

**STANFORD UNIVERSITY CENTER FOR LATIN AMERICAN STUDIES**

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## **Stanford University, Center for Latin American Studies (CLAS) Title VI Abstract**

**DESCRIPTION:** CLAS, founded over 40 years ago, is an interdisciplinary, teaching and research center that serves as a major national resource for the study of the region.

**MISSION:** CLAS supports Stanford faculty and students in all disciplines in their pursuit of Latin America area expertise and provides a forum for the public to learn of current research on the region. Current CLAS programming includes lecture and film series, faculty conferences, graduate student working groups, undergraduate internships, graduate field research, visiting professorships, and career development events for students. CLAS seeks to expand 1) the facilitation of Stanford open source academic materials pertinent to the region, and 2) the training of K-14 instructors in language and content.

**DEGREE PROGRAMS:** CLAS offers an MA, and undergraduate minor and honors options in Latin American Studies and supports Latin America concentrations for graduate and undergraduate students in over 12 departments and programs. In the past five years, 24 students have graduated with an MA, 19 with a Minor and 9 with Interdisciplinary Honors in Latin American Studies.

**LANGUAGES AND DISCIPLINES COVERED:** In AY 2009, Stanford offered 95 Spanish, Portuguese, and Quechua classes with a total enrollment of 2,261. In AY 2009, Stanford offered 121 courses on Latin America in 20 different disciplines with an enrollment of 3,126 students.

**FACULTY:** CLAS has 45 area faculty from 21 different disciplines, including eight faculty housed in professional schools, who teach courses related to Latin America. CLAS has 17 language faculty.

**LIBRARY:** The University libraries hold over 340,000 monographs and 3,000 periodicals on Latin America, principally devoted to the humanities and social sciences. The collection is especially strong on Brazil, Mexico, Chile, and the US-Mexico Border. The Hoover Institution Archives, one of the largest university archives in the world, contains many primary collections of Latin America related documents.

**ENHANCEMENT ACTIVITIES UNIQUE TO THE CENTER:** CLAS's Tinker Visiting Professor Program provides access to current developments in academic disciplines in the social sciences, humanities and exact sciences in Latin America. Eight of the 20 Tinker Professors in the last five years have been engineers or mathematicians. Their visits facilitate and strengthen important linkages with Latin American institutions in the sciences. CLAS is committed to providing at least one FLAS fellowship per year to an undergraduate or graduate student in a non-humanities or non-social sciences field.

**OUTREACH:** CLAS's outreach activities include: (1) curriculum development for community college instructors; (2) outreach to schools with large Latino populations; (3) conferences and programs in collaboration with other colleges and universities in the United States and Latin America; (4) contacts with journalists and the media; and (5) film and lecture series that are open to the general public.

**PRIMARY GOALS OF FY 10-13 FUNDING:** 1) Enhance language curriculum and acquisition. Train Stanford and community college Less Commonly Taught Language (LCTL) instructors. Expand course offerings at Stanford. 2) Enhance area studies curriculum and faculty and student area expertise while expanding outreach. Create interdisciplinary co-taught courses that include outreach to high schools and the general public. Host lecture series and regional conference beneficial to LAS students and the public. 3) Enrich library collections. Develop online database of Latin American legal journals in the Robert Crown Law Library at Stanford University. 4) Strengthen assessment program. Under direction of a faculty member in the School of Education, develop a comprehensive evaluation system for CLAS.

## **1. Commitment to the Subject Area.**

Stanford University is deeply aware of the importance of its Latin American area and language studies. California counts over 1/3 of its population as Hispanic. Many U.S. Hispanics and Latin American nationals attend Stanford, and thousands of Latin Americans are among its alumni, including two former presidents (Pres. Toledo of Peru, and Pres. Maduro of Honduras).

Over the last 20 years, Stanford has placed greater emphasis on interdisciplinary and comparative international research and teaching in an effort to solve the world's most complex problems and educate leaders equipped with the knowledge and expertise to make an impact on a global level. CLAS belongs to a growing network of international studies at Stanford. In 1987, Stanford opened the Freeman Spogli Institute for International Studies (FSI), which has become an important resource for scholars interested in Latin American studies. The Institute's Center for Democracy, Development, and the Rule of Law (CDDRL), and Center for Health Policy (CHP) devote considerable resources to the study of the region. In 2005, the university launched the Stanford International Initiative to promote campus collaboration and to seek solutions to the world's most pressing problems around international security, governance, and the advancement of human well-being. Through this initiative, Latin Americanists from economics, history, political science, biology, and medicine have engaged in interdisciplinary research on poverty and inequality in Latin America; ecological sanitation in Haiti; and the impact of higher education expansion in large developing countries, such as Brazil.

Also in 2005, CLAS joined the newly created Division of International, Comparative and Area Studies (ICA) and has continued to actively collaborate with other area studies Centers, leading to joint faculty conferences, cosponsored career development activities for our MA students, and an annual summer international film festival open to the public. The Woods

Institute for the Environment is another of the many places on campus where Latin American studies are being pursued in interdisciplinary ways with projects in Mexico, Brazil, and Chile.

1A. Financial and Other Support.

The Center for Latin American Studies. CLAS is fortunate to have endowments that cover the entirety of our annual operating expenses (equipment purchases and supplies, CLAS staff salaries, Tinker Visiting Professor salaries, public programs, student financial aid, and faculty and student grants) with total payouts averaging \$1,000,000 each year. ICA, the larger administrative unit we belong to, provides support in the amount of \$7,000 per year.

CLAS is housed in its own facility, an historic home built in the 1890s. Casa Bolívar, near the heart of campus, is equipped with a seminar room with A/V computer inputs; a kitchen; office space for staff and visiting professors; a student workspace with computing and printing capabilities; and a manicured lawn for outdoor social events.

Teaching Staff. The University provides \$5,054,294.34 for the salaries of 62 faculty who teach on Latin America or the languages thereof. Its continuing commitment is shown by the hiring, from 2004-present, of 13 tenure-track faculty with strong teaching and research commitments to Latin America (see Table 1.1), six of whom were appointed in the last two years.

Lisa M. Curran	Prof. of Anthropology
Ian Robertson	Assistant Prof. of Anthropology
Barbaro Martinez-Ruiz	Assistant Prof. of Art & Art History
Rodolfo Dirzo	Prof. of Biology
Jenna Davis	Assistant Prof. of Civil & Environmental Engineering
Tamar Herzog	Prof. of History
Hector Hoyos	Assistant Prof. of Iberian and Latin American Cultures (Spanish & Portuguese)
Marilia Librandi Rocha	Assistant Prof. of Iberian and Latin American Cultures (Spanish & Portuguese)
Lisa Surwillo	Assistant Prof. of Iberian and Latin American Cultures (Spanish & Portuguese)
Grant Miller	Assistant Prof. of Medicine
Paul Wise	Prof. of Medicine
Gary Segura	Prof. of Political Science
Tomas Jimenez	Assistant Prof. of Sociology

Library Support. Last year, the University expended \$711,704 for Library staff and acquisitions in the Latin America Office (Section 5). This does not include the recent hire of a full-time Foreign, Comparative and International Law Librarian in the Law School or the part-time Latin American acquisitions librarian in the Hoover Institution.

Linkages with Institutions Abroad. Last year, the University expended \$839,756 for the operation of the Stanford in Santiago, Chile, overseas campus (not including teaching, above). In addition to its own overseas campuses, Stanford has formalized agreements with many universities outside of the U.S. Last June, Stanford signed a teacher-training agreement with the Pontificia Universidad Católica de Chile. The agreement provides an opportunity for faculty from the two universities to collaborate on research and for students at the Chilean university to receive teacher training at Stanford.

Outreach Support. Last year, CLAS expended \$30,679 on outreach activities.

Financial Support to Students. Last year, CLAS expended \$191,041 in financial aid for its MA students. In addition, CLAS provided \$34,642 in undergraduate internship and graduate research and working group grants. Undergraduate Advising and Research, the Haas Center for Public Service, and the Stanford in Government program awarded \$324,476 to undergraduate students to carry out research or internships in the region. This does not include other departmental and program funds for students to do research or intern in Latin America. Currently, Stanford provides \$2,332,000 in fellowship support to PhD students in fields involving Latin America.

1B. Financial Support for FLAS Fellows. The Provost and the Dean of Humanities & Sciences have committed to provide the difference between Stanford tuition and the amount allocated for FLAS awards for one FLAS fellow from a professional school, and one enrolled in the CLAS MA program, each year of the upcoming grant cycle. CLAS will use its own endowed funds to “top-off” all remaining FLAS awards granted.

**Table 1.2, Stanford University  
Institutional Support for Latin American Studies, 2008-2009**

<i>Activity</i>	<i>Support</i>
Operational Support	
CLAS Administrative Support	\$223,646.00
CLAS Tinker and Nabuco Visiting Professors	\$360,244.00
Teaching Staff (salary + fringe)	
LAS Area Faculty	\$4,071,434.34
Language Faculty	\$982,860.00
Green Library (Salaries & Acquisitions)	\$711,704.00
Linkages with Institutions Abroad	
Stanford in Santiago	\$839,756.00
MA Student Fellowship Aid, CLAS	\$191,041.00
Outreach Program, CLAS	
Lecture Series and Co-sponsored events	\$30,679.00
Faculty Conference Program, CLAS	\$75,614.00
Undergraduate Internships & Field Research, CLAS, etc.	\$386,110.00
Graduate Student Field Research & Working Groups, CLAS	\$23,142.00
Support to PhDs with Latin America Focus	\$2,332,000.00
<b>TOTAL</b>	<b>\$10,228,230.34</b>

## **2. Quality of Curriculum Design.**

CLAS undergraduate and graduate degrees are structured to meet the needs of students with little academic background on Latin America. Course offerings provide students with a foundation in the region and draw on the strengths of Stanford's Latin Americanists in the areas of Culture and Society, Environment and Ecology, and Political Economy. The rigor and requirements of the program ensure our graduates leave Stanford with knowledge, expertise, and language skills at levels sought after by employers in many fields (See Table 9.2, pp. 39-41).

2A. Undergraduate Degree Programs. CLAS offers the Undergraduate Minor and the Honors Certificate in Latin American Studies, and supports Latin America concentrations in over a dozen other departments and programs. The Minor in Latin American Studies is for students in any major who would like to establish a complementary concentration on the region. Students planning to pursue the Minor submit for approval an online proposal of coursework by the second quarter of their junior year. CLAS requires that students demonstrate advanced proficiency in Spanish or Portuguese and complete 25 units of coursework certified for the Minor that are not redundant to required units for their majors; and are urged to pursue field

experience or study abroad in Latin America. Opportunities to study and do research in Latin America abound at Stanford (Section 2C).

The CLAS Honors Program is open to majors in any field. Students must complete 35 units in courses certified for Honors by CLAS. Requirements include a senior research thesis, undertaken with the guidance of a faculty advisor, and advanced proficiency in Spanish or Portuguese. Students apply for Honors certification during spring of their junior year, and must maintain at least a B+ (3.3) GPA in courses taken to satisfy requirements for the certificate.

The language requirement for both the Undergraduate Minor and the Honors Certificate may be fulfilled in one of three ways: 1) successful completion of seven quarters of college-level Spanish or Portuguese; 2) completion with a letter grade of 'B' (3.0) or higher of a course taught in Spanish or Portuguese at the 100-level or higher; or 3) achievement of the advanced proficiency level on the ACTFL (American Council for the Teaching of Foreign Languages) scale in a test administered by the Stanford Language Center.

Students in the Honors Program are required to take one general survey course, two breadth courses, one depth course, the Honors Seminar (Social Change in Latin America Since 1900, taught by CLAS director and professor of history Herbert S. Klein), Honors Thesis units, and other courses making up a total of 35 quarter units, all chosen under the guidance of their academic advisor. The required capstone experience of this program is a public presentation of the student thesis at a June symposium. CLAS Honors students have a history of producing award-winning theses. A recent graduating senior in political science was awarded the selective Firestone Medal for excellence in undergraduate research for his work on social security in Argentina. A current CLAS Honors student, majoring in anthropology, was awarded a competitive undergraduate grant to conduct research on affirmative action in Brazil last summer. This work will form the basis of her CLAS honors thesis.

The Iberian and Latin American Cultures major requires students to attain at least third-year Portuguese or Spanish, and to take a minimum of four core departmental courses and additional courses in Spanish or Portuguese or other related area studies. The LAS track in the interdisciplinary International Relations (IR) major requires two years of language, relevant overseas study and five courses in our area, in addition to IR's rigorous core of political science and economics courses. Table 2 below summarizes the requirements for CLAS degree programs.

	<b>Minor</b>	<b>Honors</b>	<b>MA</b>
<b>Survey course (HISTORY 70)</b>	5	5	
<b>Core courses</b>			15
<b>Breadth (cognate) courses</b>	10-20	8-10	15
<b>Depth courses (concentration)</b>	0-10	4-5	10-15
<b>Study/research/work in Latin America</b>	recommended	recommended	required for admission
<b>LATINAM 198: Honors Thesis</b>		1-10	
<b>LATINAM 201: Senior Honors Seminar</b>		5	
<b>LATINAM 200: Graduate Seminar</b>			3
<b>LATINAM 398: Masters Thesis</b>			0-10
<b>7th Qtr Spanish or Portuguese</b>	required	required	required for admission
<b>8th Qtr Spanish or Portuguese</b>	0-5	0-5	
<b>2<sup>nd</sup> Latin American language</b>	0-5	0-10	3-6
<b>Minimum total quarter units</b>	25	35*	45**
<b>*units can be double-counted toward a non-LAS major</b>			
<b>**units can be double-counted toward a JD degree, for students in the joint JD-MA degree program</b>			

Other unique undergraduate features include optional Introductory Freshman and Sophomore Seminars (IntroSems) and the Introduction to the Humanities (IHUM) three-quarter course sequence, required of all freshmen. Current IntroSems taught by CLAS faculty include Spaces and Voices of Brazil through Films (Wiedemann), Politics and Economic Development (Tomz) and Film, Nation, and Latinidad (Yarbro-Bejaramo). Two current IHUM offerings, with substantial Latin America content taught by CLAS faculty are The Making of the Modern World: Europe and Latin America (Frank) and World Archaeology and Global Heritage (Rick).



2B. Graduate Student Training. The one-year Master of Arts program is designed for qualified graduates who have previous experience working, living, or studying in Latin America. Students with little prior coursework on Latin America benefit most from the interdisciplinary curriculum consisting of a core set of courses surveying the culture and society, political economy, and environment and ecology of the region along with advanced language training and in-depth courses dealing with the region. Students may obtain a dual professional degree concurrently with the MA (See Table 2 above). We are in the second year of our joint MA/JD program with the Law School. Our first joint student will graduate this year and our second in June 2012.

The MA program requires completion of 45 graduate units. Upon entering, each student is assigned a faculty advisor who works with the student to develop a customized program of study. Students are required to take three core courses in three fields of specialization, select three more courses in these three fields from the cognate curriculum of approved courses, and select three elective courses in one field from across the university's offerings. The fields of specialization are Culture and Society, Environment and Ecology and Political Economy.

Core courses for 2009-2010 are Social Change in Latin America Since 1900 (History), Human Ecology of the Amazon (Anthropology), and Latin American Politics (Political Science). Students must take three five-unit cognate courses, selecting one from each of the three areas of specialization in the cognate curriculum with the consent of their faculty advisor. Students select three related elective courses (10-15 units) across the Stanford curriculum in one of three fields of specialization. Students must take at least three units of coursework in accelerated Portuguese or Spanish, and up to six units may be counted toward the 45-unit minimum requirement for the MA degree. Those with advanced Spanish must take an accelerated introductory course in Portuguese (or vice versa). The goal is that they leave Stanford with at least two Latin American languages. Quechua may be taken as an elective.

Students enroll each quarter in a one-unit seminar, Contemporary Issues in Latin American Studies, where invited scholars present lectures on major Latin American themes and topics, followed by questions and discussion. Students may elect to write a master's thesis, registering for up to 10 units of thesis research under the guidance of a faculty member. Thesis units may be counted toward the elective field unit requirements. Nearly all of the courses applicable to our degree programs are taught by tenure-line professors. Generally all courses are taught on campus, though CLAS did support a field course (BIO 175) two years ago run by CLAS faculty member Rodolfo Dirzo, in which all 10 of our MA students joined six undergraduate biology students for 10 days at a remote field station in Mexico (Appendix C). CLAS covered the transportation and boarding costs of its MA students, and paid the salary of a Stanford anthropologist (CLAS affiliate and MA alum) to lead sections of the field course, when LAS students interacted with locals outside of the biological preserve. CLAS welcomes faculty requests for funding this type of innovative, truly interdisciplinary field-intensive course. For MA students who elect to write a thesis, CLAS provides private office space, and the opportunity to formally present their work at a public symposium.

Besides its own students, CLAS serves graduate and professional school students from Business, Humanities & Sciences, Earth Systems, Education, Engineering, Law, and Medicine with interests in Latin America. Students from across campus enroll in courses with Latin America content applicable toward their degrees (Section 9A). CLAS regularly provides doctoral students in the dissertation write-up phase the opportunity to present their work in our Tuesday lecture series. They also receive grants to pursue field research and funds to lead Working Groups, guided by CLAS faculty members. CLAS provides funding for approximately five Working Groups each year. These Working Groups, which have focused on such themes as Technological Entrepreneurship, Andean Archaeology, Education, Law, Microfinance, Brazilian

Studies, Mexican Studies, Literary Dialogs, and Status Movements in Puerto Rico, involve 40-50 graduate students and 10-15 undergraduates each year.

## 2C. Advising and Study Abroad.

*Advising.* CLAS places great importance on academic and career advising and has more than adequate human resources to provide excellent advising to students in our degree programs, or to those from other departments seeking graduate research or undergraduate internship funding.

Advising is provided by the CLAS Faculty Director, Affiliated Faculty, Associate Director, and Program Coordinator. The Associate Director, with guidance from the Faculty Director, pairs MA students with faculty advisors. All MA students are assigned a faculty advisor prior to their arrival on campus. They meet at least quarterly with their advisor to discuss academic interests and progress to date. The Faculty Director is the backup faculty advisor, in the event that a faculty advisor is on leave during any period of the academic year. The Associate Director serves as the general academic advisor and meets with students throughout the year. A full-time Program Coordinator tracks student progress online, informs students of academic deadlines, organizes the yearly Commencement ceremony, and provides guidance to students from other majors and departments who are interested in our degree programs or funding opportunities.

Students interested in the Honors program contact the Faculty Director who discusses their academic interests. The Faculty Director then determines an appropriate faculty member to advise the student. The faculty advisor and student work together throughout the Honors process, setting goals and review dates to keep the student on track to finish the 80-100 page Honors thesis. The Honors student meets with the Associate Director throughout this time period to ensure all requirements are being met.

CLAS provides career advising to all students in our degree programs, as well as students from across the university with an interest in working in Latin America. Each fall term CLAS

holds a reception at Casa Bolívar for CLAS faculty and students to begin networking. Also in the fall, CLAS teams up with the Career Development Center to introduce students to the on-campus resources that exist to those interested in international careers. Then, in the winter quarter, CLAS holds an alumni career panel, where current students have the opportunity to meet with CLAS alumni in different fields of interest to learn about their career trajectories and to seek advice. Throughout the year, the Associate Director meets individually with current students to identify their interests and match them with CLAS alumni who have an interest in mentoring students. Both the Faculty Director and Associate Director are frequently asked by CLAS students and alumni to write letters of recommendations. The Associate Director serves as a pre-major advisor to undergraduates and plays an important role by guiding them in their academic and career paths. CLAS has a biweekly job opportunities mailing and a weekly calendar of events. CLAS disseminates job, study abroad, and language program opportunities and recently developed joint alumni career talks with the other degree-granting area centers.

*Research and Study Abroad.* The number of opportunities for students to complement their studies with fieldwork, research, or internships either abroad or on campus is so great that Stanford has dedicated an entire website, *global.stanford.edu*, launched last year, to these opportunities broken down by region of the world.

Stanford students at the undergraduate and graduate levels have a multitude of opportunities to study, intern, and undertake research and public service in Latin America. CLAS provides undergraduate summer internships grants in Latin America each year. Since the program's inception in 2004, thanks to generous gifts from Stanford alumni, we have been able to award grants to 28 undergraduate students to intern in 12 countries in Latin America.

The Undergraduate Advising and Research office awarded grants to 22 undergraduate students to pursue independent research in Latin America last year. The Haas Center for Public

Service supported 71 undergraduate and one medical student on public service learning trips and internships in Latin America, and stateside working with Latino populations. An additional six undergraduates worked for nine weeks in Latin America or in the U.S. on policy or development issues related to Latin America through the Stanford in Government program.

Stanford strongly encourages its undergraduate students to study abroad at some point during their four years of study. An estimated 50 percent of Stanford undergraduates participate in Stanford's Bing Overseas Studies Program, another three percent study abroad with other programs, and an additional 12 percent participate in non-credit activities overseas such as internships, public service, and independent projects and research. Through Stanford's Overseas Study Program in Santiago, Chile, 81 students participated in individual home stays and studied for three months or more in the Southern Cone last year. Many traveled to Argentina and Peru and several became interns in local Chilean organizations. The Overseas Resource Center has a full-time staff member who assists undergraduates and graduates with non-Stanford study abroad options. This office also administers the Fulbright, Rhodes, and other prestigious international study and research opportunities that Stanford students are awarded each year. In 2008-2009, out of 87 Stanford Fulbright Scholarship applicants, 11 candidates applied to do their study or research in Latin American countries and four of these were awarded the grant.

### **3. Quality of the Non-Language Instructional Program.**

3A. Non-language Course Coverage and Availability. In 2008-09, 33 non-language courses with 100% Latin America content were offered on the home campus, and 18 overseas. In addition, 70 other courses with at least 25% Latin American content were given (Appendix C). These Latin America-content courses were found in over 21 different departments, programs, and professional schools. See Table 3 for a summary of non-language courses in all departments.

Courses with Latin America content are plentiful in the professional schools (Appendix C). Four CLAS faculty members teach in Medicine, three in Education, and two in Civil and Environmental Engineering. The Law School is committed to internationalizing its curriculum, and has invited for over three years Professor Rogelio Pérez-Perdomo of Venezuela to teach Latin American Law. In addition, joint JD/MA degrees are available with all the ICA area studies centers, including CLAS (Section 2B). As part of the Graduate School of Business's curriculum, participation in a global experience is a requirement for all MBA students. Recent student study trips took place in Argentina, Chile, Guatemala, Mexico, and Peru.

3B. Depth of Specialized Course Coverage. Course offerings are especially complete with respect to Brazil, Chile, Mexico and Peru, and, in terms of disciplinary depth, in Anthropology, Ecology, History, Literature, and Political Science, all of which offer Latin America as a special field for the PhD. In these departments, a full range of Latin America courses is offered, from undergraduate introductory through advanced graduate-level (Appendix C). Excluding courses taught on the Santiago and Madrid campuses, the following are the numbers of upper-level courses in 2008-09 offered in each of our core MA degree program areas: Culture and Society: 40; Environmental and Ecology: 32; and Political Economy: 29.

3C. Interdisciplinary Courses. Many of the courses taught in the departments, programs, or schools listed in Table 3 above are interdisciplinary and combine, for example, Earth Systems and International Policy Studies, Political Science and History, Anthropology and Archaeology, and Education and Sociology (Appendix C).

CLAS supports the development of interdisciplinary courses at Stanford (Section 2B, page 8). Faculty are currently engaged in interdisciplinary research across campus (Section 1). CLAS plans to capture and further this and potential research through the development of unique

comparative and interdisciplinary courses (Section 8A5), directly relevant to our degree programs and our three core areas (mentioned above in 3B).

<b>School</b>	<b>Department or Program</b>	<b>100%</b>	<b>&gt;25%</b>	<b>UG's</b>	<b>Grads</b>
Humanities and Sciences					
	Anthropology & Archaeology	6	6	326	19
	Biology	1	6	197	44
	Comparative Literature		4	54	12
	Economics	1	4	310	27
	English		2	42	12
	Film Studies		1	2	16
	History	5	5	78	14
	Human Biology		4	285	7
	International Policy Studies		3	144	27
	International Relations	1	3	201	19
	Latin American Studies (CLAS)	5		11	42
	Linguistics		1	5	1
	Overseas: Madrid, Spain		1	3	
	Overseas: Santiago, Chile	18		175	
	Political Science	1	5	312	46
	Sociology	1	2	40	13
	Latin American Literature	12	5	125	59
Earth Sciences			3	102	30
Education			5	14	81
Engineering			4	51	139
Law			4		67
Medicine			2	42	11
	<b>Totals</b>	<b>51</b>	<b>70</b>	<b>2519</b>	<b>607</b>

3D. Numbers of Non-language Faculty. Stanford has a teaching staff of 45 faculty on the home campus who devote 25% or more of their time to Latin American teaching and research. Of the 45 faculty, 19, from three schools, devote 60-100% of their time to Latin American studies.

Training of Instructional Assistants. Pedagogical training for faculty and TAs is a high priority at Stanford. All Stanford PhD students are required to fulfill teaching assistantships, for which both departmental and university training is required. Each department provides formalized and mandatory pedagogical workshops for TAs. The Center for Teaching and Learning (CTL) offers faculty and graduate TAs pedagogic workshops and individual consultations on teaching.

#### **4. Quality of the Language Instructional Program.**

4A. Languages of the Subject Area. Stanford regularly offers language courses from the beginning to advanced levels in Spanish, Portuguese, and Quechua (Appendix C). Additional Less Commonly Taught Languages, such as Haitian Creole, are offered on a demand basis. All foreign language instruction is coordinated by the Stanford Language Center (SLC) which requires language programs to adopt standards-based curricula with clearly articulated proficiency goals.

In 2008-09, the SLC, the Department of Iberian and Latin American Cultures (ILAC, formerly Spanish & Portuguese), and the Stanford in Santiago program offered 77 classes in Spanish language and literature and 15 classes in Portuguese language and literature. The Stanford in Madrid program offered 4 language classes and 1 Latin American literature class. The Special Language Program offered 3 classes in Quechua.

All Stanford undergraduates must qualify in a foreign language at the Intermediate Mid level in the cognate languages (e.g., Spanish or Portuguese), and Novice High in the non-cognate languages (e.g., Quechua). Some majors require more, such as CLAS, ILAC, and IR (Section 2). Spanish is the most popular foreign language among Stanford undergraduates. This year, 49% (778) of incoming students plan to study Spanish to meet the mandatory undergraduate degree language requirement. See Table 4 for summary enrollment breakdowns.

	<b>Classes</b>	<b>Undergrads</b>	<b>Grads</b>	<b>Total</b>
<b>Spanish</b>	77	1931	159	2090
<b>Portuguese</b>	15	105	59	164
<b>Quechua</b>	3	6	1	7
<b>Total</b>	95	2042	219	2261

A high percentage of Stanford students enroll in language courses even though they have already fulfilled the requirement, and the majority of our MA students take more than the mandated



minimum in Portuguese (Section 2). CLAS MA students with third-year college-level Spanish enroll in accelerated Portuguese for Spanish Speakers courses. Many graduate with a full year of accelerated Portuguese language classes (the equivalent of two college years of study) at the Advanced Low and Advanced Mid levels in speaking and writing proficiencies. All students may elect to have proficiency notations appear on their transcripts.

Enrollments in Portuguese language courses remain steady at an average of 167 students per year since 2006-07. Since 2004-05, Quechua classes have averaged six students per year, though eight students were enrolled each year during the last two years, with one of their classmates including the Former First Lady of Peru, Eliane Karp de Toledo.

4B. Levels of Language Training. Five levels of courses are offered regularly in Spanish and Portuguese. Beginning Quechua is offered every year, while intermediate Quechua is offered every other year. In the Spanish Language Program, there is a first year sequence of three courses for beginners, and a two-quarter accelerated sequence for those with some Spanish or knowledge of another Romance language. Second Year prepares students for study abroad at Spanish speaking universities. There are three tracks: Cultural Emphasis; 2) International Relations; and 3) Spanish for Home Background Speakers. Each track has a series of three courses. Third Year courses focus on Spanish structure and writing and composition.

Beginning, intermediate, and advanced conversational courses are also offered.

Several course offerings are tailored to the needs of professional school students. Spanish for Medical Students is offered as a three-course series for health care professionals. This course is also open to undergraduates who are pre-med. Both the Spanish and Portuguese Programs offer courses in business terminology for students in the Graduate School of Business.

The Portuguese Language Program offers a beginning, three-quarter sequence for those without prior knowledge of Portuguese or another Romance language. First- and second-year

accelerated Portuguese for Spanish Speaker courses are offered each year and recommended for students with at least two years of formal study of a Romance language. Portuguese 99 (Vamos Blogar/Let's Blog) is a special project for intermediate and advanced students of Portuguese (Section 8A2). Advanced third-year courses include 1) Reading Brazil, 2) Brazil in Text: Advanced Grammar and Composition, and 3) Advanced Conversation: Brazil Today. An introductory culture seminar Spaces and Voices of Brazil is offered to sophomores each fall.

Advanced (fourth- and fifth-year) literature and culture courses are taught in Spanish and Portuguese each year by tenure-line ILAC faculty.

The introductory three-quarter Quechua language sequence places emphases on reading, writing and conversation in Quechua, concentrating on the Ayacucho-Chanka dialect and the cultural and ecological background of the language.

Overseas Study. The Stanford Overseas Studies Program in Santiago, Chile (Section 2C) offers Stanford undergraduates coursework in anthropology, biological sciences, ecology, earth systems, history, literature, economics, international relations, political science, and public policy, all taught in Spanish (Appendix C).

Language Across the Curriculum. On the home campus, foreign language opportunities also exist in non-language-specific courses. Examples include alternative sections in Spanish of Introduction to Humanities; Freshman and Sophomore Seminars in Latin American literature or film; and optional readings and lectures in Spanish or Portuguese in various political science, anthropology, history, and linguistics classes.

Spanish-language Theme House. Yost House is the Spanish language theme house that promotes the use of Spanish (all levels and varieties). With guidance from faculty affiliates, student Academic Theme Associates teach courses at the House each year, such as Telenovelas of Latin America and Intermediate Conversation. To get special priority status to live in Yost

House, students must have completed three quarters (one year) of college-level Spanish prior to residence or demonstrate adequate fluency in Spanish. Residents commit to certain activities, such as enrollment in a Spanish course or presenting a research project to the House.

4C. Language Faculty and Pedagogy. With Spanish, Portuguese, and Quechua language enrollments totaling over 2,200 annually, the SLC's Spanish and Portuguese Programs employ a teaching staff of 16 Lecturers, including two for Portuguese, all of whom are Latin Americanists and hold advanced degrees (60% hold the Ph.D.); 75% are native speakers. The Special Languages Program employs one lecturer who is a native speaker for instruction in Quechua (Appendix B). Class sizes remain small with maximum enrollment restricted to 15 students per class.

The SLC, established 15 years ago, is directed by Professor Elizabeth Bernhardt. The SLC oversees foreign language instruction, sets and maintains language standards, and conducts research on language pedagogy. The SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area: reading, writing, listening, and speaking. Currently, 13 of the 17 Spanish and Portuguese lecturers are American Council on the Teaching of Foreign Languages-Oral Proficiency Interview (ACTFL-OPI) certified raters, and 8 of those 13 are also ACTFL-certified raters in Writing Proficiency. Summer workshops to provide further certification and curriculum development opportunities to LCTL instructors of Quechua and Portuguese at Stanford and local community colleges will begin Summer 2011 (Section 8A1).

Graduate TAs receive appropriate training for performance-based teaching. The departments in the Division of Literatures, Cultures, and Languages require that graduate students take the course Applied Linguistics 201, The Learning and Teaching of Second Languages, taught by the Director of the Language Center. The course provides students with a

research overview to second language acquisition research; practice in assessing undergraduate language development; practicum experience through conducting mini-lessons and the observation of current language classes, and a Modified Oral Proficiency Interview workshop.

4D. Quality of the Language Program. Language instruction at Stanford is performance-based, with a regularized process of assessment and evaluation and an integrated language-culture focus. Assessment of language competency is systematic. When entering and exiting courses, students are tested in proficiency and compile portfolios of their progress. SLC sponsors frequent professional development workshops based in ACTFL, and SLC has developed extensive materials for Simulated Oral Proficiency Interviews (SOPIs), including online assessment tools.

The SLC features classrooms with current video and audio equipment as well as cable and Internet connections, computer work stations for faculty and students, a soundproof room for recording student oral interviews and live foreign language broadcasts, and equipment for the production of student language portfolios. Students use the Digital Language Learning Lab which includes a hands-on computer classroom with 20 workstations and a networked seminar room with multimedia technology.

For Spanish and Portuguese, the goals for first-year instruction are an Intermediate Mid level of oral proficiency. For Quechua, the first-year proficiency goal is Novice High. Similar standards are set for reading and writing. These proficiency levels are based on the national Foreign Service Institute/ACTFL scale. In spring quarter of each year, the SLC initiates a self-study of language programs to document whether third-quarter students (those completing one year of language study) do indeed meet the articulated standards. Oral proficiency data in Spanish and Portuguese are collected via a SOPI administered through CourseWork, Stanford's online course management tool. Results from the Spring 2009 assessment indicate that the

majority of students were indeed in or beyond expected ranges. As usual, the Portuguese program far exceeded their targeted objectives. All data indicated that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute. Substantial advancement was detected from first- to second-year. Again, Portuguese students in particular seem to make remarkable strides. Writing Proficiency Assessment (WPA) results for first- and second-year students of Spanish and Portuguese indicate that the writing measure outcomes are consistent with oral proficiency ratings across both years of instruction.

**5. Strength of the Library**

5A. Relative Strength of Holdings. The Stanford University Library (SUL) System, with an annual budget of \$86.7 million (includes staff salaries) and close to nine-million volumes, is one of the largest academic and research

	<b>Books</b>	<b>Periodicals</b>	<b>Videos</b>
<b>SUL</b>	340,000	3,000+	1,250
<b>Hoover Institution</b>	36,000	2,000+	N.A.

libraries in North America. With an annual growth of more than 9,000 volumes per year, it also has one of the most comprehensive Latin American library collections.

	<b>Books</b>	<b>Periodicals</b>
<b>English</b>	24%	60%
<b>Spanish</b>	57%	40%
<b>Portuguese</b>	19%	

The University libraries hold over 340,000 monographs and several thousand periodicals on Latin America, principally devoted to the humanities and social sciences.

The collection is especially strong on Brazil, Chile, Mexico, and the US-Mexico Border. The Hoover Institution Archives, one of the largest university archives in the world, contains many primary collections of Latin America-related documents. Specialized resources are located in the Art, Business, Education, Law, Medicine, and Music Libraries as well as the Special Collections and Government Documents Division of the main research library.

Support for Acquisitions and Staff. The University's current library budget for materials related directly to Latin America is \$345,057. An additional \$119,364 is budgeted for Spanish and

Portuguese (Iberian) materials and \$40,283 for Mexican-American collections. Each year the Latin America office of the library receives, on average, \$40,000 from other funds to purchase unusually expensive collections (both print and non-print). Working with over a dozen separate dealers in Latin America, the Libraries acquire between 9,500 and 10,000 current titles annually.

A full-time Senior Librarian-Curator, Adan Griego, oversees this collection, assisted by a .50FTE Senior Library Specialist and a number of student assistants. Staff costs directly related to the Latin America office are in excess of \$165,000 annually.

<b><u>2008-09 Library Budget</u></b>	
Materials	
Latin American	\$347,057
Iberian	\$119,364
Mexican-American	\$40,283
Special Purchases	\$40,000
Staff	<u>\$165,000</u>
<b>TOTAL</b>	<b>\$711,704</b>

5B. Availability of Research Materials. Stanford has a formal agreement with the University of California at

Berkeley and the University of Texas at Austin. It extends borrowing privileges to both faculty and students from each institution. Moreover, the respective online catalogs are linked for accessing bibliographic databases, and the curatorial offices on all three campuses provide consulting to faculty and students from each institution. This reciprocal borrowing agreement also includes a framework for materials acquisition through which each institution assumes extensive collecting responsibility for specific regions of Latin America for less-frequently used materials that are unusually difficult to obtain. Division of labor is by country and encompasses such material as publications of non-major universities, annual reports of small financial institutions, dissertations from Latin America, and publications from non-governmental organizations. This tripartite agreement makes available the extensive Latin American collections at Berkeley (500,000 volumes) and Texas (950,000 volumes) to Stanford researchers. Through the University of California's Melvyl system, Stanford also has access to the Latin American holdings at UCLA (500,000 volumes). Analogous agreements exist with respect to

Latin American government documents and map collections between Stanford and several University of California libraries.

Nationally, Stanford contributes data to the OCLC (Online Computer Library Center), the bibliographic utility which represents holdings of the major research libraries in North America. Stanford also participates in the Latin American Microform Project (LAMP), a cooperative preservation project. A consortium comprised of Stanford, the University of California, and the University of Southern California also collaborates in various library acquisition/preservation projects.

Stanford provides access to an extensive array of online resources, both those available without charge and those for which Stanford must license access through subscription fees. Its subscriptions cover most of the standard databases and journals which are available online for and from Latin America. After a simple registration process, the public may also come in to use materials housed in Special Collections.

The Library is actively engaged in digital initiatives with others institutions. In Chile, the Library is collaborating with the Frei Foundation to digitize the Eduardo Frei Presidential Archives. A joint project of the Law School, Main Libraries, and CLAS to create an open access database of Latin American legal journals is currently in development (Section 8A8).

## **6. Quality of Staff Resources**

6A. Qualifications. 100% of our 43 tenure-line faculty and one Lecturer hold PhDs or JDs in the field in which they teach (Appendix B). All have extensive field experience, and many are engaged in research work in Latin America. Collectively, these faculty members serve on the editorial boards of some 50 scholarly journals. 25 hold or have held endowed chairs, and 20 have received prestigious teaching awards. Many have received grants from Fulbright, SSRC, NIH, Rockefeller, Guggenheim, the Mellon Foundation, and the MacArthur Foundation.

The University offers CLAS faculty and staff ample resources for professional development. Each staff member receives annual funds to pursue work-related training or coursework. CLAS Director and Associate Director attend the Latin American Studies Association (LASA) conferences every 18 months. There are plans for all three staff members and the faculty director to attend the next LASA conference in Toronto, Canada in October 2010.

Junior professors receive a guaranteed year of sabbatical before coming up for tenure, and all faculty receive annual conference travel and research funds, a computer upgrade budget every three years, and a sabbatical program. Internal research fellowships are available competitively from the Dean of Research, the Stanford Humanities Center, the FSI, and other campus programs such as the Stanford Challenge's International Initiative and K-12 Outreach programs, the Woods Institute, the Stanford Institute for Creativity and the Arts, and CLAS itself which funds six major faculty conferences each year.

CLAS's faculty conference program serves as a catalyst that allows CLAS faculty to organize conferences in Latin America or to invite scholars from Latin American and U.S. institutions to Stanford. Recent conferences in Latin America led by Stanford faculty and funded by CLAS include a conference on higher education expansion and its effects on the economy in Brazil at the Federal University of Minas Gerais, a workshop with experts at the Universidad de Tres de Febrero in Buenos Aires, Argentina on water policy in Latin America, and an intellectual history conference in Santiago, Chile. Last May, a two-day conference Latin America and the Caribbean: Institutions, Human Capital, and Natural Resources, was led by Stanford professor Peter Henry and Tinker Visiting Professor Ernesto Schargrotsky and sponsored jointly by CLAS, the Stanford Center for International Development, and the Tinker Foundation.

Stanford is one of five universities to have received an endowment from the Tinker Foundation. The Tinker Visiting Professorship, administered by CLAS, brings five to seven



professors from Latin America to teach at Stanford in their respective fields each year and engage in collaborative research with colleagues. Stanford faculty nominate these distinguished scholars from Latin America. CLAS faculty member Martin Carnoy nominated Cristian Cox, the former Minister of Education in Chile, to be a Tinker Professor in 2005-06. While in residence as a Tinker, Professor Cox helped found the teacher training partnership with the Pontificia Universidad Católica de Chile. (See page 3.)

Recent emphases on science, math, and engineering in the profile of CLAS Tinker Visiting Professors have led to strengthened or fostered collaborations between Stanford and science institutions and departments in universities in Argentina and Brazil. Visitors regularly lecture on science policy in Latin America, exposing CLAS students to the importance of research and development, the relationship between “science” and “technology,” and its impact on economic development in the region.

CLAS faculty are regularly invited to teach for a quarter at Stanford’s overseas campuses in Santiago and Madrid. CLAS Director Herb Klein (professor of history) has taught at both campuses. Historians Tamar Herzog and Zephyr Frank recently taught in Madrid and Santiago, respectively. Héctor Hoyos and Jorge Ruffinelli of ILAC will teach in Santiago next year.

For staff Stanford offers a rich array of professional development courses and subventions to take or audit university courses. Stanford is also a teaching university (boasting a 7:1 faculty-undergraduate student ratio) and no appointment or promotion goes forward without affirmation of excellence in teaching. CLAS faculty regularly teach freshman/sophomore seminars, undergraduate courses, and courses at the graduate level. When not on leave or sabbatical, faculty are on duty as teachers, scholars, advisors and committee members (App. C).

CLAS Faculty Advisory Board members and Affiliates serve as advisors to our master’s and undergraduate honors and minor students (Section 2). They also advise doctoral students in

their respective departments. The Center's Associate Director offers academic, career, and fellowship advising to students across campus with an interest in Latin American studies.

6B. Oversight/Center Staff. Fourteen faculty from the Schools of Humanities & Sciences, Engineering, Medicine, and Education, and the Latin America library curator serve on the CLAS Advisory Board. Other affiliated faculty participate in the leadership and governance of the Center by serving on special committees, e.g., Graduate Admissions, Tinker Visiting Professorships, Faculty Conference Grants, and Undergraduate Internship Grants.

History Professor Herbert S. Klein became Director of CLAS in September 2004. Dr. Klein specializes in Latin American history. Prior to his appointment at Stanford, he taught for eight years at the University of Chicago and 35 years at Columbia University where he was the Gouverneur Morris Professor of History. He is the author of some 22 books, and 160 articles in several languages on Latin America and on comparative themes in social and economic history and has taught regular courses in several universities in Brazil and other Latin American countries. He is currently the editor of the Cambridge University Press series in Latin American Studies. Professor Klein teaches Social Change in Latin America Since 1900, the core Culture and Society course for our MA students, which also serves as the required Honors seminar in Latin American Studies (Section 2, page 5). In addition, he is a Senior Fellow at the Hoover Institution, and a Faculty Affiliate of the Woods Institute.

Three full-time staff members include an Associate Director, a Program Coordinator, and a Business Administrator. Megan Gorman has served as the Associate Director for nearly four years. She is currently serving a three-year term on the Executive Committee of the Consortium of Latin American Studies Programs. She has a master's degree in international relations from the Maxwell School of Syracuse University, and served for over two years as a Peace Corps volunteer in El Salvador. As a Volunteer in Service to America, she worked with tribal

governments for three years in three locations in Alaska, where she also taught English as a Second Language to Latino immigrants working in the fishing industry. She is a pre-major advisor to Stanford freshman and sophomores, and received the Dean's Award of Merit in 2009 for her work at CLAS and ICA. She speaks Spanish and Portuguese, and will return to Brazil for the third time this May. She was selected to participate in a Rotary International Group Study Exchange month-long trip for young professionals to Minas Gerais, Brazil, where she will have the opportunity to make connections for CLAS.

Emily Davis is the Program Coordinator, in charge of coordinating our events and communications, as well as tracking our student degree progress. She has a BA and MA in Spanish literature from Brigham Young University and is fluent in Spanish. Angela Doria-La, a native of Colombia, is the Business Administrator responsible for financial transactions and the management of logistics for our visiting professor programs. She assists the Associate Director with budget management and grant reporting. She has a BA in international studies from Seattle University and several years of work experience in international banking. We hire at least one part-time undergraduate student assistant, proficient in either Spanish or Portuguese, each year to serve as the receptionist and to assist with event publicity and outreach.

The Faculty Director and Executive Director of ICA provide additional administrative oversight of all Stanford area studies Centers. The Faculty Senate reviews Center academic programs every five years.

6C. Nondiscriminatory Employment. Stanford University, a private institution, is strongly committed to non-discriminatory practices in hiring and promotion of faculty and staff. The University actively promotes diversity: The percentage of minority faculty has risen from 14.5% in 1998 to 20% in 2008. A similarly positive trend is apparent in the representation of women on the faculty: 19% in 1998 and 25% in 2008. Since 1998, the number of Asian American faculty

rose by 206.0%, Hispanic by 130.4%, and African-American by 2.2%. Two CLAS staff members are Hispanic, and women represent 80% of our staff. There is no mandatory retirement age at Stanford; emeritus professors are frequently called back to teach. The Office of Accessible Education (OAE) ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. The University complies in all ways with the Americans with Disabilities Act. All classrooms and administrative buildings used for CLAS functions are accessible.

## **7. Outreach Activities**

Stanford University is highly committed to public outreach and to the betterment of K-14 education. A new Visitor Center opened its doors in February 2010, providing a home base for visitors from around the world, and equipped with interactive kiosks that allow visitors to explore Stanford on their own. In addition, Stanford awards grants to faculty members with an interest in strengthening elementary and secondary education. Similarly, CLAS provides significant and measurable outreach with national and regional impact (Table 9.1).

7A. Elementary and Secondary Schools. Given California demographics, several of the recent outreach efforts by Stanford University to improve K-12 education have benefited Latinos and their classmates in the Bay Area. Sixty-five percent of the student population is Latino in the Stanford New Schools (SNS), a non-profit organization, formed in collaboration with the Stanford University School of Education to develop and sustain small, innovative, high-performing public schools in underserved communities. SNS currently operates East Palo Alto Academy, which includes a High School (9-12), and an Elementary School (K-8), both serving East Palo Alto, California. CLAS will provide valuable outreach to the East Palo Alto Academy and Redwood High School in this grant cycle (Section 8A5).

CLAS faculty engage in outreach activities through the Stanford Initiative on Improving K-12 Education. Biology professor Rodolfo Dirzo (Appendix B) received seed money to teach Ecology by Doing twice a week at Redwood High, a continuation school in Redwood City, California, for the last year, and establish REAL (the Redwood Environmental Academy of Leadership). Students in the school are disadvantaged youth and young adults; one-third of the women are pregnant. Nearly all of the students are Latino. Plans for a second phase of REAL include connecting students from Redwood High with high school students in Mexico. Via the internet, Skype calls, and YouTube videos, Redwood High students will correspond and share data with participants of similar ecological restoration projects that Dirzo leads in Mexico.

As a program of FSI, Stanford Program on International and Cross-cultural Education (SPICE), established in 1976, provides professional development seminars for teachers. The curricula and seminars developed by SPICE focus on contemporary issues in the context of their cultural and historical underpinnings. SPICE supports efforts to internationalize elementary and secondary school curricula by linking the research and teaching of Stanford faculty to the schools, and disseminates annually 165 Latin America-focused curricular units that serve 16,500 K-12 students each year.

7B. Post-secondary Institutions. CLAS has a history of working with colleges and universities in the Bay Area. Students and faculty from post-secondary institutions attend our events, and are invited speakers and discussants in CLAS conferences and lecture series. CLAS works with UC Berkeley to co-host visitors and coordinate itineraries to the West Coast from Latin America. CLAS will host Cuauhtémoc Cárdenas on April 8, 2010. He is currently in residence at Berkeley. Recently, CLAS Stanford and CLAS Berkeley hosted a joint outing together for our CLAS master's students to meet one another. We plan to coordinate more events like this in the

future. CLAS plans to host a West Coast student conference in spring quarter 2012 and will coordinate efforts with regional post-secondary institutions (Section 8A7).

In the past, CLAS had a program of professional development grants for community college faculty to participate in a Working Group (Section 2B) and receive full library privileges as Visiting Scholars. A current project of the School of Education is aimed at developing a research agenda to examine strategies for improving efficiency in community colleges. CLAS will work collaboratively with SUSE, the School of Law, San Jose City College, and the other area centers to provide instructor training to community colleges over the next four years (Sections 8A1 and 8A4).

7C. Business, Media, and the General Public. The Center maintains outreach to the business community, media, and general public through its public programs, consisting of lecture series, conferences, film series, cultural events, and a comprehensive, current website. CLAS maintains an electronic calendar that is distributed to nearly 1,000 people each week. The annual newsletter highlights alumni updates and CLAS activities and is made available on our website in PDF format and distributed widely via email.

Each year, CLAS sponsors or co-sponsors over 75 public lectures. Attendance averages from 15-30 at weekly Brown Bag Lunches and about 100 or more at major conferences and talks. All events are free and open to the public. In addition to its own events, CLAS collaborates with departments, centers, and programs across campus. CLAS and the other area centers and programs host an International Film Festival each summer. Now in its third year, this series is widely attended by community members. CLAS hosts a range of visits, conferences, and workshops. Recently, CLAS hosted a visit by graduate students from San Jose State University, a conference on migration and human development in which seventy scholars and specialists from the United States and Mexico attended, and a workshop on the participation

of Indigenous Peoples in democracy in Latin America today. Among the panelists were former presidents Alejandro Toledo of Peru and Carlos Mesa of Bolivia

CLAS is frequently contacted by the media looking for experts to interview. The Associate Director manages these requests and connects journalists to faculty. In addition, CLAS works with the Stanford John S. Knights Fellowships for Professional Journalists Program. At least three journalists from Latin America or from Spanish news services in the U.S. come to Stanford through this program each year. Many give lectures at Bolivar House and become involved in CLAS activities. CLAS's MA program attracts professional journalists. This year's class includes a Peruvian journalist who worked for Reuters for three years as a correspondent for the Spanish Language Service. Another Peruvian student from two years ago spent eight years working as a journalist for Agence France Presse in Uruguay, Peru, and Brazil.

## **8. Program Planning and Budget**

The activities for which CLAS seeks funding are of high quality and directly related to the purpose of the Comprehensive National Resource Center program.

8A. Activities for Funding. CLAS proposes the following nine initiatives in four main areas of program development:

*Enrich Language Curriculum and Language Acquisition:* **8A1. Teacher Training (Absolute Priority; Invitational Priorities 1 and 2).** Stanford area studies centers will work together with the SLC and the Bay Area Foreign Language Program (Stanford School of Education) to provide two summer workshop programs to LCTL instructors at Stanford and Bay Area community colleges during each year of the grant. The first workshop will focus on the development of OPI standards and oral interview training through the intermediate level, with the ultimate goal of becoming OPI certified. Training in instruction of academic reading and writing and the application of ACTFL Writing Guidelines will be covered as well. The second summer

workshop offered each year will provide LCTL instructors with curriculum development guidance and methodology. (See Detailed Budget, E2.)

**8A2.** 4<sup>th</sup> Year Portuguese; Vamos Blogar Curriculum Enhancement. The Center requests 50% funds in the first year with a 5% reduction each remaining year to hire a Portuguese instructor to teach three fourth-year language courses per year. This would accommodate CLAS and other graduate students who come to Stanford with third-year level Portuguese interested in gaining more fluency before taking disciplinary courses in the language, such as literature courses offered in ILAC. CLAS, SLC, and ILAC will support the remainder of the full-time salary. Courses developed would be aimed toward providing MA or doctoral students with skills that may suit a future profession. Courses might include: translation or writing for publication. In addition to teaching three fourth-year courses each year, the instructor would test and expand the curriculum of Vamos Blogar (Let's Blog), and provide additional third-year instruction, helping meet student demand that exceeds course enrollment capacity. (See Detailed Budget, A2a.)

Vamos Blogar is an experimental pilot project that was run voluntarily (without pay) by Stanford Portuguese instructors each spring for three years in conjunction with a Brazilian NGO for street children in a disadvantaged neighborhood of Rio de Janeiro, Brazil. Through this program third-year Portuguese students motivate children by writing responses in Portuguese to children's blogging, and develop linguistic, cultural, and communicative competence in a socially meaningful way. The instructor would take curricular responsibility for the project in year one and teach three courses per year in years two through four. A further goal is to expand the project to serve as a model for other languages spoken in places where there are at-risk populations, especially children. Technical assistance for this project is provided by Joseph Kautz of the Stanford Digital Language Lab. CLAS is confident that these courses offerings will



generate interest by and positive feedback from students and gain greater support from the University to fully fund these courses by the end of the grant period.

**8A3.** Intermediate Quechua Courses. The Center requests 50% funds in the first year with a 5% reduction each remaining year to hire a Quechua instructor to teach three intermediate language courses per year. This would allow for intermediate Quechua courses to be offered each year, instead of alternate years. Offering intermediate classes each year would allow students to advance their language skills in a shorter period of time. Students in Latin American Studies, Anthropology, Archaeology, and Literature often express an interest in Quechua. Anthropology and Archaeology Departments mentor students for fieldwork in the Andes each year. By the end of the four-year period, with enrollment numbers and OPI and writing assessments as proof (8A1 above), the University could decide to reserve funds for intermediate Quechua each year. (See Detailed Budget, A2b.)

*Enhance Area Studies Curriculum and Faculty and Student Development While Expanding*

*Outreach to High Schools and the Public:* **8A4.** International Human Rights Curricula for Community Colleges (**Absolute Priority, Invitational Priority 2**). CLAS will engage in a collaborative four-year program with three other area studies centers, the Stanford Program on Human Rights, SPICE, and local community college instructors to develop and publish curricular materials on human rights appropriate for use by community college instructors, both locally and nationally. In year one, there will be a workshop for Stanford faculty and students to engage in dialogue and collaborative research about human rights issues. Results of the workshop will be discussed the following summer at a workshop with community college instructors who will help adapt the material for their classrooms. The curricula will be published and disseminated through SPICE who will then coordinate distance learning on the subject on a national level. Three units will be published in total. By the end of the grant period there will be

in print and circulation rich material about human rights issues in four regions of the world. In the process, Stanford will have reached out to local community colleges and established valuable working relationships with educators in the Bay Area and generated quality curricular material accessible across the United States. (See Detailed Budget, A3, D1, and E1.)

**8A5.** “Town and Gown” Co-taught Courses Beneficial to Both Stanford and the Public. CLAS will facilitate the development and implementation of a series of unique, never before co-taught courses by Stanford Latin Americanists that foster faculty research, student learning, and regional outreach. Three new courses would be taught per year for a total of nine interdisciplinary courses. This would serve as a pilot project to experiment with the idea of creating “Town and Gown” interdisciplinary courses that serve both the community and Stanford. In year one, CLAS Associate Director will foster relationships with high schools, facilitate faculty course development, and establish and implement the process for selecting 12 high school students each year to participate in class discussions with faculty and both graduate and undergraduate students. In year two, the first set of three courses, one in each area of CLAS’s degree programs (Section 2), in which collaborative research is already occurring, will be taught and a film series or book club open to the public will accompany each course. In years two to through four, new courses will be taught and each year will bring a new group of 12 high school students to campus to take part in discussions about the topics and themes of these one of a kind courses. The first course, “Constructing and deconstructing frontiers in Latin American culture and history,” will be taught by Tamar Herzog (History) and Lisa Surwillo (Latin American literature), each of whom will receive a small course development grant. CLAS will provide 50% of the grant and is requesting the other 50% from NRC funds. CLAS also requests travel funds to bring 12 high school students to and from campus each year, and funds to support public events that will accompany the courses. (See Detailed Budget, A3, D2, and E3.)

**8A6.** Public Lecture Series: Program on Poverty, Inequality, and Democracy. CLAS requests funds for partial support of a public lecture series through the Program on Poverty, Inequality and Democracy (PID), which is part of the CDDRL in FSI. This interdisciplinary research program began in January of 2009 under the directorship of Beatriz Magaloni, professor of political science. Professor Magaloni regularly advises LAS master's degree students and undergraduate minor students, teaches our Core Political Economy course, and serves on our faculty advisory board. Year one would be spent hiring two student assistants who would then plan a yearlong public lecture series on poverty reduction schemes in Latin America with guidance from faculty affiliates of the Program. Years two through four would involve hiring two new assistants per year (if the first year students graduated) to implement the previous year's plan and create a new one for the following year. (See Detailed Budget, A1b and E5.)

**8A7.** Regional Latin American Studies Student Conference. CLAS requests funds to cover the travel costs of 15 students to attend and present current research at the first ever "West Coast Latin American Studies Conference" to be held at Stanford University in Spring 2012 and open to the public. CLAS, and perhaps other cosponsors, will cover the remaining costs associated with the conference. Year one will be spent planning the conference, with input from post-secondary institutions in the area; creating a website; publicizing the Call for Papers; and selecting travel grantees. The conference will take place in spring of year two. With permission from presenters, "working papers" from the conference will be available in PDF format on the website. Evaluations will be distributed to participants and CLAS will consider next steps. (E6.)

Enrich Library Collections: **8A8.** Redvista: Online Database of Latin American Legal Journals (**Invitational Priority 3**). CLAS requests funds for partial support of the development and implementation of Redvista, a collaborative effort with the Stanford Law School's Robert Crown Law Library, Stanford Libraries, and CLAS to create a searchable, full-text database of Latin

America's most prestigious law journals. Many Latin American law schools produce high quality journals yet, for various reasons, they have not been made accessible in a centralized online database for general use. All of the journals contacted to date have expressed great enthusiasm and a willingness to participate.

The project involves travel by Sergio Stone, the Foreign, Comparative and International Law Librarian, to Latin American institutions to digitize their journal holdings (Year One: Mexico, Argentina and Chile; Year Two: Colombia, Venezuela, and Brazil; Year Three: Peru, Uruguay, and Costa Rica). With inkind support from Stanford, in the form of Law library staff, a graduate student, and Information Technology staff and software to create the database, the program will be well into being sustainable by year four, and will not request NRC funds during the last year of the grant. (See Detailed Budget, C1 and D3.)

*Strengthen Program Assessment:* **8A9.** Joint Assessment project with School of Education researchers and area studies centers. CLAS requests funds to hire a graduate researcher working under the guidance of a faculty member in the School of Education to develop systematic assessment tools to measure the impact and outcomes of CLAS activities, including academic programs, career placements, training workshops, fellowship programs and outreach activities. In year one, CLAS would hire a graduate researcher to assist with a self-study of CLAS programming. Based on the results of the self-study, a comprehensive evaluation system would be developed for CLAS in year two. Year three would entail implementing the evaluation system, collecting new forms of data in a more systematic way, and having an external review carried out. Finally in year four, an improvement plan would be created based on results of data collection and the external review. Changes would be implemented, and CLAS would continue to collect data and solidify the new system to evaluate its programming. The CLAS assessment project is part of a larger project being conducted by Professor Mitchell Stevens in the School of

Education who has been working with the Stanford Center for Russian, East European, and Eurasian Studies to develop assessment tools for evaluating NRC programs. (A4 and E7.)

8B. Timeline. All proposed activities contribute to a strengthened program by the end of the grant period. In most cases, the program development activities will be complete before or by the end of year four (please refer to Appendix A, Timeline, for an illustration). It is the goal in all CLAS programming to carefully develop, implement, assess, and improve in a well thought out manner, in order to provide excellent service to our clients (Stanford faculty and students and the public).

8C. Reasonability of Costs. In all activities proposed, CLAS will leverage its human and financial resources to facilitate the development and implementation of cost-effective programs. The requested funds represent 16.6% of the CLAS operating budget and 1.6 % of the institutional commitment to the area (Table 1.2). The requests are focused mainly on absolute and invitational priorities and outreach, and the funds dedicated to these activities will go far.

8D. Long-term impact. Generally speaking, the proposed program development activities will strengthen academic resources and training at Stanford and the public's access to these resources on local, regional, and national levels. More specifically, the long-term impact that the proposed activities will have on Stanford's undergraduate, graduate, and professional training programs are as follows:

The language activities (8A1, 8A2, and 8A3 above) will strengthen Stanford LCTL instructor capacities and improve teaching skills. Course offerings in advanced Portuguese and intermediate Quechua will provide Stanford students with more opportunities to advance their language skills while on campus. For CLAS, this would add significant strength to our Quechua program, and complement our Portuguese program, which has OPI and Writing certified instructors already.

Offering both a fourth-year and an advanced, hands-on course with a direct connection to Brazil will strengthen the Portuguese program and provide courses that meet the needs and interests of CLAS students, both at the graduate and undergraduate level, and other majors. An evaluation from a student who took one quarter of *Vamos Blogar* said, “I don’t know what the current plan is, but it would be great to see this course continue through all three quarters of next year. I want much more of what we have been doing.” Another said, “The translation tasks opened a whole new world to me. I am a Senior and have taken three languages while at Stanford, but I had never tried anything like this. I loved being able to bring to English-speaking people what these kids expressed, in a way that really conveyed it. I had never realized all that translating involves, and how thrilling it can be. I am now looking into translation programs for my graduate work, something that I would not have considered without this class.”

The human rights curriculum development project (8A4 above) with community college instructors will involve student participation, especially during the Stanford workshop in Year 1. They will engage with faculty in different disciplines and geographical specialties, and contribute to the ideas and scholarly exchange that will form the basis of the community college international curricular units.

“Town and Gown” interdisciplinary courses (8A5 above) will enrich the Latin American Studies curriculum and promote faculty and student collaboration. They will provide our students an opportunity to engage in academic discussions about Latin America with high school students from Latin America who live in socio-economically depressed cities not far from Stanford.

The Poverty, Inequality, and Democracy lecture series (8A6 above) affords students the opportunity to work with faculty doing comparative studies on Latin America and Africa and other parts of the world with persistent poverty. These experiences will enhance students’

professional and academic qualifications. Students will have the opportunity to interact with the public who attend the lecture series. By the end of the grant cycle, CLAS is confident that much will be gained and there will be incentives by both the Program on Poverty, Inequality, and Democracy and CLAS to continue this partnership without NRC funding.

The West Coast Latin American Studies Conference (8A7 above) is meant to provide students at Stanford and in the region the opportunity to present and share their work with peers and faculty members in the field. These interactions could lead to collaborative research and career networking and development. The conference will provide an opportunity for CLAS to strengthen ties with regional universities and could set in motion a series of future inter-university collaborations.

The compilation of top Latin American legal journal articles into a free, searchable database (8A8 above) will provide a valuable source of material for student research at all levels, and will be especially useful to law students. CLAS provided initial support of \$3,000 to start the project as there would be many benefits to our degree programs to establish such a database. CLAS is in its second year of the Joint JD/MA-LAS program with two joint degree students currently enrolled. CLAS students take courses, such as Latin American Law, in the Law School. This library acquisition would provide valuable material for Stanford student and faculty research, and, since it will be open source, it would be available to scholars around the world.

Instituting a comprehensive assessment system at CLAS (8A9 above) will directly improve students' experiences at Stanford in both the short- and long-term. CLAS will make improvements to its degree programs based on information collected and analyzed through the new system, our own mini annual "Census." Positive assessment data will also be leveraged for continued institutional commitment and programmatic growth. The assessment system will

complement nicely what's currently in place (section 9). This past year, CLAS developed its own set of surveys to solicit feedback from graduate students, visiting scholars and professors, grantees, and alumni. Working with the School of Education will help to assure us that we are asking questions that generate high level quantitative and qualitative data.

**9. Impact and Evaluation.**

9A. Impact on the University, Community, Region, and Nation. Table 9.1 offers indicators of the impact of CLAS activities at the institutional, community, regional, and national levels last year.

<b>Table 9.1: Impact, 2008-09</b>		
<b>University</b>	Students enrolled in CLAS-sponsored courses	165
	Students enrolled in CLAS degree programs	14
	Student recipients of CLAS research/internship grants	13
	Faculty recipients of CLAS grants	7
	Students and faculty involved with CLAS working groups	55
<b>Community &amp; Region</b>	Individuals attending CLAS-sponsored public programs	1,650
	Individuals subscribed to CLAS event/announcement email distribution list	990
	Individuals subscribed to CLAS jobs email distribution list	194
	Graduates of CLAS degree programs placed in Bay Area (or CA) grad programs	2
	Graduates of CLAS degree programs placed in Bay Area (or CA) employment	3
<b>Nation</b>	SPICE Latin America units sold	165
	K-12 students served by SPICE materials	16,500
	Graduates of CLAS degree programs placed in graduate programs outside CA	2
	Graduates of CLAS degree programs placed in employment outside CA	4

In addition to students enrolled in formal CLAS degree programs, 16 students graduated in 2008-09 with 22 or more units in LAS courses. This includes three students in BA degree programs in Humanities & Sciences, five students in master's degree programs in the Graduate School of Business (MBA or MS), one student in an MA degree program in Education, four students in doctoral (PhD) degree programs in Humanities & Sciences, two law (JD) students, and one medical (MD) student.

CLAS faculty and students influence the field of Latin American studies in measurable and significant ways. From 1994 - 2009, 299 dissertations focused on Latin America in over 15 different disciplines were produced at Stanford, including 48 on bilingual and international



comparative education and 23 on Chicano studies. Besides advising doctoral students at Stanford, faculty with expertise on Latin America serve on high level policy panels for the government (Peter Henry of the Graduate School of Business is currently advisor to the Obama Administration and Thomas Heller, professor emeritus of law, served on the Intergovernmental Panel on Climate Change) and provide expertise on editorial boards of leading journals and academic scholarship programs. CLAS Director Herbert Klein (History) is frequently asked to reviews proposals for the NEH and has advised over 65 doctoral students, many of whom are now teaching at top universities in the U.S. and Latin America. Zephyr Frank, also of the History Department, is engaged in collaborative work with Brown University and the University of Campinas in Brazil to digitize maps of Rio de Janeiro. His work is supported by the Spatial History Lab at Stanford, of which he will assume the Directorship in Fall 2010. LAS faculty have received numerous international awards for their contributions to their fields on international and global levels. Ecologist Hal Mooney was awarded the 2008 Tyler Prize for Environmental Achievement for his work in helping to transform ecology into a global discipline. Biology professor Peter Vitousek won the 2010 Japan Prize, one of the world's major awards for contributions to progress in science and technology and advancement of world peace and prosperity.

Most of Stanford's graduating PhD's in Latin American fields find jobs in academia, government, or business, and many alumni of our graduate and undergraduate programs use the skills learned through the CLAS curriculum in their current positions, broadening the reach of our program. See Table 9.2 for career placement of recent CLAS MA, Honors, and Minor graduates.

**Table 9.2: CLAS MA, Honors, and Minor Placement, 2007-2009**

<b>Student Name</b>	<b>Class</b>	<b>Degree</b>	<b>Last-known Position</b>
Sasha Buscho	2007	Minor	Kaiser Family Foundation, health policy
Sofia Castillo	2007	MA	Institutional Development Officer, Center for Justice and International Law, D.C.
Leigh Davenport	2007	Minor	MA, Yale School of Forestry and Environmental Studies
Laura Duros	2007	MA	PhD candidate, History, University of Illinois at Urbana-Champaign
Leslie Finger	2007	Minor	6th Grade Bilingual Teacher, Teach for America, San Francisco, CA
Alberto Garcia	2007	MA	PhD candidate, History, University of California-Berkeley
Mike Gradilla	2007	Minor	Paralegal, Neighborhood Legal Services, health law unit, Los Angeles, CA
Mariana Huerta	2007	Minor	Coordinator, Restaurant Opportunities Center of Los Angeles, CA
Nicolas Palazzo	2007	Honors	MobileMetrix, Operations Manager, São Paulo, Brazil
Salvador Ernan Pérez Gómez	2007	Minor	Democratic Caucus, U.S. House of Representatives
Fabiola Puerta	2007	MA	Copy editor and broadcaster, CNN Español, Atlanta, GA
Gillian Quandt	2007	MA	Director, Program Development, Asociación Civil de la Igualdad y la Justicia, Buenos Aires, Argentina
Argenia Torres	2007	Minor	Legal Aid, Family Advocacy Program Volunteer, Bay Area, CA
Richard Welsh	2007	Honors	Admission Counselor, Stanford University Undergraduate Admissions Office
Ikira di Lorenzo	2008	MA	Border Comm. Devt. Program Manager, Natl. Assn. for Latino Community Asset Builders, San Antonio, TX
Elizabeth Dumford	2008	MA	Teaching English, biology, and math at the Kichwa bilingual school in Salasaka, Ecuador
Caroline Galindo	2008	Minor	Data Analyst, KIPP Foundation, San Francisco, CA
MaryKate Hanlon	2008	MA	Senior Analyst, Advisory Services - New Forests, San Francisco
Cristina Hung	2008	MA	Taking classes at Universidad de Chile, plans to pursue a PhD in Spanish Literature
Daniel Lasaga	2008	MA	Volunteering in Peru, plans to pursue a PhD in history
Daniel Lopez	2008	MA	Intern, CGSGI, Clinton Foundation & Researcher, Yeshiva University, New York City
Nathan Lubetkin	2008	MA	Business Development Manager at Agland Investment Services, Inc., San Rafael, CA
Juan Mateos	2008	Minor	Teach for America, San Jose, CA
Araceli Ortiz	2008	MA	United States Golf Association in Colorado Springs from 2008-2010, then Stanford GSB
Rita Ouseph	2008	Minor	Medical school
Alicia Riley	2008	MA	Latina Program Coordinator, Women's Cancer Resource Center, Oakland, CA
Richard Welsh	2008	MA	Admission Counselor, Stanford University Undergraduate Admissions Office
Lynda Abend	2009	MA	JD, Washington University in St. Louis Law School; Department of State intern, Brasília, Brazil, 2009
James Burleson-Porras	2009	MA	private sector, Dallas, TX
Mariana González Insua	2009	MA	PhD candidate, Political Science, University of Southern California
Victoria Harman	2009	Minor	MA, Latin American Studies, Cambridge University, Fall 2010
Paola Kim	2009	MA	International nonprofit helping blind people in developing countries, San Francisco, CA

Kate Leary	2009	MA	MA, Public Policy, UC-Berkeley
Megan May	2009	MA	Peace Corps Guatemala, Healthy Schools Volunteer
Melissa Morales	2009	Minor	Research Assistant Contractor at Organization of American States
Elena Perez	2009	MA	Middlebury Portuguese Language Program
Joshua Stech	2009	MA	Housing investments in Las Vegas, NV and San Diego, CA
Johann Strauss	2009	MA	Capital Fellows Program, Judicial Branch Office, San Francisco, CA
Alejandro Peter Zaffaroni	2009	Honors	Studying for the LSAT in preparation for law school

9B. Equal Access and Treatment. Stanford University is an Affirmative Action institution, committed to the expansion of the diversity of the student body and to equal access and treatment for students. Undergraduate admission is “need blind” and financial aid is widely available. To encourage diversity, the University provides funds to departments for recruitment and a variety of fellowships, mentoring programs, support services and cultural centers for diversity candidates. (In 2008-09, 38% of UG and 35% of graduate students are Caucasian; women comprise 49% of UG and 36% of graduate students.) CLAS degree programs are made accessible to students of all economic backgrounds. At least two-thirds of each incoming class is offered some form of financial aid ranging from full fellowships to half-tuition scholarships to partial course assistantships. CLAS places much importance on the diversity of the class to ensure varied perspectives will be brought to light in small seminar style classes. In our current master’s class of ten students, four are ethnic minorities, including two international students from Latin America, and six are women. Nine of the ten MA students have different undergraduate majors. CLAS accepts a range of students, including recent college graduates, those mid-career, international students, military personnel, and others. The CLAS Associate Director works with the Office of Accessible Education to address relevant student needs.

9C. Evaluation Plan. CLAS maintains a rigorous, on-going evaluation of its courses, programs, and activities through a variety of measures that target both quality and impact. Table 9.3 summarizes these processes which include both internal and external assessment.

<b>Components</b>	<b>Mechanism</b>	<b>Frequency</b>	<b>Evaluators</b>
All courses	Enrollments	Quarterly	Students
	Course evaluations	End-Course	Students
Language instruction	Proficiency exams	End-sequence	SOPI, etc..
All degrees	Program evaluations	Mid- & end-degree	Students & grads
	Ad hoc input	On-going	Faculty
	Program review	Every 5 years	Senate committee
CLAS program	Usage of Center	Varies	Students, faculty, public
	Participation	Counted, all events	CLAS staff
	Applications to CLAS	Counted	CLAS staff
CLAS grants	Written reports	Annually	Director & Assoc. Dir.
CLAS awardees	Written reports & talks	After award periods	Director & Assoc. Dir.
CLAS as Center	External evaluation	Every 3 years	Other NRC Director
	Publications	On-going	Peer reviewers
	National competition	Annually	Expert panels

Recent Evaluations: In recent years, CLAS has held sessions with current graduate students to discuss the program with them on a quarterly basis, and as a way to check in mid-year and address any issues that may arise. The CLAS Director and Associate Director have great rapport with CLAS students and often receive office visits from them, where they may openly address any concerns they have. This past year, CLAS developed its own set of surveys to solicit feedback from graduate students, visiting scholars and professors, grantees, and alumni. Working with the School of Education to develop an assessment plan of CLAS programming (Section 8A9) will help ensure that we ask questions that generate high level quantitative and qualitative data.

9D. Enrollments and Placement Data. As noted in Table 9.2, upon leaving Stanford, CLAS graduates use their Portuguese and Spanish language and area skills to address national needs in a multitude of professions, including many government agencies and nonprofit organizations addressing health and human services, commerce, labor, and housing and urban development issues. The MA program started in the late 1960s. We have over 225 alumni to date, not including the 24 recent graduates of the newly designed master’s program that was launched in 2006-07. Of the nine master’s students in the Class of 2010 who will graduate this June, 5 have

already secured employment or been admitted to graduate school. The other four are exploring non-profit and business sectors with help from CLAS, the Career Development Center, and the Alumni Association.

9E. National Needs and Information Dissemination. CLAS activities address national needs in many sectors from healthcare to commerce through strong language (LCTLs include Portuguese and Quechua) and non-language programs that prepare students for challenging public service work. CLAS has a strong record of placing students into post graduate employment, or training in areas of national need (Table 9.2). The Center is committed to increasing the number of students that go into areas of national need. Two current CLAS MA students are military officers who will teach Spanish at West Point for three years upon graduating this June. Stanford graduates are dedicated to service work and are looking for careers that will allow them to contribute to society in a positive way. Each year, a large percentage of the undergraduate student population plans to attend medical school. Recent MA-LAS alumni are working on health policy issues in the U.S. and in Latin America.

The Stanford University Haas Center for Public Service is dedicated to providing all Stanford students with opportunities to engage in service learning courses, internships, and research activities. For Haas activities dedicated to Latin American studies, see Section 2. CLAS students regularly engage with the Haas Center and have received public service scholarships to advance their work both in the U.S. and in Latin America.

## **10. FLAS Awardee Selection Procedures**

10A. FLAS Selection Plan: Advertising. Announcement, selection and awards are handled directly by CLAS. We will advertise the FLAS fellowship competition through: 1) paid ads in the *Stanford Daily* (circulation: 13,500) and email calls for applications in October-December, and again immediately before the early February application deadline for all awards; 2) inclusion

of FLAS materials with all CLAS MA application and recruiting material; 3) personal and email notification to departmental graduate administrators, faculty and financial aid officers who in turn will notify their own current and incoming students; 4) permanent posting of FLAS information on the CLAS website; 5) regular notices to all CLAS email listserves; 6) advertisement in the CLAS newsletter; 7) inclusion by the Stanford Registrar of FLAS announcements in financial aid information. Special effort is made to promote the fellowship in the professional schools, and we award annually to at least one education, engineering, or law school student. Application procedure. Applicants must submit all materials by the early February deadline, the Selection Committee meets in late February and reaches its award decisions, students are notified in early March of their award and required to meet or speak on the telephone with the Associate Director before signing their acceptance form, due April 15. Summer awards are paid out as soon as study plans have been approved by the USDE Program Officer. AY awards are paid out quarterly beginning in September of the award year. Announced Priorities. Priority is given to academic excellence and achievement and to proposals demonstrating the relevance of LCTL language (Portuguese and Quechua) study to the applicant's scholarly and career goals. We do not make awards to native speakers of a language. CLAS gives priority to MA and professional school applicants who will engage in advanced study of Portuguese or intermediate study of Quechua. In addition, CLAS is committed to providing at least one FLAS fellowship per year to an undergraduate (for intermediate or advanced study of Portuguese or Quechua) or graduate student (for advanced Portuguese or intermediate Quechua) in the science, technology, engineering or mathematics fields.

10 B. How Students Apply for Awards. Applicants without internet access may request application forms directly from CLAS or the Dean's office (they are also available online). The Associate Director provides advising to all students interested in applying for the FLAS.

Applications for AY and summer awards are due in early February. Applications must include official transcripts and exam reports (GRE, LSAT, MCAT, TOEFL, etc.), a statement of purpose, and letters of reference (3 for AY and 1 for summer). All applications are reviewed by the Center's Selection Committee, whose members read applications independently, and then collectively rank applicants.

10C. Selection Process and Criteria. All FLAS awardees are selected from the pool of applicants by the CLAS Selection Committee at an annual admissions and fellowship award meeting. Selection criteria are discussed above (Section 10A). The Selection Committee includes faculty from the sciences, social sciences, humanities, professional schools, and language faculty. As a private institution, Stanford's undergraduate and graduate tuition exceeds the FLAS cost of education allowance and FLAS fellowships would be leveraged by CLAS, School of Humanities and Sciences Dean, Provost, professional school and departmental funds: \$103,900 from our endowments, \$24,000 from the Dean, and up to \$25,000 from the Provost annually.

## **11. Competitive Priorities**

FLAS Competitive Preference Priority. CLAS aims to make 100% of our academic year fellowships in the two priority languages for Latin America: Portuguese (at the advanced level) and Quechua (at the intermediate level). Both Portuguese and Quechua are considered Less Commonly Taught Languages (LCTLs).

FLAS Invitational Priority. CLAS's Joint MA-LAS/JD program with the Law School is now in its second year, with two students currently enrolled. Both students arrived at Stanford with Spanish fluency and will study Portuguese (accelerated for Spanish speakers) while here. This collaboration between CLAS and the Law School will be an excellent source for quality fellowship applications in the field of Law.