

## FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

### 1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS\*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught		Number of Students	Number Of Assistants**	Notes
			Lec	Rec Lab			
2010	SPN 342	3	Lec		17		FS 2010
	SPN890/492	3	Workshop		3		FS 2010
	SPN 342	3	Lec		16		SS 2010
	SPN 432	3	Lec		22		SS 2010
2009							FS 2009 (On Sabbatical)
							FS 2009 (On Sabbatical)
	SPN 432	3	Lec		24		SS 2009
	SPN 491	3	Lec		29		SS 2009
2008	SPN 432	3	Lec		22		FS 2008
	SPN 872	3	Seminar		9		FS 2008
	SPN 342	3	Lec		22		SS 2008
	SPN 432	3	Lec		28		SS 2008
2007	SPN 342	3	Lec		18		FS 2007
	SPN 432	3	Lec		24		FS 2007
	SPN 472	3	Lec		28		SS 2007
	SPN 874	3	Seminar		3		SS 2007
2006	SPN 342	3	Lec		22		FS 2006
	SPN 432	3	Lec		24		FS 2006
	SPN 342	3	Lec		21		FS 2005
	SPN 342	3	Lec		21		FS 2005
2005	SPN 432	3	Lec		17		FS 2005
	SPN 836	3	Seminar		6		FS 2005
	SPN 432	3	Lec		25		SS 2005
	SPN 873	3	Seminar		8		SS 2005

### 2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

FS 2007 SPN 890 3 cred. 1 student

SU 2007 SPN 890 3 cred. 1 student

SS 2006 SPN 890 3 cred. 1 student

\*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

\*\*May include graduate and undergraduate assistants, graders, and other support personnel.

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FS	2005	SPN 890	3 cred.	1 student
SU	2005	SPN 890	3 cred.	1 student
FS	2005	SPN 890	3 cred.	1 student
SS	2005	SPN 890	3 cred.	3 students
SU	2004	SPN 890	3 cred.	3 students
SS	2002	SPN 491	1 cred.	2 students
SS	2002	SPN 492	1 cred.	1 student
SS	2001	SPN 492	1 cred.	3 student
SS	2001	SPN 890	3 cred.	2 students
FS	2001	SPN 890	3 cred.	1 student
FS	2001	SPN 492	1 cred.	1 student
SS	2000	SPN 492	1 cred.	2 students
FS	2000	SPN 890	3 cred.	2 students
FS	2000	SPN 492	1 cred.	2 students

\*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

\*\*May include graduate and undergraduate assistants, graders, and other support personnel.

**FORM D – IV A INSTRUCTION, continued**

**3. Academic Advising:**

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: I have directed 13 Undergraduate Senior Theses.

Graduate: During the reporting period, I have directed 8 Doctoral Dissertations to completion, and served as a reader on another 9 Dissertation Committees. Currently I am directing 3 Ph.D. Guidance Committees and serving as a member on another 6. At the MA level, I have been active in the evaluation of MA applications and MA exams. As graduate advisor (2006-08) I advised MA students on course selection, exam preparation, and all academic decisions related to our MA program in Hispanic Literatures. This position also requires management of applications, oversight of procedures related to graduate programs, identifying fellowships and grants resources to fund students initiatives, administering MA exams, leading recruitment efforts as well as envisioning better ways to prepare our students for their careers.

Graduate/Professional: I maintain ongoing communication with former doctoral advisees, coaching them through the profession by advising in teaching and research affairs, sharing materials and information, and evaluating grant proposals and manuscripts for publication upon their request.

Other: I have participated in recruitment efforts for our Graduate Programs since both the restructured MA in Hispanic Literatures and the new Ph.D. in Cultural Studies were implemented in 2003.

**b. Candidate’s undergraduate advisees (if applicable to individual under review):**

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				1

**c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):**

	Masters	Doctoral	Professional
Number of students currently enrolled or active		3	3
Number of graduate committees during the reporting period	21*	20	
Degrees awarded during the reporting period	6**	17	
Degrees awarded during career	6**	19	

FORM D – IV A INSTRUCTION, continued

4. **List of Instructional Works:**

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

PUBLICATONS:

"Breaking away from the Readership Cult." Approaches to Teaching Manuel Puig's *El beso de la mujer araña*. Eds. [REDACTED] NY: MLA, 2007.

"Names Under Siege: Polémicas in the Manufacturing of the Boom" (invited contribution for Teaching the Latin American Boom edited by [REDACTED] for the MLA Options for Teaching Series) [Work in progress] In this paper I explore the aesthetic and political role of what can be considered the most influential polemic that shaped the Boom as the last modernist or avant-garde movement in the history of Latin American literature: the long and "unfinished" debate between [REDACTED] (1967-1971). I analyze this polemic as a natural site for teaching the determination and dissemination of Boom values, while emphasizing the role of [REDACTED] as an effective mover and shaker of the Boom, followed closely only by the Chilean writer [REDACTED].

GRANTS:

2007 Center for Latin American and Caribbean Studies (CLACS-LASER). Grant to develop the teaching module "Stereotyping Latin America" for secondary education. [REDACTED]

2008-09 College of Arts and Letters Blended Teaching Community, Michigan State University. [REDACTED]

INVITED TALKS:

"Stereotyping Latin America." Teaching Hispanic Cultures of the Americas. Summer Institute for Educators. Michigan State University, June 19, 2007.

5. **Other Evidence of Instructional Activity:**

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

In my 20+ years of teaching US college students, I have found that a personally-meaningful approach to teaching and learning makes for a challenging and memorable educational experience that serves students well, whether they go on to a scholarly career or use their commitment to serve their communities. One of my goals in front of a class is to inspire students to ask questions rather than answering my own. I know of no better way to go beyond any intellectual and cultural comfort zone. Questions open up a possibility for analysis and self-awareness by challenging assumptions, and allowing students and teachers alike to embrace a different perspective on things, words, and ideas. Speaking/thinking/writing in another language can only favor such a cultural displacement giving a "language teacher" an ideal opportunity to maximize self-awareness through engaging in linguistic and cultural differences. For the last ten years I have pursued a tightly focused number of initiatives that directly impact our Programs and course offerings. At the graduate level, I helped design our doctoral Ph.D. in Hispanic Cultural Studies, and the current MA in Hispanic Literatures to ensure that our MA and Ph.D. graduates are responsibly prepared academically and professionally for the challenges posed by our field. I have also participated in the development of the cross-departmental doctoral emphasis in the Literatures of the Americas (with faculty members of the Department of English). At the undergraduate level, I was directly involved with the restructuring of our Spanish major and a proposed BA and MA in Latin American Studies.

**FORM D – IV A INSTRUCTION, continued**

In addition to improving our Undergraduate and Graduate Programs, during the reporting period I have directed 8 doctoral dissertations to completion and served as a reader in another 9 dissertation committees. Advising Ph.D. students is a position I regard highly and consider to be a of great importance in the context of the large and complex set of duties and contributions to my profession. There is nothing I have enjoyed and derive more satisfaction from than directing Ph.D. students and helping my advisees to navigate and succeed in their search for a teacher/scholar position in today's challenging job market. All my doctoral students have been very successful in securing tenure track positions in competitive institutions such as the University of Massachusetts-Darmouth, University of Nevada-Reno, Bates College, University of British Columbia-Vancouver, College of Charleston, or Calvin College. I can say with pride that my availability and support beyond program requirements has led to the publication of a dissertation I directed, [REDACTED] *Embodying Resistance: [REDACTED]* (2007), by Bucknell University Press. Based on the outcome of my students' accomplishments, I can say with confidence that I have been an effective academic advisor.

Keeping my courses up to date has been another goal I set for myself as a teacher. Last year I participated in the College of Arts and Letters Blended Teaching Community, an intensive series of seminars that provided me with the tools and the knowledge to meaningfully incorporate technology into my undergraduate courses. Currently all my classes have benefited from the effective use of active learning through a balanced integration of technology in daily class activities. Now I am writing a proposal for restructuring SPN 350 (Introduction to the Analysis of Hispanic Literatures) into a hybrid model that will follow the current model in place for SPN 310 (Spanish Grammar). If implemented, our Undergraduate and Graduate Programs will benefit from the possibility of maximizing teaching resources and expanding seating capacity at the 300 level while offering our graduate students an attractive opportunity for professionalization.

**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

**1. List of Research/Creative Works:**

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “\*”.

Indicate items with a significant outreach component with a “\*\*” (determined by the faculty member)

**2. Quantity of Research/Creative Works Produced:**

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	3	5		10	1	21		
During career	5	9		18	4	47		

**3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):**  
 During the reporting period: 8      During career: 11

**4. Other Evidence of Research/Creative Activity:**

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

I have three projects in progress.

1) An ongoing book project, provisionally entitled *Imagining Patagonia*, arises from my interest in nineteenth century Latin America. Patagonia has inspired fruitful fantasies, but it is my intention in this monograph to unveil the unacknowledged consistency shown by the Argentine State in casting it as a jail or space of punishment and political exile. Imagined first as an “Argentine Australia,” Patagonia soon earned the infamous reputation of an Argentine Siberia. During tumultuous periods of national history the list of incarcerated people and political “exiles” grew to include a long and inclusive record of displaced indigenous groups, Italian anarchists, members of the proscribed Radical Party, Peronists, “terrorists,” and (last but not least) two former presidents who fell from grace. From this point of view, Patagonia becomes a pretext for discussing State fantasies of incarceration at a contested intersection of political and symbolic meanings. What I call “Patagonian cartographies of pain and penalty” raises an interesting set of theoretical issues which have been only recently discussed, leaving a significant gap in this area, especially when it comes to the analysis of Argentine culture. My book project fills this gap, and, more specifically, addresses questions of cultural hegemony, and the political and economic determinations of State fantasies with which these questions can be associated. This project is the focus of a 2010 HARP-Development award proposal which is currently under review.

**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

2) Another work in progress is a scholarly edition of [REDACTED] under contract by [REDACTED]

3) For the last 2 years I have been also working on the 5th volume of the Historia de la Literatura Argentina directed by [REDACTED] a renowned intellectual in field of Argentine cultural history. As Guest Editor of the volume, I am in the process of 1) collecting manuscripts from almost 20 contributors, 2 ) writing the introduction to the volume, and 3) preparing the manuscript to send to Paradiso Press by the end of 2011. A detailed table of the contents of the volume is included in the dossier supporting my promotion case.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

PUBLICATIONS (2000-present)

1) Books:

Las guerras culturales en América Latina: del happening desarrollista a la pos-guerra fría.

1.1) Scholarly Editions:

(Introduction, bibliography and footnotes) Buenos Aires:

(Introduction, bibliography and footnotes) Buenos Aires:

2) Book chapters:

"Reading Latin American Literature Abroad: Agency and Canon Formation in the Sixties and Seventies." Voice-Overs: Translation and Latin American Literature. Albany: SUNY P, 2002.

"¿Qué diferencia es entre fue y era?": Exilio, fotografía y memoria en Las Genealogías de 2004. [Reprint of *Hispanérica* 96 (2003): 49-56]

"1934: Escenario del pacto eclesiástico-militar." *La década infame y los escritores suicidas.*

"Breaking away from the Readership Cult." *Approaches to Teaching* NY: MLA, 2007.

"Cultura nacionalista vs. cultura nacional." México: Era, 2007.

Reprint of "Cultura nacionalista vs. cultura nacional: ante la sociedad de masas." 79 (1998): 29-39.

4) Articles

\* "El pez en el agua: Notas en torno a una escritura de la rabia." 196 (2001): 527-37.

\* "Políticas culturales en los procesos de integración regional: El sector editorial en el Mercosur." 197 (2001): 755-66.

\* "Adolfo Bioy Casares y la ley del nombre." (2002): 140-49.

\* "La literatura latinoamericana en los EE.UU: políticas y formación del canon en los años 60 y 70." *Journal of Interdisciplinary Literary Studies* 9.1.2 (2003): 101-13.

\* "Memorias de España/1937: Un cuarto propio cercado de abyecto." 29.1 (2003): 175-86.

\* Arizona Journal of Hispanic Cultural Studies 9 (2005): 91-100.



**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

\* "Borges: Viaje al fin de esa 'patética iluminación.'" Casa de las Américas 240 (2005): 57-67.

\* "Política, intervención y mediaciones en la cultura de la post-Guerra Fría." Revista de Crítica Literaria Latinoamericana 69 (2009): 149-167.

4.1) Articles in Selected Proceedings:

\* [REDACTED] Literatura y otras artes en América Latina. (Actas del XXXIV Congreso del Instituto Internacional de Literatura Iberoamericana). [REDACTED] Iowa City: The University of Iowa, 2004. 212-15.

5) Book Reviews:

[REDACTED] Lectura múltiple de una personalidad compleja. Puebla, Dirección General de Fomento Editorial de la Benemérita Universidad Autónoma de Puebla, [REDACTED] 29.4 (2003).

6) Other:

\* "Respuesta a [REDACTED]" Valoración múltiple: [REDACTED] [REDACTED] 113-14. Translation into Spanish: [REDACTED] [REDACTED] [Forum]. PMLA 107 (1992): 609-610.

7) Work in progress:

[REDACTED] 5th Volume of Argentine Literature directed by [REDACTED] (Edition under contract by [REDACTED])

Imagining Patagonia (Book length project)

Scholarly edition of [REDACTED]

"Names Under Siege: Polémicas in the Manufacturing of the Boom" (invited contribution for Teaching the Latin American Boom edited by [REDACTED])

8) Papers presented at Conferences and Symposia:

"Territorios de la memoria: Fotografía y exilio en Las Genealogías." [REDACTED] niversity of Iowa, April 21-22, 2000.

"Los que tenemos una vida que no nos pertenece: Epicas del yo y crónicas del escándalo." XXIII International Congress of the Latin American Studies Association. Washington, DC, September 6-8, 2001.

[REDACTED] October 14-16, 2001.

"Las luchas por el sentido: Cómo redefinir el espacio de las condiciones de producción y reconocimiento de las identidades socio-culturales." Primer Encuentro de Trabajo en Ohio State University, Columbus, OH. April 12-14, 2002.

**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

"El linaje del oro: Monterroso entre la ley y la propiedad del nombre." XXXIV Congreso Internacional del Instituto de Literatura Latinoamericana, Iowa City. July 2-6, 2002.

"Los buscadores de oro y el nombre de una estirpe." III Congreso Internacional de Teoría y Crítica Literaria. (Argentina), August 14-16, 2002.

██████████ NCCLA 2002 Conference. University of Wisconsin-Platteville, WI. October 10-12, 2002.

"Las leyes del nombre." XXIV Internacional Congress of the Latin American Studies Association. Dallas, TX. March 27-29, 2003.

"Nombres en litigio: ██████████ Mexico City. July 1-3, 2003.

██████████ Viaje al fin de 'esa patética iluminación.'" 11th Carolina Conference on Romance Literatures. Chapel Hill, NC. March 31-April 2, 2005.

"De cuerpos y vidas patéticas: En torno a la teoría borgeana de la gloria." II Congreso Internacional de Ciencias, ██████████ El cuerpo descifrado. México City, Mexico. October 26-28, 2005.

"En la sangre o las contradicciones de una élite en repliegue." 2006 Michigan Academy Conference. Oakland University. March 3-4, 2006.

"El baúl de los insultos: Polémicas en los archivos de Princeton" 112th MLA Annual Convention. Philadelphia, PA. 27-30 December, 2006.

██████████ la Fachenda o la lucha por un orden poscolonial que fracasa." 2007 Michigan Academy Conference. Ferris State University, MI. 9-10 March, 2007.

██████████ III Congreso Internacional de ██████████ October 23-25, 2007.

"Patagonia fin de siglo: Relatos de pioneros y buscadores de oro." 2008 Michigan Academy Conference. Western Michigan University, MI. 6-7 March, 2008.

"Estrategias de intervención y pensiones políticas en la cultura latinoamericana de la post-Guerra Fría" 2008 Chimalpahin Conference: Colonial and Post-Colonial Remembering and Forgetfulness. Mexico City, 15-18 October, 2008.

"Los nombres de guerra: ██████████ 2009 Michigan Academy Conference. Wayne State University, MI. March 19-20, 2009.

"Criterio y la ofensiva católica en la configuración de la "nueva Argentina" (1934-1944)." Mid-America Conference on Hispanic Literature (MACHL). University of Kansas, Lawrence, Kansas. November 5-7, 2009.

██████████ 2010 Michigan Academy Conference. Calvin College, MI. March 26, 2010.

██████████ XXXIV Simposio Internacional de Literatura. Nuestra América en sus Bicentenarios. ██████████ Buenos Aires, Argentina. August 9-14, 2010.

**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

Criterio y la ofensiva católica en la configuración de la 'nueva Argentina' (1934-1944)." Coloquio Internacional: Las revistas en la historia intelectual de América Latina y España. Universidad Autónoma Metropolitana-Cuajimalpa, Ciudad de México, January 26-28, 2011.

## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

### 1. Service within the Academic Community

#### a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Reviewer, Refereed Journals  
Arizona Journal of Hispanic Cultural Studies (2006; 2007)  
Cuadernos del Sur (2005; 2009)  
PMLA (2007)

Reviewer for Federal Agency  
National Endowment for the Humanities (NEH) (2003; 2006)

External Reviewer, Tenure Cases  
University of Houston (2004)  
Utah State University (2005)  
Texas Tech University (2010)

Reviewer, Manuscripts  
Heinle Cengage Learning, Puentes y barreras (2010)  
Heinle Cengage Learning, Relaciónate: Spanish Conversation Program (2010)

Member, Editorial Boards  
Documentos (Universidad Nacional de Rosario, Argentina) (2002-present)  
Cuadernos del Sur (Universidad Nacional del Sur, Argentina) (2002-present)  
Crónica General de América Latina (Buenos Aires, Argentina) (2004-present)  
StockCero (US-Argentina Publisher) (2005-present)

#### b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

Service at MSU during reporting period:

Center for Latin American and Caribbean Studies' Advisory Committee (1999-2001)  
College Advisory Committee (2002-04; 2005-07; 2008)  
FLAS (Foreign Language Area Studies) Selection Committee (2003)  
College Graduate Affairs Committee (2006-08)  
College Promotion, Tenure and Reappointment Committee (2003)  
CLACS Summer Field Fellowship, selection panel (2004)  
AURIG/IRGP Reviewer (2000; 2001; 2003)

**FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY**

Search Committee for the Director of CLACS (2007-08)

Department of Romance & Classical Languages

Advisory Committee (2000-02)

Search Committees (3 instances)

Self-Study Ad Hoc Committees (Revision of Spanish Undergraduate Curriculum 2000; Revision of Spanish Graduate Curriculum 2000)

Department of Spanish & Portuguese

Associate Chair (2010-11)

Graduate Advisor (2006-08)

Advisory Committee (chair 2002-03; chair 2004-06; chair 2006-08)

Graduate Committee (chair 2006-08; member 2009-present)

Search Committees (chair 2004; chair 2005; chair 2 searches 2006; chair 2007)

Committee of Study Abroad (2005; 2008-09)

Lecture organizer (8 instances)

Junior Faculty mentor

Language course mentor (4 SPN342 in 2004; 1 SPN432 in 2005; 1 SPN342 in 2006)

Undergraduate Teaching Service

Director, Senior Theses (13 instances)

Graduate Teaching Service

Director, Doctoral Dissertation Committees (to completion): 8

Reader, Doctoral Dissertation Committees (to completion): 10

Ph.D. Guidance Committees: 25

**2. Service within the Broader Community:**

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

Since the publication of my book on the Latin American cultural Cold War, I've often been approached by Ph.D. students from Argentina (even by one from Spain) to contribute feedback to ongoing doctoral projects. I am currently working with OIS to formalize the visit to MSU of a Ph.D. student in History from the Universidade Federal do Rio Grande do Sul (Brazil) who has requested that I co-direct his doctoral dissertation. As a result of this academic partnership he will become the first "Visiting Research Scholar" to be hosted by our Department in 2011-12.

Fostering teaching and research connections beyond the MSU classroom is certainly another measure of the impact of what I do, as well as the non-traditional (and transnational) teaching service that I provide.

Last year I started to work in close collaboration with MSU Libraries and the University of Michigan to bring to our campus non-traditional exhibitions and presenters as part of the Libraries colloquia series. The visit of members of Eloisa Cartonera, an Argentine publishing cooperative of low-cost, avant-garde works by writers from throughout Latin America, became the first event made possible thanks to the collective support of MSU Libraries, CISAH, CLACS, and the Department of Spanish and Portuguese. The book exhibition/presentation was widely attended and attracted the attention of the MSU community and the broader public. This year the same network will bring Chilean activist [REDACTED] to the MSU Library in November. Honored for her work on human rights by the United Nations, Agosin is widely known for her advocacy of women rights in the context of Latin American social struggles. Her presentation, which will focus on the female homicides in [REDACTED] is intended to attract an audience as diverse in interests as broad in scope. It is my intention to keep hosting these kinds of activities that serve our academic community while reaching the greater Lansing audience.

I have also started informal talks with [REDACTED] to participate in a pilot program that would allow our Spanish students enrolled in SPN 342 (Spanish Conversation) to visit the Senior Center and have the chance to speak in the target language with native speakers. If implemented, this program will add an experiential as well as a social component to our conversation courses, enriching students' linguistics skills and cultural awareness.

## FORM D - IV D ADDITIONAL REPORTING

### 1. Evidence of Other Scholarship:

Cite evidence of "other" scholarship as specified on p. 2 in the "summary rating" table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

Over the years, my research on culture wars has received national and international attention. As indicators of the recognition I have earned as specialist in the Latin American Boom, I have been invited to give lectures and to contribute to key collections in this field, and my work is widely cited, requested for reprint, used in bibliographies for undergraduate and graduate courses, and even mentioned in newspapers (a place rather unusual for an academic work) such as the L.A. Times, Clarín, Página/12 or La Jiribilla. The impact of my research can be gauged by entering my name < [REDACTED] > in Google. The search produces a substantial amount of academic entries and citations which gives an idea of the extended reception of my scholarship.

### 2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

In 2007 I led two sessions in the Summer Institute for Educators "Teaching Hispanic Cultures of the Americas." In this one-week workshop for K-12 teachers which attracted 26 participants from 21 Michigan schools, I focused on how Latin America has been stereotyped in textbooks widely used by elementary and middle schools. With the financial support of CLACS-LASER, I also created a teaching module on this topic.

Another relevant accomplishment is the Spanish pilot program for first to third graders that I put together and implemented for the East Lansing Montessori School. Much more remains to be done in this area since no formal program exists in the public school system that targets this group of students at an age when learning other languages can be not only desirable but also attainable.

### 3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

In 2002 I was nominated for the MSU Distinguished Teacher/Scholar award. In 2003 I was the recipient of the Center for Latin American and Caribbean Studies Outstanding Scholar award.

**FORM D - IV E GRANT PROPOSALS**

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.\*

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded	
<b>I. Instruction</b>						
Grantor: College of Arts and Letters	2008-9	1,000	<input type="checkbox"/>	1,000	<input type="checkbox"/>	
Focus: Blended Teaching Community						
Grantor: Center for Latin American and Caribbean Studies	2007	600	<input type="checkbox"/>	600	<input type="checkbox"/>	
Focus: Secondary Education						
<b>II. Research/Creative Activity</b>						
Grantor: National Endowment for the Humanities (NEH)	2001	4,000	<input type="checkbox"/>	4,000	<input type="checkbox"/>	
Focus: Latin American Intellectual History						
Grantor: MSU-IRGP	2004	4,000	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
Focus: Latin American Intellectual History						
Grantor: CFIT for International Travel	2002,05,10	1,000 each	<input type="checkbox"/>	Total:3,000	<input type="checkbox"/>	
Focus: To present at International Conferences						
Grantor: Humanities and Arts Research Program HARP-Product	2009-10	4,000	<input type="checkbox"/>	4,000	<input type="checkbox"/>	
Focus: Latin American Intellectual History						
<b>III. a. Service -- Academic Community</b>						

\* Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.



**FORM D - IVE GRANT PROPOSALS**

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded	
Grantor: Humanities and Arts Research Program HARP-Develop. Focus: Latin American Studies- "Patagonian Cartographies of Pain and Punishment"	10-14-10	18,583	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
<b>III. b Service – Broader Community</b>						
<b>i. MSU Extension</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>ii. Professional/Patient Care Activities</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>iii. International Studies and Programs</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>vi. Urban Affairs Programs</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>v. Other</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						

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