, and GRE, GMAT, or LSAT test scores.

10.3. Criteria. Basic criteria for FLAS awards are: past performance in language study; academic achievement and professional promise; commitment to a Latin America-related career; and usefulness of language in applicant career plans as indicated in statement of purpose. Preference is given to: students proposing L/LCTL study (Quechua and Portuguese), particularly those who are *pursuing advanced level L/LCTL proficiency; and *master's degree students who are more likely to pursue government service or enter a professional field. The Committee strives to support students in a range of disciplines and professions.

10.4. Selection Committee. The selection committee is composed of three LACS faculty members, appointed by the Director, and must include *at least* one language specialist and one member each from professional schools, humanities, and social sciences. The committee includes members fluent in Spanish, Portuguese, and when possible, Quechua. Committee members, after being instructed on the principles and priorities of the FLAS competition, individually rank all applicants and then meet to agree on a combined ranking. The meeting begins with a systematic reminder of the principles and rules governing FLAS awards.

10.5. Priorities. See the **preferences* described under selection criteria (10.3).

10.6. Timetable. The competition is announced in early September and advertised throughout Fall; the application deadline is February 1. Center files and applicant lists are prepared; copies are forwarded to selection committee members, who meet to agree on applicant ranking in late February-early March. Admission results are checked in relevant departments and schools and adjustments are made as needed to the final ranked list, which is approved by the director of LACS. Awardees and alternates are informed of their status in mid-March, and have until April 15 to express their intentions.