New Undergraduate Degree Program

INSTRUCTIONS: Please Type. Fill out this form completely.

School/College: International & Public Affairs

Div./Dept.: Global and Sociocultural Studies

Degree Program Title: Global Studies

☐ B.A. ☐ B.S. ☐ Other Bachelor's

Proposed Implementation Date: Fall 2019

PROPOSAL REQUESTED BY:

Faculty Contact: Guillermo J. Grenier

(Type Name) (Signature) 11/21/2019

(Email address) (Phone Number)

Chair (Dept./Div.): Guillermo J. Grenier

(Type Name) (Signature) 11/21/2019

Chair (Curr. Comm.): Steven Heine

(Type Name) (Signature)

College/School Dean: John F. Stack

(Type Name) (Signature)

Joint Hearing Required. Please submit original form.
NEW UNDERGRADUATE DEGREE
PLEASE SUBMIT THIS FORM WITH YOUR PROPOSAL

Please fill out the coversheet in its entirety.

A new program must first be added by the Office of the Provost to the 5-year Master Plan for the University and must follow the process flow chart. The first step in this process is a Feasibility Study. After the program Feasibility Study is approved, the program proposal must adhere to the strict Proposal Format for a New Graduate Degree Program and must include the appropriate Tables. You may access these documents by visiting the Office of the Provost website here.

The proposal must include the following elements. All of these element topics, along with their details, are described in the proposal format document also available at the above link.

I. Degree Description - The structure of the New Degree must follow the Board of Governors Policy for New Degree Program Authorization.
II. Institutional Mission and Strength
III. Program Quality- Reviews and Accreditation
IV. Curriculum
V. Assessment of Current and Anticipated Faculty
VI. Assessment of Current and Anticipated Resources
VII. Assessment of Need and Demand
VIII. Budget
IX. Productivity
X. Access

CHECK LIST

1. Has a Feasibility Study been approved by the Office of the Provost? ☑
2. Have all the elements in I-X above been addressed along with tables? ☑
3. Do all courses exist in the current catalog? ☑
4. If courses are not in the current catalog, are they proposed in the same Curriculum Committee Bulletin as this proposal? ☑
5. If courses are not in the current catalog or proposed in this same Bulletin, were they approved in a previous curriculum bulletin?
   If yes, attach a separate sheet indicating each course number, name, Bulletin number and Bulletin date.
   If the answers to 1, 2, and 3 are no, do not submit the proposal. Address the course issues first.
6. Do courses listed have the correct course prefixes, official titles, course numbers and number of credits? ☑
7. Do course descriptions match the existing catalog or proposed course descriptions? ☑
8. Are all courses to be added taught in the same proposing department?
   If the answer to #8 is no, do you have the written approval/acknowledgment of the other department(s)? (You must have written approval before submitting this document.) ☑
9. The written approval(s)/acknowledgment(s) must be attached.
10. Have you contacted assessment@fiu.edu to obtain approval of your Student Learning Outcomes and Program Outcomes? If not, please do so prior to submitting this form. ☑

Faculty Senate 07/2016
Board of Governors, State University System of Florida

Request to Offer a New Degree Program
(Please do not revise this proposal format without prior approval from Board staff)

Florida International University  Fall 2019

University Submitting Proposal  Proposed Implementation Term

Steven J. Green School of International and  Department of Global and Sociocultural
Public Affairs  Studies

Name of College(s) or School(s)  Name of Department(s)/ Division(s)

Global Studies  B.A. in Global Studies

Academic Specialty or Field  Complete Name of Degree

30.2001  

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President  Date

Signature of Chair, Board of Trustees  Date

Vice President for Academic Affairs  Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>100</td>
<td>85</td>
</tr>
<tr>
<td>Year 2</td>
<td>160</td>
<td>138</td>
</tr>
<tr>
<td>Year 3</td>
<td>165</td>
<td>142</td>
</tr>
<tr>
<td>Year 4</td>
<td>180</td>
<td>154</td>
</tr>
<tr>
<td>Year 5</td>
<td>200</td>
<td>170</td>
</tr>
</tbody>
</table>

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The Department of Global and Sociocultural Studies in the Steven J. Green School of International and Public Affairs at Florida International University is proposing a new Bachelor of Arts degree in Global Studies under Strategic Programs CIP code 30.2001. The BAGS is a 120-credit undergraduate degree and will be the first of its kind within the SUS and the nation. The proposed degree will be available onsite.

This proposal recommends the creation of a Global Studies Bachelor of Arts degree. The proposed degree takes advantage of the tri-disciplinary characteristics of the department of Global and Sociocultural Studies (GSS) and the international strengths of the seven other departments in the School of International and Public Affairs to offer students a truly integrated program with rigorous theoretical and methodological training appropriate to the changing global workforce of the 21st Century. The GSS department is uniquely positioned within the SUS and the growing constellation of global studies programs to lead the way in establishing an interdisciplinary educational experience. The proposed program will support FIU’s Global Learning Initiative, tap into the nationwide growth in demand for global studies curricula, and enhance FIU graduates’ career/continued education prospects in a globalized economy and its interdependent social, political, and cultural networks.

Students will be exposed to a variety of fields, including Anthropology, Geography, and Sociology (offered by GSS), and also courses from Labor Studies, Economics, Religious Studies, History, Political Science, Security Studies, and the complete array of Area Studies Programs available at FIU.

The proposed Global Studies BA (120 credits total; minimum 45 upper division credits; 39 hours plus 21 electives = 60 hours) builds in flexibility, allowing specialization in four critical areas of global social science and six geographical regions of the globe.

<table>
<thead>
<tr>
<th>Areas of Specialization (9 credits required)</th>
<th>Upper Division Area Studies Elective Requirement (9 hours: 3000 or higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Culture, Societies, Identities</td>
<td>• Africa</td>
</tr>
<tr>
<td>• Social movements, Security and Conflict</td>
<td>• Asia</td>
</tr>
<tr>
<td>• Global health and environment</td>
<td>• Latin America</td>
</tr>
<tr>
<td>• Global Markets, Resources and Development</td>
<td>• Middle East</td>
</tr>
<tr>
<td></td>
<td>• Russia/Eastern Europe</td>
</tr>
<tr>
<td></td>
<td>• Western Europe/European Union</td>
</tr>
</tbody>
</table>

The program is designed to fully prepare students for careers which require an applied and/or a theoretical knowledge of the processes driving globalization. Knowledge of the cultural, political,
economic, and environmental dimensions of globalization, coupled with skill in social science research methods and theory, is increasingly critical for many careers, including environmental specialists, civil service employment, and work with non-governmental organizations. The reality of the current job market is that many careers require flexibility in perspective, knowledge in multiple areas, and a broad and varied skills set. The proposed degree recognizes this and fully prepares students for this reality. The collaboration among departments engendered by this degree will lead to new possibilities for internships, research, development, and job creation.

The proposed BSGS assists FIU in achieving its objective of having a greater influence on the region and in improving the visibility and stature of the university within the state and local community. Given the well-established interests in international and comparative studies expressed by FIU students, the B.A. in Global Studies will fill a gap in quality, social science and cultural education.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The pre-proposal was presented to the CAVP Academic Program Coordination review group on April 6, 2018. No serious concern was expressed. However, review group suggestions and GSS response included:

1. **Add the word “Interdisciplinary” to the degree title to clearly present to students that broad nature of the degree – “International Global Studies”**

Global Studies is an interdisciplinary field. Professional associations, such as the Global Studies Research Network (https://onglobalization.com/) and the Global Studies Association (http://www.net4dem.org/mayglobal/) are strong, and hundreds of Universities around the country have developed Global Studies degrees without introducing “interdisciplinary” in the title because it is understood to be an interdisciplinary degree. Students will recognize this without any difficulty.

2. **Include a foreign language requirement.**

All SIPA majors need to demonstrate competency in a foreign language. The School's requirement is a competency requirement, not a credits requirement. That is to say the student must demonstrate competency at or exceeding that of a second semester college level foreign language course. Proficiency is demonstrated by scoring at least ‘intermediate-high’ on the ACTFL/ETS exam for Spanish, Portuguese, or French. For other languages, corresponding tests of proficiency and levels of achievement will be required. This proficiency can be met by receiving credit for the second semester of a foreign language or higher (e.g., SPN 1131 or higher) with a C minimum grade.

There are many ways to meet the School’s language requirements requirement and advisors are well versed in the process. If students haven’t taken AP language classes or passed a CLEP exam, or aren’t international students from a non-English speaking country, they will need to take coursework to meet this requirement. Any second-semester language course will fulfill the requirement if passed with a minimum grade of C. For example, SPN1131, FRE1131, ARA1131, etc. If a student has a background in Spanish, for example, the student may be able to take and pass Spanish II (SPN1131) or beyond with a C to complete the requirement. If they don’t have a
background in a language they will need to take two semesters of a language (SPN1130 and 1131, FRE1130 and 1131, etc.) which are five credits each.

3. **Have the disciplines involved sign an MOU agreeing to participation.**
The degree is offered by one department, the Department of Global and Sociocultural Studies, which is interdisciplinary (Sociology, Anthropology, Geography). Courses from other departments within the School of International and Public Affairs are used and letters of support from these departments have been collected.

C. **If this is a doctoral level program please include the external consultant’s report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

This is not a doctoral level program.

D. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).**

(1) **Strengthen Quality and Reputation of Academic Programs and Universities.** During the last program review, the reviewer emphasized the benefits of establishing a Global Studies B.A. and encouraged its development. “The GSS faculty and program’s many strengths, identified in the previous discussion of the graduate program, apply with equal force at the undergraduate level. Faculty members – senior scholars and junior faculty alike – are productive and professionally active. The program itself is emerging as an important contributor to an expanding field, one that (as we have argued above) offers its undergraduates increasing opportunities for both further academic study and nonacademic employment upon graduation.” The reference here is to the strong recommendation by the evaluator that the inherent strengths of the department lend themselves to the development of an undergraduate degree in Global Studies.

The B.A. in Global Studies supports the university’s mission as “an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities”. The FIU student body is representative of the diverse cultures found in the State. By having a global strategic degree that promotes interdisciplinary studies we can provide a direct avenue to help fulfill FIU’s mission statement and increase the diversity of globally conscious professionals in Florida. Many of our students are committed to giving back to their communities, where they are currently living and to the communities from which they came. Therefore, the opportunity to increase our global engagement increases with the addition of the B.A program.

Students who are interested in the cultural, social, economic, environmental, social health issues and political dimensions of globalization but do not want to go into a narrow international relations major will now have access to a degree program that adequately reflects the complexities of globalization from a multidisciplinary perspective. Today’s students are a generation who experience complex global processes through social media’s cross-disciplinary sources of
information. The thematic and area foci of the proposed degree address student interest in specific dimensions (economic, cultural, political, environmental, etc.) of globalization and unifies them in a multidisciplinary curriculum.

(2) Increase Degree Productivity and Program Efficiency. Upon graduation, students earning a Global Studies BA will be equipped with strengths in a minimum of three fields of study (Anthropology, Geography, and Sociology), a thematic focus (Culture, Societies, Identities/Social Movements, Security, and Conflict/Global Health and Environment/Global Markets, Resources, and Development), and an area focus (Africa, Asia, Latin America, the Middle East, Russia-Eastern Europe/Western Europe-European Union). The degree has a clear sequence of coursework, ensuring graduation within four years.

(3) Increase the Number of Degrees Awarded within Program of Strategic Emphasis. Based on the BAGS projected enrollments, the proposed program is expected to increase the number and proportion of bachelor’s degrees in strategic degrees.

(4) Increase Community and Business Workforce. The proposed program will increase the number of employable persons with baccalaureate degrees skilled and knowledgeable about the unique global culture, economy, social settings, and political environment in South Florida. As the gateway to the Caribbean and South America, impacts of the degree may spread internationally, attracting and graduating students from local and global locations. The students will have analytical skills that will increase their employability and better prepare them for advanced degrees.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:
1. Critical Workforce:
   • Education
   • Health
   • Gap Analysis
2. Economic Development:
   • Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at the resource page for new program proposal.

The proposed BAGS degree falls under strategic emphasis program CIP code 30.2001. Additionally, based on the 2013 report of the Commission on Higher Education Access and Educational Attainment, increasing job growth will occur in areas requiring a workforce knowledgeable about the global processes guiding development. Compared to an overall projected increase of 13.7% in the next 8 years across all jobs in Florida, the Florida Department of Economic Opportunity (FDEO) projects an increase in jobs requiring an awareness of globalization and its consequences to exceed 30% over the next 8 years. Today, we cannot anticipate all the jobs that will
be created in the next 8 years. The reality of the current job market is that many careers require expertise in the multi-dimensional processes occurring in our interconnected world. The proposed degree recognizes and prepares for this reality. The collaboration among the disciplines of Sociology, Anthropology, and Geography in the home department and the multidisciplinary dimensions of the Themes and Area Studies components engendered by this degree will lead to new possibilities for internship (both place bound and online), research, development, and job creation. The multidisciplinary focus will also encourage students to continue graduate work with not only a more interdisciplinary focus but with an overarching global frame of mind.

Within five years of creation of this new BA degree, it is expected that the number of GSS majors will increase by two hundred and that degrees will increase by a sixty percent, from an average of 137 to 200 per year. The Global Studies BA supports the four goals with a large increase in graduates eligible to enter the South Florida workforce with a solid grasp of the knowledge and skills set necessary to succeed in the global nature of the South Florida economic, social, cultural and political environment. As the gateway to the Caribbean and South America, impacts of the degree may spread internationally, attracting additional students.

The streamlined nature of this program and its thematic cluster design provides alternate pathways for our students, thus FIU will increase the retention rate, graduation rate, and number of Strategic degrees. The graduates of this program will almost certainly raise the percentage of employed graduates earning more than $25,000 and will also increase the average wages of our graduates. By providing a flexible path to the degree, as well as providing access to certificates in area and specialty studies, we will also reduce the number of graduates with excess credit hours. This BA degree would turn “majors” into “graduates” and fulfill FIU’s mission of meeting the educational needs of the South Florida community.

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The program will be offered primarily at the Modesto Maidique Campus, with some courses offered at the Biscayne Bay Campus and FIU at I-75 educational site. Additionally, the degree has a substantial number of its courses already available online. We anticipate that a fully online mode will be available by fall 2020.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Interdisciplinary programs with a global focus are multiplying both within the United States and internationally. In a recent essay entitled “What is Global Studies,” Jan Nederveen Pieterse, a leading scholar of the field, notes “Global studies have been growing because of the exponential growth of global dynamics and problems; it is a response to ramifying, intensifying and deepening processes of globalization.
Global studies have been spreading because global relations and problems require a global approach, a need that is felt by social forces, international organizations, governments and corporations the world over. In relation to this social demand, global knowledge represents the supply.” Pieterse provides a lengthy list of agencies and institutions where the demand for global knowledge is rapidly increasing, including governments, international institutions, organizations, media, sports, art, nongovernmental organizations, social movements, foundations, and corporations. He also points out that global studies have often been innovative and introduced new theories and methodologies earlier than the disciplines precisely because they are unconstrained by the disciplinary canons. (Jan Nederveen Pieterse, “What Is Global Studies?” Globalizations 10:4, August 2013).

This flexibility allows the Global and Sociocultural Studies major to emphasize transnational and cross-national interconnections and interdependence and requires students to gain knowledge of the United States in relation to other regions of the world. The goal is to ensure that majors in this field adopt a multi- and inter-disciplinary approach to their studies, while at the same time developing abilities grounded in the attainment of concrete skills and experiences. Global Studies is a field that emphasizes the interconnections and interactions within social phenomena, be they commodities, capital, migration, or popular music-related. The skills developed include:

- strong verbal and written communication skills,
- a deep understanding of the institutions and processes that shape the world,
- cross-cultural knowledge and understanding,
- critical thinking and creative problem solving,
- the ability to formulate clear and persuasive messages,
- listening, clarifying, questioning and responding skills, and
- the ability to work well independently and collaboratively.

Global Studies prepares students for a broad range of career paths in business, non-profits, government, education, the media, international organizations, international development agencies, and the U.S. Foreign Service. Intercultural skills and knowledge of global issues are crucial to success in many professions. Examples of applications include the promotion of international trade, investment and tourism; the management of social development programs for international migrants and refugees; research on the social and environmental impacts of major transnational investment projects; and, the design and management of programs to protect local economies, cultures, and ecosystems from the negative impacts of globalization.

This undergraduate major also provides a solid foundation for graduate study in a variety of disciplines, those that emphasize professional training (such as public policy, social welfare, criminal justice, business, education, law, health, and planning), as well as employment in a wide variety of public, non-profit/civil society, and private sector careers.

Global Studies graduates will have many options for employment. Top jobs listed for Global Studies majors include teacher, humanitarian worker (NGO), international lawyer, foreign service officer, policy analyst, international business consultant, and other career paths that might include graduate work that expand the global knowledge acquired during a rigorous and multidisciplinary BA degree in Global Studies. A recent analysis of 500 business executives and 500 human resource hiring managers emphasized the importance of a college education that cuts across disciplinary boundaries to inculcate skills that are needed in a complex, interconnected world. According to the researchers: “When hiring, executives and hiring managers place a high priority on graduates’ demonstrated proficiency in skills and knowledge that cut across majors, and hiring managers are closely aligned with executives in the importance that they place on key college learning outcomes. The college learning outcomes that both audiences rate as most important include oral communication, critical thinking, ethical judgment, working effectively in
teams, working independently, self-motivation, written communication, and real-world application of skills and knowledge.” These are precisely the skill that a solid global studies education provides. The study also reports that since 2014 there has been “an 18-point increase in graduates’ ability to analyze and solve problems with people from different backgrounds and cultures.” These findings motivate our design of the proposed program. This cross-disciplinary approach to skill development in a global world is the future of social science in higher education. (Source: Hart Research Associates. Fulfilling the American Dream: Liberal Education and the Future of Work (Washington, DC: AAC&U, 2018)

Similarly, the latest Census Bureau projections show increased enrollment in higher education, projected to come mainly from minority groups, particularly Hispanics. FIU is perfectly situated to continue to serve this growing community of students in the greater Miami area. Therefore, the need is there, and FIU stands poised to serve our community both as part of a national trend as well as an integral part of the local south Florida community.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Informal discussions by our advisors with the current majors in Sociology, Anthropology, and Geography and a poll conducted among over a hundred of students currently enrolled in Soc/Anth and Geography undergraduate courses provide strong evidence that a Global Studies major, along with the skills sets associated with each of the current departmental disciplines, will have strong support among all our current and potential majors.

Student Survey Fall, 2018 (N=109)

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Interested</th>
<th>Not Interested</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested in Global Studies program</td>
<td>30%</td>
<td>27%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>How likely to major in Global Studies?</td>
<td>28%</td>
<td>14%</td>
<td>35%</td>
<td>23%</td>
</tr>
</tbody>
</table>

The Global and Sociocultural Studies department has a strong international and comparative focus in its current curriculum. The GSS department is unique within the SUS in its integration of anthropology, geography, and sociology to establish an innovative, interdisciplinary social science department. The faculty members associated with the three disciplines have well established research and instructional trajectories in global issues, focusing on the sociocultural dynamics of the Caribbean, Latin American, Arabian Peninsula, Africa, Japan, Korea and China. The department currently offers degrees in Sociology/Anthropology and Human Geography. We consider our curricular and research efforts as the future: a multidisciplinary approach to understanding the increasingly complex and interrelated global system.

The proposed program is an interdisciplinary major designed to help students function more effectively in our rapidly changing, interconnected world. Through effective outreach, our department would make students aware that a Global Studies BA will enable students to:

- Gain a systematic awareness of the global forces and processes that shape our lives;
• Broaden the notion of diversity beyond American limits to encompass wider global realities;
• Prepare for careers, both in the U.S. and abroad, that relate to international relations, education, and business; including such fields as international media, tourism, finance, trade, resettlement, and development.

A Global Studies BA will draw on the disenchantment students are expressing towards narrow disciplinary degrees by offering a global lens of analysis corresponding with the globalized nature of our sociocultural structures. Traditional social science degrees throughout the SUS have been suffering from unsteady or declining enrollments over the last ten years. Geography enrollments in the SUS have decreased from a high of 674 in 2010 to 410 in 2016. At FIU, the major exhibits the smallest enrollment of any of the five SUS institutions offering Geography degrees (18). Similarly, Anthropology enrollments have declined from a high of 2,494 in 2011 to 1,859 in 2016. Sociology, the broadest of the three social science degrees, has held its own at the SUS level—a 2016 enrollment of 2,815 is only slightly lower than the 2012 peak of 2,843), but individual institutions have seen erratic enrollment patterns. At FIU, the Sociology/Anthropology degree declined in enrollment from the 2015 high of 436 to the 2016 enrollment of 402. Data from the National Center for Education Statistics quantify the vertiginous growth in interdisciplinary studies, including Global Studies, from 6,324 degrees conferred in 1970-1971 to 47,556 degrees conferred in 2014-2015.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.

FIU serves a very different community than all other SUS institutions. The four programs that potentially approximate the proposed FIU Global Studies B.A. are the International and Area Studies Program at New College of Florida (14 enrolled, 9 degrees as of 2017), the International and Global Studies B.A. from University of Central Florida (270 enrolled, 53 degrees), the International Studies Program at the University of Florida, and the International Studies Program at the University of North Florida (142 enrolled, 47 degrees) serve different populations within the SUS. The FIU student population is a predominantly minority population and is reluctant to move for their undergraduate education. By offering a B.A. in Global Studies at FIU our students will have an additional multidisciplinary international degree program in their local university. Given these characteristics, we expect minimal impact on enrollments or degrees awarded at other SUS institutions. In addition, the FIU B.A. focuses strongly in the social sciences of Sociology, Anthropology, and Human Geography while framing the social analysis in themes that can be explored in specific world regions. It is unique degree at FIU and within the SUS.

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception,
describe the shifts from disciplines that will likely occur.

The enrollment projections are based on the existing majors of the Sociology and Anthropology degrees and the Geography degree as well as the anticipated growth of the Global Studies degree based on advisor and student input. Initially, we anticipate most of the change of majors will occur from within the department itself.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university’s ability to attract students of races different from that which is predominant on their campus in the subject program. The university’s Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.

FIU serves a very diverse population with an overwhelming Hispanic/Latino majority. This trend continues for students whose majors are in the Green School of International and Public Affairs as well as the Department of Global and Sociocultural Studies. As the chart below indicates, we are a successful minority serving institution. This is showcased by the student data below that indicates we are successfully reaching the Hispanic/Latinos populations.
III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Table 2 shows salaries and benefits for faculty members participating in the proposed program. No new faculty lines are required to establish the proposed degree. Budget reallocation will cover program expenses in Year 1 through Year 5. The Department of Global and Sociocultural Studies would also need an A&P graduate assistant to assist professors in redesigning and administering new content.

Table 3 shows the projected base of the Global and Sociocultural Studies’s E&G account before reallocation in Year 1. Additional enrollment growth E&G Funding will need to be allocated to this degree program as it grows. The courses offered outside of the department will be taught by professors in other SIPA units.

B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

This will be a regular E & G funded undergraduate degree. FIU does not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition.

C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

No substantial negative impact to any FIU program is foreseen. The current majors in Sociology, Anthropology and Geography will have the choice of changing majors, to Global Studies, or graduating with a disciplinary degree. A Global Studies degree is extremely attractive to employers so switching majors will be a positive move for the students as it is likely to help them
graduate more readily while allowing them to prepare for more diverse jobs. While existing enrollments are expected to shift, the major shift is expected to occur within our department from the B.A.s in Sociology/Anthropology and Geography to the B.A. in Global Studies. These changes will not require resource allocation. It is likely, however, that the partner departments might experience a slight increase in enrollment in specific courses as Global Studies becomes the gateway program to approved courses in other SIPA departments and programs.

All departments contacted thus far have been supportive of these changes and see the B.A. as an excellent venue to increasing student interdisciplinary learning. The department include the following: Politics and International Relations, History, Economics, Modern Languages, Criminal Justice, Religious Studies and Public Policy and Administration. Other potential positive impacts include increased number of students graduating with strategic degrees, decrease time to graduation, increased internships and graduates who have more diversified skills and are better prepared for a changing job market.

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

As in most social science degrees at FIU most of our current Sociology/Anthropology/Geography majors transfer into FIU after completing their lower division requirements in the Florida College System or other institutions. We expect the same pattern for new Global Studies majors. If overall enrollment at the university remains the same, general education and common prerequisite course demand will remain constant; if enrollment increases due to the attractiveness of a B.A. in Global Studies, then enrollment in these courses will rise accordingly.

E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The B.A. in Global Studies will follow the same source of resources currently available for our B.A. programs in Sociology/Anthropology and Geography (university scholarships, grants, etc.). No specific sources of money for the program have been identified or are required.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The proposed B.A. in Global Studies has only positive impact. Operationally, it requires no new courses and addresses courses that are barriers to graduation by broadening elective choices, while maintaining UCC core requirements. It leaves in place disciplinary tracks, for students who want to pursue discipline specific graduate programs, while providing an alternative for those
whose career path is in graduate work in another discipline or as a teacher, global resource manager, international business professional, market research analyst or environmental advocate or other professions requiring a broad training in the social, political, economic and cultural dynamics of globalization. The projected benefit is multi-fold: qualitatively, students who are internationally inclined but want a broad socio/cultural foundation, will be well prepared. Those in non-traditional non-profit or public-sector career paths will be well-prepared via the 9 credits taken in a particular area of concentration, as well as the quantitative benefit of students graduating with fewer excess credits.

FIU is a community-based university, such that most of our students are either from the local community or from the State of Florida. Many intend to stay in the South Florida area upon graduation, as is common among many minority families. The addition of the B.A. degree expands the type global perspectives that are part of the sociocultural environment of the region and which shapes the culturally-literate professionals we will have in our community, both at the State and local levels. The B.A. program may foster innovations in the areas of business, allied health professions, and state and local policy related to our fragile environment, among other things. The flexibility of the B.A. allows for students to create tailor-made programs of study to address their sociocultural related interests. Given the rapid rate of change in the job market, this offers opportunities to students who want to expand their horizons by combining typically unrelated disciplines. To that end, qualitatively this will increase the type and caliber of professional in our community and State; quantitatively, the number of locally (Miami or Statewide) qualified professionals will help fulfill the call for more strategic degree graduates.

V. Access and Articulation – Bachelor’s Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

The proposed BAGS program will not exceed 120 credit hours.

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on the resource page for new program proposal). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequi-
sites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

There are no prerequisites for the proposed B.A. as is the case for all CIP 30.20001 degree programs.

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status.

NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

FIU does not intend to seek formal Limited Access status for the proposed program.

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on the resource page for new program proposal). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The proposed program is not an AS-to-BS capstone.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).

FIU is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities. The BAGS program will help achieve the mission of FIU through collaborative engagement with the many strong programs within the School of International and Public Affairs and address the needs of an employment market in need of a globally aware workforce. The program will provide high-quality undergraduate education and interdisciplinary research performed by dedicated faculty members who have an outstanding reputation for comparative, global research.
The B.A. in Global Studies supports the university’s mission as “an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities”. The FIU student body is representative of the diverse cultures found in the State. By having a global strategic degree that promotes interdisciplinary studies we can provide a direct avenue to help fulfill FIU’s mission statement and increase the diversity of globally conscious professionals in Florida. Many of our students are committed to giving back to their communities, where they are currently living and to the communities from which they came. Therefore, the opportunity to increase our global engagement increases with the addition of the B.A program.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed program specifically relates to existing institutional strengths, such as the Emerging Preeminent Program, Latin American and Caribbean Center, and other signature area studies centers and research institutes within the School of International and Public Affairs. The international comparative approach to social analysis is strong within SIPA and it is what the Department of Global and Sociocultural Studies does better than any other unit within the school. This proposed degree capitalizes on this strength and includes prearranged specialty theme clusters across multiple departments providing clear career directions. More specialty themes can be added as needed. The creation of this degree strengthens relationships among at least 5 departments and widens the educational options for students while keeping them on track for timely graduation. This type of flexible, cross-fertilization fosters new and continuing relationships among departments across the university.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The planning process has been ongoing for two years. The idea of developing a Global Studies degree was introduced by the Program Review external program evaluator for the BA in Sociology in 2013. The department decision was to first request a change of CIP for the doctoral program, which already had the title “Global and Sociocultural Studies, Ph.D.” and then initiate the process of developing an undergraduate degree. The CIP change for the Ph.D. in Global and Sociocultural Studies was granted in Spring, 2018. While this process was underway, the faculty agreed to pursue the undergraduate degree in the Spring of 2017. As the incoming chair, Dr. Guillermo Grenier began to develop the program in the Fall of 2017. Discussions with the office of the Deans of SIPA, John Stack and Jeff Gonzalez, led to a submission to Susan Himburg of a feasibility study in March, 2018 which received the approval of the Council of Academic Vice Presidents (CAVP) Program Coordination Review working group in April, 2016. Subsequent discussions with Dr. Himburg and Deans Stack and Gonzalez motivated the redesigning of the degree to increase its multidisciplinary dimensions by including all of SIPA’s departments, centers,
and institutes. By structuring the degree around theme clusters and area studies curricula, the degree became an exemplary model of an interdisciplinary Global Studies program. The faculty Curriculum Committee and its Chair, Katherine Lineberger (Undergraduate Program Director) worked with the Chair in completing the final application

### Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-16</td>
<td>Chair, Roderick Neumann and faculty</td>
<td>Initiate faculty support for Global Studies B.A.</td>
</tr>
<tr>
<td>2016-17</td>
<td>Chair, Guillermo J. Grenier, Katherine Lineberger</td>
<td>Undertake “best practices” research on Global Studies programs worldwide</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Guillermo Grenier, Faculty meeting</td>
<td>Discussion of name for degree</td>
</tr>
<tr>
<td>2017-18</td>
<td>Guillermo Grenier, Katherine Lineberger, Doug Kincaid, Rick Tardanico</td>
<td>Development of Pre-Proposal and submission to Dr. Himburg</td>
</tr>
<tr>
<td>April 6, 2018</td>
<td>BOG/CAVP Program Coordination Review working group</td>
<td>Approval of Pre-Proposal</td>
</tr>
<tr>
<td>August-October 2018</td>
<td>Chair, Guillermo Grenier</td>
<td>Contacting SIPA departments on curriculum and receiving support</td>
</tr>
<tr>
<td>September 2018</td>
<td>Guillermo Grenier/Faculty</td>
<td>Approval of final curriculum by faculty</td>
</tr>
<tr>
<td>October 2018</td>
<td>G. Grenier/K. Lineberger</td>
<td>Development of final proposal</td>
</tr>
<tr>
<td>October, 2018</td>
<td>G. Grenier</td>
<td>Request assistance from Dean of Library</td>
</tr>
<tr>
<td>November 2018</td>
<td>G. Grenier/D. Weidman</td>
<td>Submission of proposal to SIPA Curriculum Committee</td>
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</tbody>
</table>

### Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
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<tbody>
<tr>
<td>Spring 2019</td>
<td>Approval by Faculty Senate and Board of Trustees. Submission to BOG staff for inclusion in BOG Degree Inventory.</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Implementation</td>
</tr>
</tbody>
</table>
VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution’s progress in implementing the recommendations.

The Department of Global and Sociocultural Studies underwent a graduate and undergraduate program review in 2013 and we are scheduled to undergo another program review in the 2019-2020 cycle. During the last program review, the reviewer emphasized the benefits of establishing a Global Studies B.A. and encouraged its development. “The GSS faculty and program’s many strengths, identified in the previous discussion of the graduate program, apply with equal force at the undergraduate level. Faculty members – senior scholars and junior faculty alike – are productive and professionally active. The program itself is emerging as an important contributor to an expanding field, one that (as we have argued above) offers its undergraduates increasing opportunities for both further academic study and nonacademic employment upon graduation.” The reference here is to the strong recommendation by the evaluator that the inherent strengths of the department lend themselves to the development of an undergraduate degree in Global Studies.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

In 2014, Dr. Katherine Lineberger redesigned the program assessment strategy for all programs in the Department of Global and Sociocultural Studies, making them more faculty-friendly by allowing for differences in topic specialization and pedagogy. The rubric used for assessment was updated utilizing a Specifications Grading system proposed by Linda Nilson (2015), clarifying and increasing the strength of measurement. (Appendix C). Rubric has been approved Assessment.

B. Describe the admission standards and graduation requirements for the program.

Admission: FIU sets admission standards for students in a variety of ways. FIU admission policies and procedures apply to this degree for FTIC and transfer students.

GSS will accept students through any admissions pathways established by FIU. Once admitted to FIU, students will simply declare their major in the proposed Global Studies degree program. Global Studies students will meet requirements for graduation with 120 overall credit hours, of which 39 credits will be degree-related, and 21 elective credits. Graduating students must have maintained an average GPA of 2.5 or higher, with a minimum of 48 credit hours in upper-division courses, and must demonstrate competency in a foreign language.
C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The proposed degree in Global Studies is designed as a true interdisciplinary program, able to benefit from the broad, comparative and international offerings of the School of International and Public Affairs.

Bachelor of Arts in Global Studies
Degree Program Hours 120

Lower Division Preparation
Students admitted to the university are directly admitted to their chosen major. Students are expected to make adequate progress based on critical indicators such as GPA in specific courses or credits earned. In cases where students are not making adequate progress, a change of major may be required. Advisors will redirect students to more appropriate majors when critical indicators are not actualized.

Degree Requirements (39 credit hours)

Intro to Major (3 credit hours)
(Two of the following)

- ANT 2000 Introduction to Anthropology – GL
- GEA 2000 World Regional Geography – GL
- SYG 2000 Introduction to Sociology – GL

Core Courses (6 credit hours)
- IDS 3315 Gaining Global Perspectives – GL (3)
- SYP 4454 Globalization and Society GL (3)

Theory (3 credit hours)
- ANT 3034 Anthropological Theories (3)
- GEO 3421 Cultural Geography (3)
- GEO 3471 Political Geography (3)
- GEO 3001 Geography of Global Change-(GL) (3)
- GEO 3502 Economic Geography – GL (3)
- SYA 4010 Sociological Theories (3)

Or any -other GSS-adviser-approved theory course offered by the Department of Global and Sociocultural Studies or in another department.

1 Global Learning designated courses. FIU’s Quality Enhancement Plan (QEP 2010) places a two-course GL requirement for all undergraduate students.
Upper Division Thematic Electives (9 credit hours)

Culture, Societies, Identities
- ANT 4473 Anthropology of Globalization – GL (3)
- ANT 3212 World Ethnographies – GL (3)
- SYP 3456 Societies in the World—GL (3)
- ANT 3241 Myth, Ritual, and Mysticism – GL (3)
- REL 3308 Studies in World Religions – GL (3)
- REL 3367 Islamic Faith and Society-- GL (3)
- AMH 4671 Race, Gender, Science in the Atlantic World—GL (3)
- AMH 4573 African American History from Late 19th Century to the Present GL
- AMH 4588 Introduction to Latina/o History (3)
- AMH 4671 Race, Gender and Science in the Atlantic World G (3)
- AFH 4200 History of Africa II GL (3)
- AFH 4254 History of Postcolonial Africa GL (3)
- AFH 4450 History of South Africa (3)
- EUH 4617 Race and Migration in Modern Europe (3)
- EUH 4675 History of Islam and Muslims in Europe (3)
- HIS 4264 Global Imperial-Indigenous Encounters 1500- Present GL (3)
- ASH 3223 History of the Middle East 1800- Present (3)
- ASH 3380 Consumer Culture in Asia GL (3)
- LAH 3132 Formation of Latin America GL
- LAH 3200 Latin America: The National Period GL
- LAH 4737 Music, Modernity and Identity in Latin America GL

Social Movements, Security and Conflict
- SYP 3300 Social Movements (3)
- PAD 3800 Managing Global Cities – GL (3)
- PAD 3802 Introduction to Urban and Regional Studies--GL (3)
- PHM 4362 Global Justice—GL (3)
- LBS 3001 Labor and Globalization –GL (3)
- LBS 3468 Introduction to Mediation –GL (3)
- LBS 3480 Introduction to Conflict Resolution GL (3)
- LBS 4154 Workers and Diversity GL (3)
- LBS 3001 Labor and Globalization GL (3)
- LBS 3480 Introduction to Conflict Resolution GL (3)
- LBS 4610 Cross Cultural Dimensions of Latin American Labor Relations -GL (3)
- CJE 4174 Comparative Criminal Justice Systems- GL (3)
- AMH 3310 Social Movements in Modern United States History—GL (3)
- ISS 3130 Fundamentals of National Security (3)
- ISS 4930 Topics in Globalization: Global Cyber Threats & Policy Implications (3)
- AFH 4200 History of Africa II (3).
- AFH 4254 History of Postcolonial Africa – GL (3).
- AFH 4450 History of South Africa – GL (3).
- AMH 3310 Social Movements in Modern United States History – GL (3).
- AMH 4273 America in the 1960s (3).
- ASH 3631 The Pacific War in Asia – GL (3).
AMH 3310 Social Movements in Modern United States History GL (3)
AMH 4273 History of the 1960s (3)
AMH 4573 African American History from the Late 19th Century to the Present GL (3)
AMH 4588 Introduction to Latina/o History (3)
AMH 4671 Race, Gender, Science in the Atlantic World – GL (3)
ASH 3631 The Pacific War in Asia GL (3)
ASH 3223 History of the Middle East 1800-present (3)
EUH 3245 European History 1914—1945
EUH 3282 European History 1945- Present
EUH 3576 The Russian Revolution and the Soviet Union
EUH 4033 Nazism and the Holocaust (3)
EUH 4617 Race and Migration in Modern Europe (3)
EUH 4660 Modern Europe, 1789 – Present (3)
EUH 4675 History of Islam and Muslims in Europe (3)
HIS 3308 War and Society GL (3)
HIS 4264 Global Imperial – Indigenous Encounters 1500 to the Present – GL (3)
LAH 4750 Law and Society in Latin America- (3)
LAH 3132 The Formation of Latin America – GL (3)
LAH 3200 Latin America: The National Period (3)
LAH 3718 History of US- Latin American Relations- (3)
LAH 4201 History of Modern Colombia: War, Music, and the Underground Economy- (3)
LAH 4634 Politics of Race and Nation in Brazil GL (3)
LAH 4483 Cuba Since 1959 (3)
WOH 3244 World War II: A Global History GL (3)

Global Health and Environment
ANT 3462 Medical Anthropology (3)
ANT 4480 Anthropological Approaches to Global Health (3)
SYO 3400 Medical Sociology (3)
SYO 3401 Sociology of Health Behavior (3)
SYO 4410 Sociology of Mental Illness (3)
SYO 4420 Comparative Sociology of Health Care Systems (3)
SYP 4013 The Body in Society (3)
SYP 4562 Domestic Violence (3)
SYP 3750 Sociology of Life Course (3)
SYP 4740 Sociology of Death (3)
EVR 4595 South Florida Environmental Conflicts (3)
IDS 3214 Our Coastal Environment from the Bay of the World (3)
SYD 4604 Cities and Sustainability: Latin America, Africa, and Asia in a Globalizing World (3)
ANT 3403 Cultural Ecology (3)
AMH 3314 Public Health and Medicine in United States History GL
EUH 3193 The Black Death
HIS 4492 A History of United States Policy
LAH 4722 Health, Medicine, and Disease in Latin American Social History GL
WOH 4206 Global History of Domestic Violence GL
Global Markets, Resources and Development

- ECO 4713 International Macroeconomics GL (3)
- ECS 3021 Women, Culture, and Economic (3)
- GEO 3502 Economic Geography – GL (3)
- IDS 3163 Global Supply Chains & Logistics – GL (3)
- SYP 4441 Sociology of World Development (3)
- WOH 4223 History of the Global Economy (3)

Upper Division Area Studies Elective (9 hours: 3000 or higher)

Three courses substantially grounded in a world area, exemplifying the transnational issues explored in the chosen theme. The world areas are:

- Africa
- Asia
- Latin America
- Middle East and Central Asia
- Europe and Eurasia

Additional Electives (24) (A minimum of 9 hours must be upper division (3000 level or higher).

We strongly recommend that the students take one of our two internship courses: SYA 3949 Internship; GEO 4940 Internship.

We strongly recommend complimenting the major requirements with electives leading to certificates and/or second majors in Social Science Research Methods, Latin American and Caribbean Studies, Asian Studies, African and African Diaspora Studies and Global Security Policy or a double major in Global Studies and Soc/Anth or Geography.

Necessary credits to fulfill the SIPA modern language requirements can be taken using the Additional Electives available for the degree. The School's requirement is a competency requirement, not a credits requirement. That is to say the student must demonstrate competency at or exceeding that of a second semester college level foreign language course. Proficiency is demonstrated by scoring at least ‘intermediate-high’ on the ACTFL/ETS exam for Spanish, Portuguese, or French. For other languages, corresponding tests of proficiency and levels of achievement will be required. This proficiency can be met by receiving credit for the second semester of a foreign language or higher (e.g., SPN 1131 or higher) with a C minimum grade.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Global and Sociocultural Studies Department
BA in Global Studies Major Map

Total Degree Requirements: 120 credit hours
Minimum of 45 upper division credits
Major Requirements: 39 hours plus 21 electives: 60 credit hours
Introduction to Major (6 credit hours)

**ANT 2000 Introduction to Anthropology** – GL - This course surveys the four subfields of anthropology, including physical anthropology and human evolution, archaeology, cultural anthropology, and linguistics. Introduces basic anthropological theories and concepts.

**GEA 2000 World Regional Geography** – GL - A systematic survey of the major regions and countries of the world, with regard to their physical, cultural, and political characteristics. Emphasis upon climate, natural resources, economic development, and population patterns.

**SYG 2000 Introduction to Sociology** – GL - Introduces sociological perspectives and methods, and the sociological study of issues such as socialization, gender, race/ethnicity, social class, and global inequality.

Major Requirement (6)
IDS 3315 Gaining Global Perspectives – GL (3). Students learn to socially locate themselves vis-à-vis others and how their perspectives affect perceiving and understanding others. Students acquire and apply new perspectives to see as others do.

SYP 4454 Globalization and Society GL (3). Examines the economic, political and social dimensions of globalization and the theories used to describe and account for globalization. Course material may focus on particular world regions and comparisons between or among world regions.

Theory Requirements (3) **
ANT 3034 Anthropological Theories (3) - This course examines the process of theory building and explanation in the social sciences, and outlines the historical and philosophical foundations of anthropological thought. Theorists and schools of thought reviewed include Darwin and evolution; Boas, and historical particularism; Freud and culture and personality; and Malinowski and functionalism.
GEO 3421 Cultural Geography (3) - The study of spatial variations among cultural groups and the special functioning of society. Focuses on describing and analyzing geographic differences in language, religion, economy, and government.
GEO 3471 Political Geography (3) - Examines the uneven spatial distribution of power in the world. Emphasis is on the nation-state, sovereignty, territoriality, but also on challenges to hegemonic space, e.g. from social movements.
GEO 3502 Economic Geography – GL (3) - Explores spatial facets of the economy at the international level, including trade, development, manufacturing, and technology.
SYA 4010 Sociological Theories (3) - Examines the emergence of sociology as the study of social relations. Compares and contrasts the work of selected theorists, with respect to their methodologies, treatment of the emergence and consequences of modern society, political sociology, conception of social class, and analysis of the role of religion in society. The student is expected to gain in-depth knowledge of opposing theories, as well as an appreciation of the contingent nature of sociological theories.

** Or any -other GSS-adviser-approved theory course offered by the Department of Global and Sociocultural Studies or in another department.

Methods Requirements (6) **
ANT 3497 Introduction to Qualitative Research Methods (3) – Introduction to qualitative data collection, analysis, and documentation. Fieldwork experiences include observation, interviewing, and utilizing non-obtrusive measures.
GIS 3048 Applications of Geographic Information Systems (3) - Introduction to geographic spatial analysis using a variety of data.
SYA 3300 Research Methods (3) - Topics include the formulation of research problems; research design; data collection methods; hypothesis testing; and analysis, interpretation, and reporting results. Departmental permission required.
SYA 3400 Introduction to Quantitative Social Research (3) – Introduction to quantitative methods used in the analysis of sociological data, as well as data in other areas of social research.
SYA 4352 GIS and Social Research (3) - Applications of GIS in social research. Includes the relevance of critical perspectives on space, place, and cartography to GIS social research.

** Or any other GSS-adviser-approved research methods course in the Department of Global and Sociocultural Studies or in another department.
Upper Division Thematic Elective Requirements (9)

- Culture, Societies, Identities **
  - ANT 3212 World Ethnographies – GL (3) - Introduces students to ethnography, which is the art of writing culture. Teaches students to compare and contrast cultures through ethnographic reading, writing, and critiques.
  - ANT 3241 Myth, Ritual, and Mysticism – GL (3) - Anthropological approaches to the study of myth, ritual, and mysticism, as religious and symbolic systems. The social and psychological functions of myth and ritual in small-scale and complex societies will be compared.
  - ANT 4312 American Indian Ethnology - Examination of the socio-cultural patterns of selected American Indian groups from pre-history to the present with an emphasis in political, social, economic, artistic and religious life.
  - ANT 4473 Anthropology of Globalization – GL (3) - Cross-cultural examination of globalization and of socioeconomic, environmental and political controversies surrounding this mega-trend, including the greening of the global economy.
  - SYP 3456 Societies in the World—GL (3) - An introduction to the study of local societies in worldwide perspective. Addresses local-global issues such as gender, social class, economy, politics, migration, and environmental destruction.
  - AMH 4573 African American History from Late 19th Century to the Present GL - Examines the experience of African Americans from the emergence of Jim Crow to the Black Power Movement. Topics include the Great Migration, Marcus Garvey, the Civil Rights and Black Power Movements.
  - AMH 4671 Race, Gender, Science in the Atlantic World—GL (3). Examines the ways in which scientists and physicians in the Atlantic World categorized, defined, and assigned meaning to racial and gendered differences.
  - AMH 4573 African American History from the Late 19th Century to the Present – GL (3). Examines the experience of African Americans from the emergence of Jim Crow to the Black Power Movement. Topics include the Great Migration, Marcus Garvey, the Civil Rights and Black Power Movements.
  - AMH 4671 Race, Gender, Science in the Atlantic World – GL (3). Examines the ways in which scientists and physicians in the Atlantic World categorized, defined, and assigned meaning to racial and gendered differences.
  - EUH 4617 Race and Migration in Modern Europe (3). Examines the patterns of human movement within and connected to Europe, and their relationship to changing definitions of race and national belonging.
- EUH 4675 History of Islam and Muslims in Europe (3). The history of interactions between Muslims and Europe from the Medieval Period to the period of European colonialism and decolonization.
- HIS 4264 Global Imperial – Indigenous Encounters 1500 to the Present – GL (3). This course examines how indigenous peoples and imperial settlers interacted across the globe from the fifteenth century to the present, using both indigenous and imperial sources and perspectives. Prerequisite: At least one upper division history course.
- ASH 3223 History of the Middle East 1800-present (3). Examines the major political and social developments in modern Middle Eastern history from 1800 to the present. [4]
- ASH 3380 Consumer Culture in Asia – GL (3). Covering the development of 20th century East Asian consumer culture through related events, ideas, and legacies of: work; leisure; family life; social relations; media; advertising; and technology.
- LAH 3132 The Formation of Latin America – GL (3). An examination of Latin America in the colonial period, focusing on conquest, Indian relations, the landed estate, urban functions, labor, and socioeconomic organization from the 15th through the 18th Centuries.
- LAH 3200 Latin America: The National Period (3). Trends and major problems of Latin American nations from independence to the present
- LAH 4737 Music, Modernity and Identity in Latin American History GL (3). Cultural and intellectual history of 19th/20th century Latin America with focus on nation building, identity and race. Music is a central pedagogical tool in readings, lectures and discussions.
- LAH 4750 Law and Society in Latin American History (3). Social history of law and legal struggles by colonial Indians, black slaves, peasants, women and contemporary “colonos“ (settlers). Its emphasis is on the prevalence of legal confrontations throughout Latin American history.
- HIS 4264 Global Imperial-Indigenous Encounters 1500-GL (3) - HIS 4264 Global Imperial-Indigenous Encounters 1500—GL (3). This course examines how indigenous peoples and imperial settlers interacted across the globe from the fifteenth century to the present, using both indigenous and imperial sources and perspectives.
- REL 3308 Studies in World Religions – GL (3). Examines the origins, teachings, and practices of selected world religions. The specific religions selected for examination may vary from semester to semester.
- REL 3367 Islamic Faith and Society-- GL (3). A survey of the main facets of Islamic religion and societies from the time of Muhammad to the present.
- SPW 4XXX - Latin American Cultural Production: This course examines examples of Latin American cultural production from the 20th and the 21st centuries. In particular it focuses on cultural products from a broad range of genres and media (narrative, manifesto, photography, architecture, film, video, comic and popular music) in order to reflect upon significant artistic trends, political movements and intellectual debates of the past century.
- SPW 4XXX - New Latin American Narratives: This course provides a general
view of the Latin American literary trends in the twenty-first century beginning with the McOndo and Crack generations of the late twentieth century as they contribute to new forms of understanding identities and culture in urban Latin America.

- **SPW 4XXX - Violence in Latin America (Through Fiction and Film):** This interdisciplinary course examines contemporary Latin American representations of violence through works of literature, film, and visual art during the late twentieth and twenty-first centuries.

- **Social Movements, Security, and Conflict**
  - **GEO 4477 Critical Geopolitics (3)** - Explains to students new methods of critical geopolitical analysis and how they impact human political affairs across landscapes and territories. Allows students to develop analytical work and research in the field.
  - **SYP 3300 Social Movements (3)** - An introduction to the study of social movements, with emphasis on their relationship with social inequalities, identities, political and cultural conflict, and state authority as organized at the national, subnational, and transnational levels. Topics may include a comparison of historical and contemporary social movements, local, national and transnational movements; and the relationship between mass media, public attitudes, and social action.
  - **AMH 3310 Social Movements in Modern United States History—GL (3).** A comparative study of the major legal traditions (e.g., common law, civil law, socialist law) and analysis of the criminal justice system across the world, including police, courts, and corrections.
  - **AFH 4200 History of Africa II (3).** GL African history from the nineteenth century to the present. Topics include European colonialism, the struggle for independence, and contemporary challenges.
  - **AFH 4254 History of Postcolonial Africa – GL (3).** To understand Africa's role in the world today by examining the social, cultural, political, and economic forces that have shaped Africa since 1950.
  - **AFH 4450 History of South Africa – GL (3).** Examines the development of the South African nation in terms of its African and European heritage from the early Khoisan societies through apartheid and Mandela’s election.
  - **AMH 3310 Social Movements in Modern United States History – GL (3).** The course examines social movements including the Civil Rights, Feminist, and Black Power Movements within a broader context of Cold War anticolonial activism.
  - **AMH 4273 America in the 1960s (3).** Social, cultural, and political history of the United States during the dynamic 1960s.
  - **ASH 3631 The Pacific War in Asia – GL (3).** An exploration of the events, ideas and legacies of WWII in Asia; also, an examination of the changing conduct of war, the image of the warrior, and issues concerning power, culture and ideology.
  - **EUH 3245 European History, 1914-1945 (3).** Europe in the era of the two World Wars, with special emphasis on communism and fascism.
- EUH 3282 European History, 1945 to Present (3). Europe since the Second World War examined in its political, diplomatic, social, economic, and cultural aspects.
- EUH 3576 The Russian Revolution and the Soviet Union (3). This course deals with Russia since 1917 and focuses particularly on the theory and practice of communism in the Soviet Union. The impact of communism on the lives of the people, whether in politics, economics, or culture, will be examined.
- EUH 4033 Nazism and the Holocaust (3). The history of the Third Reich and the Holocaust. The development of the German State and the emancipation of the Jews; the rise of racial antisemitism; Hitler and the emergence of Nazism as a political force; the ‘Final Solution’ and European and American responses.
- EUH 4660 Modern Europe, 1789-Present (3). European history from the French Revolution until today, with special attention to liberalism, nationalism, socialism, communism, and fascism. The course will touch on the main points of the national histories of the various European states, from Britain to Russia.
- HIS 3308 War and Society – GL (3). An examination of the ways societies have organized themselves for external and internal wars. The course will also explore the changing conduct of war, the image of the warrior, and the ways in which military institutions have crystallized class structures.
- LAH 3718 History of U.S.-Latin American Relations (3). Surveys the history of the social, economic and political relations between the U.S. and the countries of Central America, South America, and the Caribbean basin during the last two centuries.
- LAH 4201 History of Modern Colombia: War, Music and the Underground Economy (3). Explores the history of Colombia after the early 19th century Independence Revolution and until the 2016 peace accords. Emphasis will be on culture, politics, and war.
- LAH 4634 Politics of Race and Nation in Brazil – GL (3). An examination of the historical importance of race to nation-building in 19th and 20th century Brazil, looking both at ideological constructs as well as political projects and social experiences.
- LAH 4483 Cuba Since 1959 (3). Cuba from the triumph of the Revolution to the present. Examines "the Revolution" as a contested historical process. Focuses on intersection of political conflict, culture, ideas, & human experience.
- WOH 3244 World War II: A Global History (3). GL Examines the origins, experiences, and legacies of the Second World War as a global phenomenon. It also examines the relationship between popular and historical accounts of the war.
- CJE 4174 Comparative Criminal Justice Systems- GL (3). A comparative study of the major legal traditions (e.g., common law, civil law, socialist law) and analysis of the criminal justice system across the world, including police, courts, and corrections.
- ISS 3130 Fundamentals of National Security (3). A comparative study of the major legal traditions (e.g., common law, civil law, socialist law) and analysis of the criminal justice system across the world, including police, courts, and corrections.
- ISS 4930 Topics in Globalization: Global Cyber Threats & Policy Implications (3). - An intensive examination of a topic of globalization. Subject matter will vary according to Instructor. Topic will be announced in advance.
- LBS 3468 Introduction to Mediation –GL (3). Provides an introduction to the principles and processes of meditation. Among the topics covered are active and reflective listening skills, reframing, gender, power, and ethics in mediation.
- LBS 3480 Introduction to Conflict Resolution GL (3). Examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. Its purpose is to enhance and strengthen students' skills when managing conflict.
- LBS 4154 Workers and Diversity—GL (3). Examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. Its purpose is to enhance and strengthen students' skills when managing conflict.
- LBS 3001 Labor and Globalization—GL (3). The role of religion in the inspiration, justification, avoidance, or constraint of various forms of overt or covert violence. Addresses relevant social issues.
- LBS 4610 Cross Cultural Dimensions of Latin American Labor Relations -GL (3). A survey of the issues, techniques, and professional competencies required to effectively understand and contribute to furthering fluid and productive labor management relationships in the hemisphere.
- PAD 3800 Managing Global Cities – GL (3). Examines the ways in which scientists and physicians in the Atlantic World categorized, defined, and assigned meaning to racial and gendered differences.
- PAD 3802 Introduction to Urban and Regional Studies--GL (3). Examines the ways in which scientists and physicians in the Atlantic World categorized, defined, and assigned meaning to racial and gendered differences.
- REL 3148 Violence and the Sacred—GL (3). The role of religion in the inspiration, justification, avoidance, or constraint of various forms of overt or covert violence. Addresses relevant social issues.

- **Global health and environment**
  - ANT 3403 Cultural Ecology (3) - Examines systems of interaction between humans and their environment; the roles of social, cultural, and psychological factors in the maintenance and disruption of ecosystems; and interrelations of technological and environmental change.
  - ANT 3462 Medical Anthropology (3) - Anthropological approaches to the study of health and disease. Emphasis on cultural systems approach to the study of illness and health care.
  - ANT 4461 Hallucinogens and Culture (3) - Cross-cultural examination of the political, religious, and socio-cultural factors related to altered states of consciousness, including dreams and images. Applications to contemporary psychology are explored.
  - ANT 4480 Anthropological Approaches to Global Health (3) - Provides a survey of how medical anthropologists engage with the growing field of
global health, drawing on anthropological case studies such as HIV/AIDS, reproductive health, and political ecology.

- AMH 3314 Public Health and Medicine in US History – GL (3). Explores the central themes and questions pertaining to the history of medicine, public health, and health care in the United States.
- EUH 3193 The Black Death (3). Focuses on one epidemic—the Black Death of 1347-1350 in Western Europe—and the way it profoundly affected the lives of all those living in a society. We will consider the nature of the epidemic itself and the short- and long-term effects in areas such as the economy, religion, medicine, the treatment of minorities, and the arts.
- HIS 4492 A History of U.S. Health Policy (3). Places contemporary health policy controversies into historical perspective by highlighting some of the major healthrelated issues that have drawn federal intervention during the past two centuries.
- LAH 4722 Health, Medicine, and Disease in Latin American Social History – GL (3). Examines social/cultural history of medicine to illustrate larger trends, power relations/inequalities, and intersections of state and society. Themes include: citizenship, internationalization, gender, race, and ethnicity.
- WOH 4206 Global History of Domestic Violence – GL (3). Explores violence against intimate partners from late Roman antiquity until the present, looking at Europe, Africa, Latin America, and the United States.
- EVR 4595 South Florida Environmental Conflicts (3) - Research on environmental conflicts in South Florida. Theories of environmental conflicts, research design, semi-structured interview and survey methods, group research projects.
- GEO 3001 Geography of Global Change (3) - Explores the geography of change in contemporary world economy, politics, culture, and environment. Mapping and spatial analysis aid in understanding global change and effects on specific places.
- GEO 4373 Geography of the Global Conservation System (3) - Traces origin and growth of global-scale system of conservation areas in context of global political-economic trends and posits system as key force in sociocultural and political life worldwide.
- GEO 4391 Marine Geography (3) - Examination of the human and physical components of marine geography, including marine processes, coastal development, and the issues of managing marine resources.
- GEO 4476 Political Ecology (3) - Principles of human geography and political economy structure analyses and explanation of ecological problems. Emphasizes spatial aspects of society and environment interactions.
- GEO 4607 Urban Environmental Geography (3) - Ecology, sociology, and geography of metropolitan areas in the context of energy, matter, and sustainability, including the importance of humans in the urban environment.
- IDS 3214 Our Coastal Environment from the Bay of the World (3) - Natural science principles applied to the world's coastal and marine environments, with emphasis on human use of and interaction with those environments, using cases from Florida and around the globe.
SYD 4604 Cities and Sustainability: Latin America, Africa, and Asia in a Globalizing World (3) - Focuses on challenges of environmental sustainability of poor cities in a globalizing world. Emphasizes methodological frameworks to analyze the roots of the problems and potential solutions.

SYO 3400 Medical Sociology (3) - An introductory overview of the social facets of health, disease, illness, and the organization/delivery of medical care and healthcare.

SYO 3401 Sociology of Health Behavior (3) - Provides a sociological perspective on health behavior. Topics include health as a social construct; personal, familial, and social/cultural determinants of health behavior; and health care delivery.

SYO 4410 Sociology of Mental Illness (3) - Contemporary issues in mental health and illness from a sociological perspective. Includes differential prevalence, health, and illness behaviors, organization of care, social policy, and social control.

SYO 4420 Comparative Sociology of Health Care Systems (3) - Health care policies, organization, and systems from a cross-national perspective, focusing on issues such as access, insurance, corporation, and spiraling costs.

SYP 4013 The Body in Society (3) - Examines the human body as a sociocultural construction that varies across time and space, including the influence of forces such as gender, sexuality, race/ethnicity, social class and age.

AMH 3314 Public Health and Medicine in United States History—GL (3). This course introduces students to central themes and questions pertaining to the history of medicine, public health, and health care.

LAH 4722 Health, Medicine, and Disease in Latin American Social History—GL (3). Examines social/cultural history of medicine to illustrate larger trends, power relations/inequalities, and intersections of state and society. Themes include: citizenship, internationalization, gender, race, and ethnicity.

REL 3492 Earth Ethics—GL (3). An introductory overview of the social facets of health, disease, illness, and the organization/delivery of medical care and health care.

**Global Markets, Resources and Development**

GEO 3502 Economic Geography – GL - Explores spatial facets of the economy at the international level, including trade, development, manufacturing, and technology.

IDS 3163 Global Supply Chains & Logistics –GL- Global supply chains and their interactions with all facets of business and society. Design issues and operation issues are investigated using simulation models and case studies.

SYP 4441 Sociology of World Development - An examination of the various theories concerning what is happening in the ‘under-developed world.’ The political, social, and economic events of these societies are subjected to sociological analysis.

SYP 4464 Sociology of Disasters - Study of human response to disaster events, including political and economic factors influencing vulnerability. Examines how individuals and institutions make decisions at all levels of disaster response.

ECO 4713 International Macroeconomics--GL (3). Analysis of output, inflation, business cycles and economic policy in open economy settings; exchange rate regimes (fixed versus flexible exchange rate); fiscal, monetary, and exchange rate policies.

ECS 3021 Women, Culture, and Economic (3)-Analysis of output, inflation, business cycles and economic policy in open economy settings; exchange rate regimes (fixed versus flexible exchange rate); fiscal, monetary, and exchange rate policies.


**Or any -other GSS-advisor-approved thematic course offered by the Department of Global and Sociocultural Studies or in another department.

Upper Division Area Studies Elective Requirement (9 hours: 3000 or higher)

Three courses substantially grounded in a world area, exemplifying the transnational issues explored in the chosen theme. The world areas are:

- Africa
- Asia
- Latin America
- Middle East
- Russia/Eastern Europe
- Western Europe/European Union

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Not applicable

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The Global and Sociocultural Department is a member of the Global Studies Association. The program reviewer of the doctoral and undergraduate programs in 2013 recommended the creation of a Global Studies degree to more fully take advantage of the networking resources available through the Global Studies Association. The proposed B.A. in Global Studies follows this advice and will become integrated into the expanding network of Global Studies practitioners and analysts.
**H.** For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?

This is not a doctoral level program.

**I.** Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

This proposal is for an on-campus program that would be fully available to students beginning in Fall 2019. However, in keeping with the university strategic plan, the School of International and Public Affairs (SIPA) has other online options in its other degree programs, including fully online degrees in Sociology/Anthropology, which are currently offered and which facilitate the eventual fully online conversion of the proposed Global Studies B.A. The Department plans to offer a fully online version of this degree beginning in Fall 2020, this will directly impact college and university-wide metrics and help FIU meet its 2020 goals for online course delivery and increasing numbers of students in strategic degrees.

**IX.** Faculty Participation

**A.** Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

For a detailed listing of faculty funding sources and percent annual effort, please see Table 4 in Appendix A (attached).

**B.** Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 4 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.
Table 2 in Appendix A shows the funding needed to offer the proposed degree. We budgeted 21 faculty, all from the Department of Global and Sociocultural Studies (GSS). Ten of these faculty members are budgeted for Year 1, from .05 to .10 effort. All participating faculty are budgeted from .02 to .25 in Year 5. We also budgeted adjuncts (OPS) to support additional onsite sections of the introduction to the major courses (SYG 2000, ANT 2000 and GEA 2000). A total of $10,440 is budgeted in Year 1 and $15,000 in Year 5 to support adjuncts to maintain a steady flow of students through the three disciplinary introduction courses. Table 2 also includes the costs of hiring student assistants, (A&P) and the percentage of effort required by current program assistants and advisors (USPS) to support the program. We currently have three staff and one undergraduate advisor supporting GSS the department. One additional advisor is provided by SIPA to work exclusively with all department student needs.

C. **Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

See Appendix D for all faculty included in Table 4, Appendix A.

D. **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Since AY 2013–14, (the last five years) the GSS tenure and tenure track faculty published six books, 51 refereed articles, and 23 book chapters. Just this year, the Department faculty has submitted over $8.6 million in grants and has received $923,558. Below are the FTEs and degrees awarded for the last five years.

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<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
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</thead>
<tbody>
<tr>
<td><strong>Undergraduate FTE</strong></td>
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<td><strong>Total FTE</strong></td>
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<td>5</td>
<td>2</td>
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</table>

X. **Non-Faculty Resources**

A. **Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials**
The Department of Global and Sociocultural Studies, as well as the School of International and Public Affairs, is served primarily by the Green Library and to a lesser extent the BBC library on the Biscayne Bay Campus. Users can access electronic databases, digital resources, and e-books 24 hours a day, 7 days a week through the user-authentication proxy server, EZ-Proxy. The majority of materials that professors place on course reserves are also available electronically to students with an Internet connection through EZ-Proxy.

The existing Library resources are sufficient to support the BA in Global Studies. The general collections budget of the University Libraries for the 2018-2019 fiscal year was $7.55 million. The combined holdings of the FIU University Libraries consist of over 2 million books, including over 389,000 electronic books, and access to over 157,000 serial titles in print or online. Over 650 databases are available, including indexes, full text journal articles, videos, newspapers, and archival content. The library also holds substantial collections of federal, state, local, and international documents. The Library maintains multiple demand-driven electronic book acquisitions which are fairly comprehensive in anthropology, sociology, human geography, and the social sciences. Through these plans the library receives academic and professional-level titles in the social sciences and humanities published in the U.S. and U.K.

In terms of journals most likely to be relevant to this program’s offerings, the Library’s Discovery Service reports the following subject area and journal counts:

- anthropology 653,464
- behavioral sciences 526,542
- ethnology 316,601
- applied anthropology 303,451
- cultural anthropology 299,334
- social sciences 270,871
- sociology 693,907
- human societies 399,421
- political science 236,645
- human geography 322,829
- political geography 210,380

Online Journal content can be accessed from the Library’s Discovery Service or through E-journal portal, BrowZine. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed degree, the counts for which are included in the above totals: Academic Search Complete, Cambridge Journals Online, JSTOR, SAGE, Social Sciences Citation Index, Taylor & Francis, and Wiley Online Library.

The library’s collections of databases and other online resources, over 650 in number. Subscribed databases in anthropology, sociology, and human geography include: Anthropology Plus, AnthroSource, Applied Social Sciences Index and Abstracts, GVRL: Social Science Collection, Sociological Abstracts, Sociology Database, and World Geography. Among the subscribed

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

No additional library resources are needed. The current holdings already adequately service all of the social science needs of the existing and proposed degrees.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

FIU uses a centralized course scheduling system for all majors. The majority of classes only requires this generic space that will be handled the same as for all programs.

As this is an undergraduate program, research laboratories will not be necessary for this program. The faculty teaching in the program have assigned offices on the third floor of the Stephen J. Green School of International and Public Affairs. This floor serves as the administrative headquarters for all teaching, research and service provided by the faculty and staff of the GSS department. We have 30 faculty and 3 staff member who assist the over 400 majors and 60 graduate students. There is a Graduate Student lounge on the second floor of the SIPA building as well as a computer lab which accommodates the needs of our methods classes. Classes are taught in various classrooms across the university, on both campuses. There are active learning classrooms in several of these buildings on Modesto Maidique Campus which we have been able to use. These rooms have oblong tables for 6-9 students and foster an environment that promotes students actively participating in the learning process.

In order to help students navigate their college experiences more beneficially and efficiently, SIPA has fifteen advisors well versed in the social science curriculum. These advisors are centrally located in the SIPA building. The GSS department has two advisors, one a SIPA advisor and one a GSS advisor, working with its majors and other students. It is anticipated that a portion of the effort of the advisors will now be devoted to the new degree and included in Appendix A, Table 2.

While the degree does not utilize laboratories, the GIS unit in the Green Library is used to satisfy the needs of GIS methods courses in the curriculum. The GIS methods classes will be taught the GIS lab in the library. The main GIS teaching labs are in GL-274 and SIPA-200. Currently, only nine GIS courses are offered in GL-274 for Fall 2018 leaving many time slots available for teaching purposes. This is the largest GIS lab on campus with an enrollment capacity of 32. Regarding SIPA-200, there are no GIS courses offered now and it has an enrollment capacity of 20. Students can use other spaces for GIS research such as GL-540 (3 computers) and GL-273 (6 computers). Additionally, every GIS student at FIU receives a free one-year evaluation copy of ArcGIS installed on their own laptop or desktop computer. The computer laboratory in the SIPA building contains
the GIS software as well as other software (STATA, SPSS, NVivo) required by the methodology courses.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

None needed.

E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No capital expenditure for instructional or research space is required.

F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The computer labs in the SIPA building as well as the GIS facilities in the Green Library are available to implement the methodological requirements of the degree. The main GIS lab (GL-274) has a capacity of 32 stations and the SIPA lab has a 20-station capacity.

G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

No specialized equipment needed.

H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No special categories of resources are needed.

I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.
No fellowships, scholarships, and graduate assistantships will be allocated to the proposed program.

J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Internship opportunities exist within the present structure of the department’s internship relationships. In Year 1, our students can take advantage of our established internships with Camillus House, the Seminole Tribe Historic Preservation Internships, the Ah-Tah-Thi-Ki Seminole Indian Museum internship program. We also have a collaboration with the local LGBTQ organization, Pridelines, where students have conducted projects and internships. We will also work closely with the FIU offices of internships to establish a network of appropriate internships for the Global Studies majors.

By Year 5, we hope to have established working internships with the Washington office of FIU, Sapient Nitro Marketing firm, a global marketing firm, the Marikami Museum, for students working the Asian Studies region, the NAACP, Little Haiti Cultural Center, as well as a city and county offices dealing with sustainability concerns.
### APPENDIX A

#### TABLE 2
**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
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<tr>
<td>Reallocated Base* (E&amp;G)</td>
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<td>New Non-Recurring (E&amp;G)</td>
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<tr>
<td>Philanthropy Endowments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Subtotal columns 1+…+7</th>
<th>Continuing Base** (E&amp;G)</th>
<th>New Enrollment Growth (E&amp;G)</th>
<th>Other*** (E&amp;G)</th>
<th>Contracts &amp; Grants (C&amp;G)</th>
<th>Philanthropy Endowments</th>
<th>Enterprise Auxiliary Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>$155,300</td>
<td>$176,557</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>$17,606</td>
<td>$35,212</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>USPS Salaries and Benefits</td>
<td>$7,343</td>
<td>$14,685</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Other Personal Services</td>
<td>$10,440</td>
<td>$15,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Library</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Expenses</td>
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<td>$25,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Operating Capital Outlay</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$205,689</td>
<td>$266,454</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

#### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>1.10</td>
<td>1.65</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0.15</td>
<td>0.3</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>0.15</td>
<td>0.3</td>
</tr>
</tbody>
</table>

GSS Advisor & Office Manager
Lopez, Arelis-Office Associate

#### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$205,689</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>85</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$2,420</td>
</tr>
</tbody>
</table>

#### Table 2 Column Explanations

Reallocation Base* (E&G) 1

E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&G funds and indicate their source.
<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Additional E&amp;G funds allocated from the tuition and fees trust fund contingent on enrollment increases.</td>
</tr>
<tr>
<td>3</td>
<td>Recurring funds appropriated by the Legislature to support implementation of the program.</td>
</tr>
<tr>
<td>4</td>
<td>Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.</td>
</tr>
<tr>
<td>5</td>
<td>Contracts and grants funding available for the program.</td>
</tr>
<tr>
<td>6</td>
<td>Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.</td>
</tr>
<tr>
<td>7</td>
<td>Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.</td>
</tr>
<tr>
<td>8</td>
<td>Subtotal of values included in columns 1 through 7.</td>
</tr>
<tr>
<td>9</td>
<td>Includes the sum of columns 1, 2, and 3 over time.</td>
</tr>
<tr>
<td>10</td>
<td>See explanation provided for column 2.</td>
</tr>
<tr>
<td>11</td>
<td>These are specific funds provided by the Legislature to support implementation of the program.</td>
</tr>
<tr>
<td>12</td>
<td>See explanation provided for column 5.</td>
</tr>
<tr>
<td>13</td>
<td>See explanation provided for column 6.</td>
</tr>
<tr>
<td>14</td>
<td>Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.</td>
</tr>
<tr>
<td>15</td>
<td>Subtotal of values included in columns 9 through 14.</td>
</tr>
<tr>
<td>Position</td>
<td>Salary Year 1</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Office Associate (Pos #40115-000)</td>
<td>33,250.20</td>
</tr>
<tr>
<td>Office Manager (Pos #44832-000)</td>
<td>45,000.00</td>
</tr>
<tr>
<td>GSS Advisor (Pos #70022901)</td>
<td>42,750.00</td>
</tr>
</tbody>
</table>
Please include the signature of the Equal Opportunity Officer.

Signature of Equal Opportunity Officer       Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal.
APPENDIX B-2

The existing Library resources are sufficient to support the BA in Global Studies. The general collections budget of the University Libraries for the 2018-2019 fiscal year was $7.55 million. The combined holdings of the FIU University Libraries consist of over 2 million books, including over 389,000 electronic books, and access to over 157,000 serial titles in print or online. Over 650 databases are available, including indexes, fulltext journal articles, videos, newspapers, and archival content. The library also holds substantial collections of federal, state, local, and international documents.

The Library maintains multiple demand-driven electronic book acquisitions which are fairly comprehensive in anthropology, sociology, human geography, and the social sciences. Through these plans the library receives academic and professional-level titles in the social sciences and humanities published in the U.S. and U.K.

In terms of journals most likely to be relevant to this program’s offerings, the Library’s Discovery Service reports the following subject are and journal counts:

- anthropology 653,464
- behavioral sciences 526,542
- ethnology 316,601
- applied anthropology 303,451
- cultural anthropology 299,334
- social sciences 270,871
- sociology 693,907
- human societies 399,421
- political science 236,645
- human geography 322,829
- political geography 210,380

Online Journal content can be accessed from the Library’s Discovery Service or through E-journal portal, BrowZine. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed degree, the counts for which are included in the above totals: Academic Search Complete, Cambridge Journals Online, JSTOR, SAGE, Social Sciences Citation Index, Taylor & Francis, and Wiley Online Library.


Please include the signature of the Library Director.

[Signature of Library Director] 11/21/2018

[Date]
This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections X.A and X.B.
### Global Studies BA Student Learning Outcomes Assessment Results Reporting Tables

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods &amp; Sampling / Tasks</th>
<th>Results</th>
<th>Use of Results for Improvement &amp; Follow-Up</th>
</tr>
</thead>
</table>
| **Program** – SIPA-GSS-Global Studies SLO (BA) | **Content Knowledge Assessment Method:** Guidelines: All Global Studies majors are required to complete six (6) credits within the following courses:  
- SYA 3300 Research Methods (3).  
- ANT 3497 Introduction to Qualitative Research Methods (3).  
- SYA 3400 Introduction to Quantitative Social Research (3).  
- GIS 3048 Applications of Geographic Information Systems (3).  
- SYA 4352 GIS and Social Research (3). | | |
| **Content Knowledge** - Graduates will demonstrate competency in subject knowledge of Global Studies. | Each of these courses requires a variety of assignments (samples available upon request) which represent students’ overall knowledge and skills acquisition in the degree program, with particular attention to:  
- Content knowledge,  
- Critical thinking,  
- Written Communication skills,  
- Oral Communication skills, and  
- Technological skills. | | |
| **Outcome Status:** Proposed | **Sampling:** These courses are typically offered once or more per year. | | |
| **Unit's Mission:** | | | |
| • Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | | | |
| • Students will demonstrate awareness of the underlying micro, macro, and interactive-level perspectives of Global Studies. | | | |
| • Students will demonstrate critical thinking in Global Studies, utilizing knowledge of theory and research in a variety of ways, including but not limited to:  
  - Comparing/contrasting  
  - Summarizing  
  - Arguing  
  - Debating  
  - Outlining  
  - Investigating  
  - Examining | | | |
| • Students will demonstrate awareness of a variety of fields and issues examined by Global Studies, including but not limited to culture, societies, identities; social movements, security, & conflict; global health & environment; and global markets, resources, & development. | | | |
| | | | |
| | | | |
Appendix C

- Students will utilize a variety of tools and methods to examine global issues comparatively at the local, regional, national, transnational and/or global levels.
- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- Students will demonstrate competency in the use of technologies to learn and to present their learning in Global Studies.
- Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Global Studies BA and enroll in these courses, a robust sample size will be determined. The Undergraduate Program Director will monitor and identify which of these courses have Global Studies Majors.

Samples will be drawn from those courses that have Global Studies students in them.

An introductory and explanatory letter will be sent to each instructor at the beginning of the semester. The measurement tool (a rubric) will be provided to them and they will self-select assignments with the best fit toward measuring content knowledge, critical thinking, written and oral communications, and technological skills.

Instructors will be asked to provide a sample of students’ representative work and a description of the assignment(s) for records-keeping and for inclusion (upon request) in assessment reports.

The assignments will be reviewed once annually by the Undergraduate Programs Committee and scored utilizing the rubric.

**Measurement/Assessment Instrument:**
Appendix C

Program success is measured according to a Likert-type scaled rubric (where 1 = little to no demonstration of skill and 4 = high demonstration of skill) on sampled assignments measuring content knowledge, critical thinking, written and oral communication, and technical skills.

- NOTE: Please see “GSS SLO Rubric”

Likert analysis and methods of central tendency will be applied to identify successes and areas for improvement. Success is measured as 75% of scores reflecting 3 or higher rating.

The results will be disseminated and discussed at Department Meetings on an annual basis.

For measurements that do not meet the objective (75% of scores reflecting 3 or higher rating), appropriate follow-up will assist in bettering student outcomes.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods &amp; Sampling / Tasks</th>
<th>Results</th>
<th>Use of Results for Improvement &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program - SIPA Global Studies (BA)</td>
<td>Critical Thinking Assessment Method:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking - Graduates will demonstrate competency in critical thinking in the area of Global Studies.</td>
<td>Guidelines: All Global Studies majors are required to complete six (6) credits within the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Status:</td>
<td>SYA 3300 Research Methods (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed</td>
<td>ANT 3497 Introduction to Qualitative Research Methods (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit's Mission:</td>
<td>Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

- Students will demonstrate awareness of the underlying micro, macro, and interactive-level perspectives of Global Studies.
- Students will demonstrate critical thinking in Global Studies, utilizing knowledge of theory and research in a variety of ways, including but not limited to:
  - Comparing/contrasting
  - Summarizing
  - Arguing
  - Debating
  - Outlining
  - Investigating
  - Examining

- Students will demonstrate awareness of a variety of fields and issues examined by Global Studies, including but not limited to culture, societies, identities; social movements, security, & conflict; global health & environment; and global markets, resources, & development.
- Students will utilize a variety of tools and methods to examine global issues comparatively at the local, regional, national, transnational and/or global levels.
- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- Students will demonstrate competency in the use of technologies to learn and to present their learning in Global Studies.
- Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

- SYA 3400 Introduction to Quantitative Social Research (3).
- GIS 3048 Applications of Geographic Information Systems (3).
- SYA 4352 GIS and Social Research (3).

Each of these courses requires a variety of assignments (samples available upon request) which represent students’ overall knowledge and skills acquisition in the degree program, with particular attention to:
  - Content knowledge,
  - Critical thinking,
  - Written Communication skills,
  - Oral Communication skills,
  - Technological skills.

**Sampling:** These courses are typically offered once or more per year.

Once students have enrolled in the Global Studies BA and enroll in these courses, a robust sample size will be determined. The Undergraduate Program Director will monitor and identify which of these courses have Global Studies Majors. Samples will be drawn from those courses that have Global Studies students in them.

An introductory and explanatory letter will be sent to each instructor at the beginning of the semester. The measurement tool (a rubric) will be provided to them and they will self-select assignments with the best fit toward measuring content knowledge, critical thinking, written and oral communications, and technological
Appendix C

Instructors will be asked to provide a sample of students’ representative work and a description of the assignment(s) for records-keeping and for inclusion (upon request) in assessment reports.

The assignments will be reviewed once annually by the Undergraduate Programs Committee and scored utilizing the rubric.

**Measurement/Assessment Instrument:**

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- NOTE: Please see “GSS SLO Rubric”

Likert analysis and methods of central tendency will be applied to identify successes and areas for improvement. Success is measured as 75% of scores reflecting 3 or higher rating.

The results will be disseminated and discussed at Department Meetings on an annual basis.

For measurements that do not meet the objective (75% of scores reflecting 3 or higher rating),
Outcomes | Assessment Methods & Sampling / Tasks | Results | Use of Results for Improvement & Follow-Up
---|---|---|---
Program - SIPA Global Studies (BA) SLO
**Written Communication Skills:**
Graduates will demonstrate effective written communication skills in the area of Global Studies.

**Outcome Status:**
Proposed

**Unit's Mission:**
- Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Students will demonstrate awareness of the underlying micro, macro, and interactive-level perspectives of Global Studies.
- Students will demonstrate critical thinking in Global Studies, utilizing knowledge of theory and research in a variety of ways, including but not limited to:
  - Comparing/contrasting
  - Summarizing
  - Arguing
  - Debating
  - Outlining
  - Investigating
  - Examining
- Students will demonstrate awareness of a variety of fields and issues examined by Global Studies, including but not limited to culture, societies, identities; social movements, security, & conflict;

**Written Communication Assessment Method:**

**Guidelines:** All Global Studies majors are required to complete six (6) credits within the following courses:
- SYA 3300 Research Methods (3).
- ANT 3497 Introduction to Qualitative Research Methods (3).
- SYA 3400 Introduction to Quantitative Social Research (3).
- GIS 3048 Applications of Geographic Information Systems (3).
- SYA 4352 GIS and Social Research (3).

Each of these courses requires a variety of assignments (samples available upon request) which represent students’ overall knowledge and skills acquisition in the degree program, with particular attention to:
- Content knowledge,
- Critical thinking,
- Written Communication skills,
- Oral Communication skills, and
- Technological skills.

**Sampling:** These courses are typically offered once or more per year.
<table>
<thead>
<tr>
<th>Appendix C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will utilize a variety of tools and methods to examine global</td>
</tr>
<tr>
<td>issues comparatively at the local, regional, national, transnational and/</td>
</tr>
<tr>
<td>or global levels.</td>
</tr>
<tr>
<td>Students will be able to conduct a multi-perspective analysis of local,</td>
</tr>
<tr>
<td>global, international, and intercultural problems.</td>
</tr>
<tr>
<td>Students will demonstrate competency in the use of technologies to learn</td>
</tr>
<tr>
<td>and to present their learning in Global Studies.</td>
</tr>
<tr>
<td>Students will be able to demonstrate willingness to engage in local,</td>
</tr>
<tr>
<td>global, international, and intercultural problem solving.</td>
</tr>
</tbody>
</table>

Once students have enrolled in the Global Studies BA and enroll in these courses, a robust sample size will be determined. The Undergraduate Program Director will monitor and identify which of these courses have Global Studies Majors. Samples will be drawn from those courses that have Global Studies students in them.

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Instructors will be asked to provide a sample of students’ representative work and a description of the assignment(s) for records-keeping and for inclusion (upon request) in assessment reports.

The assignments will be reviewed once annually by the Undergraduate Programs Committee and scored utilizing the rubric.

**Measurement/Assessment Instrument:**

Program success is measured according to a Likert-type scaled rubric (where 1 = little to no demonstration of skill and 4 = high demonstration of skill) on sampled assignments measuring content knowledge, critical thinking, written and oral communication, and technical skills.
NOTE: Please see “GSS SLO Rubric”

Likert analysis and methods of central tendency will be applied to identify successes and areas for improvement. Success is measured as 75% of scores reflecting 3 or higher rating.

The results will be disseminated and discussed at Department Meetings on an annual basis.

For measurements that do not meet the objective (75% of scores reflecting 3 or higher rating), appropriate follow-up will assist in bettering student outcomes.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods &amp; Sampling / Tasks</th>
<th>Results</th>
<th>Use of Results for Improvement &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong> - SIPA Global Studies (BA) – SLO</td>
<td><strong>Oral Communication Skill</strong> - Graduates will demonstrate effective oral communication skill in the area of Global Studies.</td>
<td>Oral Communication Assessment Method: <strong>Guidelines</strong>: All Global Studies majors are required to complete six (6) credits within the following courses:</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome Status:</strong> Proposed</td>
<td><strong>Oral Communication Assessment Method:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit's Mission:</strong></td>
<td><strong>Guidelines</strong>: All Global Studies majors are required to complete six (6) credits within the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td>• SYA 3300 Research Methods (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will demonstrate awareness of the underlying micro, macro, and interactive-level perspectives of Global Studies.</td>
<td>• ANT 3497 Introduction to Qualitative Research Methods (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SYA 3400 Introduction to Quantitative Social Research (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GIS 3048 Applications of Geographic Information Systems (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SYA 4352 GIS and Social Research (3).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

- Students will demonstrate critical thinking in Global Studies, utilizing knowledge of theory and research in a variety of ways, including but not limited to:
  - Comparing/contrasting
  - Summarizing
  - Arguing
  - Debating
  - Outlining
  - Investigating
  - Examining

- Students will demonstrate awareness of a variety of fields and issues examined by Global Studies, including but not limited to culture, societies, identities; social movements, security, & conflict; global health & environment; and global markets, resources, & development.

- Students will utilize a variety of tools and methods to examine global issues comparatively at the local, regional, national, transnational and/or global levels.

- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

- Students will demonstrate competency in the use of technologies to learn and to present their learning in Global Studies.

- Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Each of these courses requires a variety of assignments (samples available upon request) which represent students’ overall knowledge and skills acquisition in the degree program, with particular attention to:
  - Content knowledge,
  - Critical thinking,
  - Written Communication skills,
  - Oral Communication skills,
  - Technological skills.

**Sampling:** These courses are typically offered once or more per year.

Once students have enrolled in the Global Studies BA and enroll in these courses, a robust sample size will be determined. The Undergraduate Program Director will monitor and identify which of these courses have Global Studies Majors. Samples will be drawn from those courses that have Global Studies students in them.

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Instructors will be asked to provide a sample of students’ representative work and a description of the assignment(s) for records-keeping and for inclusion (upon request) in
The assignments will be reviewed once annually by the Undergraduate Programs Committee and scored utilizing the rubric.

**Measurement/Assessment Instrument:**

Program success is measured according to a Likert-type scaled rubric (where 1 = little to no demonstration of skill and 4 = high demonstration of skill) on sampled assignments measuring content knowledge, critical thinking, written and oral communication, and technical skills.

- NOTE: Please see “GSS SLO Rubric”

Likert analysis and methods of central tendency will be applied to identify successes and areas for improvement. Success is measured as 75% of scores reflecting 3 or higher rating.

The results will be disseminated and discussed at Department Meetings on an annual basis.

For measurements that do not meet the objective (75% of scores reflecting 3 or higher rating), appropriate follow-up will assist in bettering student outcomes.
## Program - SIPA Global Studies (BA) SLO

### Technological Literacy
- Graduates will demonstrate effective use of technology to learn and to demonstrate their learning in Global Studies.

### Outcome Status:
- Proposed

### Unit's Mission:
- Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Students will demonstrate awareness of the underlying micro, macro, and interactive-level perspectives of Global Studies.
- Students will demonstrate critical thinking in Global Studies, utilizing knowledge of theory and research in a variety of ways, including but not limited to:
  - Comparing/contrasting
  - Summarizing
  - Arguing
  - Debating
  - Outlining
  - Investigating
  - Examining
- Students will demonstrate awareness of a variety of fields and issues examined by Global Studies, including but not limited to culture, societies, identities; social movements, security, & conflict; global health & environment; and global markets, resources, & development.
- Students will utilize a variety of tools and methods to examine global issues comparatively at the local, regional, national, transnational and/or global levels.

### Technological Skill Assessment Method:

#### Guidelines:
- All Global Studies majors are required to complete six (6) credits within the following courses:
  - SYA 3300 Research Methods (3).
  - ANT 3497 Introduction to Qualitative Research Methods (3).
  - SYA 3400 Introduction to Quantitative Social Research (3).
  - GIS 3048 Applications of Geographic Information Systems (3).
  - SYA 4352 GIS and Social Research (3).

Each of these courses requires a variety of assignments (samples available upon request) which represent students’ overall knowledge and skills acquisition in the degree program, with particular attention to:
- Content knowledge,
- Critical thinking,
- Written Communication skills,
- Oral Communication skills, and
- Technological skills.

### Sampling:
- These courses are typically offered once or more per year.

Once students have enrolled in the Global Studies BA and enroll in these courses, a robust sample size will be determined. The Undergraduate Program Director will monitor and identify which of these courses have Global Studies Majors. Samples will be drawn from those courses that have
Appendix C

- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- Students will demonstrate competency in the use of technologies to learn and to present their learning in Global Studies.
- Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Global Studies students in them.

An introductory and explanatory letter will be sent to each instructor at the beginning of the semester. The measurement tool (a rubric) will be provided to them and they will self-select assignments with the best fit toward measuring content knowledge, critical thinking, written and oral communications, and technological skills.

Instructors will be asked to provide a sample of students’ representative work and a description of the assignment(s) for records-keeping and for inclusion (upon request) in assessment reports.

The assignments will be reviewed once annually by the Undergraduate Programs Committee and scored utilizing the rubric.

**Measurement/Assessment Instrument:**

Program success is measured according to a Likert-type scaled rubric (where 1 = little to no demonstration of skill and 4 = high demonstration of skill) on sampled assignments measuring content knowledge, critical thinking, written and oral communication, and technical skills.

- NOTE: Please see “GSS SLO Rubric”

Likert analysis and methods of central tendency will be applied to identify successes and areas for
improvement. Success is measured as 75% of scores reflecting 3 or higher rating.

The results will be disseminated and discussed at Department Meetings on an annual basis.

For measurements that do not meet the objective (75% of scores reflecting 3 or higher rating), appropriate follow-up will assist in bettering student outcomes.
Appendix C

Following are the Rubrics used by GSS to assess these student outcomes. Included are learning objectives and operationalized measures for content knowledge, critical thinking, written communication, oral communication, and technological literacy.

**GSS-SLO Rubric Instructions**

**INSTRUCTIONS:**

1. Please provide your name and date of evaluation:
   NAME: ___________________________ DATE: __________________

2. Please indicate which program is being assessed (choose one):
   a. Sociology/Anthropology (face to face) ☐
   b. Sociology/Anthropology: Sociology track (online) ☐
   c. Geography ☐
   d. Global Studies ☐

3. Please indicate which Student Learning Outcome is being assessed (Choose all that apply):
   a. Content Knowledge ☐
   b. Critical Thinking ☐
   c. Written Communication ☐
   d. Oral Communication ☐
   e. Technological Literacy ☐

4. Proceed to the applicable section(s) of the rubric.
## GSS-SLO Rubric

### Content Knowledge

<table>
<thead>
<tr>
<th>CONTENT KNOWLEDGE RUBRIC</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators of Content Knowledge in Global Studies/Sociology/Anthropology/Geography</strong></td>
<td><strong>Instructions:</strong> Please review the student’s assignment and indicate the score (at bottom of rubric) which most closely represents your assessment of the student’s work.</td>
</tr>
<tr>
<td></td>
<td>1 (Demonstrates ≤2 indicators)</td>
</tr>
</tbody>
</table>
| Demonstrate awareness of the topics, issues, concepts and perspectives examined by Global Studies/Geography/Anthropology/Sociology | INDICATORS of Content Knowledge: (listed from lower to higher cognitive domains)  
1. **Recognizes** global studies/geographical/anthropological/sociological concepts, theories, issues and/or problems.  
2. **Describes** social issues and/or problems using global studies/geographical/anthropological/sociological concepts, theories, models and/or frameworks.  
3. **Compares and contrasts** different social groups, analytical perspectives and/or methods of data analysis utilizing global studies/geographical/anthropological/sociological concepts, theories, models, and/or frameworks.  
4. **Compares and contrasts** one or more social phenomena across two or more levels of analysis (personal, local, regional, national, transnational and/or global).  
5. **Formulates and substantiates** conclusions resulting from analysis of social phenomena, issues, and/or perspectives. May offer recommendations for problem solving, future research directions or innovations in perspectives. |
| Demonstrate awareness of and ability to apply research methods and/or theoretical perspectives of Global Studies/Geography/Anthropology/Sociology | INDICATORS of Methods and/or Theory Knowledge: (listed from lower to higher cognitive domains)  
1. **Recognizes** global studies/geographical/anthropological/sociological methods and/or theories.  
2. **Identifies** how global studies/geographical/anthropological/sociological methods and/or theories, models, frameworks apply to the analysis of a social issue and/or problem. |
| Sociology/Anthropology | 3. **Identifies correctly and utilizes** different critical social science research design elements (including but not limited to research problems or questions, sampling, ethics, conceptualization, unit and/or scale of analysis) and/or the different elements of theories (including but not limited to assumptions, hypotheses, research questions, propositions, arguments).  
4. **Compares and contrasts** different social groups, analytical perspectives, analytical units or scales and/or methods of data analysis utilizing global studies/geographical/anthropological/sociological concepts, theories, models, and/or frameworks  
5. **Analyzes, interprets and substantiates** the results from item (4) above. May offer recommendations for problem solving, future research directions or innovations in perspectives. |

**SCORE:**

**PLEASE COMMENT ON THE STRENGTHS AND WEAKNESSES OF THIS WORK AND MAKE AT LEAST ONE SUGGESTION FOR IMPROVEMENT** (e.g. “Student is deficient in X area of subject knowledge and should do Y.”):
## CRITICAL THINKING RUBRIC

### Levels of Achievement

**Instructions:** Please review the student’s assignment and indicate the score (at bottom of rubric) which most closely represents your assessment of the student’s work.

<table>
<thead>
<tr>
<th>Indicators of Critical Thinking in Global Studies/Geography/ Sociology/ Anthropology</th>
<th>1 (Demonstrates ≤2 indicators)</th>
<th>2 (Demonstrates 3 indicators)</th>
<th>3 (Demonstrates 4 indicators)</th>
<th>4 (Demonstrates all 5 indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to Think Critically in Global Studies/ Geography/ Sociology/ Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INDICATORS of Critical Thinking:** (listed from lower to higher cognitive domains)

1. **Identifies** global studies/geographical/ anthropological/ sociological concepts, theories, issues and/or problems.
2. **Describes** social issues and/or problems using global studies/geographical/ anthropological/sociological concepts, theories, models and/or frameworks.
3. **Compares and contrasts** different social groups, analytical perspectives and/or methods of data analysis utilizing global studies/geographical/ anthropological/sociological concepts, theories, models, and/or frameworks.
4. **Compares and contrasts** one or more social phenomena across two or more levels of analysis (personal, local, regional, national, transnational and/or global)
5. **Formulates and substantiates** conclusions resulting from analysis of social phenomena, issues, and/or perspectives. May offer recommendations for problem solving, future research directions or innovations in perspectives.

**SCORE:**

**PLEASE COMMENT ON THE STRENGTHS AND WEAKNESSES OF THIS WORK AND MAKE AT LEAST ONE SUGGESTION FOR IMPROVEMENT** (e.g. “Students needing improvement in these areas of their critical thinking skills.”):
<table>
<thead>
<tr>
<th>WRITTEN COMMUNICATION RUBRIC</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Instructions:</strong> Please review the student’s assignment and indicate the score (at bottom of rubric) which most closely represents your assessment of the student’s work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Written Communication Ability in Global Studies/Geography/Sociology/Anthropology</th>
<th>1 (Demonstrates ≤2 indicators)</th>
<th>2 (Demonstrates 3 indicators)</th>
<th>3 (Demonstrates 4 indicators)</th>
<th>4 (Demonstrates all 5 indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate written ability to communicate effectively about topics, issues, concepts and/or perspectives used in Global Studies/Geography/Sociology/Anthropology</td>
<td>1. <strong>Writes</strong> without making a large number of grammatical, spelling or punctuation mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Organizes</strong> written work coherently within and across paragraphs and, potentially, across different related documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Expresses</strong> ideas, concepts, arguments, summaries using appropriate word choice and variety of sentence structures (e.g., not all passive voice).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <strong>Develops and explains</strong>--does not merely state or describe--key ideas, concepts, arguments, summaries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. <strong>Substantiates</strong> points, arguments, ideas, conclusions using global studies/geographical/anthropological/sociological reasoning and with logical coherence.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score:**

**PLEASE COMMENT ON THE STRENGTHS AND WEAKNESSES OF THIS WORK AND MAKE AT LEAST ONE SUGGESTION FOR IMPROVEMENT** (e.g., “Students needing improvement in oral presentation skills will be referred to the Center for Academic Excellence.”):
Appendix C
## ORAL COMMUNICATION RUBRIC

### Levels of Achievement

**Instructions:** Please review the student’s assignment and indicate the score (at bottom of rubric) which most closely represents your assessment of the student’s work.

<table>
<thead>
<tr>
<th>Indicators of Oral Communication Ability in Global Studies/ Geography/ Sociology/ Anthropology</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Demonstrates ≤2 indicators)</td>
<td>(Demonstrates 3 indicators)</td>
<td>(Demonstrates 4 indicators)</td>
<td>(Demonstrates all 5 indicators)</td>
<td></td>
</tr>
</tbody>
</table>

### INDICATORS of Oral Communication Ability: (listed from lower to higher cognitive domains)

1. **Speaks** fluidly and without frequent hesitations or mistakes.
2. **Identifies and discusses** global studies/geographical/anthropological/sociological concepts, theories, issues, methods and/or problems in an oral format.
3. **Engages** audience or research participant(s) using appropriate language for clear communication with this audience/participant(s).
4. **Handles** questions presented by audience/research participant(s) to their satisfaction or, at a minimum, explains the material in a way judged appropriate by observer professional(s) for anthropology/sociology.
5. **Modifies** communication approach(es) to better illustrate global studies/geographical/anthropological/sociological concepts, theories, issues, methods and/or problems if and when the need arises in the presentation or data collection activity.

### SCORE:

PLEASE COMMENT ON THE STRENGTHS AND WEAKNESSES OF THIS WORK AND MAKE AT LEAST ONE SUGGESTION FOR IMPROVEMENT (e.g. “Students needing improvement in oral presentation skills will be referred to the Center for Academic Excellence.”):
## TECHNOCAL LITERACY RUBRIC

### Levels of Achievement

**Instructions:** Please review the student’s assignment and indicate the score (at bottom of rubric) which most closely represents your assessment of the student’s work.

<table>
<thead>
<tr>
<th>Indicators of Technological Literacy in Global Studies/Geography/Sociology/Anthropology</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Demonstrates ≤2 indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Demonstrates 3 indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Demonstrates 4 indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Demonstrates all 5 indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

###INDICATORS of Technological Literacy: (listed from lower to higher cognitive domains)

1. **Writes** documents on global studies/geographical/anthropological/sociological concepts, theories, methods, etc. using word processing software.
2. **Accesses** global studies/geographical/anthropological/sociological materials using internet tools such as online databases, websites utilized by courses, Blackboard or other course-delivery content programs.
3. **Communicates** with other students and/or faculty utilizing one or more technological tools such as email, Twitter, chat rooms, Adobe Connect, discussion boards, etc.
4. **Portrays** effectively global studies/geographical/anthropological/sociological ideas, concepts, theories, methods, etc. visual presentation tools such as PowerPoint, Prezi, etc.
5. **Produces** analysis of data, ideas or texts using appropriate software such as Word, Excel, SPSS, STATA, MaxQDA, GIS and renders the analysis accessible to the intended audience with visual displays such as tables, graphs, charts, maps, word clouds, etc.

### Score:

**PLEASE COMMENT ON THE STRENGTHS AND WEAKNESSES OF THIS WORK AND MAKE AT LEAST ONE SUGGESTION FOR IMPROVEMENT** (e.g. “Students needing improvement in technological skills will be referred to the Center for Academic Excellence/FIU Online.”):
November 5, 2018

From: Percy C. Hintzen
    Director, African and African Diaspora Studies
    Professor, Global and Sociocultural Studies, Florida International University
    Professor Emeritus, University of California, Berkeley

To whom it may concern:

The African and African Diaspora Studies Program strongly supports the proposed BA degree in Global Studies. We see it as being critical to our undergraduate offerings, and to our three undergraduate certificates. Courses in the proposal will count toward satisfaction of all three certificates.

Sincerely,

Percy C. Hintzen
Director
November 6, 2018

To whom it may concern:

The Asian Studies Program strongly supports the proposed BA degree in Global Studies.

Sincerely,

Steven Heine, Professor
Director of Asian Studies
Florida International University
November 5, 2018

To whom it may concern:

The Department of Criminology and Criminal Justice strongly supports the proposed BA degree in Global Studies.

Sincerely,

Lisa Stolzenberg
Chair and Professor
MEMORANDUM

Date: November 5, 2018
To: Whom It May Concern
From: Cem Karayalcin, Professor and Chair, Department of Economics

Re: BA Degree in Global Studies

The Department of Economics strongly supports the proposed BA degree in Global Studies.
November 06, 2018

To whom it may concern:

The European and Eurasia Studies Program strongly supports the proposed BA degree in Global Studies. We think it integrates well a number of strengths of SIPA and would aid our certificate program as well.

If there are any additional questions that I can answer, please do not hesitate to contact me (thielm@fiu.edu).

Sincerely,

M. Thiel

Markus Thiel, Ph.D.
Associate Professor, Politics & International Relations
Department of Politics and International Relations
Green School of International & Public Affairs
Miami, November 5, 2018

Dr. Guillermo Grenier
Professor and Chair
Department of Global and Sociocultural Studies

Dear Professor Grenier,

This is to express the Department of History’s enthusiastic support for the Global Studies BA being proposed by your Department. We believe this is a most timely addition and are willing and eager to participate in it to the best of our abilities.

As per communication from our Associate Chair, Professor Alexandra Cornelius, our Department has a number of course offerings that would fit perfectly the new degree program. We shall continue to add new Global Learning courses in the near future and will keep you informed about any such additions so that you can have them in mind as you advertise the new BA.

I remain available to answer any questions that you may have or to provide additional information about our potential contributions to the Global Studies BA. In the meantime, I congratulate you on this initiative.

Best regards,

[Signature]

Dr. Victor M. Uribe-Uran
Professor of History and Law Chair, Department of History
uribe@fiu.edu
(305)348-2961

[Address]

[phone]
[Email]

[Website]
To whom it may concern:

The Jack D. Gordon Institute strongly supports the proposed BA degree in Global Studies.

Sincerely,

[Signature]

Brian Fonseca
Director, Jack D. Gordon Institute for Public Policy
To whom it may concern:

The Center for Labor Research & Studies Certificate Program strongly supports the proposed BA degree in Global Studies. We hope to become an intricate part of the program as it develops.

Sincerely,

Judith Bernier
November 5, 2018

Dr. Guillermo Grenier  
Department of Global and Sociocultural Studies  
SIPA, Florida International University  
11200 SW 12th St, Miami, FL 33174  
Phone: (305) 348-3217

Dear Dr. Grenier,

In my capacity as Director of Academic Programs for the Kimberly Green Latin American and Caribbean Center, I have reviewed your proposal for the Global Studies Bachelor of Arts, and on behalf of Dr. Mora and our center, we strongly support the new BA as it is proposed.

Sincerely,

Dr. Joseph Holbrook  
Director of Academic Programs
On 11/19/18, 2:19 AM, "mohiaddin.mesbahi@gmail.com" <mohiaddin.mesbahi@gmail.com> wrote:

Dear Dr. Grenier,

The Middle East and Central Asia Certificate Program strongly supports the proposed BA degree in Global Studies. We hope to become an intricate part of the program as it develops.

Warm regards,

Mohiaddin Mezbahi

--------------------------------------------------
Mohiaddin Mesbahi; PhD
Dept of Politics and International Relations, and
Founding Director, Mohsin & Fauzia Jaffer Center for Muslim World Studies
Steven J. Green School of Politics and Int'l Affairs
Florida International University
Miami, FL 33199
Tel: 305-348 2227
November 12, 2018

To whom it may concern:

The Department of Modern Languages strongly supports the proposed BA degree in Global Studies.

Sincerely,

Pascale Bécel, Ph.D
Associate Professor and Chair
November 19, 2018

To whom it may concern:

The Department of Public Policy and Administration at Florida International University strongly supports the proposed Bachelor of Arts degree in Global Studies.

Sincerely,

Agatha Caraballo, PhD
Digital Instructor, BPA Director and Assistant Chair
Department of Public Policy and Administration
11200 SW 8th Street, PCA 363A
Miami, FL 33199

Phone: 305-348-1006
Fax: 305-348-5890
Email: acarabal@fiu.edu
13 November 2018

Dear Guillermo:

On behalf of Politics and International Relations, we support your proposal for a new B.A. in Global Studies. Indeed, we look forward to cooperating with you on the implementation of the program, and any changes you might make to the content.

Good luck with the launch of the new B.A. program.

Sincerely,

[Signature]

John F. Clark
Professor and Chairperson
MEMO

FROM: Erik Larson, Chair
Religious Studies Department
Florida International University
Miami, FL 33199

DATE: November 2, 2018

To whom it may concern:

The Department of Religious Studies strongly supports the proposed BA degree in Global Studies.

Feel free to contact me at 305-348-3348 or at larsone@fiu.edu if you have any further questions. Thank you.

[Signature]

STEVEN J. GREEN SCHOOL OF INTERNATIONAL & PUBLIC AFFAIRS
Department of Religious Studies
11200 S.W. 8th St. • Modesto A. Maidique Campus, DM 302 • Miami, FL 33199 • Tel: 305-348-2186 • Fax: 305-348-1879 • religion@fiu.edu • http://religion.fiu.edu

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CURRICULUM VITAE

PERCY C. HINTZEN

ADDRESS: African and African Diaspora Studies
          Stephen J. Green School of International and Public Affairs
          LC 308
          Florida International University
          Miami, FL 33199
          phintzen@fiu.edu

          Phone: (305) 348 4419 (office)
                 (305) 348 3270 (message)

EDUCATION

Ph.D          Yale University, New Haven, Connecticut.
              Political Sociology and Comparative Social Change, 1981.

M.Phil.       Yale University, New Haven, Connecticut.

M.A.          Yale University, New Haven, Connecticut.

M.A.          Clark University, Worcester, Massachusetts.


TEACHING AND PROFESSIONAL POSITIONS

Administrative Positions:
Sept 2016 – Present
   Director
   African and African Diaspora Studies
   Florida International University

July 2008 – Dec 2011
   Director
   Center for African Studies
   University of California, Berkeley

July 2006 – June 2007
   Acting Director
Center for Race and Gender
University of California, Berkeley

July 2002-June 2004
Chairperson
African American Studies
University of California at Berkeley

Chairperson,
African American Studies,
University of California at Berkeley

July 1994-June 1996
Director,
Peace and Conflict Studies
University of California at Berkeley

1990-94
Vice Chairperson
African American Studies

Jan-June, 1992
Acting Chairperson,
African American Studies University of California at Berkeley

**Teaching Positions:**

Jan 2012 – Present
Professor, Global and Sociocultural Studies, Florida International University
Affiliate Professor, African and African Diaspora Studies, Florida International University

2002-2011
Professor, Department of African American Studies.
University of California, Berkeley

1985-2001
Associate Professor with Tenure, Department of African American Studies,
University of California, Berkeley.

1993-1994
Visiting Professor, Faculty of Social Sciences
University of Guyana.

Assistant Professor, Department of Afro-American Studies,
University of California, Berkeley
Spring 1979.
    Acting Instructor, Department of Sociology,
    Yale University.

    Lecturer, Department of Sociology, University of Guyana.

Fall 1976.
    Teaching Fellow, Department of Sociology,
    Yale University.

Spring 1974 - Spring 1975.
    Teaching Assistant, Department of Government and International Relations
    Clark University.

**Affiliate Positions**

Spring 2012 – Present
    Affiliate Professor, Latin American and Caribbean Center
    Florida International University.

Spring 2015 – Present
    Affiliate Professor, Professional MA in Global Affairs
    Florida International University

Spring 2012 – Fall 2015
    Affiliate Professor, African and African Diaspora Studies
    Florida International University.

**Professional Positions:**

2014 – Present
    Co-Organizer. Florida International University-University of the West Indies Partnership
    and Collaboration Initiative

2009- Fall 2011
    Co-Director (with Peter Bloom and Stephan Meicher)
    University of California Multi-Campus Research Group on Africa.

2008 – 2010:
    Member, Advisory Board
    Cultural Studies Association

2006-2007
President, Caribbean Studies Association.

Vice President and President Elect, Caribbean Studies Association

2005 – 2006
Faculty Advisor, Multi-University Africana Intellectual History Project, The Centre for African Studies, University of Cape Town, the Centre for Caribbean Thought, University of the West Indies, and the Africana Studies Department, Brown University

2004
Academy for Educational Development
Assessing Proposals for U.S. State Department Educational Partnership Program, Western Hemisphere

2004

2003- Present
Member of Organizing and Selection Committee, *Interrogating the African Diaspora*, An International Summer Graduate Seminar, Florida International University

2003-4

2002-2005
Elected Member of Executive Council, Caribbean Studies Association

1994-2001
President and Co-Founder, Global Education Partnership
Oakland, California

Consultant, Ford Foundation, African American Studies Survey.

September 1999,
Expert Witness, Mahabir versus San Jose State University.

March 1999-Present
External Examiner, University of the West Indies, Mona, Jamaica

1995-Present
President, Guyanese Association of Northern California
San Francisco, California

1994-Present,
Advisor, Guyanese Community Council, U.S.A. New York
July 1994-June 1996
Member of Board, National Council for Black Studies

1995-Present
President, Guyanese Association of Northern California, San Francisco, California

July 1994-June 1996
Member of Board, National Council for Black Studies

1992-1994
Appointed Member: North American Consortium for the University of Namibia

Elected Member of the Council, Caribbean Studies Association.

Jan-May 1992
Expert Witness, Alameda County Superior Court

External Examiner, Faculty of Social Sciences, University of Guyana.

AWARDS, SCHOLARSHIPS, AND FELLOWSHIPS

Grants and Fellowships:

Project, Director, U.S. Department of Education, Foreign Language and Area Studies Fellowships, August 2010 – August 2014. $1,326,000.00


Co-Principal Investigator (With Peter Bloom and Stephan Miecher). University of California Research in the Humanities. *Critical Historicities between Africa and the Diaspora*. 2010-2011. $10,000.00


Principal Investigator, Ministry of External Relations, Grant to Caribbean Studies Association to Promote Brazil-Caribbean Relations through the field of Caribbean Studies. $30,000.00 May 2007.

July 2006 – June 2007: Committee on Research Grant, University of California, Berkeley.


1997-2000. Principal Investigator. HUD and Institute of Urban and Regional and Development, Joint Community Development Program, Oakland Oral History Project. $55,000.00


1998-2000. Institute of International Studies, Graduate Student Funding Grant.


1976-1977. Ford Foundation Fellowship for Doctoral Candidates from the Caribbean Region,


Awards and Medals

Professional Master of Arts in Global Affairs
Faculty of the Year Award,
Florida International University, 2016

Professional Master of Arts in Global Governance
Best Course Award
Florida International University, 2015

The Panamanian Council of New York
Honorary Plenipotentiary Diplomat for Contribution to the Caribbean
January 18th, 2007

Office of the President, Borough of Brooklyn, City of New York.
Citation for contribution to the Caribbean Community.
January 18th, 2007

Caribbean-American Heritage Association Legacy Heritage Award
Commitment and Excellence in the Field of Education
June 2008.

Public Service Award. Guyanese Council, U.S.A. May, 1994


American Cultures Faculty Fellowship. Center for the Teaching and Study of American Cultures, University of California at Berkeley. Summer, 1991.


The Board of Governor's Prize. University of Guyana, 1973. Awarded to the graduating student who has made the most outstanding contribution to university affairs.

The Milton Gregg Award. University of Guyana, 1972. Awarded to the most academically outstanding third year sociology major.

Other Special Invitations

PUBLICATIONS
BOOKS:


ARTICLES AND CHAPTERS


“Rethinking Regionalism: Beyond the CARICOM Integration Project”. In Patsy Lewis, ed. *Pan-Caribbean Integration: Beyond CARICOM.* New York, Routledge, 2018


“Creoleness and Nationalism in Guyanese Anticolonialism and Postcolonial Formation” Special Issue, Guyana: The Present against the Past, Small Axe #15 (March 2004).


"Guyana Today: Politics, Race, and Crisis in Guyana" *Diaspora*, February/March 2002. Pp. 82-86


"Democratic Processes and Middle Class Domination in the West Indies" in *Democracy in the Caribbean,* edited by C. Edie. New York: Praeger, 1994


"Bases of Elite Support for a Regime: Race, Ideology, and Clientelism as Bases for Leaders in Guyana and Trinidad." *Comparative Political Studies*, Fall 1983.


**OTHER PUBLICATIONS**

“Bombing rubble may obscure the real Kenya”, *Newsday*, Sunday August 16, 1998


Op Ed Articles in major national and international newspapers on an ongoing basis as a writer for Pacific News Service news agency.

**UNDER REVIEW**

Co-Editor, Special Issue “HIV/AIDS in the Caribbean”. *Global Public Health*. This has been accepted and contributions are currently being written for review by the Journal after preliminary review by the Editors.  **Impact factor:** 1.614 (2016)


**Under Revision**


**Contracted Reports 2009-10**

BOOK REVIEWS


Review of "Politics, Race and Youth in Guyana" by Madan M.Gopal in *New West Indian Guide*. Vol 70 (3&4) 1996


Review of "Guyana: Politics and Development in an Emergent Socialist State" by Kempe


Review of "Democracy and Clientelism in Jamaica" by Carl Stone in New West Indian Guide, Fall 1983.

Review of "Capitalism and Legal Change" by Francis G. Snyder in Contemporary Sociology, November 1982.


Oral History

LECTURES AND PAPERS

Conference and Panel Organizer

Project Co-Organizer and Participant: Pan-Caribbean Dialogues on HIV/AIDS. Florida International University,


Organizer, Summer Teaching Institute: “Teaching About Africa & the African Diaspora- A Two-day Institute for K-12 and College Educators” June 16th and 17th, African American Studies, University of California, Berkeley, 2003

Co-Convener, Workshop on “Cloning Cultures” Humanities Research Institute, University of California, Irvine and African American Studies, University of California, Berkeley. May 2nd, 2003, University of California, Berkeley.

Organizer of Summer Teaching Institute: “Teaching About Africa & the African Diaspora- A Two-day Institute for K-12 and College Educators” June 16th and 17th, African American Studies, University of California, Berkeley, 2003

Co-Convener, Workshop on “Cloning Cultures” Humanities Research Institute, University of California, Irvine and African American Studies, University of California, Berkeley. May 2nd, 2003, University of California, Berkeley.

Organizer of Special Plenary. The Guyana Situation. In recognition of the political crisis in Guyana that descended into acts of racially motivated violence between March and May 2001, I was asked to organize a public meeting among leading Guyanese political personalities on the nature of the present crisis and the way forward. Leading Members of the Government, the major opposition parties, and women's groups participated in the discussion. It was hosted by the Caribbean Studies Association and held in St Martin from May 27- June 2, 2001

Conference Co-Organizer, A Dialogue with Cuba" University of California, Berkeley, March 19-21, 1998


Lectures and Presentations

Guyana Shield: An Aspirational Project for Sub-Regional Integration” Presented at “Center for Strategic And International Studies” forum on Guyana Shield: A Zone of Southern Caribbean Integration and Sustainable Development- Guyana, Suriname and French Guyane” Wednesday, November 29th, 2017. Washington. DC.


“Towards Strategies for Increased Growth with Equity and Stability in the West Indies: Background”. Meeting of Regional Experts, Political Economy and Policy Project, SALISES, University of the West Indies, and Latin American and Caribbean Center, FIU. April 1st, 2015.


“Towards a New Politics of Glocalization in the Caribbean: Local Empowerment, Regional Reformulation, and the New Global Order” at Beyond Westminster in the Caribbean: Critiques, Challenges, and Reform. University of the West Indies, Mona, Jamaica. 11-12 September 2014


Invited Public Lecture, “The Caribbean in the New Global Order: Tricontinental Challenges from the Global South” Carleton College, Minneapolis, Minnesota, April 21st, 2014 (forthcoming)

Invited Lecture “Black Immigrants in the United States”, African American Studies, Carleton College, Minneapolis, Minnesota. April 22nd, 2014

Diaspora, Affective Ties, and the New Global Order: Caribbean Implications. Presented at Conference “Rethinking Regionalism: Beyond the CARICOM Integration Project” University of the West Indies, Mona, Jamaica, October 7-9. 2013

Workshop Participant, The Politics of Leadership in Caribbean Integration. Roundtable Presentation, Beyond the CARICOM Integration Project” University of the West Indies, Mona, Jamaica, October 7-9. 2013


Towards a New Global Order: Tricontinental Challenges from the Global South. Presentation, SAGGSA Colloquium Series, Global and Sociocultural Studies, Florida International University, December 13, 2013

“Tourism and Pro-Poor Sustainable Development in Sub-Saharan Africa and the Caribbean: Conclusion and Possible Future Collaborations” Presenter and Panel Chair, International Conference on Tourism and Pro-Poor Sustainable Development in Sub-Saharan Africa and the Caribbean. African and African Diaspora Studies, Florida International University. April 4-6, 2013.


“New Possibilities in the Ferment of Globalization: Diaspora, sameness and connections across difference.” Reception Keynote, “Im/Mobilities and Dis/Connections” Second Annual SAGGSA Graduate Student Conference, Florida International University, April 4th, 2013


Diaspora, Consciousness, and Recognition: The Foundations of Black Identity. Special Invited Lecture, Centre for Comparative Studies of the University of Lisbon. April 13th, 2011


Special Invited Lecture. “Re-Theorizing the African Diaspora: Metaphor, Revelation, Recognition and Consciousness” University of California, Santa Barbara, African American Studies, April 15th, 2010


Distinguished Lecture “Blackness, Globalization and Modernity: The Critical Centrality of Diaspora” School of International and Public Affairs, College of Arts and Sciences, Florida International University, October 31, 2008

“Race, Journalism and the 2008 Elections” Professional Forum, Boalt Law School, UCB, October 21, 2008


“Sociology and Comparative Perspectives” Invited Presenter, “One Hundred and Thirty Three Years of Sociology at Yale”, Association of Yale Alumni Conference, Yale University, April 13 – 17, 2007


“Globalization, Immigration and Education in the Global City: Now and Then” at conference on Educating the Global City Inaugural Conference, IGEMS, New York University, Steinhardt School, November 1st, 2005


Food First Institute for Food and Development Policy Food and Development Panel Presentation. “A 21st Century model program for ending hunger, poverty and promoting sustainable development in the U.S. and Africa.” 18th October 2005


Africa, Asia. And the Pacific” Interdisciplinary Studies, University of Hawaii Manoa. November 18th-20th 2004


“West Indian Immigrants and Black Identity in the United States” Stanford University, Visiting Lecture Series in Black Identities, May 20th, 2005


Distinguished Lecture “Conceptualizing the African Diaspora”, The Black Graduate Students Organization, Florida International University, February 21st, 2004

Distinguished Invited Lecture, “The West Indian Diaspora in the United States” Caribbean Students Association, Stanford University, April 28th, 2004


“Trinidad, Guyana, and Challenges to Afro-Creole Nationalism in the English-Speaking West Indies” Conference on the rights of minorities of African descent in the Americas, Association for Canadian Studies, Montreal September 27-29th. 2001


“Identity Formation among West Indian migrants in the United States: Strategic Responses to Racist Imagery of African Americans”, November 2nd, 2000, University of the West Indies, Mona Jamaica. Distinguished Lecturer

"Creole Nationalism and Post-colonial crises in the English-speaking Caribbean" Department of Government, University of the West Indies, Mona, Jamaica November 3rd, 2000

"Cheddi Jagan: Charisma and Guyana's challenge to Western Capitalism", Caribbean Studies Association Annual Conference, May 2000, St. Lucia, West Indies


Panel Chair, "The Forgotten Roots: African Muslim Slaves in the Americas". Zaytuna Institute Conference, University of California, Berkeley. April 2000


“Rethinking democracy in the postnationalist State: The case of Africa”. 35th Anniversary International Conference: Mainstreaming Democratic Governance in the Social Sciences, Humanities, and Universities for 21st Century. Faculty of Arts and Social Sciences, University of Dar es Salaam., September 29th – October 1st, 1999

“The political economy of racial discourse in the English speaking Caribbean” 24th Annual Conference of the Caribbean Studies Association. Panama City, Panama. May 24-29, 1999


“Adaptations to aliens, oppressors, and other undesirables: personal encounters with whiteness over different times and places.”. Invisible Others/Active Presences in the “U.S. Black Community.” African New World Studies, Florida International University. April 30-May 1, 1999.

"The political economy of Jamaica in the context of the Caribbean", The Jamaican Lecture Series, Stanford University, January 14, 2000


"Structural adjustment and the New International Middle Class" Public Lecture Series, University of the West Indies, Cave Hill, Barbados, July 1995

"Identity Construction among West Indian migrants in the U.S.A." Carribbean Studies Annual Conference, Willemstad, Curacao, May 23-26, 1995


"Social Construction and Quantification: Defining and regulating the dominated." Neyman Seminar, Department of Statistics, University of California at Berkeley, April 14, 1993.


"Democracy and Middle Class Domination in the West Indies". Annual Meeting of Caribbean Studies Association, Port of Spain, Trinidad. May 22-26, 1990.


"The Costs of Regime Survival in Guyana and Trinidad" delivered at a Symposium of the Faculty of Social Sciences, University of the West Indies, St. Augustine, Trinidad, May 21, 1986.

"Latin America and U.S. Foreign Aid" delivered to The League of Women Voters, San Mateo, California, October 28, 1985.


"Race, Class, and Statism in Guyana and Trinidad" presented at the Fifth Annual Conference of the Association of Caribbean Studies, Willemstad, Curacao, July 12-14, 1983.


"Interpretations of an interview with Walter Rodney on Guyanese Politics" presented at a Symposium on the Life and Work of Walter Rodney at the University of California, Berkeley, March 7, 1981.

"Guyana and Trinidad: The Political Effects of Economic Dependence" presented to The Institute for the Study of Social Change, University of California, November, 1979


Other Lecturers


Respondent, “Howard Winant’s The World is a Ghetto.” Lecture by Howard Winant, Institute for the Study of Social Change, University of California, May 4th 2002


Graduation Speaker, Vista College Minority Students' Graduation, May 2000


"Challenges and Opportunities for African Americans in Higher Ed", Keynote Speaker, Black History Month Celebration, Vista College, February 28th

"Race Relations in the United States", Invited Talk, Bahai Group, University of California, April 23rd, 1999


Symposium Participant, "Racism, Political Correctness, and the Arts", Eureka Theatre, San Francisco, California, May 20th, 1999

Keynote Speaker, 3rd Annual Excellence Banquet, ISTAR. Freemont, California November 13th, 1999.


Panelist, "Are the Doors Closing? Minority Student Eligibility and Participation in the University of California.", UC. Office of the President Student Academic Services Forum, University of California, Berkeley, April 20, 1998.


"The University of California", Shadow Day, University of California, Berkeley, April 3, 1998

"Teaching American Cultures" CAL Day, University of California, Berkeley. 19th April, 1997


"The Present and Future of Ethnic Studies", Member of Panel, Ethnic Studies Undergraduate Association, University of California, Berkeley, December 2nd, 1997

"Affirmative Action at the University of California" Invited Speaker, California Alumni Association, Solano Alumni Club, April 22nd, 1997

"The preservation of Diversity at the University of California", Forum on Affirmative Action, Cowell College, University of California, Santa Cruz. October 16th, 1996

Discussion Leader, Panel on Trade, 50 Years Is Enough Campaign, Oakland, CA, April 1996.


Historical Challenges to African American Education, African American Studies, Foothill College, February 1996:


"Kwanzaa", Invited Lecture, Cultural Dance Ensemble 7th Annual Family Kwanzaa Celebration, December 28th, 1996


"Affirmative Action", Conference on "Excellence in Diversity" University of California, Berkeley, Graduate Assembly, April 21, 1995.
INSTITUTIONAL AFFILIATIONS

American Sociological Association
Caribbean Studies Association
National Council for Black Studies
Latin American Studies Association
VITA

Chris Girard

Department of Global and Sociocultural Studies
Florida International University
11200 SW 8th St.
Miami, Florida 33199
(305) 244-4668
November 1, 2018

Education:

    Ph.D. 1988, University of Wisconsin--Madison, Sociology
    M.S. 1981, University of Wisconsin--Madison, Sociology
    B.A. 1975, University of California--Berkeley, Sociology

Research Interests: Complex adaptive systems, Information revolution, Public assistance for immigrants, Cuban exile ideology

Areas of Primary Teaching Interest:

    Migration, Race/Ethnicity, Marriage and the Family, Introduction to Sociology

Dissertation:

    1988 "The Durkheimian Legacy Reconsidered: Suicide and the Monetization of Social Life."

Research Experience:

    1996- Research Fellow, Consortium Research Fellowship Program supported by the U.S.
    2000 Army Research Institute for the Behavioral and Social Sciences, Defense Manpower
    Data Center and the National Defense University.

    1988- Postdoctoral Research Fellow in Mental Health Services at the University
    1990 of Wisconsin--Madison.

Teaching Experience:

    1995- Associate Professor, Global and Sociocultural Studies (originally
    2018 Sociology/Anthropology, Florida International University:
    graduate-level Research Methods II and III; Social Problems; Anthropology of Race
    and Ethnicity; Marriage and the Family; Introduction to Sociology.

    1990- Assistant Professor, Sociology/Anthropology, Florida International University:
    1995 graduate-level Research Methods I, II, & III; Social Problems; Introduction to
    Sociology; Racial and Ethnic Minorities.

1977- Teaching Assistant in the Department of Sociology, *University of Wisconsin--Madison*: Advanced Statistics (multivariate regression), Social Disorganization, Social Movements.

**Refereed Publications:**


**Non-Refereed Reports and Publications:**


1996 Abraham D. Lavender and Chris Girard. “The Miami Beach Mayor and Commissioners Election of November 1995: An Ethnic Analysis.” Report sent to Miami Beach Mayor, Commissioners, Candidates for Mayor and Commission, City Manager, City Clerk, City Attorney, and UNIDAD.


Book Chapters:


Awards:

1992  Best Paper Award ($500), health administration division, Academy of Management: Chris Girard, Rockwell Schulz, James O'Leary, William Scheckler, and James Greenley. "Health Maintenance Organizations versus Fee for Service: Patient Satisfaction with Cost and Quality." This award is offered in an annual competition sponsored by the national organization of academicians in business administration and management science.


Academic Honors:

1978-1979  University Fellowship (University of Wisconsin--Madison)
Papers Presented at Conferences:


Professional Activities:

2017 Referee for Sociological Spectrum
2016 Referee for Social Science Research
2008 Referee for American Journal of Sociology, Social Forces
1987-1988 Referee for the American Journal of Sociology
1992-1993 Referee for the American Sociological Review
Funded Research:

2000  Peter Cattan (principal investigator) and Chris Girard (co-principal investigator), “Moving on: The Earnings and Benefits of Persons in Miami-Dade who Exit Welfare,” sponsored by the Center for Labor Research and Studies (Florida International University). The study was funded by the WAGES Board, Miami-Dade County (Grant 571120800).

1993  Hugh Gladwin, Walter Gillis Peacock, and Chris Girard (Co-Directors), "South Dade County Population Estimate Study," funded by the Bureau for Economic and Business Research at the University of Florida in Gainsville.

1993  Faculty associate on the NSF funded (SES-9224537) grant, "Pre-Impact Preparation and Post-Impact Restoration Activities following Hurricane Andrew," directed by Walter Peacock and Hugh Gladwin.

1991  Consultant for NIMH-funded (1RO1MH48405) grant, "Impact of Organization and Management on Staff Burnout in Care For Persons with Severe Mental Illness, directed by Rockwell Schulz (principal investigator) and James R. Greenley (co-principal investigator)." Mental Health Research Center, University of Wisconsin-Madison.

Statistical Software Capabilities: SPSS, STATA
Matthew D. Marr, Ph.D.

Associate Professor of Sociology
Associate Chair
Department of Global and Sociocultural Studies
Asian Studies Program
Florida International University
SIPA 323, Modesto A. Maidique Campus
Miami, Florida 33199
Tel: 305-348-4004, Fax: 305-348-3605, Email: mmarr@fiu.edu

AREAS OF SPECIALIZATION

Homelessness, US/Japan Comparative Research, Urban Sociology, Qualitative Research, Poverty/Inequality, Globalization

EDUCATION

Ph.D. University of California, Los Angeles, Sociology, June 2007
  Focus of Study: Ethnographic Research Methods and Social Stratification
  Dissertation Committee: Rebecca Jean Emigh (Chair), Robert Emerson, Ruth Milkman, and David Snow

M.A. Howard University, Sociology, December 1997
  Focus of Study: Urban Sociology
  Thesis Title: “Maintaining Autonomy: The Plight of the Japanese Yoseba and American Skid Row”

B.A. University of Notre Dame, Government and Japanese, East Asian Studies Minor, May 1993

FULL-TIME ACADEMIC EXPERIENCE

Florida International University, Associate Professor of Sociology (promoted 2015), Department of Global and Sociocultural Studies, Asian Studies Program, August 2008-present

BOOK


**NON-ENGLISH PEER REVIEWED RESEARCH ARTICLES AND CHAPTERS**


「マルチエスニックな観光都市からネオリベラルなグローバル年へーマイアミの概要とホームレスネスの構造背景」 (From Multi-ethnic Tourism City to Neoliberal City—the Structural Background of Homelessness in Miami,” with Karen Mahar)

「グローバル化するマイアミにおけるホームレス状態への経路」 (Pathways into Homelessness in Globalizing Miami)

「マイアミにおけるホームレス状態の中の生活」 (Life amid Homelessness in Miami)
「強度のネオリベラル化とワークフェア政策の功罪——ホームレス状態からの退出過程」(The Costs and Benefits of Extreme Neoliberalism and Workfare Policy)

「グローバル化するマイアミにてホームレスネスに対処することの限界」(The Limits of Managing Homelessness in Globalizing Miami)


WORK IN PROGRESS

“Spatial Dynamics and Subjective Experiences of Service Hubs Addressing Homelessness in Neoliberal Miami” (with Rebecca Young and Jacquelyn Johnston) submitted to a volume edited by Toshio Mizu‘uchi entitled The Coping City: Between Gentrification and Collective Initiatives (Springer)

“The Ohaka (Grave) Project: Post-secular Social Service Delivery and Necropolitics in San‘ya, Tokyo” submitted to Ethnography
“Gentrification, Machizukuri and Ontological (In)security: “Bottom Up” Redevelopment and the “Cries” of Residents in Kamagasaki, Osaka submitted to a volume edited by Jerome Krase and Judith N. DeSena entitled Gentrification around the World: Gentrifiers and the Displaced (Palgrave)

Neighborhoods of Refuge? Human Security at the Margins of American and Japanese Global Cities, a comparative ethnography of service hubs in Los Angeles, Miami, Tokyo, and Osaka, a manuscript to be submitted to a major American university press

OTHER PUBLICATIONS AND MEDIA


EXTRAMURAL GRANTS AND FELLOWSHIPS

The Japan Foundation Center for Global Partnership Intellectual Exchange Program, 2018-2020. $60,000.

The Japan Foundation Center for Global Partnership Guest Lecture Support Grant, 2017. $2,387

The Social Science Research Council and Japan Foundation Center for Global Partnership Abe Fellowship, 2013-2015. $108,707

The Japan Foundation Long Term Research Fellowship, 2013-2014 (declined). $60,000.

The Maureen and Mike Mansfield Foundation and Japan Foundation Center for Global Partnership US-Japan Network for the Future Fellow, 2010-2012. $15,000

The Harvard University Reischauer Institute of Japanese Studies Postdoctoral Fellowship, 2007-2008. $40,000

The US Department of Housing and Urban Development Doctoral Dissertation Fellowship, 2005-2006. $25,000

The National Science Foundation Doctoral Dissertation Research Improvement Grant, 2004-2005. $10,000

The Japan Foundation Doctoral Dissertation Fellowship, 2004-2005. $40,000


The Social Science Research Council Japan Studies Dissertation Workshop, 2003. $3,000

The Aurora Foundation Aurora Challenge Grant, 2001. $2,000

The Japan/U.S. Community Education and Exchange NPOP Program Scholarship, 1999. $1,000

The National Science Foundation Summer Research Program in Japan, 1997. $10,000
The *Japanese Ministry of Education (Monbusho)* Japan Studies Program Scholarship, 1993-1994. $30,000

**INTRAMURAL GRANTS**

The *Florida International University Office of Provost* One Semester Sabbatical, Spring 2017.

The *Florida International University* Morris and Anita Broad Fellowship, 2013. $1,000

The *Florida International University* Arts and Sciences Summer Faculty Development Grant, 2009. $6,500

The *University of California* Doctoral Dissertation Year Fellowship, 2006-2007. $25,000

The *University of California* Pacific Rim Research Grant, 2005-2006. $25,000

The *UCLA Center for Japanese Studies* Aratani Field Experience Fellowship, 2005. $3,000

The *UCLA Graduate Division* Summer Research Mentorship Fellowship, 2000. $3,000

The *Notre Dame Club of Los Angeles* Scholarships for Service and Academics, 1989, 1992. $3,000

**PRESENTED PAPERS AND LECTURES, ORGANIZED SESSIONS**


「ホームレセネスと駆け込み地域」(“Homelessness and Neighborhoods of Refuge”), an invited talk at Kwansei Gakuin University, Osaka, June 2017.

“Sociological Research on Homelessness in Miami and Beyond,” a brown bag presentation at Camillus House, Miami, April 2017.


“Poverty and Homelessness in Globalizing Tokyo” for *Tokyo: High City and Low City*, a NEH Summer Institute for College and University Teachers hosted by FIU Asian Studies, June, 2016.

“Exiting Homelessness and ‘Post-Secular’ Urbanism in the US and Japan,” keynote talk, Public Philosophy & Homelessness, a conference hosted by the Department of Communication and Philosophy at Florida Gulf Coast University in Fort Myers, March 2016.


「“Right to Wynwood”: 文脈、解釈、山谷との関係」(“Right to Wynwood”: Context, Interpretation, and Implications for San’ya”), ジェントリフィケーション研究会：都市への権利 (Gentrification Study Group: Right to the City) in Tokyo, December 2014.

「“Right to Wynwood”: 文脈、解釈、釜ヶ崎との関係」(“Right to Wynwood”: Context, Interpretation, and Implications for Kamagasaki”), 釜ヶ崎のまち再生フォーラム (Kamagasaki Town Reclamation Forum) in Osaka, July 2014.


“Homelessness in Global Miami” invited presentation, International Comparative Homelessness in Global Cities—Preliminary Reports from Tokyo, Osaka, Miami, and Manila at Nihon University, Tokyo, Japan, December 2013.


「アメリカの社会（無）保障：貧困、公的扶助、ホームレス問題」(“American Social (In)security: Poverty, Public Assistance, and Homelessness),” invited lecture, Department of Social Welfare at Nihon University, Tokyo, Japan, July 2013.


「現代日米社会における貧困とホームレス問題」(“Homelessness and Poverty in Contemporary Japan and the United States,”) invited lecture, Sociology Research Group of Momoyama Gakuin University, Osaka, Japan, June 2012.


“Bringing Fieldwork Back In: An Urban Ethnography Retreat,” invited participant, organized by the Department of Sociology, Yale University, New Haven, November 2010.


「ホームレス問題、グローバル/ローカルの文脈〜東京とロサンゼルスの比較を通して」


“Sustaining Environments, Adaptation, and Resistance: Place-dependent Experiences of Homelessness in Los Angeles,” American Sociological Association Meetings in Montreal, August 2006. (With Geoffrey DeVerteuil and David Snow)


"Challenge on the Streets: Perspectives on Homelessness in Japan and the U.S.,” hosted by Japan-U.S. Community and Educational Exchange (JUCEE) at the University of California, Berkeley Institute of East Asian Studies, March 2002.


“Homelessness and Autonomy in Japan's Yoseba,” University of California, Los Angeles Graduate Student Conference on Japan, April 1997.


PART-TIME ACADEMIC EXPERIENCE

University of California, Los Angeles, Lecturer, Department of Sociology, June 2007-August 2007

University of California, Los Angeles, Teaching Associate, Department of Sociology, September 2001-June 2005

University of California, Los Angeles, Bilingual Research Associate, Center for the Study of Urban Poverty, June 1999-June 2000

Howard University, Teaching Assistant, Department of Sociology and Anthropology, August 1995-June 1997

NON-ACADEMIC PROFESSIONAL EXPERIENCE

Shelter Partnership, Inc., Project Manager, February 1998-June 1999

Robin-Tani Media Factory, Bilingual Project Coordinator, October 1994-August 1995

SERVICE AT FIU
Associate Chair, Department of Global and Sociocultural Studies, Fall 2017-present
Asian Studies Program, Southern Japan Seminar Board Member, Spring 2008-present
Department of Global and Sociocultural Studies, Personnel Committee, Fall 2015-Spring 2016
Asian Studies Program, Search and Screen Committees, Assistant Professor Position, Fall 2010-Spring 2011, Fall 2011-Spring 2012
Department of Global and Sociocultural Studies, Undergraduate Committee, Spring 2010-Fall 2012
Faculty Advisor: Aikido Club, Fall 2010-Fall 2012
Asian Studies Program, Japan Culture Day Planning, Spring 2010

OFFICES HELD IN PROFESSIONAL SOCIETIES
American Sociological Association Community and Urban Sociology Section, Robert E. Park Book Award Committee member, 2009-2010
American Sociological Association Community and Urban Sociology Section, Jane Addams Article Award Committee member, 2008-2009

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE
American Sociological Association, member, 2000-present
American Sociological Association Community and Urban Sociology Section, member, 2008-present
Association of Asian Studies, member, 2010-2011
California Sociological Association, member, 2005-2007
Japan Studies Association, member, 2005-2006

CREATIVE WORK
SARAH J. MAHLER
Associate Professor, Global and Sociocultural Studies Department
Florida International University SIPA 309
Miami, FL 33199 (305) 348-2247
mahlers@fiu.edu

EDUCATION
Ph.D.  1992  Anthropology; Columbia University
M.Phil. 1989  Anthropology; Columbia University
B.A.  1982  Liberal Arts, Amherst College

AREAS OF RESEARCH & SCHOLARSHIP
International & Transnational Migration, Gender, Race & Ethnicity, the Concept of
Culture and Enculturation; Latin@xs, Religious Praxis, Urban and Suburban Issues

TEACHING & ADMINISTRATIVE POSITIONS
Florida International University:
Associate Professor, 1997-present
Director, Center for Transnational & Comparative Studies (2005-2008)
University of Vermont: Assistant Professor, 1992-1997

COURSES GIVEN
Introduction to Anthropology, Immigration & Refugees, Transnational Migration; The
Immigrant Experience, Latin@xs in the U.S., Immigration Policy and Human Rights;
Graduate Research Methods, Undergraduate Research Methods, Social Research and
Analysis; Qualitative Data Analysis, Writing Research Proposals, Urban Anthropology,
Senior Capstone Seminar; Qualitative Research Methods

SELECTED GRANTS, FELLOWSHIPS AND CONTRACTS AWARDED
• GEMMA Gender Studies Fellowship Central European University 2014
• European-Union Commission, “Miami-Florida European Union Center of
Excellence,” administrator. 2005-2008 € 373,739.00
• Miami Dade County Jay Malina International Trade Consortium, principal
investigator, “Promoting International Trade & Workforce Education and Training”
contracts. 2006-2008, $300,000.
• Embassy of Canada, principal investigator for “Immigration and Changing
Demographics in North America” conference grant, 2007-9. $11,000
• Miami-Dade County Public Schools, principal investigator, “Transnational
Childhoods” teacher and student summer institutes 2006, 2007 $32,500
• U.S. Department of Education, co-principal investigator for Title VI National
Resource Center grant for International Studies. 2005-2006, $539,000
• United States Institute for Peace, principal investigator for “Waging War and Peace:
Transnational Religious Ties Between Cuba and the U.S.” 2003-2004, $40,000
• Department of Health and Human Services, principal investigator for “Immigrants,
Their Faith, And Those Who Serve Their Material And Spiritual Needs: Researching
Faith-Based Organizations In Miami,” 2002-2004. $211,000
• Fund for the Improvement of Secondary Education (FIPSE), principal investigator and U.S. Director for the TIRES (Transnationalism, International Migration, Race, Ethnicity and the State) Consortium between 4 universities in the U.S. and 4 in the European Union, 2002-2005. $209,000

• Pew Charitable Trusts, co-principal investigator for “Religion, Immigration, and Civic Life” grant to study religious practices and impact among five immigrant groups in Miami, 2000-2004. $700,000

• Russell Sage Foundation, Visiting Scholar, Immigration Program, 1994-5

PUBLICATIONS

Books


Peer-Reviewed Articles & Chapters

“Scaling Educational Policy and Practice Intersectionally: Historical and Contemporary Cases from South and Southeast Asia” Co-authored with M. Chaudhuri and V. Thimm. Chapter accepted for publication in Bringing Intersectionality to Public Policy edited by Olena Hankivsky & Julia Jordan-Zachery. (In press.)

“Expressing Similarities and Differences: Latin@ Voices from Metropolitan Miami.” Article co-authored with J. Cogua-López and M. Chaudhuri. Latino Studies Vol. 16(1): 21-42. 2018


“Gender and the Undocumented: Avanzando or Abject?” co-authored with Mayurakshi Chaudhuri (GSS PhD). Invited chapter for Lois Lorentzen, Ed. Hidden Lives and...


Contemporary Immigration edited by Belinda Lum and Pierrette Hondagneu-Sotelo, Univ. of California Press. 2003


Additional Journal Articles and Book Chapters


“Team-Based Learning in Social Science Research Methods Classes” in Michaelsen, Larry and Michael S. Sweet Team-Based Learning in the Social Sciences and Humanities Stylus. 2012.


“Central America: Crossroads of the Americas.” C0-authored (with Dusan Ugrina) feature article in The Migration Information Source. Washington, DC: Migration Policy


Edited Journal Volumes

**Latino Studies** “Monolith or Mosaic? Miami's 21st Century Latino Dynamics.” (Published March 2018).


**Identities Global Studies in Culture and Power** “Gendering Transnational Spaces.” 7(4). 2001 Co-edited with Patricia Pessar

Short Articles, Book Reviews & Encyclopedia Articles


**FOREIGN LANGUAGES**

Spanish: verbal and written fluency; experience in simultaneous interpretation and written translation.

German: five years of study; rudimentary level of speaking and reading comprehension now.
EDUCATION
2008 Ph.D. University of Hawaii, Geography
2001 M.A. University of Miami, Marine Affairs and Policy
1994 B.A. Pontificia Universidad Católica del Perú, Geography

CERTIFICATES AND LICENSES
1997 Geography License (Peru)
2000 Industrial Fishermen (Peru)
2000 PADI Open Water Diver

FIELD LANGUAGES
Spanish, French

EMPLOYMENT
08/16-ongoing Senior Instructor and Faculty Academic Advisor, Department of Global and Sociocultural Studies, Florida International University.

08/12-07/16 Instructor and Faculty Academic Advisor, Department of Global and Sociocultural Studies, Florida International University.

08/10-08/12 Visiting Instructor, Department of Global and Sociocultural Studies, Florida International University.

01/09-07/10 Adjunct Professor, Department of Global and Sociocultural Studies, Florida International University.

02/09-02/10 Research Associate, Florida Coastal Everglades Long-term Ecological Program, The Human Dimensions Group, Florida International University.

06/08-09/14 English/Spanish Translator, MPA News, newsletter published by Marine Affairs Research and Education in association with the School of Marine Affairs, University of Washington.

5/07-5/08 Lecturer, Department of Geography, University of Hawaii at Manoa.

8/04-4/07 Graduate Teaching Assistant, Department of Geography, University of Hawaii at Manoa.

1/02-5/08 Teaching and Research Assistant, Dr. Mark Merlin, Biology Program, University of Hawaii at Manoa.
11/99-10/02 Research Assistant, Dr. Sarah Meltzoff, Marine Affairs and Policy, RSMAS, University of Miami (NOAA grant, Human Dimensions of Climate Change). Pisco-Paracas, Peru.

1/00-12/07 Scientific Advisor, Wasipunko (Peruvian organization for the preservation of environmental and cultural heritage of the South Central Coast), Nasca, Peru.

7/94-8/01 Independent Consultant in coastal and marine issues, Lima, Peru.

1/01-8/01 Operational Coordinator, Costa Maya Marine and Coastal Resource Management Station, University of Rhode Island/Universidad de Quintana Roo/Amigos de Sian Ka’an. Quintana Roo, Mexico.

6-12/00 Intern, Amigos de Sian Ka’an /University of Rhode Island. Quintana Roo, Mexico.


1-5/99 Teaching Assistant, MAST Academy. Miami, Florida.

11/98-6/99 Research Assistant, M.A. Manoj Shivlani, Marine Biology and Fisheries, and Dr. David Letson, Marine Affairs and Policy, University of Miami. Visitor Preferences for Public Beach Amenities and Beach Restoration in South Florida. Miami, Florida.

4/97-9/97 Researcher, Department of Economics, University of Lima. Study of the tourism potential of the State of Lambayeque, Peru. Lima, Peru.


PEER REVIEW PUBLICATIONS


OTHER MAJORS WORKS AND PUBLICATIONS


2000  González, R. *Guidelines for Tourist Developers and Investors of the Coastal Zone of the State of Quintana Roo, Mexico*. Quintana Roo, Mexico: Amigos de Sian Ka’an A.C.


1993 Alternativa/Pontificia Universidad Católica del Perú. *Estudio para el Manejo de los Humedales de Ventanilla (Study for the Management of the Ventanilla Coastal Wetlands).* Lima, Perú: Alternativa.

KEY ABSTRACTS AND ORAL PRESENTATIONS


MEMBERSHIPS AND AFFILIATIONS

Association of American Geographers

Florida Society of Geographers

Latin American and Caribbean Center, Florida International University

Sociedad Geográfica de Lima (Peru)

GRANTS AND FELLOWSHIPS

2006 Indigenous Cultures and National Parks Workshop. Providence University, Taiwan. $6000.

2004-2005 Ethnobotany and coastal cultures in northwestern Peru. Fellowship, Minority International Research Training (MIRT), San Diego State University. $6000.

1999 Maritime and Science Technology (MAST) Academy. Teaching Assistant Fellowship, Rosenstiel School of Marine and Atmospheric Sciences, University of Miami, Florida. $6000.

MAJOR FIELDWORK

1990-Present Intensive fieldwork and archival research along the Peruvian coast for numerous university projects, NGOs and government institutions. Investigating human dimensions of environmental change through the development of artisanal and industrial fisheries, scallop and shrimp aquaculture, marine reserves and protected areas, tourism, and participatory management regimes.
06/00-08/01 Quinta Roo, Mexico. Archival research, interviews and monitoring of the fisheries and tourist sectors. Marine protected areas, coral reef rapid assessment support team.

TEACHING AND MENTORING EXPERIENCE

Senior Academic Advisor of Undergraduate Students, Department of Global and Sociocultural Studies, Florida International University (01/11-ongoing).

Courses:

Introduction to Geography (GEO 2000), Department of Global and Sociocultural Studies, Florida International University.

Cultural Geography (GEO 3421), Department of Global and Sociocultural Studies, Florida International University.

Economic Geography (GEO 3502), Department of Global and Sociocultural Studies, Florida International University.

Coastal Cultures (ANT 4305), Department of Global and Sociocultural Studies, Florida International University.

World Regional Geography (GEA 2000), Department of Global and Sociocultural Studies, Florida International University.

Population and Geography of the Caribbean (GEA 3320), Department of Global and Sociocultural Studies, Florida International University.

Population and Geography of Latin America (GEA 3400), Department of Global and Sociocultural Studies, Florida International University.

Population and Geography of Europe (GEA 3500), Department of Global and Sociocultural Studies, Florida International University.

Topics in Geography: Latin American Geography in Spanish (GEA 4930), Department of Global and Sociocultural Studies, Florida International University.

Independent Study (GEO 4905), Department of Global and Sociocultural Studies, Florida International University.

Internship (SYA 3949), Department of Global and Sociocultural Studies, Florida International University.
Senior Capstone Seminar (SYG 4972), Department of Global and Sociocultural Studies, Florida International University.

Honors Seminar I (IDH 1001), Honors College, Florida International University.

Honors Seminar II (IDH 1002), Honors College, Florida International University.


The Natural Environment Lab (GEOG 101L), Spring 2005 (2 sections), Spring 2006 (2 sections), Fall 2007 (2 sections), Summer I 2007 (1 section), Summer II 2007 (1 section), Fall 2007 (2 sections). Department of Geography, University of Hawaii at Manoa. Honolulu, Hawaii.


World Regional Geography (GEOG 102), (Teaching Assistant) Fall 2004. Department of Geography, University of Hawaii at Manoa. Honolulu, Hawaii.


SERVICE

Florida International University, Department of Global and Sociocultural Studies, Faculty Academic Advisor (2011-present).

Florida International University, School of International and Public Affairs, Elections Committee member.

Florida International University, Department of Global and Sociocultural Studies, Faculty Advisor to the GSS Club and Honors Societies: Lambda Alpha (Anthropology), Gamma Theta Upsilon (Geography), Alpha Kappa Delta (Sociology) (2012-2013).

University of Hawai’i at Manoa, Department of Geography, aid to various Faculty Search Committees (2007-2008).

University of Hawai’i at Manoa, Department of Geography, member of the Graduate Admissions and Awards Committee (2005 and 2007).

Pontifical Catholic University of Peru, Student Representative to the Council of the School of Arts and Human Sciences (1992-1993).

Pontifical Catholic University of Peru, Geography Department, President of the Association of Geography Students (1990-1991).

Pontifical Catholic University of Peru, Law School, First year class president (1987).

Maria Reina Elementary and High School (Peru), Head of Prefects (1983).
PROFESSIONAL REFERENCES

Dr. Brian Murton (Ph.D. Advisor)
Professor Emeritus
Department of Geography
University of Hawai`i
2424 Maile Way, Saunders Hall 445
Honolulu, HI 96822
(503) 372-9440
bmurton@hawaii.edu

Dr. Mark Merlin (Ph.D. Committee Member)
Professor
Botany Department
University of Hawai`i
3190 Maile Way, St. John 101
Honolulu, HI 96822
(808) 956-6038
merlin@hawaii.edu

Dr. Sarah Meltzoff (M.A. Advisor)
Professor
Division of Marine Affairs and Policy
Rosenstiel School of Marine and Atmospheric Sciences
University of Miami
4600 Rickenbacker Causeway
Miami, FL 33149.
(305) 421-4085
smeltzoff@rsmas.miami.edu
Jean Muteba Rahier

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Florida International University  
SIPA 328  
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Miami, Florida 33199  
USA

**Home Address**
7501 Biltmore Boulevard  
Miramar, Florida 33023  
USA

Phone: 305 348-2246  
Fax: 305 348-3605  
E-Mail: jrahier@fiu.edu

**Education**

**Ph.D.** Université de Paris X, Nanterre, Sociology  
June 1994 France  
Graduated with Honors with *Mention: Très Honorable* (“Very Honorable”).  
(My advisor was an anthropologist who taught in the Department of Sociology)  
Dissertation Title: La Fête des Rois Afro-Esméraldienne en République de l'Equateur

Licence en Sciences Université Libre de Bruxelles, Anthropology  
Sociales Belgium  
July 1985  
Graduated with Honors.

Certificat Complémentaire de Connaissances de Gestion Institut Provincial des Industries Alimentaires et du Tourisme  
Centre d’Études et de Recherches des Industries Alimentaires (CERIA)  
September 1980 Brussels, Belgium

**EMPLOYMENT**

**Teaching/Research**

Since Fall 2013  Professor of Anthropology and African & African Diaspora Studies, with a joint appointment in the Department of Global & Sociocultural Studies and the African & African Diaspora Studies Program (AADS) at Florida International University, Miami, Florida.

August 1998 through August 2013  Associate Professor of Anthropology and African & African Diaspora Studies at Florida International University, Miami, Florida.

August 1994-August 1998  Assistant Professor of Anthropology, Department of Geography and Anthropology, Louisiana State University, Baton Rouge, Louisiana.
August 1992 – July 1994    Instructor of Anthropology, Department of Geography and Anthropology, Louisiana State University, Baton Rouge, Louisiana.

September 1991    Lecturer for the African American Studies Department, University of California at Berkeley, California.

October 1989 – March 1990    Visiting Professor of Anthropology, Departamento de Antropología, Pontificia Universidad Católica del Ecuador (PUCE) in Quito, Ecuador.


October 1986 – March 1987    Visiting Professor of Anthropology, Departamento de Antropología, Pontificia Universidad Católica del Ecuador (PUCE) in Quito, Ecuador.

Administration
From July 1st, 2008 to August 2016    Director of the African & African Diaspora Studies Program (AADS, formerly known as African-New World Studies Program or ANWS) at Florida International University, Miami, Florida. See [http://africana.fiu.edu](http://africana.fiu.edu)

From January 2008 through June 30, 2008    Director of Florida International University’s Department of Sociology & Anthropology Graduate Program in Comparative Sociology. (The Department—which regroups the disciplines of anthropology, geography, and sociology—and its graduate program are now called “Department of Global &Sociocultural Studies,” and “PhD Program in Global & Sociocultural Studies”)

From August 1999 to January 2002    Director of Florida International University’s African-New World Studies’ Graduate Program.

Spring and Summer 2001    Acting Director of Florida International University’s African-New World Studies Program.

SELECTED RESEARCH, SERVICE, AND ADDITIONAL TEACHING


January 2018    I served as an adviser to the Laboratoire d’Anthropologie et d’Ingénierie culturelle (LAIC), of the Institute Francophone de l’Afrique Noire (IFAN)-Université Cheik Anta Diop (UCAD), Dakar, Senegal. They have developed a brand new Ph.D.
program and I served, in January 2018, as one of the two external evaluators to select applicants for their very first Ph.D. student cohort.

December 12, 2017 I served as a member of the Fulbright National Screening Committee for Latin America (the Andean region). We recommended proposals for funding for undergraduate students’ and Ph.D. students’ projects in Colombia, Ecuador, Peru. I spent a day in Washington, DC for that purpose on December 12, 2017.

Since December 2017 Member of the Team of Editors of Latin American and Caribbean Ethnic Studies (LACES) (Chief Editor: Leon Zamosc).


Since July 2016 Member of the Editorial Board of the American Anthropologist (Editor-in-Chief: Deborah Thomas).


Since the fall semester 2014 Member of the Editorial Board of the journal Les Cahiers de l’Amérique Latine, based in Paris, France.


August 2008-August 2016 Associate Researcher of N’BLAC, the Brazilian, Latin American and Caribbean Center of Race Relations, Gender and Social Movements Studies of the Universidade Federal do Ceará, Brazil.

May-June 2008 Program Track Chair of “ALI / Afro-Latin and Indigenous Peoples” for the 2009 meeting of the Latin American Studies Association (LASA), which took place in Rio de Janeiro, Brazil, in June 2009. I selected the papers and arranged the sessions for this track.

August 2007-December 2011 Member of the Editorial Board of the Journal of Latin American & Caribbean Anthropology, of which I was the Editor-in-Chief from 2003 to 2007.

Summers of 2004, 2005, and 2006 Coordinating Faculty of the International Summer Seminar “Interrogating the African Diaspora” at Florida International University. This seminar was funded by a Ford Foundation grant (see the section “Awards, Fellowships,
Grants, and Professional Affiliations” below).

From January 2003 to August 2007 Editor-in-Chief of the *Journal of Latin American Anthropology*, which became the Journal of Latin American and Caribbean Anthropology during my tenure as Editor. This is the journal of the Society for Latin American and Caribbean Anthropology (SLACA), within the American Anthropological Association (AAA).

August 4th – 15th, 2003 Invited Faculty of the Universidad Andina Simón Bolívar’s (UASB) Doctoral Program in Latin American Cultural Studies (Quito, Ecuador). 30 hours Course taught: *Ordenes Raciales, Espaciales y Sexuales*.

October 18 & 19, 2002 Co-Instructor for the mini-course *Sons e Imagens do Atlântico Negro* organized by the Centro de Estudos Afro-Orientais (CEAO) da Universidade Federal da Bahia, in Salvador, Brazil.

November 12 & 13, 2002 Invited Instructor for the workshop *Analisis de Discurso* organized by the GTZ (which is now called GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit) project *Salud Sexual y Reproductiva in San Salvador*, El Salvador.

From July 2001 to August 2007 Member of the International Editorial Advisory Board of the *Bulletin of Latin American Research*, in the U.K.

July 15, 2001 through July 19, 2001 Instructor in the graduate ethnic and racial studies course entitled *Fábrica de Ideas* (“the Idea Factory”), organized by the Centro de Estudos Afro-Asiaticos of the Candido Mendes University in Rio de Janeiro, Brazil.

July 17, 2000 through July 21, 2000 Instructor in the graduate ethnic and racial studies course entitled *Fábrica de Ideas* (“the Idea Factory”), organized by the Centro de Estudos Afro-Asiaticos of the Candido Mendes University in Rio de Janeiro, Brazil.


1986-1989 Collaborator for Etno-Publicaciones, Afro-Ecuadorian organization that published the *Cuadernos Afro-Ecuatorianos*.

**COURSES TAUGHT RECENTLY**

**Graduate Courses**
- African & African Diaspora Studies Theory
- The African Diaspora: Anthropological Perspectives
- The Notions of Self, Subject, and Agent in Ethnographic Writing
- Diasporas, Migration, and Globalization
- Anthropology of Globalization
- Sex, Race and Power in European Colonial Contexts
- The African Diaspora in Latin America
- Theorizing the African Diaspora in the 21st Century

**Undergraduate Courses**
- Myth, Ritual, and Mysticism
- World Ethnographies
- Introduction to Anthropology
- Anthropology of Globalization
- African Civilizations
- African Peoples and Cultures
- Black Popular Cultures, Global Dimensions
- The African Diaspora in Latin America

**LANGUAGE SKILLS**

French written and oral fluency of a native speaker, Spanish written and oral fluency of a near-native speaker, English written and oral fluency of a near-native speaker, excellent written and oral knowledge of Portuguese, knowledge of Flemish (Dutch), in the process of learning Lingala.

**PUBLICATIONS**

**Single-Authored Books**
Rahier, Jean Muteba

In preparation *Theorizing the African Diaspora in the 21st Century: From Diachronic Approaches to Synchronic Orientations*.


(This is the Spanish translation of *Kings for Three Days: The Play of Race and Gender in an Afro-Ecuadorian Festival*)

•Reviewed by Choice in 2013.


**Edited Books**
Rahier, Jean Muteba (Editor)

•This title was selected by *Choice*, in its January 2013 issue, as an “Outstanding Academic Title published in 2012.”

**Rahier, Jean Muteba**, Percy Hintzen, and Felipe Smith (Editors)

Hintzen, Percy and **Jean Muteba Rahier** (Editors)

Rahier, Jean Muteba (Editor)

**Peer-Reviewed Journal Articles in Writing Process**
“Multiculturalism and Anti-Discrimination Legislation: The Legal case Against Bonil and El Universo for the Publication of the Caricature of an Afro-Ecuadorian Congressman.”


**Peer-Reviewed Journal Articles**
Rahier, Jean Muteba
Rahier, Jean Muteba and Mamyrah Prosper

Rahier, Jean Muteba


(This issue actually came out in January 2001)


Peer-Reviewed Book Chapters
Rahier, Jean Muteba


Rahier, Jean Muteba with Mamyrah Prosper Dougé

Rahier, Jean Muteba


Hintzen, Percy C. and Jean Muteba Rahier

Rahier, Jean Muteba


Hintzen, Percy Claude and Jean Muteba Rahier

Rahier, Jean Muteba


Rahier, Jean Muteba and Michael Hawkins

Rahier, Jean Muteba


Not Peer-Reviewed Book Chapters
Rahier, Jean Muteba


2001  Lugares de identidad y representaciones: lo negro en la fiesta de los Reyes en el Ecuador, (con traducción al español de María Teresa Ortega Sastrique), Conjunto (Cuba), n° 120, enero-marzo: 70-81


1999  “Mami, ¿qué será lo que quiere el negro?”: Representaciones racistas en la revista Vistazo, 1957-1991.” In Ecuador racista: imágenes e identidades, Emma Cervone and Fredy Rivera Ed., Quito: FLACSO-Sede Ecuador: 73-110. (This piece, without the illustrations, has also been published on the web page of the LASA section of Ecuadorianists at http://www.yachana.org/ecuatorianistas/essays/rahier.html)


Not Peer-Reviewed Journal Articles
Rahier, Jean Muteba
1999  Representaciones de gente negra en la revista Vistazo. Íconos (Revista de FLACSO-Ecuador), n° 7, abril: 96-105.

1991  El Juego de los Cucuruchos Afro-Esmeraldeño, Antropología, Cuadernos de Investigación, Departamento de Antropología, PUCE, Quito, N° 5 : 125-146

Invited Commentaries
Rahier, Jean Muteba

2010  The Diversity of Diasporic Subjectivities: Different and Separate Ontologies? A Response To Kamari Clarke’s “New Spheres of Transnational Formations:


**Published Conference papers**


**Essay Reviews**

Rahier, Jean Muteba In Preparation for the *Latin American Research Review*, a review essay of the following books:

*Seams of Empire: Race and Radicalism in Puerto Rico and the United States*. By Carlos Alamo-Pastrana; *Civil Rights and Beyond: African American and Latino/a Activism in the Twentieth-Century United States*. Edited by Brian D. Behnken; *Afro-Politics and Civil Society in Salvador da Bahia, Brazil*. By Kwame Dixon; *Black Autonomy: Race, Gender and Afro-Nicaraguan Activism*. By Jennifer Goett; *The Geographies of Social Movements: Afro-Colombian Mobilization and the Aquatic Space; Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. By Tianna S. Paschel.

Rahier, Jean Muteba


**Book & Film Reviews**

Rahier, Jean Muteba


**Published Reports**

**Encyclopedia entries**


**Translation of peer-reviewed chapters**
-From Spanish to English
  Agudelo, Carlos

  -From Spanish to English, with FIU-GSS graduate student Mamyrah Prosper

-From Portuguese to English
  Rodrigues da Silva, Carlos Benedito

-From Portuguese to English

da Silva, Joselina

-From Portuguese to English

Rahier, Jean Muteba

AWARDS, FELLOWSHIPS, GRANTS, AND PROFESSIONAL AFFILIATIONS

October 11-18, 2018 Invited Participant/Contributor to the Wenner-Gren Foundation Symposium # 158 entitled “Atlantic Slavery and the Making of the Modern World” organized by Dr. Ibrahima Thiaw (Institut Francophone de l’Afrique Noire – IFAN; University Cjekh Anta Diop, Dakar, Senegal); and Dr. Deborah Mack (National Museum of African American History and Culture or NMAAHC, Smithsonian). Title of contribution: “From the Trans-Atlantic Slave Trade to Contemporary Multiculturalism: Historical ‘Amnesia,’ the Permanence of Anti-Black Racism, and the Perpetuity of Afrodescendants’ ‘Uprootedness’ in Ecuador.” A special issue of the journal Current Anthropology should be published soon with the various contributions.


Summer 2017 Recipient of a Cohort, Multi-Institutional Carnegie African Diaspora Fellowship, a program managed by the Institute of International Education (IIE) to co-lead with my FIU colleague Albert Wuaku two 4 week-long seminars (both entitled: “Theorizing the African Diaspora in the 21st Century within an Increasingly Transnational Field of Inquiry / Contemporary Trends in Research on Religions in Africa and the African Diaspora”) at the Institute for African Studies of the University of Ghana, Legon (from May 22 to June 16, 2017), and at the University of Cape Coast, Ghana (from June 19 to July 14, 2017).

October 2, 2014  Received the Florida International University Faculty Award for Excellence in Research and Creative Activities ($5,000.00). This is an award suggested by the Faculty Senate and awarded by the university’s Provost.

Awarded the designation “Outstanding Academic Title published in 2012” by Choice, in its January 2013 issue, for Black Social Movements in Latin America: From Monocultural Mestizaje to Multiculturalism.

Co-P.I. of the Ford Foundation Grant, “Intersection of African Diaspora Knowledge Communities: the South Florida Model,” awarded to FIU’s African-New World Studies Program on July 8, 2003. Amount of the grant: $350,000.00 over three years (2003-2006). My section of the grant (which represents around $63,000.00 per year), was for the development of an International Graduate Summer Seminar entitled “Interrogating the African Diaspora.” See the website at http://www.fiu.edu/~interad.

From July 2003 to August 2008  Fulbright Senior Specialist. I was awarded a support for the summer 2003 to conduct research in Ecuador and teach at the Universidad Andina Simón Bolívar-Quito. I remained on the roster during that time period.


1995  Grant awarded ($15,000.00) by the Louisiana Endowment for the Humanities (LEH). Title of the project “African and African-American Film Festival 1995”.

March 1994  Co-Organizer of the African Film Festival at Louisiana State University.

June-July 1993  Summer Grant Manship awarded by the College of Arts and Sciences of Louisiana State University. Research project: “Ambiguous Identities: the
Case of a Belgian-Zairian Family”.

1989 Scholarship for Graduate Studies awarded by the Agence Générale de la Coopération au Développement (A.G.C.D.) of the Ministry of Foreign Affairs of Belgium for fieldwork in Ecuador.

Member of the American Anthropological Association (AAA). In the AAA, member of the Association of Black Anthropologists, the Society for Latin American and Caribbean Anthropology, the Association for Africanist Anthropology.

Member of the Latin American Studies Association (LASA).

Member of the Central African Studies Association (CASA) and of the African Studies Association (ASA).

At FIU Affiliated Faculty of the Latin American and Caribbean Center (LACC) and of the Center for Women and Gender Studies.

**SELECTION OF RECENT GRADUATE STUDENTS ADVISED**

Angela E. Roe
Graduated in July 2016

Aysha Preston
MA Research Proposal in African & African Diaspora Studies (as exit requirement):
Graduated in May 2015

Synatra Smith
Ph.D. in Global & Sociocultural Studies (Anthropology Major): “On and Off the Stage at Atlanta Greek Picnic: Performances of Collective Black Middle-Class Identities and the Politics of Belonging.”
Graduated in May 2015

Christina Bazzaroni
Graduated with MA in AADS in Summer 2011

Sarah Labbé
Graduated with MA in AADS in summer 2011
Noelle Théard
Graduated with MA in AADS in spring 2010

Amy Wolfson
Graduated with MA in AADS in spring 2010

Currently member of six Ph.D. committees, and dissertation advisor of two Ph.D. students.


SELECTED RECENT PAPER PRESENTATIONS, CONFERENCES, AND LECTURES (since 2008)
March 7, 2018 Invited lecturer by the Department of English, Emory University, Atlanta, Georgia. Title of lecture given: “Theorizing the African Diaspora in the XXIst Century: From Diachronic Approaches to Synchronous Orientations.”

January 25, 2018 Presentation as the 17th Interdisciplinary Faculty Colloquia, for LACC-FIU, GL 200 at 12:30pm: “Assessing the Usefulness of Multicultural Legal Instruments for Afrodescendants in Latin America.”

November 16 and 17, 2017 Keynote Speaker for Concluding Remarks of the “Black Studies in Europe: A Transnational Dialogue” conference organized by the Laboratoire des Mondes Contemporains (LAMC), Université Libre de Bruxelles, Belgium. See program at: https://lamic.ulb.ac.be/IMG/pdf/Black_Studies_in_Europe_ConferenceProgram.pdf

October 6, 2017 Closing Keynote Speaker for the 5th Conference of the Latin American Studies Association’s Society ERIP (Ethnicity, Race, and Indigenous Peoples.” Universidad Michoacana de San Nicolás de Hidalgo, Morelia, Michoacán, México. Title of the intervention: Más allá del neo-esencialismo que se puede encontrar en autores que se reclaman de los paradigmas del pluriverso, del giro decolonial y de los "settler colonial studies" en los estudios latinoamericanos.

April 29, 2017 Discussant in the session “Lasting and Resurgent Forms of Racism after Recognition and the ‘Decolonial Turn’ in Latin America.” Latin American Studies Association (LASA), 2017 annual meeting, Pontificia Universidad Catolica del Perú, Lima, Peru.

April 29, 2017 Organizer and Chair of session “Comparative Assessment of the Usefulness (or Lack Thereof) of Multicultural Legal and Institutional Instruments for Afrodescendants in Latin America.” Latin American Studies Association (LASA), 2017 annual meeting, Pontificia Universidad Católica del Perú, Lima, Peru.

April 25, 2017 Invited lecturer for the Programa de Estudios Culturales Latinoamericanos, Universidad Andina Simon Bolivar, Quito, Ecuador. Title of lecture: El estado multicultural y el caso legal en contra de Boníl y El Universo por la caricatura de Tin Delgado.


October 16, 2015 Delivered the closing keynote lecture, “Assessing the Latin American “Multicultural Turn” Through an Analysis of the Effectiveness or Lack Thereof of Multiculturalist Legal Instruments for the Protection of Afrodescendants’ Rights,” at the Conference Diálogos Diasporicos held to celebrate the 30th anniversary of the Program in Afro-Brazilian Studies (Núcleo de estudos Afro-Brasileiros) of the Federal University of Maranhão, Brazil.

February 12, 2015 Delivered the Introduction of the international conference, “Roots/Heritage Tourism in Africa and the African Diaspora: Case Studies for a


May 9, 2014 Gave the Opening Keynote Plenary Talk of the “Colloquium on African and Black Diaspora Studies: The State of the Field and Future Directions” organized by the Center for Black Diaspora Studies, DePaul University, Chicago. Title of the plenary talk: “Diachronic and Synchronous Analytics and Politics of ‘the African Diaspora’: Reflections on More or Less Recent Theorizing.”

February 19-21, 2014 Gave one of the invited Conferencias Magistrales at the Primer Congreso Internacional de Profesionales en Turismo, which took place in Guayaquil, Ecuador. Title of my conferencia magistral: “Roots/Heritage Tourism o Turismo de Patrimonio en Gambia y en Senegal, África Occidental: Un Acercamiento Comparativo de Iniciativas para la Reducción de Pobreza.”

September 25-27, 2013 Gave the Invited Keynote Lecture entitled "Movimientos sociales negros en América Latina, el giro hacia el multiculturalismo y "nuevas" conceptualizaciones de la diaspóra africana" for the Terceras Jornadas de Estudios Afrolatinoamericanos del GEALA (Grupo de Estudios Afrolatinoamericanos del Instituto Ravignani), which took place at the Universidad de Buenos Aires, in Argentina.


On March 25, 2013 Magistral lecture at the Unité de Recherches "Migrations et Sociétés" (URMIS), Paris, France. The title of my lecture: "Pouvoir colonial et sexe
"Pouvoir colonial et sexe inter-racial au Congo belge: Mémoire cachée de pratiques répandues" (Colonial power and inter-racial sex in the Belgian Congo: Hidden memory of widespread practices)

On March 21, 2013  At the Université de Paris-Diderot to lead an MA course on Migrations and Inter-Ethnic/Inter-Racial Relations. My session included a formal presentation (which is in fact a simplified version of the next bullet point) entitled "Pouvoir colonial et sexe inter-racial au Congo belge: Mémoire cachée de pratiques répandues" (Colonial power and inter-racial sex in the Belgian Congo: Hidden memory of widespread practices)

On March 18, 2013  From 9:00am to 12:30pm, participation in the seminar "Anthropologie des sociétés post-esclavagistes. Études comparées à partir de la Caraïbe et des Amériques Noires. Figures de la soumission et de la subversion" (Anthropology of post-slave societies. Comparative studies from the Caribbean and black Americas. Figures of submission and subversion), at the École des Hautes Études en Sciences Sociales (EHESS), Paris, France. That seminar is led by Anne-Marie Losonczy and Odille Hoffman. On 03/18, the exponents are Christine Chivallon and Gérard Collomb, on the theme "Traitement muséographique de la soumission et des résistances à l’esclavage." (Museographic treatment of submission and resistance to slavery).


February 15, 2013  Keynote lecturer for Carleton College, MN, ‘s African and African American Studies Program during the symposium “Bridging the Gap: African Diaspora Studies, Area Studies, and the Disciplines.” Title of keynote lecture: “‘Old’ and ‘New’ Diasporas, Globalization, and the Current Configuration of Africana Studies.” I played a major role during that symposium as on 02/16/2013 I also served as a panelist during the session “Conceptualizing African Diaspora Studies,” and during the session “Nos ancêtres les philosophes de négritude?: African Diaspora Studies in Latin America, the Caribbean, and Europe.”


November 30, 2011 Invited by the Ecuadorian Ministry of Culture to participate in the roundtable entitled “Aporte de la población Afrodescendiente a la cultura e identidad nacional,” during the 2011 Feria Internacional del Libro (Internacional Book Fair), Quito, Ecuador.


September 21-23, 2011 Invited by the Fondo Documental Afroandino of the Universidad Andina Simón Bolívar in Quito, Ecuador, to participate in an Afro-Ecuadorian two-day event entitled Reflexiones y Miradas en el Marco del Año de los Afrodescendientes en el Ecuador. Universidad Andina Simón Bolívar, Quito, Ecuador.


July 28, 2010 Invited participation in the Special Session “Economia Global, Movimientos Sociais Negros e Panafrikanismo,” during the 6th Congress of Black Researchers (COPENE), which took place at the Universidade do Estado de Rio de Janeiro (UERJ), in Rio de Janeiro, Brazil. Title of presentation: “Afro-Ecuadorian Community Organizing and Political Struggle: Influences on, and Participation in, Constitutional Processes.”

July 25, 2010 Invited participation in the roundtable “Production and Dissemination of Black Knowledge in Brazil and the African Diaspora: Research Publication and Translation,” during the Congress of Black Brazilian Researchers, in the 6th Congress of Black Researchers (COPENE), which took place at the Centro Federal de EducaçãoTecnológica - CEFET (Federal Education Center) and at the Universidade do Estado de Rio de Janeiro (UERJ), in Rio de Janeiro, Brazil.


November 18, 2009 Chair of, and presenter in session “Military Culture, Colonial Agents and Racial Intimacies.” Paper presented: “From Racist Atrocity to Inter-Racial Intimacy in the Congo Free State: The Story of Clément Brasseur, an Agent of Leopold..."

November 5, 2009  Seminar Leader: “Ecuadorian Strategic Culture.” Organized by FIU’s ARC for Southcom. Point of contact in ARC: Brian Fonseca. After leading that seminar, I put together a final report that was later presented at Southcom, in March 2010. Colleagues Bill Vickers and Juliet Erazo, among others, participated in the seminar and provided partial reports.

October 30, 2009  Organizer of AADS Symposium at FIU: “Globalization, the ‘Crisis of Capitalism, and the Obama Presidency.” The symposium was followed by a West African Dinner Soirée.

September 18, 2009. Invited presenter at Africando Conference in Miami. Invited by The Foundation for Democracy in Africa (FDA) and FIU’s ARC. Presentation of “Tourism in the Senegambian Region.”


July 18, 2008  Discussant of double session “Racismo y luchas por la ciudadanía en el sistema educativo ecuatoriano” at the Latin American Studies Association (LASA)-Ecuatorianistas bi annual meeting in FLACSO-Ecuador.

July 17, 2008  Keynote Speaker for the LASA-Ecuatorianistas bi annual meeting in FLACSO-Ecuador. Title of lecture: “Afrodescendientes e Indígenas en el Ecuador
Postcolonial: Del Mestizaje Monocultural al Multiculturalismo (y Post-Multiculturalismo).

May 22-24, 2008  Participant in Seminar “Transoceanic Dialogues” chaired by May Joseph, which took place during the Cultural Studies Association Sixth Annual Meeting, hosted by the Department of Art and Public Policy of the Tisch School of the Arts, New York University. Title of presentation: “Beyond the Port of Antwerp, the Savages and their Women: The Violence, Intimacy, and Sexuality of Power in the Belgian Congo”

April 4-5, 2008  Invited participant in the conference Blackness in Latin America and the Caribbean organized by the Center for Latin American Studies at Indiana University. My presentation was entitled “Football and the (Tri-)Color of the Ecuadorian Nation: The (Dis-)Continuities of Black Otherness from Monocultural Mestizaje to Multiculturalism.”

OTHER ACTIVITIES


Peer-reviewed proposals for the Wennergren Foundation, the Ford Foundation, the National Science Foundation, the National Endowment for the Humanities, among others.
ANDREA QUEELEY  
Department of Global and Sociocultural Studies  
African and African Diaspora Studies Program  
Florida International University  
aqueeley@fiu.edu  
www.fiu.edu/~queeley

EDUCATION
Ph.D., City University of New York Graduate School and University Center, Cultural Anthropology, 2007.

B.A., Brown University (w/ study abroad at University of Ibadan, Nigeria), Psychology and Afro-American Studies, 1992.

FULL-TIME ACADEMIC EXPERIENCE
Florida International University, Associate Professor, Department of Global and Sociocultural Studies and African & African Diaspora Studies Program, May 2015-present.

Florida International University, Assistant Professor, Department of Global and Sociocultural Studies and African & African Diaspora Studies Program, August 2009-May 2015.


PART-TIME ACADEMIC EXPERIENCE


City University of New York Borough of Manhattan Community College, Writing Fellow, CUNY Writing Across the Curriculum Project, August 2003- May 2005.


NON-ACADEMIC EXPERIENCE
Oxfam America, Photovoice Methodology Volunteer Consultant, Oxfam Gulf Coast Research Project on African American, Vietnamese, Hispanic, and Brazilian women and community hurricane recovery, October 2008-April 2009.


PUBLICATIONS IN DISCIPLINE

Books

Articles


Book Chapters


Reviews

Interviews and Commentaries

Pedagogical Resources

OTHER PUBLICATIONS (Outside of Discipline)

WORKS IN PROGRESS
“Take Me to The River: Emplaced Blackness and the New Orleans Aquatic Space”

“Disparate Dialogues: What’s Cuban Internationalism in the Caribbean and Africa Got to Do With It? (for submission to African and Black Diaspora: An International Journal)

“The Uppity Negro: A Peculiar Challenge for Anti-racist Mobilization in Cuba,” (for submission to Latin American Perspectives)

PRESENTED PAPERS AND LECTURES
“Racial Politics and Identity in Cuba,” July 8th 2016, Cuba Summer Program, Cuba: A Revolutionary Perspective on Education, FIU/University of New Mexico, Miami, FL.


“Soul Train Unbound: Rethinking the Current(s) of Diaspora Space and the (Im)Mobile Anglo-Caribbean Cuban Subject,” December 5th, 2014, American Anthropological Association, Washington D.C.

“¿Jamaicanos o Jamaiquinos?: Respectable Blackness and Its Implications for Anti-Racist Activism in 21st Century Cuba,” April 9th, 2014, Cuban Research Institute, Florida International University, Miami, FL.


“Soul Train Unbound: Rethinking the Current(s) of Diasporic Space and the Ethnographic Encounter,” April 15th, 2013, Center for Caribbean and Latin American Studies, Minority Languages and Cultures Program, Indiana University, Bloomington, IN.

“Soul Train Unbound: West Indian Cubans and the Transnational Social Field,” January 6th, 2013, American Historical Association Annual Meeting, New Orleans, LA.


“Somos Negros Finos: Anglophone Caribbean Cultural Citizenship Across Cuba’s Tumultuous 20th Century,” October 10th, 2008, Graduate Student Colloquium, Department of Anthropology, Tulane University, New Orleans, LA.


COURSES TAUGHT

Graduate
African and African Diaspora Studies Theory
The African Diaspora in Latin America
The Anthropology of the African Diaspora
Race and Revolution in Cuba
Locating the Caribbean: Cuban Society and Culture in Focus
Intra-Caribbean and Latin American Migration

Undergraduate
The Anthropology of Race and Ethnicity
Cultures of the Caribbean
Black Popular Cultures: Global Dimensions
The African Diaspora in Spanish America
Caribbean Migrations: Cuba, Puerto Rico, and the Dominican Republic in Focus
Latin American Migration to the United States: Post-Katrina New Orleans in Focus
PROFESSIONAL HONORS, AWARDS, FELLOWSHIPS
Curriculum Redesign Grant, Writing Across the Curriculum (WAC), Florida International University, Spring 2012.

Faculty Appreciation Award, AADS and GSS Graduate Student Associations, Florida International University, May 2012.

Conference Travel Award, Latin American and Caribbean Center, Florida International University, Spring 2013 and Fall 2011.

Conference Travel Award, African and African Diaspora Studies, Spring 2013.


OFFICES HELD IN PROFESSIONAL SOCIETIES
Associate Editor, Transforming Anthropology, American Anthropological Association, 2010-2012.

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Departmental and Program Service
Graduate Program Director, African & African Diaspora Studies Program, Fall 2015-present.

Steering Committee, African & African Diaspora Studies Program, Fall 2009-present.

Graduate Committee, African & African Diaspora Studies Program, Fall 2011-present.

Coordinator, African and African Diaspora Studies Works-In-Progress Series, 2014-present.

Committee Chair, “How Do Global Black Lives Matter?: Art, Activism and the Academy,” 2016 Humanities Afternoon Organizing Committee, Fall 2015-present.


Search Committee Member, Assistant Professor in Anthropology Search, Department of Global and Sociocultural Studies, 2014-2015.


Introduction of Invited Lecturer Dr. Bobby Hill, “Rastafari Then and Now,” AADS Humanities Afternoon, November 14th, 2013.

Panelist, Professional Conferences Workshop, Sponsored by AADS and GSS Graduate Student Associations, November 8, 2012.

Committee Member, Global and Sociocultural Studies Department, Program Review, Fall 2012.


Introduction of Invited Speaker, Jafari Allen, Yale University Assistant Professor, Author of ¡Venceremos?: The Erotics of Black Self-Making in Cuba, AADS and GSS Graduate Student Colloquium, October 28th, 2011.

Presenter, AADS Works in Progress Series, November 10th, 2011.

Chair, Proposal Review Committee for Global and Sociocultural Studies Department Spring Conference, Fall 2011.

**College/SIPA Service**
GSS Representative, SIPA Tenure and Promotion Committee, Fall 2016.

Faculty Advisory Board, Latin American and Caribbean Studies Center, Spring 2010-present.

Faculty Associate, Cuban Research Institute, Spring 2010-present.

Committee Member, Haitian Studies Certificate Program, Latin American and Caribbean Center, Fall 2013-present.
Panelist, Film Screening and Discussion, “Yemaya: Wisdom from the African Heart of Brazil,” March 24th 2016.

Panel Moderator, “Hybrid Notions in Cultural Studies and Beyond Graduate Student Conference” sponsored by AADS, GSS, LACC Graduate Student Associations, January 30th, 2014.


University Service
Faculty Mentor, HIS Mellon Pathways Program, Spring 2016-present.


Introduction of Keynote Speaker, Honorable P.J. Patterson, Former Prime Minister of Jamaica, Eric Williams Memorial Lecture, October 15th, 2010.


Community and Public Service

Public School Teacher Training
Panelist, “Black” AND Latino/a?: Understanding and Teaching the African Diaspora in Latin America,” The African Diaspora in Comparative Perspectives, Miami Dade County Public Schools, Miami, FL, October 24th, 2011.

Lecturer, “Movement as Text: The African Diaspora in Latin America,” Teacher’s Summer Workshop sponsored by the Latin American Resource Center, Tulane University, New Orleans, LA, July 10th, 2008.

Community Events


Media

Community Service
Board Member, The Historic Lower 9th Ward Council for Arts and Sustainability, New Orleans, LA. 2008-2012.


Roderick Paul Neumann  
*Curriculum Vitae*

Department of Global and Sociocultural Studies  
Steven J. Green School of International and Public Affairs  
Florida International University  
Miami, FL 33199  
(305) 348-2936  
zeumannr@fiu.edu

**CURRENT POSITION**  
Professor

**EDUCATION**

1992 Doctor of Philosophy in Geography, University of California, Berkeley  
Dissertation: *Social Origins of Natural Resource Conflict in Arusha National Park, Tanzania*

1986 Master of Science in Forest Resources Management, University of Idaho  
Thesis: *Threats to Neotropical National Parks: An Application of Island Biogeography Theory*

1982 Bachelor of Science in Natural Resources Management, California Polytechnic State University, San Luis Obispo

**ACADEMIC APPOINTMENTS**

2010-2017 Chairperson, Department of Global & Sociocultural Studies, FIU

2007-2008 Visiting Scholar, Environmental Science, Policy and Management, University of California, Berkeley

2006-present Professor, Florida International University

2004-2009 Affiliated Faculty, Department of Environmental Studies, FIU

1997-2006 Associate Professor, Florida International University

1998-2002 Graduate Program Director, Department of International Relations, FIU

2001 Fall Acting Chairperson, Department of International Relations, FIU

1997-1998 Research Associate, University of Dar es Salaam

1994-1995 Postdoctoral Fellow, Agrarian Studies, Yale University

1992-1997 Assistant Professor, Florida International University

**RESEARCH GRANTS**

2007-2008 FIU Faculty Research Award, Principal Investigator: “The European Union’s Biodiversity Crisis: Investigating Policy Effectiveness and Failures” ($15,000).

2007 European Union Center of Excellence Faculty Research Award, Principal Investigator: “The European Union’s Biodiversity Crisis: Investigating Policy Effectiveness and Failures” ($4,000).

1997-2000 National Science Foundation Research Grant, Principal Investigator: “Conservation, Development and Rural Property Relations in Rural Tanzania” ($178,704).


1996 Florida International University, Division of Sponsored Research and Training Seed Grant, Principal Investigator: “Conservation, Development and Rural Property Relations in Rural Tanzania” ($346).

1994 Florida International University, Faculty Development Grant, Principal Investigator: “The Effects of Democratization and Liberalization on Wildlife Conservation in Tanzania” ($300).

1993 Florida International University, Faculty Development Grant: “History and Politics of Environmental Conservation in Tanzania” ($410).

1990 National Science Foundation Doctoral Dissertation Improvement Grant, Co-PI: “The Origins and Meaning of Land Use Conflict in Arusha National Park, Tanzania” ($13,000). Michael Watts, PI.


1989-90 Fulbright-Hays Doctoral Dissertation Research Abroad Grant, Principal Investigator: “Understanding Land Use Conflict in Arusha National Park, Tanzania” ($8,500).

FELLOWSHIPS

1994-95 Postdoctoral Fellow, Yale University, Program in Agrarian Studies

1994 National Endowment for the Humanities Summer Fellowship

1991 University of California, Berkeley Humanities Graduate Fellowship

1991 Andrew and Mary Rocca Fellowship University of California, Berkeley Joint Center for African Studies

1988-89 US Department of Education, Foreign Language and Area Studies Fellowship (Swahili)

1988 Social Science Research Council Predissertation Fellowship

1988 US Department of Education, Summer Foreign Language and Area Studies Fellowship (Swahili, declined)
AWARDS AND HONORS

2006  Matriculation Merit Award, Florida International University ($1,700 salary increase)
2002  Matriculation Merit Award, Florida International University ($1,500 salary increase)
2001  Matriculation Merit Award, Florida International University ($3,495 salary increase)
1992  Outstanding Graduate Student Instructor, University of California, Berkeley
1990  National Wildlife Federation Graduate Research Publication of the Year

BOOKS


PEER-REVIEWED ARTICLES AND CHAPTERS


2004 Moral and Discursive Geographies in the War for Biodiversity in Africa. Political Geography 23(7): 813-837.

2002 The Postwar Conservation Boom in British Colonial Africa. Environmental History 7(1) 22-47.


1989  Land Use and Threats to Parks in the Neotropics (with Gary Machlis). *Environmental Conservation* 16(2).


1986  La Situacion de los Parques Nacionales la Region Neotropical (with Gary Machlis). In IUCN. *Proceedings from the 27th Working Session of the Committee on National Parks and Protected Areas.*

**JOURNAL ARTICLES REPRINTED IN ANTHOLOGIES**


**EDITED SPECIAL ISSUES**


**BOOK REVIEWS**


2000  Scholar’s Choice (Guest Column). In *Society and Space*.


**INVITED PAPERS AND LECTURES**


2004 Invited participant, Symposium on Forest Certification in Developing and Transitioning Societies: Social, Ecological, and Economic Effects. Yale University, June 10-11.


1997 Invited paper, Model, Panacea, or Exception? Contextualizing CAMPFIRE and Related Programs in Africa, for the conference, Representing Communities: Histories and Politics of Community Based Resource Management, University of Georgia, international conference sponsored by the Ford Foundation, June 1-3.


1996 Invited participant, Second International Workshop on Non-Timber Forest Products, Madrid, Spain, sponsored by the Autonomous University, Madrid and the Center for International Forestry Research, February 11-16.


1995 Invited paper, Dukes, Earls and Ersatz Edens in Africa. Delivered at the Geography Colloquium Series, Rutgers University, April 7.

1995 Invited paper, Dukes, Earls and Ersatz Edens in Africa. Delivered at the Program in Agrarian Studies Colloquium, Yale University, March 31.

1994 Invited participant, the Workshop on Conservation and Human Rights, Cornell University, October 28.

1992 Invited lecture, Social Origins of Natural Resource Conflict in Arusha National Park, Tanzania, for the Department of Geography Colloquium, University of California, Berkeley, May 7.


CONFERENCE PAPERS


2000 Wilderness with a History: Social Control and Landscape Change in South-Central Tanzania. Paper presented at the Annual Meeting of the Association of American Geographers, April 4-8, Pittsburgh, PA.


1997  The State and Environmental Management in Africa. Panel organized for the Annual Meeting of the Association of American Geographers, April 1-5, Fort Worth, Texas.


PROFESSIONAL CONSULTING


TEACHING

Courses taught at Florida International University

GEA 2000 World Regional Geography
GEA 3600 Population and Geography of Africa
GEO 2000 Introduction to Geography
GEO 3421 Cultural Geography
GEO 4476  Political Ecology
SSI 3240  Global Prospects and Issues
ISS 6346  Graduate Seminar: Theory and Inquiry
ISS 6306  Graduate Seminar: Proposal Writing
GEO 6473  Graduate Seminar: Space, Place, and Identity
INR 6056  Graduate Seminar: Environment and Development
INR 6019  Graduate Seminar: Comparative Area Studies

GRADUATE STUDENT MENTORING (1998-present)

MA Theses Directed
*The Politics of Deforestation in Honduras: A Case Study of the Watershed Region of El Cajon*
Laura Holtz (Latin American Studies) (2006)
*Indigenous Peoples and a New Culture of Petroleum Politics in the Ecuadorian Amazon*

MA Theses Read
Sekou Camara (2001)
*Francophone Regionalism and its Impact on West African Integration*
Bryna Griffin (Environmental Studies) (2004)
*People in the Park: Resource Exclusion and Human-Park Conflict Within Klaeng Krachan National Park, Thailand*

MA Exam Option
Hanna Kiuru (2002)
Luis Pineda (2002)
Brian Hollingsworth (2003)
Cheeku Bhasin (2003)
Vashti Kelly (2006)
Giselle Peruyera (2006)
Yuri Acosta (2006)
John Haberl (2006)
Alex Santillan (2007)
Ph.D. Dissertations Directed

Diana Ter-Ghazaryan (International Relations) (Defended June 2010)
*Landscape and National Identity in the Post-Soviet Transformation of Yerevan, Armenia*

Manoj Shivlani (International Relations) (Defended March 2014)
*Political Ecology of Identity in Fisheries-Dependant Communities in the Florida Keys*

Charles Heck (Global and Sociocultural Studies) (Defended November 2017)
*Favela Displacement in Rio de Janeiro: Ecodevelopment and Disaster Biopolitics in Favela Santa Marta*

Yogesh Dogol (ABD)
*The Cultural Politics of New Conservation Territories: Identity, Inequality, and Citizenship in Nepal’s Buffer Zones*

Ph.D. Dissertations Read

Laura Boudon (IR) (2000)
*World Coffee Markets and National Coffee Parastatals since 1989: A Comparative Study of Colombia and Cote D’ivoire*

*Sugar and Coffee: A History of Settler Agriculture in Nineteenth Century Liberia*

German Palacio (History) (2003)
*Civilizing the Tropics: The Highlanders’ Failed Attempt to Transform the Colombian Amazon, 1850-1930*

Laura Zanotti (IR) (2004)

Meridith Marconi (Sociology/Anthropology) (2009)
*Beliefs and Values of the Environment in Marine Resource Based Industries in Seward, Alaska*

Bertin Kuoadio (IR) (2009)
*From Stability to Insurgency: The Root and Proximate Causes of the Civil War in Cote D’ivoire*

Heini Vihemaki (University of Helsinki) (Development Studies) (2009)
*Participation or Further Exclusion? Contestations over Forest Conservation and Control in the East Usambara Mountains, Tanzania*

Catherine Picard (Yale University, Forestry and Environmental Studies) (2010)
*The Promise and Peril of Transboundary Conservation: A Case Study of the Selous-Niassa Wildlife Corridor, Tanzania*

Christian Melo (IR) (2010)
*Left Behind: The Fate of Ecuadorian Cocoa Farmers in the Age of Sustainable Development*
Diana Ojeda (Clark University, Geography) (2011)
  *Producing Paradise, Making the State: Nature, Race and the Violent Geographies of Tourism in the Colombian Caribbean*

Rebecca Garviolle (Global & Sociocultural Studies) (2013)
  *Bridging the Tamiami Trail: Understanding the Stakeholder Politics of Everglades Restoration*

Cynthia Malakasis (Global & Sociocultural Studies) (2014)
  *Immigration and Nationalism in Greece*

Dusan Uringa (Global & Sociocultural Studies) (Withdrew ABD 2014)
  *EU Integration: Theory, Indices, Reality*

Brittany Kiessling (Global & Sociocultural Studies) (2016)
  *Rural Development and Shrimp Aquaculture in India*

William Hall (Global & Sociocultural Studies) (2016)
  *Working for Chains or Change? Mapping the Geographies of Fast Food Worker Agency in Miami*

Alex Huezo (Global & Sociocultural Studies) (2017)
  *Contested Natures, Insecurities and Territorialities: The Aerial Eradication of Coca in Colombia.*

Janna Lafferty (Global & Sociocultural Studies) (In Progress, ABD)
  *Unsettling Local Food: Muckleshot Food Sovereignty and the Cultural Politics of Food System Localization in the US Pacific Northwest*

Rosibel Roman (Global & Sociocultural Studies) (In Progress, ABD)
  *Environmental Justice in Russia*

Joshua Mullenite (Global & Sociocultural Studies) (In Progress, Pre-proposal)
  *Sea-Level Rise and Agricultural Development in Guyana*

Eric Van Vleet (Global & Sociocultural Studies) (spring 2018)
  *Truffle Cultivation in France*

Mariama Jaiteh (Global & Sociocultural Studies) (spring 2018)
  *The Gambia’s Tourism Sexual Economies-- Affectionate Entanglements in a Postcolonial Time*

Carl Bevelhymer (Global & Sociocultural Studies) (In Progress, ABD)
  *Economic Development in Flower Producing Regions of Kenya in Relation to Processes of Democratization*

Melissa Bernardo (Global & Sociocultural Studies) (In Progress, Pre-proposal)
  *Sea Level Rise and Reliance in South Florida Agriculture*

**Ph.D. Qualifying Exams**

Laura Zanotti (1998)


Shelby Gilbert (Education) (2003)


Barbie Bishoff (2005)

Jan Solomon (2006)
Diana Ter-Ghazaryan (2007)
Catherine Picard (Yale University, Forestry and Environmental Studies) (2007)
Monalisa Gangopadhyay (2007)
Cristian Melo (2007)
Amy Ritterbush (2008)
Serena Cruz (2008)
Amy Ritterbush (2008)
Manoj Shivlani (2009)
Charles Heck (2010)
Cynthia Malakasis (2010)
Rebecca Garviolle (2010)
Billy Hall (2013)
Brittany Kiessling (2013)
Janna Lafferty (2014)
Alex Huezo (2014)
Yogesh Dongol (2015)
Rosibel Roman (2015)
Josh Mullenite (2016)
Mariama Jaiteh (2016)
Eric Van Vleet (2016)
Carl Bevelhymer (2016)

EDITORIAL BOARDS

2007-present  Political Geography
1999-2004  Antipode

PROFESSIONAL ORGANIZATIONS

Association of American Geographers
American Anthropology Association
African Studies Association

UNIVERSITY SERVICE

Vice President, Chair's Advisory Council to the Dean, College of Arts and Sciences, 2012-2015.
Chair, Human Geography Search Committee, Department of Global and Sociocultural Studies, 2009
Faculty Senate Member, 2008-2010 and 2006-2007
Member, University Core Curriculum Oversight Committee, 2008-2010
Member, Department of Environmental Studies Joint Search Committee, 2007
Chair, Human Geography Search Committee, Department of International Relations, 2006
Member, Undergraduate Committee, Department of International Relations, 2005-
Dissertation Advisor Status: Member, First University Cohort; Member, Intra-Departmental
Coordinator, Geography Program, Department of International Relations, 2002 to 2007.
Chair, Department of International Relations Five-Year Program Review Committee, 2001-
02.
Director, Department of International Relations Graduate Program and Chair, Graduate
University Review Committee for Fulbright Fellowship applications: 2002-03; 2003-04.
Affiliated faculty member, Department of Environmental Studies, Florida International
University.
Member, African-New World Studies Program Advisory Board, Florida International
University, 2001 to present.
Member, Admissions Committee, Graduate Program in International Studies, Florida
International University, 1996-97.
Chair, Ad Hoc Committee to Develop a Geography BA, 1996 and 1998, Department of
International Relations, Florida International University.
Member, Doctoral Program Advisory Committee, Department of International Relations,

SERVICE TO THE PROFESSION
2006 Chair, Geography Committee for the Florida SUS Common Prequisites Project.
2003 Section Chair, “Environmental Change and Patterns in Africa”, for the Annual
Meeting of the African Studies Association.

Peer Reviews of Journal Submissions (1999-present)

<table>
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<td>Cultural Anthropology</td>
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<td>Cultural Geographies</td>
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<td>Geografika Annaler</td>
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<td>Geographical Journal</td>
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<td>Geographical Review</td>
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<td>Human Ecology</td>
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<td>The International History Review</td>
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<td>Journal of Historical Geography</td>
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<td>Journal of Peasant Studies</td>
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<td>Political Geography</td>
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<td>Progress in Human Geography</td>
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<td>Social Science History</td>
<td>1</td>
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<td>Society and Natural Resources</td>
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<td>The Professional Geographer</td>
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**Book Manuscript and Prospectus Reviews**

- 2001 University of California Press
- 2001 University of Virginia Press
- 2003 University of Chicago Press
- 2004 University of California Press (prospectus)
- 2004 University of Chicago Press
- 2005 MIT Press
- 2005 University of Chicago Press
- 2005 Routledge Press
- 2007 Cornell University Press (prospectus)
- 2007 University of Chicago Press (prospectus)
- 2010 Yale University Press (prospectus)
- 2012 University of Georgia Press (prospectus)
- 2012 University of Chicago Press (prospectus)
- 2013 University of Georgia Press
- 2014 University of Chicago Press
- 2014 University of Washington Press

**Research Proposal Reviews**
1999  National Science Foundation (2)
2002  National Science Foundation (1)
2005  Social Sciences and Humanities Council of Canada (1); National Science Foundation (1)
2006  Social Sciences and Humanities Council of Canada (1)
2008  National Science Foundation (1)
2009  National Science Foundation (1)
2010  National Science Foundation (1)
2012  National Geographic Society (1)
2012  National Science Foundation (1)
2014  National Science Foundation (1)
2016  National Science Foundation (1)

External Promotion Review
2005  Tenure and promotion candidate: Bates College
2006  Tenure and promotion candidate: Rutgers University
2006  Tenure and promotion candidate: Dartmouth College
2007  Tenure and promotion candidate: University of Manchester
2008  Tenure and promotion candidate: York University
2009  Tenure and promotion candidate: University of California, Berkeley
2009  Full professor, in grade promotion: University of California, Berkeley
2010  Promotion to full professor: University of Toronto
2012  Promotion to full professor: University of Kentucky
2012  Tenure and promotion candidate: York University
2013  Tenure and promotion candidate: Dartmouth College
2013  Tenure and promotion candidate: University of Washington, Bothel
2014  Tenure and promotion candidate: Bard College
2015  Promotion to full professor: Santa Clara College
2016  Promotion to full professor: University of Toronto

REFERENCES

Available by request

Last Updated, June 2017
Mitzi Carter  
Curriculum vitae

9200 SW 166th St.  
Palmetto Bay, FL 33156  
m.uehara.carter@gmail.com  
510-501-6296

EDUCATION


TEACHING EXPERIENCE

Florida International University, Miami, Visiting Professor
“Introduction to Anthropology,” Department of Global Sociocultural Studies, (Fall 2015, Spring/Fall 2016, Spring/Fall 2017, Spring 2018, Fall 2018).


“Introduction to Asian Studies,” Asian Studies Department, (Fall 2014, Spring 2015, Fall 2017, Spring 2018, Fall 2018).


“Anthropology of Globalization,” Department of Global Sociocultural Studies, (Fall 2017)

“Anthropology of Race and Ethnicity,” Department of Global Sociocultural Studies, (Spring 2018, Fall 2018).

University of California, Berkeley, Teaching Assistant

“Anthropology of Japan,” Department of Anthropology, (Fall 2006 and Spring 2004).  
(Supervisor: Professor Nelson Graburn)

“The American Languages,” Department of Linguistics, Fall 2002 (Supervisor: Laura Buszard-Welcher)
CURRICULUM VITAE
Mitzi Carter

“Introductory Social Geography,” Department of Geography, Fall 2001 (Supervisor: Professor Victoria Randlett)

PUBLICATIONS

Refereed Journal Articles


Book Chapters


GRANTS AND FELLOWSHIPS

2011-2012 Japan Society for the Promotion of Science Fellow, Japanese Ministry of Education and Culture, University of the Ryukyus.

2010-2011 Center for New Racial Studies Grant, University of California.

2003 Graduate Division Summer Research Grant, UC Berkeley.
CURRICULUM VITAE
Mitzi Carter

2001  Olsen Summer Research Grant, UC Berkeley.

2000  Graduate Opportunity Program, UC Berkeley.

INVITED TALKS


CONFERENCE PRESENTATIONS AND PANELS ORGANIZED


CAMPU S TALKS


RESEARCH EXPERIENCE

2000 Graduate Research Assistant, UC Berkeley. Dr. John Ogbu, supervisor. Archival research and comprehensive literature review on multiracial identity and social movements in the United States.
SERVICE TO PROFESSION

2018  Conducted formal peer evaluation for fellow faculty member’s Cultural Geography course in the Global Sociocultural Studies Department at Florida International University.


DEPARTMENTAL/UNIVERSITY SERVICE

2018  Designed and presented co-collaborative lecture “Health Literacy and Cross-Cultural Communication” with FIU’s medical school (course # BMS6827), May 2018.


2018  Designed new interdisciplinary course “Global Asia” (to be cross-listed in Asian Studies and Anthropology).


2010  Graduate Working Group Coordinator, UC Berkeley, “Militarization and Spaces of Containment and Exception.”

2002  Graduate Working Group Co-Coordinator, UC Berkeley, “Racialized Environments, Naturalized Differences.”

COMMUNITY INVOLVEMENT/OUTREACH

2017  Hapa Japan Executive Board Member, University Southern California. Spring 2015-present.


2012  “Nappy Routes and Tangled Tales Public Forum: Spaces of Blackness in Okinawa”  
Barcode Cafe, Okinawa, Japan, May 4-6, 2012. Forum organizer and presenter.

2011  “Nappy Routes and Tangled Tales.” Documentary short film co-produced with 
filmmaker Tony Nguyen. Screened at Hapa Japan Conference, UC Berkeley, April 8, 
2011.

and narrator for exhibit, symposium, and documentary video project at the National 

2011  “Lessons on Listening to War Narratives.” Paper presented at symposium “Battle of 
Okinawa,” Japanese Cultural and Community Cultural Center of Northern California, 
San Francisco, January 29, 2011.

2008  “Out of Sight, out of Nation: How Blackness gets Excluded from the Celebration of 
Hybrid Champru Identity in Okinawa.” Paper presented at “Chimu Ni Sumiri: Identity, 
Culture, History and the Space In-Between Forum” at the National Japanese American 

Languages

• Spanish: advanced reading, writing, and speaking
• Japanese: intermediate speaking

References

Nelson Graburn  
Professor of Anthropology  
Anthropology Department  
UC Berkeley - 232 Kroeber Hall, Berkeley, CA 94720-3710  
(510) 642-2120  
graburn@berkeley.edu

Wesley Uenten  
Professor of Asian American Studies  
San Francisco State University  
Ethnic Studies & Psychology 121  
1600 Holloway Avenue  
San Francisco, CA 94132-4100  
(415) 338-1693 ext. 81796  
wuiuntin@sfsu.edu
Juliet Erazo
Associate Professor of Anthropology
Department of Global & Sociocultural Studies
Florida International University, SIPA 332
11200 SW 8th St.
Miami, FL 33199
# Katherine A. Lineberger, PhD

## Education:

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Dissertation</th>
<th>Thesis</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>PhD, Sociology</td>
<td>University of Colorado at Boulder</td>
<td>&quot;Unfortunate Choices&quot;: Risk in the Lives of Female Street-Level Sex Workers and Non-Sex Working Streetwise Women</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>MSS, Social Science Minor, Women’s Studies</td>
<td>University of Colorado at Denver</td>
<td>Victims and Vectors: Women, the Law, and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>MA, Sociology</td>
<td>University of Colorado at Denver</td>
<td>A Demographic and Socioeconomic Description of the Women in Colorado Who Have Died of HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>BA, Sociology, Women’s Studies, &amp; History</td>
<td>Metropolitan State College of Denver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Employment History:

August 2013-present, Instructor and Director of Undergraduate Programs, Department of Global and Sociocultural Studies, Florida International University

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Marriage &amp; the Family (online/in-person; QM certified)</td>
<td>Instructor: Online and face-to-face course development and teaching; Utilizing Blackboard Learn LMS with Adobe Connect and other components for course delivery and to interface with students.</td>
</tr>
<tr>
<td>- Medical Sociology (online/in-person; QM certified)</td>
<td></td>
</tr>
<tr>
<td>- Sociology of the Life Course (online)</td>
<td></td>
</tr>
<tr>
<td>- Sociology of Death (online)</td>
<td></td>
</tr>
<tr>
<td>- Sociology of Sexuality</td>
<td></td>
</tr>
<tr>
<td>- Sociology of Gender (online/in-person; QM certified)</td>
<td></td>
</tr>
<tr>
<td>- Social Inequality (online/in-person; QM certified)</td>
<td></td>
</tr>
<tr>
<td>- Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>- Social Inequality (online/in-person; QM certified)</td>
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</table>

Digital Instruction Coordinator: Responsible for the development and maintenance of a fully online undergraduate degree programs in
August 2007-July 2013, Adjunct Professor, Florida International University

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage &amp; the Family (online/in-person)</td>
<td>Online and face-to-face course development and teaching; Utilizing Blackboard Learn LMS with Adobe Connect and other components for course delivery and to interface with students.</td>
</tr>
<tr>
<td>Medical Sociology (online/in-person)</td>
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<tr>
<td>Sociology of the Life Course (online)</td>
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<tr>
<td>Sociology of Death (online)</td>
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<td>Sociology of Sexuality</td>
<td></td>
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<tr>
<td>Sociology of Gender (online/in-person)</td>
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</tr>
<tr>
<td>Social Inequality (online/in-person)</td>
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<tr>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Classical Sociological Theory</td>
<td></td>
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<tr>
<td>Basic Ideas of Sociology</td>
<td></td>
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<tr>
<td>The Individual in Society</td>
<td></td>
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</tbody>
</table>

January 2011-2013, Consultant

<table>
<thead>
<tr>
<th>Projects</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoenix Rising Foundation, Inc.: a not-for-profit organization providing life</td>
<td>Grant writing, program development, and evaluation</td>
</tr>
</tbody>
</table>
skills training to adult survivors of childhood trauma.

2009-2010, Programming & Evaluation Specialist, Broward Regional Health Planning Center, Inc.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Homeless Prevention &amp; Rapid Re-Housing Project (HPRP)</td>
<td>➢ Development and production of monthly and quarterly program evaluation reports to HUD</td>
</tr>
<tr>
<td>➢ Broward County Ryan White HIV/AIDS Program</td>
<td>➢ Facilitation of Ryan White HIV Planning Council meetings</td>
</tr>
<tr>
<td></td>
<td>➢ Resource management for Ryan White HIV Planning Council</td>
</tr>
<tr>
<td></td>
<td>➢ Development of Ryan White HIV Planning Council procedures and processes</td>
</tr>
<tr>
<td></td>
<td>➢ Research instrument development for annual needs assessment</td>
</tr>
<tr>
<td></td>
<td>➢ Development of Ryan White HIV Planning Council Five Year Plan</td>
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</table>

August 2009-December 2009, Adjunct Professor, Miami-Dade College

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>➢ Introduction to Sociology</td>
<td>➢ Course development and teaching</td>
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</tbody>
</table>

August 2007-July 2008, Adjunct Professor, Barry University

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>➢ Introduction to Sociology</td>
<td>➢ Course development and teaching</td>
</tr>
<tr>
<td>➢ Marriage &amp; the Family</td>
<td></td>
</tr>
<tr>
<td>➢ The Sociology of Violence</td>
<td></td>
</tr>
<tr>
<td>➢ Death &amp; Dying</td>
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</table>

May 1995-April 2008, Consultant
### Consulting Institutes/Organizations/Persons

- Substance Abuse and Mental Health Services Administration
- National Institutes on Drug Abuse
- National Institutes of Health
- Colorado State Legislature
- Colorado Governor’s AIDS Council
- Denver Mayor’s HIV Planning Council
- Colorado Department of Public Health and Environment
- Colorado Department of Corrections
- The Women’s Empowerment Program
- Dennis Blewitt and Jonathan Miller, Attorneys at Law
  - *In re: Hopkins*
  - *The Estate of Hopkins vs. Jill Clinton*
  - *Department of Social Services vs. F.S., District Court of Boulder, Colorado*

<table>
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<tr>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Grant writing</td>
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<tr>
<td>Community Identification Projects (Persons Injecting Crack Cocaine)</td>
</tr>
<tr>
<td>Special Populations Needs Assessment (Injecting Drug Users, Sex Workers, Female Addicts, Women in Poverty)</td>
</tr>
<tr>
<td>Program development (The STARS Women’s Drug Treatment Program, The Crysalis Group for women in sex work)</td>
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<tr>
<td>Program evaluation (The STARS Women’s Drug Treatment Program, The Crysalis Group)</td>
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<tr>
<td>Data analysis</td>
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<tr>
<td>Report writing</td>
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<tr>
<td>Planning and facilitating retreats and committee meetings</td>
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<tr>
<td>Lobbying (Colorado State Legislature for passage of needle exchange legislation)</td>
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<tr>
<td>Conflict resolution services</td>
</tr>
<tr>
<td>Training/supervision of research assistants and staff</td>
</tr>
<tr>
<td>Professional presentation of findings</td>
</tr>
<tr>
<td>Criminal and civil case evaluation, report writing, and provision of professional/expert testimony related to life course research and theory in family law cases.</td>
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</table>

### 2000-2007, Graduate Instructor, University of Colorado at Boulder

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>Course development and teaching</td>
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<tr>
<td>Marriage &amp; the Family</td>
<td>Curriculum development</td>
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<tr>
<td>Social Problems</td>
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<tr>
<td>Sex &amp; Gender</td>
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</tr>
</tbody>
</table>
### Race & Ethnicity

#### Courses Taught
- Social Problems (online/in-person)
- Advanced Social Problems (online/in-person)
- Race & Ethnicity
- Women in the Middle East

#### Responsibilities
- Online and in-class course development and teaching
- Curriculum development

### 1995-2007, Adjunct Professor, University of Colorado at Denver

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Social Problems (online/in-person)</td>
<td>Online and in-class course development and teaching</td>
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<tr>
<td>Advanced Social Problems (online/in-person)</td>
<td></td>
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<tr>
<td>Race &amp; Ethnicity</td>
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</tr>
<tr>
<td>Women in the Middle East</td>
<td></td>
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</table>

### 1995-2007, Adjunct Professor, Metropolitan State College of Denver

- Introduction to Sociology
- Marriage & the Family
- Current Social Issues
- Sex & Gender
- Race & Ethnicity
- Poverty in America

#### Responsibilities
- Course development and teaching

### 1995-2001, Adjunct Professor, Red Rocks Community College

- Introduction to Sociology
- Introduction to Psychology
- Social Psychology

#### Responsibilities
- Course development and teaching

### 1995-2001, Adjunct Professor, Front Range Community College

- Introduction to Sociology
- Introduction to Psychology

#### Responsibilities
- Course development and teaching

### 1995-1997, Adjunct Professor, Aurora Community College
<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>Course development and teaching</td>
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1995-1997, Adjunct Professor, Platt College

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>Course development and teaching</td>
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<tr>
<td>Freshman Seminar</td>
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</table>

February 1997-August 1998, Director of Research, People Engaged in Education & Reduction Strategies (PEERS)

<table>
<thead>
<tr>
<th>Collaborating Institutions</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Colorado Department of Public Health &amp; Environment</td>
<td>Grant writing</td>
</tr>
<tr>
<td>National Development &amp; Research Institutes</td>
<td>Needs Assessment</td>
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<tr>
<td>National Harm Reduction Coalition</td>
<td>Social Epidemiology (African American Men who have Sex with Men)</td>
</tr>
<tr>
<td></td>
<td>Community Identification Projects (Injecting Drug Users)</td>
</tr>
<tr>
<td></td>
<td>Supervision of all research projects</td>
</tr>
<tr>
<td></td>
<td>Training/supervision of researchers and staff</td>
</tr>
<tr>
<td></td>
<td>Supervision of Community Outreach Center</td>
</tr>
<tr>
<td></td>
<td>Coordination with other research sites around the country</td>
</tr>
<tr>
<td></td>
<td>Data analysis</td>
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<tr>
<td></td>
<td>Report writing</td>
</tr>
<tr>
<td></td>
<td>Collaboration with pertinent state and local organizations</td>
</tr>
<tr>
<td></td>
<td>Maintenance of positions on all related committees and work groups</td>
</tr>
<tr>
<td></td>
<td>Orchestration of pertinent conferences for the eight-state western region</td>
</tr>
<tr>
<td></td>
<td>Professional presentation of findings</td>
</tr>
</tbody>
</table>

1990-1991, Client Manager, Williams Street Center (a halfway house for paroling convicted felons)
Responsibilities
- Oversight of 200 male and female parolees
- Patrolling the site
- Search for and seizure of contraband
- Oversight of chores, medications, client appointments
- Urine and breathalyzer drug testing
- Interfacing with clients’ lawyers, law enforcement, parole officers, doctors, families
- Records keeping

1987-1989, Assistant Administrator, Extended Campus Program, Metropolitan State College of Denver

Responsibilities
- Staff the office
  - Answer phones
  - Creation of memos, mailings

1988-1990, Administrative Assistant, Metro on the Mall Program, Metropolitan State College of Denver

Responsibilities
- Staff the office
  - Answer phones
  - Prepare classrooms for courses
  - Troubleshoot technical difficulties
  - Creation of memos, mailings

1986-1987, Research Assistant, Dr. Richard Jackson

Projects
- “The Insanity Plea in Criminal Law”

Responsibilities
- Secondary data analysis
- Report writing

Assistant and Secretary, Auraria Higher Education Interfaith Center

Responsibilities
- Staff the office
  - Answer phones
  - Conference preparation
  - Creation of memos, mailings

### Publications:


**Professional Memberships:**

- Member, National Education Association
- Member, Florida Education Association
- Member, American Sociological Association, Teaching & Learning Committee
- Member, Eastern Sociological Society
- Lifetime Member, Colorado Women’s Studies Association
- Member, Sociologists for Women in Society
- Lifetime Member, Alpha Kappa Delta International Sociology Honor Society

**Conference Presentations:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Title</th>
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<tbody>
<tr>
<td>April 2018</td>
<td>Second Annual Faculty Senate: Faculty Innovations for Student Success Showcase-Chair, Round Table Discussion</td>
<td>“Journeys in Testing”</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td>Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
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<tr>
<td>August 2015</td>
<td>ASA Annual Conference</td>
<td>“Online Matters”</td>
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<tr>
<td>February 2008</td>
<td>Fifteenth Annual Barry</td>
<td>University School of Social Work Professional Conference: Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resolution for Social Work &amp; the Helping Professions,</td>
</tr>
<tr>
<td>April 2005</td>
<td>Pacific Sociological Association</td>
<td>“Domestic Sexual Violence: Presenting Issues, Conflict Resolution and</td>
</tr>
<tr>
<td></td>
<td>Conference</td>
<td>Intervention Strategies for Helping Professionals,”</td>
</tr>
<tr>
<td>April 2004</td>
<td>Pacific Sociological Association</td>
<td>“How the Colorado Criminal Justice and Drug Treatment Systems Keep</td>
</tr>
<tr>
<td></td>
<td>Conference</td>
<td>Women on the Streets”</td>
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<tr>
<td>March 2002</td>
<td>The Business of Bodies: Women</td>
<td>“The Lives of Women Substance Abusers”</td>
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<tr>
<td></td>
<td>and the Global Sex Market</td>
<td>Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lucianno, K. Lineberger, &amp; K.T. Anderson</td>
</tr>
<tr>
<td></td>
<td>Science Conference</td>
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<tr>
<td>April 1995</td>
<td>Pacific Sociological Annual</td>
<td>“A Demographic and Socioeconomic Description of the Women in Colorado</td>
</tr>
<tr>
<td></td>
<td>Conference</td>
<td>Who Have Died of HIV/AIDS”</td>
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**Additional Professional Activities:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2018</td>
<td>Professional Development Book Group through the Center for the Advancement of Teaching: <em>The Courage to Teach</em></td>
</tr>
<tr>
<td>October 2017</td>
<td>Attended the Center for the Advancement of Teaching: <em>Conversations: Socioeconomic Class and College Success</em></td>
</tr>
</tbody>
</table>
| March-April, 2017 | Professional Development Book Group, Center for the Advancement of Teaching:  
| February 2017 | E-Advisor Dashboard Training through the Office of Academic Advising Technology. |
| January 25, 2017 | Professional Development Webinar, American Sociological Association:  
<p>|              | o “Creating a Vibrant Major: Attracting majors, Fostering a Coherent Program, and Becoming Indispensable” |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2015</td>
<td>Reviewed <em>Gender &amp; Sexuality: A Reader</em> text proposal for Sage Publications.</td>
</tr>
<tr>
<td>February 2015</td>
<td>Attended ASA’s online workshop, “Making Large Classes Feel Small: Building Dynamic Interactions to Support Active Learning with Classes of 50-500.”</td>
</tr>
</tbody>
</table>
| October 2014 to December 2014 | Faculty Facilitator, Online Learning & Technology Committee for the FIU 2015 Five-Year Strategic Planning process.  
|                         | Participated in Global Learning Workshop.  
|                         | Attended FIU’s First Annual Library Symposium.  
|                         | American Sociological Association session organizer for *Online Matters* paper session for Annual Conference in August 2015. |
| August 2014             | Attended American Sociological Association Conference.  
|                         | Participated in ASA Teaching & Learning Section Conference workshop, *Civility in the Classroom*. |
| Spring 2014             | Member, Provost’s Online Taskforce: charged with making recommendations to Provost about the practical enactment at FIU of Florida Board of Governor’s recommendations. |
| July 2013               | Completed the following training courses:  
|                         | *Introduction to Online Teaching*  
|                         | *Blackboard Learning Tools*  
|                         | *Blackboard Assessments*  
|                         | *Blackboard Evaluations* |
| May 2013                | Review Panel Participant (proposed Social Inequality text), Oxford University Press |
| February 2013           | Presented “An Instructor’s View of the Quality Matters Process” and showcased Medical Sociology course at
<table>
<thead>
<tr>
<th>Date/Period</th>
<th>Activity/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2013</td>
<td>Participant on “QM Certification: The Faculty Perspective” Panel at 2013 FIU Online Conference.</td>
</tr>
<tr>
<td>January 2013-present</td>
<td>FIU Online Faculty Mentor, Department of Global and Sociocultural Studies, Florida International University</td>
</tr>
<tr>
<td>September 2012</td>
<td>Review Panel Participant (proposed Social Inequality text), Oxford University Press</td>
</tr>
<tr>
<td>February 2012</td>
<td>Presented an overview of Medical Sociology course and online teaching tips at Second Annual CAS Online Teaching Symposium at Florida International University.</td>
</tr>
<tr>
<td>December 2011</td>
<td>Presented an overview of Medical Sociology course at “Teaching Humanities and Social Science Courses Online” brown bag luncheon at Florida International University.</td>
</tr>
<tr>
<td>January 2009-2011</td>
<td>Executive Board Member, Broward County Coalition to End Homelessness</td>
</tr>
<tr>
<td>1994 to 1995</td>
<td>Co-Founder and President of the Women of Sociology Club at the University of Colorado at Denver</td>
</tr>
<tr>
<td>February-October 1994</td>
<td>Volunteer companion/buddy to a person with AIDS through the Colorado AIDS Project</td>
</tr>
<tr>
<td>February-December 1994</td>
<td>Volunteer HIV prevention educator through the Colorado AIDS Project, at various community agencies</td>
</tr>
<tr>
<td>1988-1993</td>
<td>Volunteer Rape Victim Advocate at Denver General Hospital</td>
</tr>
<tr>
<td>1987</td>
<td>Organized, spoke, and consulted at various campus demonstrations</td>
</tr>
</tbody>
</table>
1995-2012

- Frequent Guest Lecturing at the University of Colorado at Denver and at Boulder, Metropolitan State College of Denver, and Barry University on Domestic Violence, Sexual violence, Health Care Policy and Ethics, Women and HIV/AIDS issues, AIDS and Ethics, General Women’s Issues, Prejudice and Discrimination Issues in Race, Ethnicity, and Class/Poverty Studies

**Honors:**

- 2014-2018: Elected as Senator to the Executive Committee of UFF-FIU. Activities include acting as secretary to the Board and assisting the Grievance Chair and performing research activities as needed.
- Awarded Adjunct Faculty Teacher of the Year, Florida International University, Fall 2013
- Elected Co-Chair, University of Colorado Graduate Student Association, Fall 2001-Spring 2003
- Vice-President’s Honor Roll and recipient of $1,000 scholarship, Metropolitan State College, Spring 1989.

**Recognition:**

- Letter of Commendation to Dr. John Stack, Dean, Stephen J. Greene School for International & Public Affairs, FIU from Dr. Elizabeth Behar, V.P. for Academic Affairs, FIU for “...significant contributions to Florida International University’s (FIU’s) Fifth Year Interim Report ... to SACSCOC...”
- Certificate of Recognition for SERVICE EXCELLENCE from Student Athlete Academic Center, FIU, May 2016.
# Additional Pertinent Education/Certificates:

<table>
<thead>
<tr>
<th>Professional Workshops</th>
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<tbody>
<tr>
<td>- Certificate of Completion/Participation of ACUE pilot (Effective Teaching Practices) course through the Center for the Advancement of Teaching—a 6 week course, February-March 2016.</td>
</tr>
<tr>
<td>- Attended 2015 EOPD Review and STRIDE Faculty Hiring Workshop (Best practices in faculty hiring), October 2015.</td>
</tr>
<tr>
<td>- Attended “Mentoring Graduate Students” workshop, April 2015</td>
</tr>
<tr>
<td>- Certificate of Completion, workshop on “Civility in the Classroom,” American Sociological Association Annual Conference, August 2014</td>
</tr>
<tr>
<td>- Blackboard Learn 9 Basics Workshop, Summer, 2011.</td>
</tr>
<tr>
<td>- HIPPA Compliance Certification, January 2010.</td>
</tr>
<tr>
<td>- Substance Abuse and Mental Health Services Administration (SAMHSA), “Qualitative Evaluation Tools and Methods,” 2005</td>
</tr>
</tbody>
</table>
Other Pertinent Activities

- Faculty Mentor to Derrick Scott, PhD, begun in Fall 2016 and ongoing.
- Worked with Jennifer Soler and Nicole Reyes, John A. Ferguson Sr. High School, on their project related to cultural relativism, Spring 2015.
- Faculty Mentor to Larissa Ramos at FIU, Fall 2014 to the Spring 2015.
QING LAI  
Department of Global and Sociocultural Studies  
SIPA 313, Florida International University  
11200 SW 8th Street  
Miami, FL 33199  
qlai@fiu.edu

EDUCATION

2014  Ph.D. in Sociology, University of Michigan  
2007  M.A. in Sociology, Temple University  
2002  B.A. in English, Anhui University, Hefei, China

AREAS OF INTEREST  
Chinese Muslims, development, demography, social stratification

ACADEMIC APPOINTMENT

2014-present  Assistant Professor  Florida International University

PEER REVIEWED JOURNAL ARTICLES


**CONFERENCE PRESENTATIONS**


Mu, Zheng and Qing Lai. 2015. “Transcending Ethnoreligious Boundaries (Or Not): Hui Muslims’ Mate Selection in Contemporary China.” New Gender Dynamics in Post-Reform China, Shanghai, China (July).


Lai, Qing. 2010. “Redeeming the Lost Years: Chinese Adult Higher Education.” Annual Meeting of the Population Association of America, Dallas, TX (April). [Poster]

• Winner PAA Poster Award

Lai, Qing and Zheng Mu. 2009. “A Comparative Study of Muslim and Han Family in Northwest China.” Spring Meeting of the International Sociological Association Research Committee 28 on Social Stratification and Mobility, Beijing (May).

TRANSLATION


INVITED TALKS

2018 “The Demography of Islam in China.” The Institute of World Religions, Chinese Social Science Academy, Beijing, China.

2017 “Ethnoreligious Homogamy and Intermarriages among Hui Muslims in China.” School of Ethnology and Sociology, Minzu University of China, Beijing, China.


2016 “Chinese Muslims and their Relations with the Han Majority, Chinese State, and Muslim World.” East Asian Institute, National University of Singapore, Singapore City, Singapore.
2016 “Universal Yet Local: The Religious Factor in Popular Worldview in Northwestern China.” Shanghai University, Shanghai, China.


2016 “Four Lectures on Quantitative Social Science.” East China University of Science and Technology, Shanghai, China.

2016 “Ethnoreligious Integration between Hui Muslims and the Han Ethnic: The Demography Approach.” Nanjing University of Science and Technology, Nanjing, Jiangsu, China.

2016 “Muslims in China: Aspects of Internal Heterogeneity and External Relations.” World Muslim Studies Center Initiative, Florida International University, Miami, FL.

2015 “Fifty Years of Ethnic Relations between Hui Muslims and Han Chinese—from the Angle of Homogamy and Intermarriage.” Fok Ying Tung Research Institute, Hong Kong University of Science and Technology, Guangzhou, China.

2015 “Do All Hui under the Heaven Belong to One Family? –Ethnoreligious Identities of Hui Muslims under the People’s Republic of China.” Shanghai University, Shanghai, China.


FELLOWSHIPS AND AWARDS

2018 Provost Humanities Research Grant, Florida International University
2018  Morris and Anita Broad Research Fellowship, Steven J. Green School of International and Public Affairs, Florida International University

2017  Morris and Anita Broad Research Fellowship, Steven J. Green School of International and Public Affairs, Florida International University

2015  Morris and Anita Broad Research Fellowship, School of International and Public Affairs, College of Arts and Sciences, Florida International University

2013  Weinberg Graduate Student Research Award, Population Studies Center, University of Michigan

2008  Hughes Research Award, Center for Chinese Studies, University of Michigan

2008  Quantitative Methodology Program Fellowship, Survey Research Center, University of Michigan

**JOURNAL REFEREE**


**PROFESSIONAL MEMBERSHIPS**

American Sociological Association, Population Association of America, International Sociological Association (Research Committee 28), North American Chinese Sociologists Association

**UNIVERSITY SERVICES**

2016-2017  Graduate committee member, Global & Sociocultural Studies, FIU

**AFFILIATIONS**

2018-present  The Mohsin and Fauzia Jaffer Center for Muslim World Studies, Florida International University
              Faculty affiliate

2016-2018  Muslim World Studies Program, Florida International University
              Faculty affiliate

2015-present  Population Studies Center, University of Michigan
              Off-campus research affiliate

2014-present  Asian Studies Program, Florida International University
              Faculty affiliate
2008-2014  Population Studies Center, University of Michigan
         Demography Trainee Program
         Developmental Idealism Studies Program

         Quantitative Methodology Program, Institute for Social Research,
         University of Michigan

         Center for Chinese Studies, International Institute, University of
         Michigan

Qing Lai, PhD

Updated on September 4, 2018
Gail Marjorie Hollander

Curriculum Vitae

Department of Global & Sociocultural Studies
Florida International University
Miami, Florida 33199
305/348-2593
hollande@fiu.edu

CURRENT POSITION
Associate Professor, Department of Global & Sociocultural Studies, Florida International University

EDUCATION
1987 Bachelor of Science in Geography, The University of Iowa, Iowa City, Iowa.

ACADEMIC APPOINTMENTS
2009-present Associate Professor, Department of Global & Sociocultural Studies, Florida International University
2007-2008 S. V. Ciriacy-Wantrup Fellow, Department of Geography, University of California, Berkeley
2006-2008 Associate Professor, Department of International Relations, Florida International University
2000-2006 Assistant Professor, Department of International Relations, Florida International University
1999-2000 Visiting Assistant Professor, Department of International Relations, Florida International University
1997-1999 Visiting Instructor, Department of International Relations, Florida International University
RESEARCH GRANTS AWARDED

2018  NSF 17-566: A Historical Geography of People and Plants in Florida. (PI) $115,878.


2012  USSDA/National Institute of Food and Agriculture, Co-PI. “Infusing Food Security, Food Safety, Bioenergy into the Environmental Studies Graduate Program at Florida International University.” $480,188. K. Jayachandran (PI); M. Bhat, G. Hollander, M. Ross, K. Shetty (co-PIs).

2009  National Science Foundation Urban Long Term Research Area Exploratory Award, Principal Investigator. “Double Exposures: Socio-ecological Vulnerabilities in the Miami-Dade Urban Region.” $299,000. G. Hollander (PI); E. Gaiser, J. Heffernen, L. Ogden, M. Ross (co-PIs).


AWARDS AND FELLOWSHIPS

2011  Wolfsonian Infusion Grant, supported by the Andrew Mellon Foundation ($2000)

2007-2008  S. V. Ciriacy Wantrup Sabbatical Fellowship in Natural Resource Economics, University of California, Berkeley ($52,000)

2006  Matriculation Merit Award, Florida International University ($2,100)
BOOK


DOUBLE-BLIND, PEER-REVIEWED JOURNAL ARTICLES


BOOK CHAPTERS


BOOK REVIEWS


OTHER PUBLICATIONS


1993  *Global Warming and Climate Change: An Annotated Bibliography*. Iowa City: Center for Global and Regional Environmental Research.

PUBLICATIONS IN PREPARATION

2018  Hollander, G. Big Sugar and Science: The Political Ecology of Sweeteners in the US Food System. In preparation for submission to *Agriculture and Human Values*.

2018  Hollander, G. Botanical Exploration and Race in the United States’ Tropical Empire. To be submitted to the *Journal of Historical Geography*.

2018  Hollander, G. Food and Food Systems. Chapter in preparation for *The Sage Handbook of Historical Geography*.

2018  Hall, W. and Hollander, G. Jim Crow in Miami: Documenting the Desertification of Overtown’s Foodscape Using Historical GIS. In preparation for *Environment and Planning D: Society and Space*.

INVITED PAPERS AND LECTURES

2015 The Sugar Question in the Everglades...Questioning Sugar in the Everglades. Big Sugar Summit, West Palm Beach, Florida, June 20.


2007 Invited Participant, Workshop, Developing and Evaluating Social Science Approaches for the Baltimore Ecosystem Study LTER: Local Focus, Global Thinking, sponsored by the National Science Foundation Long Term Ecological Research Program, January 16-18.


2004 Strange Tales from the Florida Swamps: Science, Politics, and Representation in Everglades Restoration. Paper presented at the University of California, Berkeley, Environmental Politics Colloquium, April 16.


1995 Raising Cane in the Glades: Agroenvironmental Conflict in South Florida. Third World Development Seminar, Contemporary Issues in International Development, Center for International and Comparative Studies, University of Iowa, November 15.

CONFERENCE PAPERS PRESENTED


1995  Big Sugar in the River of Grass. Presented at the Anglo-Canadian-US Rural Geography Symposium, hosted by the Contemporary Agriculture and Rural Land Use Specialty Group, at the University of North Carolina and East Carolina University.


SECTIONS ORGANIZED


TEACHING

Undergraduate courses taught at Florida International University

GEA 2000  World Regional Geography
GEO 3001  Geography of Global Change
GEO 3421  Cultural Geography
GEO 3502  Economic Geography
GEO 4412  Geography and Gender
GEO 4354  Geography of the Global Food System
Graduate courses taught at Florida International University
GEO 5415  Graduate Seminar: Theory in Geography
GEO 5557  Graduate Seminar: Globalization
GEO 6473  Graduate Seminar: Space, Place, and Identity
INR 5935  Graduate Seminar: Making the Modern Landscape

GRADUATE STUDENT MENTORING (2000-PRESENT)

MA Theses Directed
Rachel Martinez, IR (2006)
  Soup Kitchens in Argentina: A Case Study of a Societal Response to Food Shortages as a Result of a State Experiencing Economic Crisis.

Hillary Scott, Latin American and Caribbean Center (2013)
  Working Landscapes: Labor and the Shaping of Caribbean Sugarcane Landscapes.

MA Internships Supervised
Rolando Roig (2002)
Kurt Stoppkotte (2002)

MA Theses Committees
Irfan Hosein (2008)
  Alternative Energy and Sustainable Development: The Role of Multinationals in Trinidad and Tobago.

Ruth Lopez (2002)
  Green Pleasures: Ecotourism and Sex Tourism in Costa Rica.

Christina Salas, Geography, The University of Miami (2008).
  The Venezuelan State, Foreign Oil Companies, and the United States: Control for Oil and Power in South America.

Frances Spiegel (2004)
  Cuban Americans on Remittances and the Embargo.
Matthew Toro, The University of Miami (2012)
Coffee Markets, Smallholder Credit, and Landscape Change in the Bolaven Plateau Region, Laos.

Henrietta Williams, African-New World Studies (2002)
Post-Apartheid Urban Housing and Community Development: Langaville as a Case Study.

Heather Winkelman (2005)
Beyond the Pale: Visual Representations of Ideology in Northern Ireland.

MA Exam Committee
Gurpreet Bhasin (2003)
Amanda Bullough (2004)
Maggie Caselli (2004)
Eloisa Lopez (2006)
David Miki (2005)
Olutula Olurinde (2007)
Emilia Solano (2005)
Ainhoa Tollinche (2005)
Elizabeth Williams (2003)

Ph.D. Dissertations, Directed

Melissa Bernardo (ABD)
Actually Existing Resilience: Agricultural Adaptation to Sea Level Rise in South Florida.

Carl Bevelhymer (ABD)
Good Governance and Good Citizenship: Development and Devolution in Kenyan Counties. (Co-chair with Professor Percy Hintzen)

Mason Bradbury (in progress) (Co-chair with Professor Michael Ross)

LaToya Eaves (2014)
The Local Color Counternarrative: New Knowledges of Race, Gender, and Sexuality in Appalachia.
Current position: Assistant Professor, Global Studies and Cultural Geography Program, Middle Tennessee State University.

Emily Eisenhauer (2014)
_The Construction of Socio-ecological Vulnerability to Climate Change in South Florida._

Current position: Science and Technology Fellow, American Association for the Advancement of Science, Environmental Protection Agency Office of Research and Development, Washington, D.C.

Astrid Ellie (2011)
_Rethinking the Male Marginality Thesis: The Case of Barbados._

Current position: Social Affairs Officer, Division for Social Policy and Development, United Nations Department of Economic and Social Affairs.

Monalisa Gangopadhyay (2010)
_Globalization Meets Hindutva: Securing Indian Womanhood._

Current position: Public Relations Editor, Vitas Healthcare.

Donna Goda (2007)
_Tennessee Trabajadores: Global Wage Arbitrage Comes Home to Roost._

Current position: International Studies and Foreign Languages Librarian, United States Naval Academy, Nimitz Library.

William Hall (2016)
_Unmaking the Food Desert: Food, Race, and Redevelopment in Miami’s Overtown Community._

Current position: Postdoctoral Fellow, National Socio-Environmental Synthesis Center, University of Maryland, Annapolis, Maryland.

Janna Lafferty (2018)
_Unsettling Local Food Movements: Muckleshoot Food Sovereignty and the Political Ecology of Food System Relocalization in the Pacific Northwest._

Cristian Melo (2010)
_Left Behind: A Farmer’s Fate in the Age of Sustainable Development._
Current position: Professor, Universidad Tecnologica Equinoccial (UTE), Ecuador.

Susanna Mic (2015)
*Constructing Futures: Legacies of Regional Water Politics, Expertise and Climate Change in Urban South Florida*

Current Position: Research Associate, University of Miami Cooperative Institute for Marine and Atmospheric Sciences, NOAA-Southeast Fisheries Science Center

Joshua Mullenite (2018)
*Engineering Colonialism: Race, Class, and the Resilient Politics of Flood Management in British Guyana*

Current Position: Visiting Assistant Professor, Wagner College, Staten Island.

Nicole Mixson Perez (2014)

Current position: Qualitative Research Strategist, Baptist Health South Florida.

Rosibel Roman (ABD)

Jan Solomon (2013)
*Women-led Community Development Organizations in Miami-Dade County.*

Retired: Development Officer, Office of the Vice Provost, FIU

Eric Van Vleet (2018)
*Truffles Have Never Been Modern: An Actor Network Theorization of 150 Years of French Trufficulture.*

Ph.D. Dissertation Committee Member

Yogesh Dongol (2018)

Rebecca Garovoille (2013)

Rick Gioioso (2010)
Latin American Immigrant Incorporation: Identity, Trust and Civic Engagement in Little Havana, Miami.

Brittany Kiessling. (2016)
Ethnographic Investigations of Commercial Aquaculture as a Rural Development Strategy in Tamil Nadu, India.

Perry Kyles, History (2007)
The Men Behind the Market: Merchants, the African Slave Trade, and the Shaping of South Carolina Plantation Society, 1700-1756.

German Palacio, History (2003)
Civilizing the Tropics: The Highlanders’ Failed Attempt to Transform the Colombian Amazon, 1850-1930.

Doyle Perdue, History (ABD)
Copper Mining and the Formation of the Mexican State in the Twentieth Century.

Paul Rittenhouse, International Relations (2016)
Achieving Food Security in the PRC: The Impact on Foreign Policy

Amy Ritterbusch (2011)
The Geographies of Street Girls in Bogotá, Colombia.

Manoj Shivlani (2014)
The impacts of fisheries management on the performance and resiliency of the commercial fishing industry and fishing communities in the Florida Keys (Monroe County, Florida) from 1950-2008.

Michael Wartenbe (ABD) Political Science
Neoliberalism and Monopoly in the Motion Picture Industry.

Jason Weidner (2010)
Globalizing Governmentality: Sites of Neoliberal Assemblage in the Americas.
Judith Williams (in progress)
Thomas Young (2011)
   Stances on the Land: Political Perspectives on Land Use Governance in Vermont (University of Toronto, Department of Geography).

Ph.D. Qualifying Exam Committee Member

Tiffany Berkshire (2010)
Carl Bevelhymer (2016)
Barbie Bishof (2005)
Serena Cruz (2008)
Yogesh Dongol (2015)
LaToya Eaves (2012)
Astrid Ellie (2005)
Emily Eisenhauer (2012)
Monalisa Gangopadhyay (2007)
Rebecca Garvoille (2010)
Jorge Gomez (2004)
William Hall (2013)
Yukari Ito (2007)
Jessica Lage (2008) University of California, Berkeley
Janna Lafferty (2014)
Cristian Melo (2007)
Suzana Mic (2012)
Patrick Moran (2005)
Joshua Mullenite (2016)
Nicole Perez (2011)
Amy Ritterbusch (2008)
Rosibel Roman (2015)
Mustafa Sahin (2004)
Lisa Samuels (2006)
Manoj Shivlani (2009)
Jan Solomon (2007)
Eric Van Vleet (2016)
Jason Weidner (2007)
Michael Wartenbe (2014)

PROFESSIONAL ORGANIZATIONS
Agriculture, Food and Human Values Society
American Studies Association
Association of American Geographers
Southeastern Division of American Geographers
Association for the Study of Food and Society

DEPARTMENTAL SERVICE
Chair, Search Committee, Global & Sociocultural Studies faculty position, Fall 2009.
Chair, Search Committee, Global & Sociocultural Studies instructor position, Spring 2012.
Chair, Search Committee, Global & Sociocultural Studies faculty position, Spring 2015.
Faculty mentor, Laura Ogden, Department of Sociology & Anthropology, 2006-2009.
Faculty mentor, Juliet Erazo and Benjamin Smith, Department of Global & Sociocultural Studies, 2010-2014.
Faculty mentor, Kevin Grove, Department of Global & Sociocultural Studies, 2015-2016.
Member, Budget Committee, Department of International Relations, 2006-2007.
Member, Graduate Advisory Committee, Department of International Relations, 2004-2006.

UNIVERSITY SERVICE

Invited Panelist, College of Communication, Architecture + the Arts (CARTA) Annual Faculty Retreat 2018, “Pursuing Research Funding.”

Member, Leadership Committee, Sea Level Solutions Center, Summer 2016-2018.

Developer and Chair, Food Studies Certificate, a university wide interdisciplinary undergraduate certificate, Fall 2015-present.


Chair, Faculty Senate Global Learning Curriculum Oversight Committee, 2009-2011.


Member, College of Arts and Sciences Strategic Planning, Graduate and Professional Education Committee, 2014-2017.

Member, Tenure and Promotion Committee, College of Arts and Sciences, 2010-2012.

Member, Dissertation Advisor Status Evaluation Committee, University Graduate School, 2008-2011.

Faculty mentor, April Merleaux, Department of History, 2011-2014; Amy Bliss Marshall, Department of History, 2014.

Project Collaborator, Florida Coastal Everglades (FCE) Long Term Ecological Research (LTER), Part of the NSF funded LTER Network.

Member, Coordinating Committee, USDA funded Agro-Ecology and Urban Landscape Program, Department of Earth & Environment.
Member, Graduate Faculty, Dissertation Chair Status

Member, Search Committee, Women’s Studies faculty position, FIU, Fall 2006.

Affiliated faculty member, Department of Earth & Environment.

Member, Executive Committee, FIU-Wolfsonian, November 2001 to 2016.

SERVICE TO THE PROFESSION

Member of the AAG Local Arrangements Committee – Tampa 2014 and Chair of the Field Trip and Excursions Subcommittee (2012-2014).

Awards Coordinator, Geographic Perspectives on Women, AAG Specialty Group, 2001-2003.

National Committee Board Member, Geographic Perspectives on Women, AAG Specialty Group, 2000-2004.

At large reviewer for National Science Foundation research grant proposals, Geography and Regional Sciences section.

Independent Evaluator, Florida Humanities Council.


SERVICE TO THE COMMUNITY

Member, Advisory Board, Artists in Residence in the Everglades (AIRIE).

Project Collaborator, AIRIE grant proposal submitted to the John S. and James L. Knight Foundation to develop studio space and events at Everglades National Park Headquarters.

Keynote speaker, Sierra Club Big Sugar Summit, June 20, West Palm Beach

PROFESSIONAL CONSULTANT
Dr. Kevin J. Grove, Ph.D.
November 7, 2018

Department of Global and Sociocultural Studies
Florida International University
11200 SW 8th Street, SI PA 311
Miami, Florida 33199

Phone: +1 305.348.3343
Email: kgrove@fiu.edu

Education

2011    Ph.D., The Ohio State University, Geography
2005    M.A., The Ohio State University, Geography
2003    B.A. (Honors), University of Cincinnati, International Affairs

Appointments

08/2018 – Present    Associate Professor
                    Department of Global and Sociocultural Studies
                    Florida International University, Miami, United States

08/2015 – 07/2018    Assistant Professor
                    Department of Global and Sociocultural Studies
                    Florida International University, Miami, United States

06/2016 – 07/2016    Visiting International Fellow
                    Center for Urban Research
                    Royal Melbourne Institute of Technology, Melbourne, Australia

09/2012 – 07/2015    Lecturer (Assistant Professor) in Human Geography
                    Department of Geography and Earth Sciences
                    Aberystwyth University, Aberystwyth, Wales

09/2011 – 06/2012    Postdoctoral Fellow
                    Department of Geography and Dickey Center for International Understanding
                    Dartmouth College, Hanover, United States

06/2009 – 11/2009    Visiting Scholar
                    Department of Geography and Geology
                    The University of the West Indies at Mona, Kingston, Jamaica

06/2006 – 6/2011    Graduate Instructor
                    Department of Geography
                    The Ohio State University, Columbus, United States

Publications

Books

Peer Reviewed Journal Articles and Book Chapters


Editorials

Crane, N. and Grove, K. 2018. An Active Role for Political Geography in our Current Conjuncture. *Geography Compass*. Early view online: https://doi.org/10.1111/gec3.12410

**Editor-Reviewed Articles and Book Chapters**


**Papers in Submission**


**Books in Preparation**


**Papers in Preparation**


Grove, K. Defuturing Development: Vulnerability, Catastrophe Insurance and the Politics of Indeterminacy in the Caribbean. In preparation for February 2019 submission to *Singapore Journal of Tropical Geography*


Non-Peer Reviewed Publications


Grants and Awards

Research Grants

2018-2020 Long Term Ecological Research (LTER), Florida Coastal Everglades (FCE) IV, National Science Foundation John Kominoski (PI), E. Gaiser (Co-PI), K. Grove (Co-PI), J. Rehage (Co-PI) – US$1,900,000.00.


06/2010 – 09/2010 “Graduate Writing Award”. Department of Geography, The Ohio State University. US$4,500.00

07/2009 – 12/2009 “Graduate Research Grant.” Mershon Center for International Security Studies, The Ohio State University. US$4,000.00


Fellowships

07/2018 – 06/2021 Mentor, Urban Studies Foundation International Post-Doctoral Fellowship Program. Post-Doctoral Mentor for successful Fellowship application awarded to Stephanie Wakefield (FIU) (application required descriptions of Fellow’s proposed research plan and Mentor’s experience, research interests and mentoring strategy; US$250,000 award).

Honors and Awards

06/2011 Miller Award for Distinguished Graduate Student, Department of Geography, The Ohio State University (recognizing quality in scholarship and scholarly writing; US$4,000 award).

Travel Grants

02/2010 “Ray Travel Award” Council of Graduate Students, The Ohio State University. US$750.00.

09/2008 “Ray Travel Award” Council of Graduate Students, The Ohio State University. US$750.00.

02/2008 “Ray Travel Award” Council of Graduate Students, The Ohio State University. US$735.00.

05/2007 “Ray Travel Award” Council of Graduate Students, The Ohio State University. US$595.00.


Editorial Duties

Editorial positions

7/2017 – Present  Associate Editor, Political Geography
1/2016 – 7/2017  Editor, Political Geography section, Geography Compass
1/2013 – 1/2016  Editorial Board, Political Geography section, Geography Compass

Special Issues


Presentations

Invited Talks


2016  Re-inventing the Social: Resilience, Design and Affirmative Biopolitics in Post-Sandy New York City. Colloquium presentation, RMIT Center for Urban Research, Melbourne, Australia, 7 July 2016.


2015  The politics and aesthetics of disaster resilience and reconstruction in post-Superstorm Sandy New York City. Colloquium presentation at the Department of Geography, Newcastle University, 25 February 2015.

2014  Spectacular response and the ethico-aesthetics of disaster response in post-Superstorm Sandy New York City. Colloquium presentation at the Institute of Hazards and Risk Research, Department of Geography, Durham University, 17 November 2014.


2012 Adaptation Machines and the Politics of Catastrophe in Jamaica. Paper presented at the Environmental Politics Research Group, Department of International Politics, Aberystwyth University, 7 December 2012.

2011 From Emergency Management to Managing Emergence: A Genealogy of Disaster Management in Jamaica. Seminar presentation at the Department of Geography, Dartmouth College, Hanover, NH.

2009 Catastrophe Insurance and Sustainable Development. Seminar presentation at the Department of Geography, University of the West Indies - Mona, Kingston, Jamaica.

**Professional Presentations**


2011 Neoliberal Environmental Security: Refashioning the Jamaican Political through Community-Based Disaster Management. Paper presented at the Political Geography Specialty Group Pre-Conference, Tacoma, WA.


2006 Biopolitical Territorialities: the Flat Ontology of Empire. Paper presented at Critical Geography Conference, Columbus, OH.


Invited Public Presentations


2016 Best Festival Ever: How to Manage a Disaster by Boho. Invited performer. Art House, North Melbourne Town Hall, Melbourne, Australia, 8 July 2016

2016 Resilience, Melbourne-Style. Panelist. RMIT University, Melbourne, Australia, 24 June 2016.

Teaching

Teaching Awards

2014 Personal Tutor of the Year, Student-Led Teaching Awards, Aberystwyth University Student Union (recognizing outstanding and inspiring undergraduate thesis advising and mentoring; nominated and voted on by Aberystwyth student body).
2008 Nominee, Graduate Associate Teaching Award, Ohio State University

**Full Instructor Responsibilities**

SP 2018 FIU. Research Proposal Writing (Graduate Seminar). 3 credit hours.

SP 2017 – Present FIU. Geographies of Resilience in the Anthropocene (Graduate Seminar). 3 credit hours.

SP 2016 – Present FIU. Population and Geography of the Caribbean. 3 credit hours.

SP 2016 – Present FIU. Geographies of Global Change. 3 credit hours

AU 2015 FIU. Biopolitics and Resilience (Graduate Seminar). 3 credit hours

SP 2015 Aberystwyth University. Resilience and Risk Management in a Changing Environment (MSc course). 20 credit hours

AU 2013 & AU 2014 Aberystwyth University. Governing Uncertain Futures. 30 credit hours.

WI 2012 Dartmouth College. Unnatural Disasters: Globalization, Development, and Vulnerability (First Year Seminar). 5 credit hours.

WI 2012 Dartmouth College. Power, Territory, and Political Geography. 5 credit hours.

WI 2010 & SP 2010 The Ohio State University. World Regional Geography. 5 credit hours.

SU 2006-WI 2009 The Ohio State University. Geography of North America. 5 credit hours.

**Team-Taught Course Coordinator**

AU 2013 – Present Aberystwyth University Key Concepts and Debates in Human Geography (MA course) Sustainability and Resilience

**Contributions To Team-Taught Courses:**

AU 2012 – Present Aberystwyth University Advanced Research Methods (MSc course) Power, Place, and Development Geohazards Second-Year Tutorial Second-Year Field Courses (New York City and New Zealand)

**Service**

**Department**

2017 – Present Faculty advisor, Sociology, Anthropology and Geography Graduate Students' Association, Florida International University

2016 – Present Department Colloquium Speaker Series Coordinator, Department of Global and Sociocultural Studies, Florida International University

2016 – Present Member, Selection Committee, Department of Global and Sociocultural Studies, Florida International University

2013 – 2015 Assistant Director, Recruitment and Admissions Committee. Department of Geography and Earth Sciences, Aberystwyth University
2012 – 2015 Member, Recruitment and Admissions Committee. Department of Geography and Earth Sciences, Aberystwyth University

2007-2008 Graduate Representative, Faculty Committee, Department of Geography, The Ohio State University.

**University**

2017 – 2018 Member, Sea Level Solutions Center Director Search Committee, Florida International University

2013 – 2015 Aberystwyth University Representative, Education for Sustainable Development and Global Citizenship (ESDGC)

**Professional**

2017 – Present Board member, Political Geography Specialty Group, Association of American Geographers

2013 – 2015 Co-coordinator, Wales Doctoral Training Center Gregynog Theory School

2008 – 2009 Director, Graduate Student Affinity Group, Association of American Geographers

**Journal Referee**

2008 – Present Manuscript reviewer for: Environment & Planning D: Society and Space (11 reviews); Annals of the Association of American Geographers (9 reviews); Environment & Planning A (8 reviews) Transactions of the Institute of British Geographers (5 reviews); Political Geography (4 reviews); Security Dialogue (4 reviews); Antipode (3 reviews); Geoforum (3 reviews); International Political Sociology (3 reviews); Cambridge Review of International Affairs (3 reviews); Global Environmental Change (2 reviews); Development and Change (2 reviews); Area (2 reviews); Geographical Journal (2 reviews); Urban Studies (2 reviews); Cultural Geographies (3 reviews); World Development (1 review); Journal of Environmental Policy & Planning (1 review); International Journal of Disaster Risk Reduction (1 review); Environmental Values (1 review); Critical Studies on Security (1 review); International Relations (1 review); philoSOPHIA (1 review); WIREs Climate Change (1 review); Capitalism, Nature, Socialism (1 review).

**Conference Service**


**Conference Organization**

2018 Financializing Urban Resilience. Co-Organizer (with Stephen Collier), Association of American Geographers Conference, New Orleans, LA, USA

2018 Design, Biopolitics and Urban Resilience. Co-Organizer (with Maros Krivy), Association of American Geographers Conference, New Orleans, LA, USA


2016 Slow Emergencies. Co-Organizer (with Lauren Rickards and Matthew Kearnes), Institute of Australian Geographers Conference, Adelaide, Australia


Students

Completed Advisees


Geoff Main, Aberystwyth University. MA, graduated July 2015.


Current Doctoral Advisees

Vanessa Leon, Resilience, Anti-Neoliberal Development and Indigeneity in Ecuadorian Comuneros Communities

Jacquelyn Johnston, Ferality and the Biopolitics of Animal Welfare in Miami-Dade County

Joshua Falcon, Psychodelic Geographies

Completed Doctoral Examination Committee Memberships


Current Doctoral Examination Committee Memberships
2015 – Present  Melissa Bernardo, Global and Sociocultural Studies, Florida International University
2015 – Present  David Robles, Global and Sociocultural Studies, Florida International University
2018 – Present  Veronica Diaz, Global and Sociocultural Studies, Florida International University
2018 – Present  Rebecca Young, Global and Sociocultural Studies, Florida International University
Juliet S. Erazo, Ph.D.
Dept. of Global and Sociocultural Studies
SIPA 320, Florida International University
11200 SW 8th Street
Miami, FL 33199
Tel: 305/348-3345
Email: jerazo@fiu.edu
http://www.fiu.edu/~jerazo/

AREAS OF EXPERTISE
- Environmental Anthropology
- Political Anthropology
- Indigenous Peoples of the Ecuadorian Amazon and Andes

EDUCATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>University of Michigan</td>
<td>Anthropology &amp; Natural Resources &amp; Environment</td>
<td>December 2003</td>
</tr>
<tr>
<td>M.A.</td>
<td>University of Michigan</td>
<td>Anthropology</td>
<td>August 1999</td>
</tr>
<tr>
<td>M.S.</td>
<td>University of Washington</td>
<td>Forest Resource Management</td>
<td>May 1997</td>
</tr>
<tr>
<td>A.B.</td>
<td>Dartmouth College</td>
<td>Government and Environmental Studies</td>
<td>June 1992</td>
</tr>
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</table>

FULL-TIME ACADEMIC EXPERIENCE

<table>
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<tr>
<th>Institution</th>
<th>Rank</th>
<th>Field</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida International University</td>
<td>Associate Professor</td>
<td>Anthropology</td>
<td>Aug 2013–present</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Assistant Professor</td>
<td>Anthropology</td>
<td>Aug 2006–present</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>Post-doctoral Fellow</td>
<td>Anthropology</td>
<td>Sept 2003–Aug 2005</td>
</tr>
</tbody>
</table>

PART-TIME ACADEMIC EXPERIENCE

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>Field</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Mills College</td>
<td>Visiting Assistant Professor</td>
<td>Anthropology</td>
<td>Sept 2005–May 2006</td>
</tr>
</tbody>
</table>

NON-ACADEMIC EXPERIENCE

<table>
<thead>
<tr>
<th>Place of Employment</th>
<th>Title</th>
<th>Dates</th>
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</table>
PUBLICATIONS IN DISCIPLINE

Books


Peer Reviewed Articles in Professional Journals


Proceedings

**Book Chapters**


**Other Publications**


**PRESENTED PAPERS AND LECTURES (last five years)**


2014  Long Term Participant Observation and How It Shapes the Interpretation of Data Obtained through Other Methods,” Invited Lecture, Segundo Seminario de Reflexión sobre la Investigación: Metodologías Cualitativas en las Ciencias Sociales. May 21-21, FLACSO University, Quito, Ecuador.


WORKS IN PROGRESS

Grant Proposals in Progress

"Racial and Gender Ambivalence in Ecuador through the Experiences of Indigenous Politicians," under preparation for an NSF Cultural Anthropology Senior Research Award.

FUNDED RESEARCH AND FELLOWSHIPS

2014  Global Learning Fellowship for collaborative research with FIU undergraduates in Ecuador ($4000)
2011  Morris & Anita Broad Fellowship for research in Ecuador ($1000)
2010  College of Arts & Sciences Summer Faculty Development Award ($6000)
2003 – 2005  S.V. Ciriacy-Wantrup Postdoctoral Fellowship, University of California, Berkeley. Two-year position for further developing ideas examined in dissertation, and for additional research in Ecuador on indigenous autonomy
movements and their interactions with environmental conservation efforts ($81,500).

2001 – 2002 Michigan Society of Fellows, Associate Fellow (tuition and stipend for dissertation write-up)

1997 – 2000 University of Michigan Regent’s Fellowship, (tuition and stipend for doctoral coursework)

1996 – 1997 (Second year of funding declined). U.S. Environmental Protection Agency Science to Achieve Results (STAR) Fellowship (tuition, stipend, and $5000 research funds annually)

1995 – 1996 University of Washington Recruitment Scholarship (tuition and stipend)

1994 – 1995 Dartmouth College Reynolds Fellowship ($12,000 grant for one year of research on ecotourism in Ecuador).

Peer Review of Book Manuscript Submissions, last five years

<table>
<thead>
<tr>
<th>Press</th>
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<tbody>
<tr>
<td>Oxford University Press</td>
<td>1</td>
</tr>
<tr>
<td>University of Arizona Press</td>
<td>2</td>
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<tr>
<td>University of Texas Press</td>
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Peer Review of Journal Submissions, last five years

<table>
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<tr>
<th>Journal</th>
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<tbody>
<tr>
<td>American Anthropologist</td>
<td>1</td>
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<tr>
<td>Antipode</td>
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<tr>
<td>Conservation and Society</td>
<td>2</td>
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<tr>
<td>Ecological Anthropology</td>
<td>1</td>
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<tr>
<td>Geoforum</td>
<td>6</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>2</td>
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<tr>
<td>Journal of Development Studies</td>
<td>2</td>
</tr>
<tr>
<td>Journal of Latin American and Caribbean Anthropology</td>
<td>2</td>
</tr>
<tr>
<td>Journal of Latin American Politics and Society</td>
<td>1</td>
</tr>
<tr>
<td>Tipiti</td>
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Research Proposal Review, last five years

<table>
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<th>Organization</th>
<th>Number</th>
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<tbody>
<tr>
<td>National Science Foundation (Anthropology)</td>
<td>37</td>
</tr>
<tr>
<td>Social Sciences and Humanities Research Council of Canada</td>
<td>1</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE
DENNIS WILLIAM WIEDMAN
Version of June 26, 2018

HOME
7911 NW 166 Street
Miami Lakes, Florida 33016
(305) 557-7527

OFFICE
Department of Global and Sociocultural Studies
University Park Campus, SIPA 327
Florida International University
Miami, Florida 33199
(305) 348-2262 Fax: (305) 348-3605
Email: WiedmanD@fiu.edu
Web Page: http://faculty.fiu.edu/~wiedmand/

EDUCATION
Ph.D. University of Oklahoma 1979, Anthropology
M.A. University of Oklahoma 1975, Anthropology
B.A. University of Florida 1972, Anthropology. Minor: Secondary Education
A.A. Miami Dade Community College 1969, Liberal Arts
Miami Carol City High School 1967, High School Diploma

CURRENT POSITIONS
Associate Professor. Department of Global and Sociocultural Studies. FIU.
Founding Director. FIU Global Indigenous Forum. GIF
Honorary Faculty Adviser to student club, Global Indigenous Group. GIG

ACADEMIC SPECIALITIES
Medical Anthropology, Type II Diabetes Mellitus, Environmental Anthropology, North American Indians,
Ethnohistorical Research Methods, Organizational Culture, Applied Anthropology, Planning, Evaluation and Policy
Development.

Doctoral Dissertation
1979 Diabetes Mellitus and Oklahoma Native Americans: A Case Study of Culture Change in Oklahoma Cherokee.

PROFESSIONAL EXPERIENCE
Associate Professor (2004 to Present), Affiliated Professor (1999-2004), Adjunct Professor (1980-1999):
Director of Undergraduate Studies (2004 to 2010). Department of Sociology and Anthropology, FIU. Changed
name to Dept of Global and Sociocultural Studies Jan 2009. Teach graduate and undergraduate students. Conduct
research and provide professional service. Serve on thesis and dissertation committees. Accepted to FIU Graduate

Director and Founder: FIU Global Indigenous Forum. University-wide initiative to bring the Indigenous voice to
the FIU campus, South Florida and the World. Lead and organize faculty, students and staff. Established in 2013.
http://indigenous.fiu.edu/

Affiliated Professor (2003-Present), Department of Religious Studies, FIU. Teach courses.

Faculty Fellow: Smithsonian Institution. Summer Institute for Museum Anthropology. Department of
related to the Native American Church. Participated and observed the training of graduate students in object and
material culture analysis in order to enhance teaching skills for FIU courses and research. NSF funded.

Principal Investigator: NAGPRA Plan of Action for Inadvertent Discoveries. Everglades National Park and
National Park Service Cooperative Agreement 5000 06 5040. $20,000. August 2007 to April 2008

Director of Program Review (2000 to 2004): Office of Planning and Institutional Effectiveness, Florida
International University (FIU). Responsible for program evaluation system for 224 academic degrees. Coordinate
the participation of faculty, chairs, deans, vice provosts, provost and president.

Cultural Consultant Summer 2001. Healthy Mom’s Across Alaska. A Comparison of WIC Mothers in Rural and
Urban Settings with a focus on Nutrition and Diabetes. Ethnographic medical anthropology field research among
the Aleut, Tlingit, Inupiat, and Athabascan. Funded by the Alaska Dept. of Public Health/US Dept Agriculture.

Associate Director of University Accreditation Self-Study (1988-1990): Plan, implement, and coordinate the ten-year reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS). Coordinated 17 focus groups and self-study of 157 administrative units.

Adjunct Assistant Professor (1980-1993): Office of Transcultural Education and Research, Department of Psychiatry, University of Miami School of Medicine (UM). Research and consultation.

Research Associate/Computer Specialist (1981-1990): Southeast Florida Center on Aging/Elders Institute, FIU. Collaborated with faculty in planning and founding of the Southeast Florida Center on Aging. Design, program, and maintain computer information systems.


Assistant to the Dean of Graduate Studies (1985-1987): Division of Graduate Studies, FIU. Coordinated accreditation of University doctoral degree granting status by Southern Association of Colleges and Schools. Collaborated with Deans and faculty in the development and implementation of graduate policies.

Unit Director and Clinical Anthropologist (1980-1982): Department of Psychiatry, University of Miami. Director of New Horizons Community Mental Health Geriatric Unit. Directed health care and social services provided by a psychiatrist, registered nurse, social worker, two teachers, and thirty volunteers.


Staff Ethnologist (1978): Parris Mound Archeology Project. Interdisciplinary study of the Lee’s Creek area of Oklahoma. In coordination with prehistoric archeologists, geologists, a geographer and botanist. Responsible for historical archeological and ethnographic time period from Cherokee settlement in 1835 to the present. Supervised two graduate research assistants. Oklahoma Archaeological Survey, University of Oklahoma.


Ethnohistoric Research (1975): “Research into the Organization of the Native American Church.” An analysis of the personal papers of Allen Dale, President of the Native American Church of the United States/North America from 1946 to 1956. Funded by the Smithsonian Institution Urgent Anthropology Grant program. Department of Anthropology, University of Oklahoma.


Assistant to the Curator (1973-74) Stovall Museum of Science and History, University of Oklahoma. Ethnology curatorial duties, exhibit research and construction. Designed and constructed exhibits on Southwestern pottery, Plains Indian beadwork. Researched and wrote exhibit brochure for traveling exhibit on Indian paintings.

Archeology Laboratory Assistant (1973) Analysis of the archeological materials from the historic site of Honey Springs Civil War battle grounds. Dept.of Sociology and Anthropology, University of Tulsa, Oklahoma.

Field Research (1972-1973) Participant-observer in a yearly cycle of events of Intertribal Peyotists: Delaware, Pawnee and Shawnee. The Native American Church is a traditional religion and health care system. NE Oklahoma.


Field Research (1970) Involved with Inter-tribal Pow-wow circuit, Native American Church and other Native American activities. Two and a half months. Oklahoma, Colorado, New Mexico. For Independent Studies Credit, supervised by Dr. Charles Fairbanks, Department of Anthropology, University of Florida.

TEACHING EXPERIENCE

Undergraduate
Introduction to Anthropology
Research Methods
Anthropological Theories
Social Theory
Medical Anthropology
Medical Sociology
Racial and Cultural Minorities

Graduate
Seminar in Ethnicity
American Indian Ethnology
Native American Religions
Sociology through Film
Anthropology through Film
Senior Capstone Seminar

PUBLICATIONS

Refereed Journals
Wiedman, Dennis, and Iveris Martinez
2017 Organizational Cultural Theme Theory and Analysis of the Strategic Planning for a New Medical School. Human Organization 76(3), 264-274.

Wiedman, Dennis


Smith, Janell, Brian Saylor, Penelope Easton, Dennis Wiedman and the Elders from the Alaska Villages of Buckland and Deering
Wiedman


Smith, Janell, Penelope Easton, Brian Saylor, Dennis Wiedman, and Jim LaBelle, Sr.

Smith, Janell, Paulette Johnson, Penelope S. Easton, Dennis Wiedman, Ema Widmark.


Smith, Janell, Penelope Easton, Dennis Wiedman, Nancy Rody, Karl Hamrick, Elizabeth Nobmann, Emma Widmark, Diane Peck, Jennifer Cipra.

Smith, Janell and Dennis Wiedman.


Smith, Janell and Dennis Wiedman


Wiedman, Dennis, and Candace Greene


Wiedman, Dennis, and J. Bryan Page

Edited Book
Wiedman

438 pages. Edited by Dennis Wiedman.

**Book Chapters**


Dennis Wiedman


**Non-Refereed Journals**


**Additional Information**

Vitae – Page 5
Book Reviews


Applied Publications, Reports, Exhibits and Position Statements
Dennis Wiedman and NAPA Governing Council
Posted on NAPA web page at: http://www.practicinganthropology.org/docs/reports/aaaethicsposition.pdf

Dennis Wiedman and Christina Labriola


2003 "AAA Practicing and Professional Employment Services Initiatives." Approved by the Executive Board of the American Anthropological Association on May 17, 2003. Initiatives promote and heighten the recognition of practicing/professional anthropologists by enhancing AAA Career Placement Services and the AAA Business Office services focused on professionals and employer organizations. Integrates practicing/professional anthropologists into the AAA's organizational structure, a long-range goal of the AAA.
Rody, Nancy, Janell Smith, Penelope Easton and Dennis Wiedman
2002 The Alaska WIC Healthy Moms Survey. Alaska WIC Program, Juneau, AK.

Himburg, Susan, Tom Syracuse, Mary Free and Dennis Wiedman, Compilers and Editors.

Bennett, Linda, Dennis Wiedman and Linda Whiteford


Kravitz, Sanford, Dennis Wiedman and Scott Kass (eds.)

Wiedman, Dennis

Shen, David, Dennis Wiedman, and Kris Siddharthan


J. Bryan Page and Dennis Wiedman

Baugh, Timothy, Julia Jordon, Dennis Wiedman et al.

Wiedman, Dennis, Jeffrey Mack, and Carla Potter.
1980 Recommendations for a Program to Reduce the Excessive Use of Alcohol and Street Drugs at Haulover Beach Park. Submitted to the Dade County Parks and Recreation Department. Miami, Florida.


Rush, John, Robert Hill, William Stanhope, Paul Costiloe, and Dennis Wiedman.
1977 Psychosocial Assessment of Firefighters Injuries and Disabilities: A Pilot Study. Submitted to the Oklahoma City Fire Department and Firefighters Union.

Book/monograph series of the National Association for the Practice of Anthropology. Published by the American Anthropological Association. Available in AnthroSource.

MAJOR PRESENTATIONS AT PROFESSIONAL MEETINGS


Co-Presenter: Global Food Distribution, Subsistence Lifestyles and Health in Alaska Native Communities. Dennis Wiedman and Janell Smith. Society for Applied Anthropology, April 9, 2005. Santa Fe, NM.
Presenter: **Building upon the Infrastructures of Professional Organizations to Support Emergent and Envisioned Applied Anthropology.** In session titled Transformational Anthropology: An AAA/SfAA Roadmap. Dennis Wiedman, Mark Nichter and Ed Liebow. Society for Applied Anthropology, April 6, 2005. Santa Fe, NM.

Panel Discussant – Presidential Session: **Transformational Anthropology: An AAA/SfAA Roadmap.**


**Presenter with Janell Smith:** **Frybread and Fat Intake: Positive Dietary Modifications to Forestall the Diabetes Epidemic among Native Americans.** American Anthropological Association, 11/20/99. Chicago, IL.


Workshop Leader: **Building Effective Strategic Planning Roles and Skills.** International Training Institute, Society for Applied Anthropology. San Juan, Puerto Rico. 4/21/98.


Session Chair and Presenter: **Theoretical and Historical Perspectives on Strategic Planning and Organizational Culture Change.** In session titled: Strategic Planning and Organizational Culture Change. AAA. Washington, D.C. 11/15/95.

**Effects of Strategic Planning on Organizational Culture.** In session: Organizational Culture and Change. Society for Applied Anthropology. Albuquerque, New Mexico. 4/1/95.
Wiedman

**Activity Intensification and Organizational Culture Change in Response to the External Environment.** In session titled: Organizational Culture, Community Building and Innovations in Decision Making. AAA. Atlanta. 12/4/94.


**Strategic Planning, Organizational Culture Change and the Environment.** In session titled: Organizational and Professional Change: Members' Responses and Strategies. AAA. Washington, D.C. 11/17/93.


Session Chair and Presenter: *Medicine or Sacrament: The Development of Peyotism as a Religion and Health Care System.* In session titled: Medical Pluralism and Ethnic Identity. AAA. Chicago 11/20/91.

Session Chair and Presenter: *From Present to Future: Academic Culture Change and University Accreditation.* In session titled: Acknowledging the Cultural Context: Transforming Policy Into Practice. AAA. New Orleans 11/30/90.

**University Accreditation: Directed Change in Academic Organizational Culture.** In session titled: Organizational Culture: Current Trends and Future Directions. AAA. Washington, D.C. 11/17/89.

**Big Moon and Little Moon Peyotism as Health Care Delivery Systems.** In session titled: Ethnomedical Research. AAA. Phoenix 11/20/88.


**Adiposity or Longevity: Which Factor Accounts for the Increase of Type II Diabetes Mellitus When Populations Acculturate to an Industrial Technology?** In session titled: Anthropological Approaches and Biomedical Concerns. AAA. Washington, D.C. 12/6/85.

**Technological Development and the Onset of Type II Diabetes Mellitus.** In session titled: Anthropological Approaches to Diabetes. AAA. Denver 11/17/84.

**The Diabetic Genotype as an Adaptive Advantage in Human Evolution.** In session titled: Epidemiology in Physical Anthropology. AAA. Chicago 11/19/83.

**The Anthropologist as a Director of Geriatric Health Care Delivery.** In session titled: Health in Old Age: Adaptation and the Quality of Life. American Anthropological Association (AAA). Washington, D.C. 12/6/82.

**PROFESSIONAL MEMBERSHIPS**
- American Anthropological Association, AAA, Fellow
- Society for Applied Anthropology, SFAA, Sustaining Fellow
- National Association for the Practice of Anthropology, NAPA, Past President
- Society for Medical Anthropology, SMA, Member

**PROFESSIONAL SERVICE**
  - Administrative Operations Committee, Member. 2001 - 2004
  - Awards Committee, Chair. Member 2001, Chair 2002 – 2004
Wiedman

National Association for the Practice of Anthropology (NAPA)
NAPA Program Committee Member. 2014 to 2017.
Member, NAPA Budget Committee. 2011 to 2012.
Co-General Editor of the NAPA Bulletin with Linda Bennett, 1998 - 2002
Published by the American Anthropological Association. Accessible in AnthroSource.

Society for Applied Anthropology, SfAA.
Sol Tax Award Committee. 2015 to present.
Peter Kong-Ming New Student Research Award, Judging Committee: Member 1995, 1996, Chair 1997.

DISSERTATION AND THESIS COMMITTEES
Completed Doctoral Degrees
David Tooch. Ph.D. in International Relations. Spring 2017. Dissertation title: “The Diffusion of Knowledge in Foreign Policy: The Case of Israel’s Technology Transfers as Tools of Diplomacy.” (Committee Member)


Meredith Marchoni. Ph.D. in Comparative Sociology. 2009. Dissertation Title: Attitudes Towards the Marine Environment and Implications for Marine Resource Management In Seward, Alaska. (Committee Member)


Dora Ackerman. Ph.D. Comparative Sociology. 2001. Dissertation Title: Becoming Comprehensive: Organizational Cultures and the Maintenance of Tracking Practices in High Schools. (Committee Member)
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Wiedman


Completed Master Degrees

Michell Mitchel. MA in Religious Studies. 2014. Thesis title:” Surviving and Thriving under a Hostile Culture: Case Study of a Gardnerian Wiccan Community. (Committee Member).

Christine Labriola. M.A. Comparative Sociology. 2009. Thesis Title: Environment, Culture, and Medicinal Plant Knowledge in an Indigenous Amazonian Community. (Committee Chair)


Dissertations and Theses In-Process


Vanessa Leon: Pursuing Ph.D. in Global and Sociocultural Studies. Title: “PROGRESSING FROM UNCERTAINTY. Resilience in Neoliberal and Post-neoliberal Ecuador.” Dissertation Committee Member.


Raven Reynolds Pursuing MA in Music Education. Topic: “Music Teacher Professional Identity Development in a Native American Language Immersion School Music Program.” Thesis Committee Member.

(Version of June 26, 2018)
CURRENT POSITION
Associate Professor of Sociology, Department of Global & Sociocultural Studies

AREAS OF SPECIALTY
Intersections of Race, Sexuality, and Gender
Transnational, Postcolonial, Decolonial Gender and Sexuality Studies
Global and Transnational Historical Sociology
Critical Media Studies

PUBLICATIONS: REFEREED JOURNALS, BOOKS, AND BOOK CHAPTERS


**Manuscripts currently under Review**


**Manuscripts currently in Preparation**


Book Manuscript: *Decolonizing Social Constructionism: Imperial Histories, Transnationalism, and the Social Construction of Sex, Gender, and Sexuality*

Book Manuscript: *Gender, Sexuality, and Bodies in Empire: A Comparative Perspective*

**PUBLICATIONS: OTHER**


PROFESSIONAL PRESENTATIONS AND TALKS
2017. Title “Theorizing Transnational Sex, Gender and Sexuality: Lessons on Thinking Sideways from the Early Modern Period,” For Panel, The Global, the Transnational and the Historical. Presented at the annual American Sociological Association Meeting, August 2017


2010. “Re-mapping the anti-patriarchy critique, resituating ‘domestic intersectionality’: some transnational feminist considerations.” American Sociological Association. Presented at the annual meeting in Atlanta, GA.

2010. “Selling the Seven Sisters: Racialization, Sexualization and Tourist Productions of India’s Northeast.” Sociologists for Women in Society. Presented at the meeting in Santa Barbara, CA.


EDUCATION

Ph. D., Sociology, University of Maryland, College Park, 2006
Graduate Certificate, Women's Studies, UMCP, 2004
B. A., Sociology, with summa cum laude honors, University of Alabama, Huntsville, 1997

STUDENT COMMITTEES

Global & Sociocultural Studies
Dissertation Advisor, Jeremy Mobley, 2017-Present
Dissertation Advisor, Renata Bozzetto, 2016-Present
Dissertation Advisor, Abby Gondek, 2015-Present
Dissertation Advisor, Aysha Preston, 2015-Present
Dissertation Advisor, Oceane Roberts, 2012-2016
Dissertation Advisor, Mamyrah Prosper, 2009-2015
Dissertation Advisor, Julia Meszaros, 2010-2014
Faculty Member, Dissertation Committee, Maria Barbero, 2015-Present
Faculty Member, Dissertation Committee, Reyna Rusenko, 2015-Present
Faculty Member, Dissertation Committee, Kemar McIntosh, 2015-Present
Faculty Member, Dissertation Committee, Mariama Jaiteh, 2014-Present
Faculty Member, Dissertation Committee, Defne Sarsilmaz, 2013-Present
Faculty Member, Dissertation Committee, Gloria Yawson, 2011-Present
Faculty Member, Dissertation Committee, Synatra Smith 2011-2015
Faculty Member, Dissertation Committee, Latoya Eaves, 2011-2014
Faculty Member, Dissertation Committee, Mayurakshi Chaudhuri, 2010-2014
Faculty Member, Dissertation Committee, Nadia Riazati, 2013-2014
Faculty Member, Dissertation Committee, Safiétou Kane, 2011

Other Departments/Centers
Faculty Member, Dissertation Committee, Yanell Sanchez (Latin American and Caribbean Studies), 2015
Faculty Member, Dissertation Committee, Sebawit Bishu (Public Administration), 2015-Present
Faculty Member, Master of Arts Thesis Committee, Danielle Black (African and African Diaspora Studies), 2013-2014
Faculty Member, Master of Arts Thesis Committee, Elizabeth Kersjes (Latin American and Caribbean Center), 2011-2014
Faculty Member, Honor’s Thesis Committee, Alexandria Hernandez (Psychology), 2008
Faculty Member, Master’s Thesis Committee, Shannon Moss (Liberal Studies), 2008

Other Universities
Faculty Member, Dissertation Committee, Faezeh Bahreini, University of South Florida, Department of Sociology, 2013-Present

HONORS AND AWARDS
Nominated for UGS Provost Award for Outstanding Mentorship of Graduate Students, 2016
Department Merit Bonus, 2012
Department Merit Bonus (Highest Level), 2011
School of International and Public Affairs Broad Research Fellowship Award, FIU, 2011
College of Arts and Sciences Summer Development Grant, FIU, 2010
Dean's Dissertation Fellowship, UMCP, 2006
Goldhaber Travel Grant, UMCP Graduate School, 2005
Travel Grant, UMCP, Dept. of Sociology, 2005
Research Grant, UMCP, Consortium on Race, Gender and Ethnicity, 2001-2002
Won competitive slot for all-expenses paid fieldwork course in India, UMCP, 2001
Pass with Distinction on Comprehensive Exam for Comparative Sociology, UMCP, 2001
On the Spot Award, Census Bureau, International Programs Center, 1998
Departmental Distinction for Sociology, UAH, 1997
BA with summa cum laude honors, UAH, 1997

PROFESSIONAL SERVICE AND ASSOCIATIONS
Member, Nominations Committee, Sexualities Section, American Sociological Association, 2018-2019.
Organizer, ASA Race, Class, Gender Panel, “Intersectionality and Empire,” Annual Meeting, .
Secretary-Treasurer (Elected), for Race, Class and Gender Section, American Sociological Association, 2017-2020.
Member, Nominations Committee, for Race, Class and Gender Section, American Sociological Association, 2017-2018.
Leader, Gender/Sexuality Research Cluster, for Global and Transnational Sociology Section, Annual Meeting, American Sociological Association, Montreal, CA, 2017-Present.
Discussant, ASA Sexualities Section Panel, “Transnational Sexualities,” Annual Meeting, American Sociological Association, Montreal, CA, 2017
Organizer, ASA Sexualities Section Panel, “Sexualities and Intersectionalities,” Annual Meeting, American Sociological Association, Montreal, CA, 2017
Member, Sociologists for Women in Society Site Selection Committee, 2017
Member, Distinguished Article Award Committee, American Sociological Association Sex and Gender Section, 2016-2017
Secretary (Elected Position), Sociologists for Women in Society, 2016-2018.
Member, Nominations Committee, American Sociological Association Sex and Gender Section, 2015-2016.
Member, Membership Committee, American Sociological Association Sex and Gender Section, 2012-2015.
Member, Program Committee, Sociologists for Women in Society Winter Meeting, 2013
Organizer, Sister-to-Sister Workshop on Graduate Student Mentoring, Sociologists for Women in Society Winter Meetings, 2012.
Organizer, Sister-to-Sister Workshop on Junior Faculty Mentoring, Sociologists for Women in Society Summer Meetings, 2011.
Member, Nominations Committee, Sex and Gender Section of American Sociological Association, 2010-2011.
Organizer and Discussant, Caucus on Transnational approaches to Gender and Sexuality Panel (co-sponsored with Sex and Gender Section), “Militarism/War, Empire and Gender: Transnational Feminist Perspectives”. Annual Meeting, American Sociological Association, Atlanta, GA, 2010.
Member, Awards Committee, Sociologists for Women in Society, 2010.
Reviewer, *Gender and Society; Gender and History; Gender, Place and Culture; Qualitative Sociology; Social Problems; International Sociology; Theory and Society; Current Sociology; International Journal of Comparative Sociology; European Journal of Social Theory; Wagadu: A Journal of Transnational Women’s and Gender Studies; Sage; Current Issues in Tourism*
Co-chair, Caucus on Transnational approaches to Gender and Sexuality, American Sociological Association, 2007-2012
Organizer, Caucus on Transnational approaches to Gender and Sexuality Panel (co-sponsored with Sex and Gender Section), “Challenging the Domains of Sex/Gender/Sexuality: Transnational Feminist Interventions,” American Sociological Association, New York, 2006-2007
Member, Nominations Committee, Sex and Gender Section of American Sociological Association, 2006-2007
Co-Organizer of Interdisciplinary Studies Graduate Student Conference on Gender and Sexuality, based in Department of Women’s Studies at UMCP, 2006
Moderator of Panel, “Globalization and Transnational Feminisms,” at Interdisciplinary Studies Graduate Student Conference on Gender and Sexuality at UMCP, 2006
Founding Member, Research Interest Grants (RIGS) Working Group, Intersectionality and Globalization, 2001-2002
Member, UMCP Consortium on Race, Gender and Ethnicity, 2001-2006

**Professional Affiliations**

Sociologists for Women in Society, 2006-Present
American Sociological Association, 1997-Present

**SERVICE TO THE DEPARTMENT, COLLEGE, AND UNIVERSITY**

**Department Service: Global & Sociocultural Studies**

Member, Senior Health Scholar Hire Search Committee, 2018-2019
Member, Geography Hire Search Committee, 2016
Chair, Personnel Committee, 2015-Present
Chair, Third Year Review Committee, 2017
Chair, Sociology Instructor Search Committee, 2014
Chair, Personnel Committee, 2013
Faculty Presenter, Graduate Research Methods Class, 2012
Discussant, SAGSA Graduate Student Conference, 2012
Member, Medical Anthropology Search Committee, 2011-2012
Member, Graduate Committee, 2011-2013
Member, Ad hoc Committee on Curriculum, 2010
American Sociological Association Faculty Liaison, 2009-2010
Faculty Evaluator, Department Undergraduate Capstone Presentations, FIU, 2008, 2009

**Department Service: Women’s Studies**

Chair, Nominations Committee, 2016
Panel Moderator, Women’s and Gender Studies Student Conference, 2015
Chair, Personnel Committee, 2015-Present
Chair, Personnel Committee, 2013
Faculty Advisor, Women’s, Sexuality and Gender Student Organization, 2013
Member, Bylaws Committee, 2012
Faculty Advisor, Women’s Studies Student Association, 2011-2012
Chair, Curriculum Committee, 2009-2012
Member, Faculty Search Committee, 2012
Member, Administrative Assistant Search Committee, 2011
Discussant, Women’s Studies Student Conference, 2009
Women’s Studies Faculty Advisor, Women’s Studies Student Conference, 2008, 2009
Member, Nominating Committee, 2008-2009
Women’s Studies Department Representative, College of Arts and Sciences, Promoting Undergraduate Research Initiative, 2009
Member, Women’s Studies Center Director Search Committee, 2008
Women’s Studies Faculty Advisor, Making Waves Magazine, 2007

**College and University Service**

GSS Representative to SIPA Tenure & Promotion Committee, 2017-Present
Student Mentor for Hispanic Serving Institutions Pathways Fellowship and Program, 2017
Invited Speaker, FIU NOW, 2017
SIPA Representative on Faculty Senate Academic Policies and Personnel Committee, 2016-2017
Elected Member, Faculty Senate, 2016-2017
Invited Faculty Presenter for talk on Gender Diversity, FIU Residential Life Program, 2016
Invited Discussant for Professor Susanne Zwingel’s graduate course, Contemporary International Relations Theory, 2016
"Member, Liberal Studies Advisory Board, 2009-2015
Member, College Curriculum Committee, 2009-2013
Discussant, African and African Diaspora Studies Works-in-Progress Series, 2011
Invited Presenter, “Contemporary Globalization: Where are the women?” Presented at UNICEF @ FIU, 2009.
Invited Interviewee, Women’s Park, Miami-Dade Park and Recreation, 2009
October, 2018  

Curriculum Vitae  
Nelson M. Varas-Díaz, Ph.D.

General Information

Office Address:  
Department of Global and Sociocultural Studies  
School of International and Public Affairs  
Florida International University  
Miami, FL 33199

Home Address:  
11451 Lakeside Dr, Apt 3303, Doral, FL, 33178

Cell-phone:  
(787) 439-9526

e-mail:  
nelson.varasdiaz@fiu.edu

Current Interests

Interested in the social, political and individual level implications of stigmatization. My academic career addresses the role of social and structural factors in the development of stigmatized individual and collective identities. My research has focused on the social stigmatization of disease (i.e. HIV/AIDS, addiction), marginalized groups (i.e. transgender individuals) and cultural practices (i.e. metal music, religion). These interests are manifested through research, policy work, teaching at the graduate level, independent consulting, and community involvement. Other subjects of interest include: 1) qualitative research, 2) mixed methodology, 3) issues related to community participation, and 4) social justice through research.

Educational History

2005-2008  
Post-Doctoral Training Experience  
Center for AIDS Prevention Studies  
University of California at San Francisco  
Training Program for Scientists Conducting Research to Reduce HIV/STI Health Disparities

2000-2002  
Ph.D.  
University of Puerto Rico  
Major Area of Study: Social-Community Psychology

2001  
Mentor: Miguelina León, MSW

1997-1999  
M.A.
University of Puerto Rico
Major Area of Study: Social-Community Psychology

1993-1997  B.A.
University of Puerto Rico
Major Area of Study: Psychology

**Current and Past Positions**

2016-present  Professor, Florida International University. Department of Global & Sociocultural Studies, Seteven J. Green School of International & Public Affairs.

2014-2016  Professor, University of Puerto Rico’s Beatriz Lassalle Graduate School of Social Work.

2010-present  Visiting Professor, Ponce School of Medicine.

2016  Visiting Professor, University of California at San Francisco.


2009-2012  Director, Center for the Study of Social Differences and Health.

2007-2014  Associate Professor, University of Puerto Rico’s Beatriz Lassalle Graduate School of Social Work.

2004-2007  Assistant Professor, University of Puerto Rico’s Beatriz Lassalle Graduate School of Social Work.

2005-2009  Visiting Professor - Center for AIDS Prevention Studies (CAPS), University of California at San Francisco (UCSF), Department of Medicine. The Collaborative HIV Prevention Research in Minority Communities Program.

2002-2004  Assistant Researcher. University of Puerto Rico’s Center for Psychological Services and Research.

2001-2004  Adjunct Professor, Sacred Heart University.

**Research Funding**


2012-2016  Testing a Latino web-based parent-adolescent sexual communication intervention. R01 study funded by the National Institute of Nursing
Research. Principal Investigator: $1,834,269

2014-2016  Physicians and Health Related Services for Male to Female Transgender Persons.  R21 study funded by the National Institute of Mental Health. Co-investigator: $208,419


2007-2013  AIDS Stigma among Health Professionals in Puerto Rico.  R01 study funded by the National Institute of Mental Health. Principal Investigator: $1,944,375

2009-2011  Relationship Experiences among Puerto Rican Heterosexual Serodiscordant Couples.  R03 study funded by the National Institute of Child Health and Human Development. Co-investigator: $126,000

2010-2013  HIV Prevention Curriculum for Medical Students in Puerto Rico.  Study funded by the Office for AIDS Research, National Institutes of Health. Co-Principal Investigator: $900,000

2010-2011  Stress Measurement among Puerto Rican Imprisoned Population.  R24 study funded by the National Institute of Drug Abuse. Principal Investigator: $50,000

2006-2007  AIDS Stigma and Practicing Health Professionals in Puerto Rico.  Center for AIDS Prevention Studies, University of California at San Francisco. Principal Investigator. $61,000

2005  Stigma Reduction Interventions for Health Professionals in Latin America.  Pan American Health Organization. Principal Investigator $5,000


2002-2003  Exploring AIDS-Related Stigma In Puerto Rico.  R03 study funded by the National Institute of Mental Health. Principal Investigator. $25,000.
2002-2003  Dissertation grant to study AIDS related stigma in Puerto Rico. American Psychological Association, Minority Fellowship Program. Principal Investigator. $5,000. (Not used by PI due to overlap with other grants).


**Awards and Honors**


2017  Award Winner, United Latino Film Festival. Film – The Metal Islands: Culture, History, and Politics in Caribbean Heavy Metal Music.


2015 Official Selection, Latin America in Ourselves, Documentarist Association of Puerto Rico. Film - The Distorted Island: Heavy Metal and Community in Puerto Rico.

2015 Excellence Award, Rincón International Film Festival. Film - The Distorted Island: Heavy Metal and Community in Puerto Rico.

2014 Mentor of the Year Award, Puerto Rican Psychological Association.

2014 Recognition for contributions to social research, University of Puerto Rico’s Alumni Association.

2012 Psychologist of the Year, Puerto Rican Psychological Association.

2008 Research Psychologist of the Year, Carlos Albizu University.

2007 COR-Star. Recognition of the National Institute of Mental Health’s Career Opportunities in Research Program. San Juan, Puerto Rico.

2004 COR-Star. Recognition of the National Institute of Mental Health’s Career Opportunities in Research Program. San Juan, Puerto Rico.

2004 Scholarship. XV International AIDS Conference. Bangkok, Thailand

2003 First place for research project of social impact. Recognition awarded by the Atlantea Project at the University of Puerto Rico for
completion of the project “Strengthening HIV/AIDS Social Network in Dominican Republic”.

2002  Carlos and Ermida Albizu Student of the Year Award. Puerto Rican Psychological Association.

2002  Student of the Year Award for Psychologist in Public Service. Awarded by the American Psychological Association’s Division 18.


2002  Full Scholarship. Summer Institute on Longitudinal Methods Scholarship held at the Methodology Center, Penn State University.

2001  Recognition by the Puerto Rican Senate for volunteer work with victims of the September 11th attacks in the United States. New York, N.Y.


1999  Full scholarship. 1st National HIV Prevention Conference. Sponsored by CDC, Atlanta, GA.


1997  Graduated Magna Cum Laude (B.A.)


1996- 2000  Golden Key National Honor Society Member University of Puerto Rico.

1996- 1997  NIMH - Career Opportunities in Research (COR) Member, University of Puerto Rico.
1995-1996  
NIMH - Career Opportunities in Research (COR) Affiliate, University of Puerto Rico.

1997  
Magna Cum Laude (B.A.), University of Puerto Rico, Río Piedras.

1994-1997  
Dean’s List (B.A), University of Puerto Rico, Río Piedras.

1994-1999  
Honor Student (B.A.), University of Puerto Rico.

**Editorial Experience**

2018  
Reviewer, *Théologiques*.

2018  
Reviewer, *Metal Music Studies*.

2017  
*Ad-hoc* Reviewer, *National Institutes of Health*.

2016-present  
Editorial Advisory Board, Emerald Studies in Metal Music and Culture (Book Series).

2009-present  
Associate Editor, *Qualitative Report*.

2009-present  
Editorial Board Member, *Behavioral Sciences Journal* (Revista Ciencias de la Conducta).

2007-present  
Editorial Board Member, *Interamerican Journal of Psychology*.

2014-present  
Editorial Board Member, *Metal Music Studies*.

1998-2016  
Associate Editorial Board Member, *American Journal of Community Psychology*.

2013  

2009-2013  

2011  
*Ad-hoc* Reviewer, *AIDS Research and Therapy*.

2007  

2006  
2006  
Guest Editor, *Revista Ciencias de la Conducta*. Special issue on psychology and social regulation.

2004-2009  
Editorial Board Member, *Qualitative Report*.

2003-2007  

2001-2006  
Editorial Board Member, *Teknokultura*. Electronic journal at the University of Puerto Rico.

2002  

2001-2002  
Editor, *Bulletin of the Association of Psychology of Puerto Rico*.

2000-2002  
Reviewer, *Representative Research in Social Psychology*.

1999  

1998  
Proposal Reviewer, American Psychological Association’s 107th Conference.

**Other Professional Experiences**

2001  
Principal Investigator, University of Puerto Rico. *AIDS related stigma and visual images*. (Independent Research Project)

2000-2001  
Principal Investigator, University of Puerto Rico. *Comparison of HIV/AIDS related policies in Puerto Rico, Ecuador, Honduras, and Dominican Republic*. (Independent Research Project)

1999-2000  

1999  
Research Assistant, University of Puerto Rico. *Attitudes of college students towards homosexuals and lesbians*.

1997-1998  

1995-1998  
Research Assistant. University of Puerto Rico, Department of Psychology. *Evaluation of the Psychometric Properties of*
Instruments to Identify Depression in Adults.
Principal Investigators: Guillermo Bernal Ph.D. and Janet Bonilla Ph.D.

Principal Investigators: Wendy Rahn Ph.D. and Mark Snyder Ph.D.

Principal Investigators: Irma Serrano-García Ph.D. and Gabriel Cirino Gerena Ph.D.

Teaching Experience

2009 Aug-Dec  Medical Sciences Campus, University of Puerto Rico. Course: Clinical Research Protocol Development INCL 6056

2007 Jan-May  Graduate School of Social Work, University of Puerto Rico, Río Piedras. Course: Critical Perspectives on Health and Social Work TSOC 6013

2007 Aug-Dec  Graduate School of Social Work, University of Puerto Rico, Río Piedras. Course: Qualitative Research TSOC 8103

2005 Aug-Dec  Graduate School of Social Work, University of Puerto Rico, Río Piedras.
2006 Jan-May  Course: Quantitative Data Analysis TSOC 8102

2005 Aug-Dec  Graduate School of Social Work, University of Puerto Rico, Río Piedras.
2006 Jan-May  Course: Doctoral Exam TSOC 8900

2005 Jan-May  Graduate School of Social Work, University of Puerto Rico, Río Piedras.
2009 Aug-Dec  Course: Advanced Research Design TSOC 8101

2004 Aug-Dec  Graduate School of Social Work, University of Puerto Rico, Río Piedras.
2006 Aug-Dec  Course:  Comparison of Human Behavior Theories TOSC 6057

2004 Jan-May  Department of Psychology, University of Puerto Rico, Río Piedras Campus. Course:  Ethics and Social Research.

2004 Jan-May  Department of Psychology, University of Puerto Rico, Río Piedras Campus. Course:  Social Difference and Health – Research Practicum.

2003 Aug-Dec  Adjunct Professor, Sacred Heart University.  San Juan, Puerto Rico.  Course:  Introduction to Social Research Methods.

2003 June  Adjunct Professor, Sacred Heart University.  San Juan, Puerto Rico.  Course:  Statistics for the Social Sciences.

2003 Jan-May  Adjunct Professor, Sacred Heart University.  San Juan, Puerto Rico.  Course:  Introduction to Social Research Methods.

2002 Jan-May  Adjunct Professor, Sacred Heart University.  San Juan, Puerto Rico.  Course:  Introduction to Social Research Methods.

2001 Aug-Dec  Adjunct Professor, Sacred Heart University.  San Juan, Puerto Rico.  Course:  Introduction to Social Psychology.

2001 Aug-Dec  Teaching Assistant, University of Puerto Rico.  Course:  Bioethical and clinical aspects of HIV/AIDS.

2001 Jan-May  Co-teaching, University of Puerto Rico, Río Piedras Campus.  Course:  Technology transfer across health settings.


**Examples of Academic Ventures at the Beatriz Lassalle Graduate School of Social Work**

**Courses taught at the Graduate Level**

TSOC 8101:  Advanced Social Research I:  Methodological Design.
TSOC 8103:  Advanced Social Research III:  Qualitative Research and Analysis.
TSOC 8055:  Mixed Methods Research.
TSOC 8900:  Doctoral Level Exam.
Coursework Development

2006 - Development of a new course entitled “Mixed Methods and its Implications for Social Work”. This is a 3 credit course focusing on the use of qualitative and quantitative research techniques in Social Work.

2006 - Development of a new course entitled “Critical Perspectives on Health” for the PhD program. This is a 3 credit course focusing on structural social issues that influence health, and critical perspectives for their understanding.

2004 to 2005 - Coordination of the revision and adaptation of the research methodology courses for the Doctoral Program. Specifically, TSOC 8101 (Advanced Research Design) and TSOC 8102 (Quantitative Methodology).

Committees

2004 to 2010 - Participant of the following committees: Doctoral Program Committee, Public Policy Research Institute Committee, Community Social Work Area, and Personnel Committee.

Student Mentoring

Mentoring Program Development

2004 to 2010 - Developed and coordinated a mentoring program for doctoral students focusing on four areas: delimitation of research interests, publication process, presentation of research findings, and research funding.

Supervised Dissertations and Theses


Doctoral dissertation, University of Puerto Rico.
Betancourt, E. (2014). The media as a place for debate on social policies: Implications
Cotté, A. (2015). Some deaths are worth more than others: An analysis of discourses on
young crime and its implications for public policy. Doctoral dissertation, University
of Puerto Rico. (Reader)
professionals in Puerto Rico. Doctoral dissertation, Ponce School of Medicine.
among Puerto Rican nurses. Doctoral dissertation, Ponce School of Medicine.
Rico. Doctoral dissertation, Ponce School of Medicine.
dissertation, Ponce School of Medicine.
Rosado, G. (2016). Experiences of nurses working in pediatric oncology. Doctoral
dissertation, Ponce School of Medicine.
Masters thesis, University of Puerto Rico. (Reader)
Fernández, M. (2016). Sexual communication between parents and youth with diagnosis
of mental health problems in Puerto Rico. Doctoral dissertation, Ponce School of
Medicine.

Student Grants, Scholarships and Awards under my Mentorship

Research Education and Career Development (HCTRED) Award, NIH. Registration fees
for the Post Doctoral Master in Clinical and Translational Research, travel expenses,
salary support, & research expenses. School of Health Professionals & School of
Medicine.

Institute of Drug Abuse (NIDA). HIV/AIDS Substance Abuse and Trauma Training
Program. September, 2013- 2015. $10,000 for proposal, computer and software, travel,
lodgings and research institute expenses. UCLA-HASTTP R25 DA035692.

Diversity in Health Related Research for 5R01MH080694-03. National Institute of

Fellowship Program. National Institute of Mental Health and the Council on Social Work
Education. September 2008 and September 2010.


Rivera Segarra, E. (2014). Full Scholarship. FASEB/MARC 2014 Institute on Teaching and Mentoring, Georgia, AT.


Rivera Segarra, E. (2012). Institutional Achievement Award, Ponce School of Medicine & Health Sciences. 2012

**Consultation Work**
2018 Reviewer for R25 training proposal at the University of California at San Francisco’s Center for AIDS Prevention Studies. PI: Torsten Neilands.

2014 Consultant for Profamilia (Community Based Organization) in the development of a measure to assess stigma towards abortion among Puerto Rican women.

2009 Consultant on Research Proposal Development by Faculty Members. School of Health Professions, Medical Sciences Campus, University of Puerto Rico. Contact person: Dr. Estela Estapé, Dean.


2003-present Methodological consultant. Praxis project (Psychologists’ involvement in public policy issues), University Center for Psychological Services and research. Principal Investigator: Irma Serrano-García, Ph.D. & Sheilla Rodriguez-Madera, Ph.D.

2003-present Consultant in statistical data analysis. Encuentro research project (HIV prevention among heterosexual couples), University Center for Psychological Services and research. Principal Investigator: David Pérez Jiménez, Ph.D.

2002-present Program Evaluator, Puerto Rico CONCRA. HIV/AIDS prevention program for youth and service delivery for youth living with HIV/AIDS.

2002 Workshop on Database development, maintenance and analysis using Microsoft ACCESS. Puerto Rican Psychological Association.
2001 Center for HIV/AIDS Technical Assistance (CHAT), Puerto Rico.
  • Data bank development.
  • Training of office personnel on data bank management.

2001 Puerto Rican Psychological Association
  • Data bank development for members, annual conventions, and continued education training.

2000 Interamerican Society of Psychology
  • Data bank analysis.
  • Development of final analysis report.

2000 Interamerican Journal of Compared International Law
  • Data bank development and analysis.
  • Training of data entry personnel.

**Professional Development Experiences**

2010 Research with imprisoned populations. Resource: Megan Comfort, PhD, Center for AIDS Prevention Studies, UCSF.


2004 Social Intervention and Critical Theory. Offered by the University of Puerto Rico’s Graduate School of Social Work. Resource: Teresa Matus Sepúlveda Ph.D., Catholic University of Chile.

2003 Qualitative research in the social sciences: Foundations and procedures [In Spanish]. Resources: Euclides Sánchez, PhD & Esther Wiesenfeld, PhD, Venezuela’s Central University.

2002 Qualitative research: How to do it and why. American Psychological Association Convention, Chicago.

2002 SPSS Data Entry and Data Entry Enterprise Server. SPSS, Chicago, Illinois.

2002 Summer Institute on Longitudinal Methods. Scholarship at the Methodology Center, Penn State University.
2002  National Institutes of Health’s Caribbean Research Cooperation Workshop on HIV/AIDS. San Juan, Puerto Rico.


2000  Behavioral Social Scientist Volunteer Program training offered by the Committee on Psychology and AIDS (COPA) of the American Psychological Association’s Office on AIDS. New Orleans, USA.

1999  Training and Career Development Workshop on HIV Prevention Research. Offered by the National Institutes of Health at the 1999 Centers for Disease Control, HIV Prevention Conference, Atlanta, GA.


Volunteer Work

2014  Conference Coordinator, Annual Convention of the Puerto Rican Psychological Association.

2009-2014  External Advisory Board Member - Hispanics-In-Research Capability. School of Health Professions and School of Medicine, University of Puerto Rico. Funded by the National Center on Minority Health and Health Disparities (S21MD001830).

2009  Workshop facilitator. HIV/AIDS internalized stigma among youth
living with the disease. Proyecto Amor Community Based Organization.

2008
Abstract evaluator for the American Psychological Association Conference – Division 9.

2006
Member of Technical Advisory Board, Commission for the Prevention of Violence (Governmental Commission). University of Puerto Rico, Cayey Campus.

2004
Member of Advisory Board. Conference: Public Policy and HIV/AIDS – Contributions from the Community and Academia. Profamilia (NGO), San Juan, Puerto Rico.

2003

2002 (November)

2001 (August)

2001
Qualitative data analysis. Project “Encuentro”. University of Puerto Rico.

2000
Member of the Behavioral Social Scientists Volunteer Program (BSSVP) of the Committee of Psychology and AIDS of the American Psychological Association’s Office on AIDS.

1999
Development of a catalog containing information about internship opportunities in the United States for Clinical Psychology Graduate Students. University of Puerto Rico, University Center for Psychological Services and Research.

1996
Development of a catalog containing information about graduate programs in Psychology, Biology and Sociology in universities throughout Latin America and Europe. University Center for Psychological Services and Research, Mentor: Irma Serrano-García, Ph.D.

1992-1993
Veteran’s Hospital of Puerto Rico, Psychiatric Unit.

1993-1997
Colegio San José
Seminar Development for High School Students
Subjects: Leadership, Sexuality, University Life.

Membership in Professional Organizations

International Association for the Study of Popular Music – Latin America (IASPM-LA)

Puerto Rican Psychological Association (APPR)
- Director, Governing Board - 2003-2008

Interamerican Society of Psychology (SIP)
- Secretary General, 2007-2010

International Society for Self and Identity (ISSI)

International AIDS Society (IAS)

International Society for Metal Music Studies (ISMMS)

Presentations

Varas-Díaz, N. (2018, June). Humanities and cultural scenes. Panelist as part of the course “Learning to Hate – Pluralism in an Era of Echo Chambers”. Concordia University, Montreal, Canada.


Varas-Díaz, N. (2018, April). Decolonial metal music in Latin America: Chile and Peru
as examples. Oral presentation by invitation. Utah Valley University, Utah.


Transgender Health Summit, Oakland.


Poster presentation at the 20th International AIDS Conference. Melbourne, Australia.


Portugal.


Rivera, J., Pacheco, R., Rodríguez, S., & Varas-Díaz, N. (September, 2010). Social support and its impact on serodiscordant heterosexual couples [In Spanish]. Poster presentation at the IV Iberoamerican Congress of Qualitative Health Research. Fortaleza, Brasil.


the 52nd Convention of the Puerto Rican Association of Psychology. San Juan, Puerto Rico.


Varas Díaz, N. (2005). AIDS stigma: Implications for health professionals [In Spanish]. Presentation by invitation at the University of Puerto Rico’s Medical Sciences Campus School of Odontology.


Varas Díaz, N. (2004, November). AIDS stigma research findings: Implications and challenges [In Spanish]. Presentation for the University of Puerto Rico’s Graduate School of Social Work student exchange program with the University of Connecticut.  Coordinated by Esterla Barreto, Ph.D.


profession students in Puerto Rico [In Spanish]. First Regional Congress of the Interamerican Society of Psychology. Guatemala City, Guatemala.


Republic, and Ecuador [In Spanish]. Oral presentation at the 28th Interamerican Congress of Psychology. Santiago, Chile.


construct validity [In Spanish]. Oral presentation, 30 Years of Dominican Psychology: Past, Present, and Future. Autonomous University of Santo Domingo, Dominican Republic.


Publications

Books and Edited Journals


**Peer Reviewed Journals, Book Chapters, and Newsletters**


**Varas-Díaz, N., Rivera-Segarra, E., Neilands, T.B., Carminelli-Corretjer, P., Rivera, F., Varas-Rodríguez, E., Ortiz, N., Pedrogo, Y. & Rivera Díaz, M.** (Submitted) HIV/AIDS stigma manifestations during clinical interactions with MSM in


Varas-Díaz, N., Rivera, E., Mendoza, S., & González, O. (2014). On your knees and


Varas-Díaz, N., Neilands, T.B., Cintrón-Bou, F., Santos Figueroa, A., Marzán


evaluation: What do professionals from agencies in Puerto Rico know? [In Spanish]. Revista Ciencias de la Conducta, 20, 1-30


collaborative study in the Caribbean regarding mood states [In Spanish]. In M. Brea; E. Rodriguez & M. Alonso (Eds.), 30 years of psychology: Past, present, and future (pp. 81-97). Santo Domingo, Dominican Republic: Autonomous University of Santo Domingo.


Research Reports

M.A. thesis project, University of Puerto Rico. Emotions and identities: Implications for the study of Puerto Rican national identities.

October, 2018

Curriculum Vitae
Nelson M. Varas-Díaz, Ph.D.

General Information

Office Address: Department of Global and Sociocultural Studies
School of International and Public Affairs
Florida International University
Miami, FL 33199

Home Address: 11451 Lakeside Dr, Apt 3303, Doral, FL, 33178

Cell-phone: (787) 439-9526

e-mail: nelson.varasdiaz@fiu.edu

Current Interests

Interested in the social, political and individual level implications of stigmatization. My academic career addresses the role of social and structural factors in the development of stigmatized individual and collective identities. My research has focused on the social stigmatization of disease (i.e. HIV/AIDS, addiction), marginalized groups (i.e. transgender individuals) and cultural practices (i.e. metal music, religion). These interests are manifested through research, policy work, teaching at the graduate level, independent consulting, and community involvement. Other subjects of interest include: 1) qualitative research, 2) mixed methodology, 3) issues related to community participation, and 4) social justice through research.

Educational History

2005-2008 Post-Doctoral Training Experience
Center for AIDS Prevention Studies
University of California at San Francisco
Training Program for Scientists Conducting Research to Reduce HIV/STI Health Disparities

2000-2002 Ph.D.
University of Puerto Rico
Major Area of Study: Social-Community Psychology

Mentor: Miguelina León, MSW

1997- 1999 M.A.
University of Puerto Rico  
Major Area of Study: Social-Community Psychology

1993-1997  
B.A.  
University of Puerto Rico  
Major Area of Study: Psychology

**Current and Past Positions**

2016-present  
Professor, Florida International University. Department of Global & Sociocultural Studies, Seteven J. Green School of International & Public Affairs.

2014-2016  
Professor, University of Puerto Rico’s Beatriz Lassalle Graduate School of Social Work.

2010-present  
Visiting Professor, Ponce School of Medicine.

2016  
Visiting Professor, University of California at San Francisco.

2012-2014  
Director, Center for Social Research. University of Puerto Rico.

2009-2012  
Director, Center for the Study of Social Differences and Health.

2007-2014  
Associate Professor, University of Puerto Rico’s Beatriz Lassalle Graduate School of Social Work.

2004-2007  
Assistant Professor, University of Puerto Rico’s Beatriz Lassalle Graduate School of Social Work.

2005-2009  
Visiting Professor - Center for AIDS Prevention Studies (CAPS), University of California at San Francisco (UCSF), Department of Medicine. The Collaborative HIV Prevention Research in Minority Communities Program.

2002-2004  
Assistant Researcher. University of Puerto Rico’s Center for Psychological Services and Research.

2001-2004  
Adjunct Professor, Sacred Heart University.

**Research Funding**

2014-2019  
HIV/AIDS Stigma Behaviors in Clinical Encounters. K02 study funded by the National Institute of Drug Abuse. Principal Investigator: $577,665

2012-2016  
Testing a Latino web-based parent-adolescent sexual communication intervention. R01 study funded by the National Institute of Nursing
Research. Principal Investigator: $1,834,269

2014-2016  Physicians and Health Related Services for Male to Female Transgender Persons. R21 study funded by the National Institute of Mental Health. Co-investigator: $208,419


2007-2013  AIDS Stigma among Health Professionals in Puerto Rico. R01 study funded by the National Institute of Mental Health. Principal Investigator: $1,944,375

2009-2011  Relationship Experiences among Puerto Rican Heterosexual Serodiscordant Couples. R03 study funded by the National Institute of Child Health and Human Development. Co-investigator: $126,000

2010-2013  HIV Prevention Curriculum for Medical Students in Puerto Rico. Study funded by the Office for AIDS Research, National Institutes of Health. Co-Principal Investigator: $900,000

2010-2011  Stress Measurement among Puerto Rican Imprisoned Population. R24 study funded by the National institute of Drug Abuse. Principal Investigator: $50,000

2006-2007  AIDS Stigma and Practicing Health Professionals in Puerto Rico. Center for AIDS Prevention Studies, University of California at San Francisco. Principal Investigator. $61,000

2005  Stigma Reduction Interventions for Health Professionals in Latin America. Pan American Health Organization. Principal Investigator $5,000


2002-2003  Exploring AIDS-Related Stigma In Puerto Rico. R03 study funded by the National Institute of Mental Health. Principal Investigator. $25,000.
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<th>Year</th>
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<td>2002-2003</td>
<td>Dissertation grant to study AIDS related stigma in Puerto Rico. American Psychological Association, Minority Fellowship Program. Principal Investigator. $5,000. (Not used by PI due to overlap with other grants).</td>
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**Awards and Honors**

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<tr>
<th>Year</th>
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<td>2017</td>
<td>Award Winner, United Latino Film Festival. Film – The Metal Islands: Culture, History, and Politics in Caribbean Heavy Metal Music.</td>
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2015  Official Selection, Latin America in Ourselves, Documentarist Association of Puerto Rico. Film - The Distorted Island: Heavy Metal and Community in Puerto Rico.

2015  Excellence Award, Rincón International Film Festival. Film - The Distorted Island: Heavy Metal and Community in Puerto Rico.

2014  Mentor of the Year Award, Puerto Rican Psychological Association.

2014  Recognition for contributions to social research, University of Puerto Rico’s Alumni Association.

2012  Psychologist of the Year, Puerto Rican Psychological Association.

2008  Research Psychologist of the Year, Carlos Albizu University.

2007  COR-Star. Recognition of the National Institute of Mental Health’s Career Opportunities in Research Program. San Juan, Puerto Rico.

2004  COR-Star. Recognition of the National Institute of Mental Health’s Career Opportunities in Research Program. San Juan, Puerto Rico.

2004  Scholarship. XV International AIDS Conference. Bangkok, Thailand

2003  First place for research project of social impact. Recognition awarded by the Atlantea Project at the University of Puerto Rico for
completion of the project “Strengthening HIV/AIDS Social Network in Dominican Republic”.

2002

Carlos and Ermida Albizu Student of the Year Award. Puerto Rican Psychological Association.

2002

Student of the Year Award for Psychologist in Public Service. Awarded by the American Psychological Association’s Division 18.

2002


2002

Full Scholarship. Summer Institute on Longitudinal Methods Scholarship held at the Methodology Center, Penn State University.

2001

Recognition by the Puerto Rican Senate for volunteer work with victims of the September 11th attacks in the United States. New York, N.Y.

2001

Travel award. American Psychological Association, Washington D.C.

2001


2000

Scholarship. XIII International AIDS Conference. Durban, South Africa.

1999

Full scholarship. 1st National HIV Prevention Conference. Sponsored by CDC, Atlanta, GA.

1998-2001

American Psychological Association’s Research Fellow.

1997

Graduated Magna Cum Laude (B.A.)

1996


1996 (Summer)


1996-2000

Golden Key National Honor Society Member University of Puerto Rico.

1996-1997

NIMH - Career Opportunities in Research (COR) Member, University of Puerto Rico.

1997  Magna Cum Laude (B.A.), University of Puerto Rico, Río Piedras.

1994-1997  Dean’s List (B.A), University of Puerto Rico, Río Piedras.

1994-1999  Honor Student (B.A.), University of Puerto Rico.

**Editorial Experience**

2018  *Reviewer, Théologiques.*

2018  *Reviewer, Metal Music Studies.*

2017  *Ad-hoc Reviewer, National Institutes of Health.*

2016-present  Editorial Advisory Board, Emerald Studies in Metal Music and Culture (Book Series).

2009-present  Associate Editor, *Qualitative Report.*


2014-present  Editorial Board Member, *Metal Music Studies.*

1998-2016  Associate Editorial Board Member, *American Journal of Community Psychology.*


2011  *Ad-hoc Reviewer, AIDS Research and Therapy.*


2006   Guest Editor, *Revista Ciencias de la Conducta*. Special issue on psychology and social regulation.

2004-2009   Editorial Board Member, *Qualitative Report*.


2001-2006   Editorial Board Member, *Teknokultura*. Electronic journal at the University of Puerto Rico.


1998   Proposal Reviewer, American Psychological Association’s 107th Conference.

**Other Professional Experiences**

2001   Principal Investigator, University of Puerto Rico. *AIDS related stigma and visual images*. (Independent Research Project)


1999   Research Assistant, University of Puerto Rico. *Attitudes of college students towards homosexuals and lesbians*.


Instruments to Identify Depression in Adults.  
Principal Investigators: Guillermo Bernal Ph.D. and Janet Bonilla Ph.D.

1996 (Summer)  
Principal Investigators: Wendy Rahn Ph.D. and Mark Snyder Ph.D.

1995 (Summer)  
Principal Investigators: Irma Serrano-García Ph.D. and Gabriel Cirino Gerena Ph.D.

Teaching Experience

2009 Aug-Dec  
Medical Sciences Campus, University of Puerto Rico.  
Course: Clinical Research Protocol Development INCL 6056

2007 Jan-May  
Graduate School of Social Work, University of Puerto Rico, Rio Piedras.  
Course: Critical Perspectives on Health and Social Work TSOC 6013

2007 Aug-Dec  
Graduate School of Social Work, University of Puerto Rico, Río Piedras.  
Course: Qualitative Research TSOC 8103

2005 Aug-Dec  
Graduate School of Social Work, University of Puerto Rico, Rio Piedras.  
2006 Jan-May  
2007 Jan-May  
Course: Quantitative Data Analysis TSOC 8102

2005 Aug-Dec  
Graduate School of Social Work, University of Puerto Rico, Rio Piedras.  
2006 Jan-May  
2007 Jan-May  
Course: Doctoral Exam TSOC 8900

2005 Jan-May  
2009 Aug-Dec  
Graduate School of Social Work, University of Puerto Rico, Rio Piedras.  
Course: Advanced Research Design TSOC 8101

2004 Aug-Dec  
Graduate School of Social Work, University of Puerto Rico, Rio Piedras.
2006 Aug-Dec  Course: Comparison of Human Behavior Theories TOSC 6057

2004 Jan-May  Department of Psychology, University of Puerto Rico, Río Piedras Campus. Course: Ethics and Social Research.

2004 Jan-May  Department of Psychology, University of Puerto Rico, Río Piedras Campus. Course: Social Difference and Health – Research Practicum.

2003 Aug-Dec  Adjunct Professor, Sacred Heart University. San Juan, Puerto Rico. Course: Introduction to Social Research Methods.

2003 June     Adjunct Professor, Sacred Heart University. San Juan, Puerto Rico. Course: Statistics for the Social Sciences.

2003 Jan-May  Adjunct Professor, Sacred Heart University. San Juan, Puerto Rico. Course: Introduction to Social Research Methods.

2002 Jan-May  Adjunct Professor, Sacred Heart University. San Juan, Puerto Rico. Course: Introduction to Social Research Methods.

2001 Aug-Dec  Adjunct Professor, Sacred Heart University. San Juan, Puerto Rico. Course: Introduction to Social Psychology.

2001 Aug-Dec  Teaching Assistant, University of Puerto Rico. Course: Bioethical and clinical aspects of HIV/AIDS.

2001 Jan-May  Co-teaching, University of Puerto Rico, Río Piedras Campus. Course: Technology transfer across health settings.


**Examples of Academic Ventures at the Beatriz Lassalle Graduate School of Social Work**

*Courses taught at the Graduate Level*

TSOC 8101: Advanced Social Research I: Methodological Design.
TSOC 8103: Advanced Social Research III: Qualitative Research and Analysis.
TSOC 8055: Mixed Methods Research.
TSOC 8900: Doctoral Level Exam.
TSOC 6013: Critical Perspectives on Health.
TSOC 6131-6132: Theses Seminar I and II.

**Coursework Development**

2006 - Development of a new course entitled “Mixed Methods and its Implications for Social Work”. This is a 3 credit course focusing on the use of qualitative and quantitative research techniques in Social Work.

2006 - Development of a new course entitled “Critical Perspectives on Health” for the PhD program. This is a 3 credit course focusing on structural social issues that influence health, and critical perspectives for their understanding.

2004 to 2005 - Coordination of the revision and adaptation of the research methodology courses for the Doctoral Program. Specifically, TSOC 8101 (Advanced Research Design) and TSOC 8102 (Quantitative Methodology).

**Committees**

2004 to 2010 - Participant of the following committees: Doctoral Program Committee, Public Policy Research Institute Committee, Community Social Work Area, and Personnel Committee.

**Student Mentoring**

**Mentoring Program Development**

2004 to 2010 - Developed and coordinated a mentoring program for doctoral students focusing on four areas: delimitation of research interests, publication process, presentation of research findings, and research funding.

**Supervised Dissertations and Theses**


Student Grants, Scholarships and Awards under my Mentorship


Rivera Segarra, E. (2014). Full Scholarship. FASEB/MARC 2014 Institute on Teaching and Mentoring, Georgia, AT.


Rivera Segarra, E. (2012). Institutional Achievement Award, Ponce School of Medicine & Health Sciences. 2012

Consultation Work
2018 Reviewer for R25 training proposal at the University of California at san Francisco’s Center for AIDS Prevention Studies. PI: Torsten Neilands.

2014 Consultant for Profamilia (Community Based Organization) in the development of a measure to assess stigma towards abortion among Puerto Rican women.

2009 Consultant on Research Proposal Development by Faculty Members. School of Health Professions, Medical Sciences Campus, University of Puerto Rico. Contact person: Dr. Estela Estapé, Dean.


2003-present Methodological consultant. Praxis project (Psychologists’ involvement in public policy issues), University Center for Psychological Services and research. Principal Investigator: Irma Serrano-García, Ph.D. & Sheilla Rodriguez-Madera, Ph.D.

2003-present Consultant in statistical data analysis. Encuentro research project (HIV prevention among heterosexual couples), University Center for Psychological Services and research. Principal Investigator: David Pérez Jiménez, Ph.D.

2002-present Program Evaluator, Puerto Rico CONCRA. HIV/AIDS prevention program for youth and service delivery for youth living with HIV/AIDS.

2002 Workshop on Data base development, maintenance and analysis using Microsoft ACCESS. Puerto Rican Psychological Association.
<table>
<thead>
<tr>
<th>Year</th>
<th>Organization/Project</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2001 | Center for HIV/AIDS Technical Assistance (CHAT), Puerto Rico | • Data bank development.  
• Training of office personnel on data bank management. |
| 2001 | Puerto Rican Psychological Association | • Data bank development for members, annual conventions, and continued education training. |
| 2000 | Interamerican Society of Psychology | • Data bank analysis.  
• Development of final analysis report. |
| 2000 | Interamerican Journal of Compared International Law | • Data bank development and analysis.  
• Training of data entry personnel. |

**Professional Development Experiences**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Research with imprisoned populations.</td>
<td>Megan Comfort, PhD, Center for AIDS Prevention Studies, UCSF.</td>
</tr>
<tr>
<td>2005</td>
<td>Action Research: Principles and applications.</td>
<td>Esther Wiesenfeld, PhD, Venezuela’s Central University.</td>
</tr>
<tr>
<td>2004</td>
<td>Social Intervention and Critical Theory.</td>
<td>Teresa Matus Sepúlveda Ph.D., Catholic University of Chile.</td>
</tr>
<tr>
<td>2003</td>
<td>Qualitative research in the social sciences: Foundations and procedures [In Spanish].</td>
<td>Euclides Sánchez, PhD &amp; Esther Wiesenfeld, PhD, Venezuela’s Central University.</td>
</tr>
<tr>
<td>2002</td>
<td>Qualitative research: How to do it and why.</td>
<td>American Psychological Association Convention, Chicago.</td>
</tr>
<tr>
<td>2002</td>
<td>SPSS Data Entry and Data Entry Enterprise Server.</td>
<td>SPSS, Chicago, Illinois.</td>
</tr>
<tr>
<td>2002</td>
<td>Summer Institute on Longitudinal Methods.</td>
<td>Scholarship at the Methodology Center, Penn State University.</td>
</tr>
</tbody>
</table>
2002  National Institutes of Health’s Caribbean Research Cooperation Workshop on HIV/AIDS. San Juan, Puerto Rico.


2000  Behavioral Social Scientist Volunteer Program training offered by the Committee on Psychology and AIDS (COPA) of the American Psychological Association’s Office on AIDS. New Orleans, USA.

1999  Training and Career Development Workshop on HIV Prevention Research. Offered by the National Institutes of Health at the 1999 Centers for Disease Control, HIV Prevention Conference, Atlanta, GA.


Volunteer Work

2014  Conference Coordinator, Annual Convention of the Puerto Rican Psychological Association.

2009-2014  External Advisory Board Member - Hispanics-In-Research Capability. School of Health Professions and School of Medicine, University of Puerto Rico. Funded by the National Center on Minority Health and Health Disparities (S21MD001830).

2009  Workshop facilitator. HIV/AIDS internalized stigma among youth
living with the disease. Proyecto Amor Community Based Organization.


2006 Member of Technical Advisory Board, Commission for the Prevention of Violence (Governmental Commission). University of Puerto Rico, Cayey Campus.

2004 Member of Advisory Board. Conference: Public Policy and HIV/AIDS – Contributions from the Community and Academia. Profamilia (NGO), San Juan, Puerto Rico.


2001 Qualitative data analysis. Project “Encuentro”. University of Puerto Rico.

2000 Member of the Behavioral Social Scientists Volunteer Program (BSSVP) of the Committee of Psychology and AIDS of the American Psychological Association’s Office on AIDS.

1999 Development of a catalog containing information about internship opportunities in the United States for Clinical Psychology Graduate Students. University of Puerto Rico, University Center for Psychological Services and Research.

1996 Development of a catalog containing information about graduate programs in Psychology, Biology and Sociology in universities throughout Latin America and Europe. University Center for Psychological Services and Research, Mentor: Irma Serrano-García, Ph.D.

1992-1993 Veteran’s Hospital of Puerto Rico, Psychiatric Unit.

1993-1997 Colegio San José
Seminar Development for High School Students
Subjects: Leadership, Sexuality, University Life.

**Membership in Professional Organizations**

International Association for the Study of Popular Music – Latin America (IASPM-LA)

Puerto Rican Psychological Association (APPR)
   - Director, Governing Board - 2003-2008

Interamerican Society of Psychology (SIP)
   - Secretary General, 2007-2010

International Society for Self and Identity (ISSI)

International AIDS Society (IAS)

International Society for Metal Music Studies (ISMMS)

**Presentations**

**Varas-Díaz, N.** (2018, June). Humanities and cultural scenes. Panelist as part of the course “Learning to Hate – Pluralism in an Era of Echo Chambers”. Concordia University, Montreal, Canada.


**Varas-Díaz, N.** (2018, April). Decolonial metal music in Latin America: Chile and Peru
as examples. Oral presentation by invitation. Utah Valley University, Utah.


Transgender Health Summit, Oakland.


Poster presentation at the 20th International AIDS Conference. Melbourne, Australia.


Portugal.


Rivera, J., Pacheco, R., Rodríguez, S., & Varas-Díaz, N. (September, 2010). Social support and its impact on serodiscordant heterosexual couples [In Spanish]. Poster presentation at the IV Iberoamerican Congress of Qualitative Health Research. Fortaleza, Brasil.

Marzán, M., & Varas-Díaz, N. (September, 2010). Sociostructural factors and HIV/AIDS: Voices of medical students in a stigma reduction intervention [In Spanish]. Oral Presentation at the IV Iberoamerican Congress of Qualitative Health


the 52nd Convention of the Puerto Rican Association of Psychology. San Juan, Puerto Rico.


**Varas Díaz, N.** (2005). *AIDS stigma: Implications for health professionals* [In Spanish]. Presentation by invitation at the University of Puerto Rico’s Medical Sciences Campus School of Odontology.


**Varas Díaz, N.** (2004, November). *AIDS stigma research findings: Implications and challenges* [In Spanish]. Presentation for the University of Puerto Rico’s Graduate School of Social Work student exchange program with the University of Connecticut.  Coordinated by Esterla Barreto, Ph.D.


Malavé Rivera, S., Ruiz Torres, Y. & **Varas Díaz, N.** (2004, October). *Constructing the person living with HIV/AIDS: Perspectives from health professionals and health...*
profession students in Puerto Rico [In Spanish]. First Regional Congress of the Interamerican Society of Psychology. Cuatemala City, Guatemala.


Republic, and Ecuador [In Spanish]. Oral presentation at the 28th Interamerican Congress of Psychology. Santiago, Chile.


**construct validity** [In Spanish]. Oral presentation, 30 Years of Dominican Psychology: Past, Present, and Future. Autonomous University of Santo Domingo, Dominican Republic.


**Publications**

**Books and Edited Journals**


**Varas-Díaz, N.** (Ed.) (2006). *Como castillos en la arena: La psicología como agente regulador de la sexualidad, la vejez y la enfermedad*. *Ciencias de la Conducta*. 


Peer Reviewed Journals, Book Chapters, and Newsletters


Varas-Díaz, N., Rivera, E., Mendoza, S., & González, O. (2014). On your knees and


**Varas-Díaz, N.**, Neilands, T.B., Cintrón-Bou, F., Santos Figueroa, A., Marzán


**Serrano-García, I., Santiago Ríos, M., Varas Díaz, N. & Resto Olivo, J. (2005).** Program
evaluation: What do professionals from agencies in Puerto Rico know? [In Spanish].  *Revista Ciencias de la Conducta*, 20, 1-30


collaborative study in the Caribbean regarding mood states [In Spanish]. In M. Brea; E. Rodriguez & M. Alonso (Eds.), *30 years of psychology: Past, present, and future* (pp. 81-97). Santo Domingo, Dominican Republic: Autonomous University of Santo Domingo.


**Research Reports**


ULRICH OSLENDER, PH.D.

Associate Professor of Geography
Department of Global & Sociocultural Studies
Florida International University
Miami, FL 33199, USA

Phone: (305) 348-2247
Fax: (305) 348-3605
uoslende@fiu.edu

ACADEMIC APPOINTMENTS

Florida International University, Miami, FL, USA 2016 to present
   Associate Professor of Geography, Department of Global & Sociocultural Studies
Florida International University, Miami, FL, USA 2010-2016
   Assistant Professor of Geography, Department of Global & Sociocultural Studies
University of Glasgow, Scotland, UK 2002-2010
   Research Fellow, Department of Geographical & Earth Sciences, including as:
   Marie Curie International Research Fellow (EU-funded) 2005-2008
   ESRC Research Fellow 2004-2005
   ESRC Postdoctoral Research Fellow 2002-2003

EDUCATION

Ph.D., University of Glasgow, Scotland, UK, Geography 1997-2001
   Black communities on the Colombian Pacific coast and the ‘aquatic space’: a spatial approach to social movement theory
   Advisors: Professor Chris Philo and Dr Paul Routledge
   Examiners: Professor John Agnew (external – UCLA) and Dr Stella Lowder (internal)
   First Class degree with distinctions in spoken Spanish and Portuguese

MAJOR AWARDS, SCHOLARSHIPS, FELLOWSHIPS and GRANTS

Marie Curie Outgoing International Fellowship, 2005-2008
   Supported through the 6th European Community Framework Programme. Based at University of Glasgow. Seconded to UCLA, Los Angeles, 2005 to 2007. EUR 267,816
ESRC Research Grant (Ref. RES-000-22-0770), 2004-2005
   Based at Department of Geography, University of Glasgow. £47,604
ESRC Postdoctoral Research Fellowship (Ref. T026271170), 2002-2003
   Based at Department of Geography, University of Glasgow. £26,848
PUBLICATIONS

Peer-Reviewed Books:

Reiter, B. & U. Oslander (Eds) 2015. Bridging Scholarship and Activism: Reflections from the Frontlines of Collaborative Research, East Lansing, MI: Michigan State University Press. 228 pages. MSU Press; Amazon


Peer-Reviewed Journal Articles:


Oslander, U. 2010. “La búsqueda de un contra-espacio: ¿hacia territorialidades alternativas o co-ocupación por el poder dominante?”, Geopolíticas(s): Revista de Estudios sobre Espacio y Poder 1(1), pp.95-114 (Complutense University, Madrid), (ISSN: 2172-3958). click here

Oslender, U. 2010. “La banalidad del desplazamiento: de peleas estadísticas y vacíos en la representación étnica del desplazamiento forzado en Colombia”, Universitas Humanística 69, (Bogotá, Colombia), pp.139-161 (ISSN: 0120-4807).


Oslender, U. 2008. “Geografías del terror: un marco de análisis para el estudio del terror”, Scripta Nova: Revista electrónica de geografía y ciencias sociales (Universidad de Barcelona), XII (270.144), 1 de agosto (ISSN: 1138-9788). click here


**Book Chapters:**


Oslender, U. 2015. “Leaving the field: how to write about disappointment and frustration in participatory action-research”, in B. Reiter & U. Oslender (eds), Bridging scholarship and activism: reflections from the frontlines of collaborative research, East Lansing, MI: Michigan State University Press, pp.63-74


Oslender, U. 2007. “Contra el olvido: celebrando a los poetas inéditos y la recuperación de memoria colectiva en el Pacífico colombiano”, in Lucía Ortiz (ed), ‘Chambacú, la historia la


**Book Reviews:**


**Translations:**

PRESENTATIONS

Conference Presentations (Selection):

2017. “The political ontology of difference: examining the disconnect between official multiculturalism and Afro-descendant political aspirations in Latin America”. International Congress of the Latin American Studies Association LASA; Lima, Peru, April 29 – May 1.

2017. “Geografías imaginadas y cartografía social en el largo camino hacia la ‘terminación del conflicto y la construcción de una paz estable y duradera’ en Colombia”. IGU Thematic Conference “Geographies for Peace”; La Paz, Bolivia, April 23-25.


2013. “The limits of inclusion: Afro-Colombian transformative visions to re-define the nation under assault”. 7th Biennial Conference of the Association for the Study of the Worldwide African Diaspora ASWAD; Santo Domingo, Dominican Republic; October 30 - November 2.


2011. “Overlapping territorialities in Latin America: learning from Colombia’s social movement of black communities”. Social movement governance, the poor and the new politics of the Americas, University of South Florida, Tampa, February 2-4.


**Conference Sessions Organized and Chaired:**


Keynote Addresses to Conferences


2004. “Perspectivas geográficas sobre el estudio del terror: el caso del desplazamiento forzado en Colombia”. Más allá de la identidad: perspectivas contemporáneas comparatives sobre lugar, espacio y movilidad en América Latina (Central conference as part of the 2nd Annual Meeting of the research teams of the project ‘Identidades y movilidades: las sociedades regionales en los nuevos contextos políticos y migratorios. Una comparación entre Colombia y México’, Icanh-Ird-Ciesas), Universidad Nacional de Colombia, Bogotá; 8-11 November.

Invited Presentations (selection):

2016. “Beyond race: cultural politics and relational ontology among black communities on Colombia’s Pacific Coast”. Institute for the Study of Latin America and the Caribbean ISLAC, University of South Florida USF, Tampa (workshop on “Race, ethnicity and cultural politics in Colombia”); February 11.

2014. “Afro-Colombia under assault: discursive inclusion and real life exclusion”. Department of Geosciences and Natural Resource Management, University of Copenhagen, Denmark; April 3.


2012. “La geopolítica crítica como metodología de investigación”. Workshop conducted with students of the graduate program “Master in Socio-Spatial Studies”, Instituto de Estudios Regionales INER, Universidad de Antioquia, Medellín (Colombia), April 12.

2012. “Anti-geopolítica y geopolítica feminista: nuevas herramientas de la geografía crítica”. Workshop conducted with faculty and students of the research group “Grupo de Estudios Territoriales”, Instituto de Estudios Regionales INER, Universidad de Antioquia, Medellín (Colombia), April 13.


2011. “A mi río no lo olvido (I won’t forget my river): ‘place’ and social movement theory on Colombia’s Pacific coast”. The Tod Speiker Colloquium Series, UCLA Department of Geography, University of California, Los Angeles; October 28.

2011. “Geographies of terror and the quest for a counter-space in the Colombian Pacific coast region”. *UNC Workshop on Culture, Ecology and Politics*, University of Northern Carolina - Chapel Hill; March 25-27.

2011. “The quest for a counter-space in the Colombian Pacific coast region: towards alternative black territorialities or cooptation by dominant power?”. *Afro Latino Social Movements: from ‘monocultural mestizaje’ and ‘invisibility’ to multiculturalism and State corporatism/cooptation*, Florida International University (AADS), Miami; February 24-25.

2010. “Geographies of terror: a framework (with an anti-geopolitical eye on Colombia’s Pacific coast region)”. *Global & Sociocultural Studies Graduate Colloquium Series*, Florida International University, Miami; October 15.


2005. “Spaces of terror and fear: Colombia’s black communities in the crossfire”. *Cultural Geography Methods Workshop*, UCLA Department of Geography, University of California, Los Angeles; December 12.


**GRADUATE STUDENT MENTORING (2010-present)**

**MA Theses Directed**

Javier Mejia (MALACS / Latin America and Caribbean Center) (2016-17)

*Cultural Politics: the Role of Interculturality in the Indigenous Movement of Cauca-Colombia*

- Dissertation Defense: April 11, 2017
MA Theses Read

Michael Brasher (MA in Latin American Studies) (2012-13)
_Blessed are the Peacemakers: Transnational Alliance, Protective Accompaniment and the Presbyterian Church of Colombia_
- Dissertation Defense: March 28, 2013 (Chair: Ana María Bidegain)

Andrés García Sánchez (Socio-Spatial Studies, Instituto de Estudios Regionales INER, Universidad de Antioquia, Medellín, Colombia), 2010
_Espacialidades del destierro y la re-existencia. Afrodescendientes desterrados en Medellín, Colombia_
- Dissertation Defense: April 2010 (Chair: Vladimir Montoya)

Ph.D. Dissertations Directed

Alex Huezo (GSS-Geography, FIU, Spring 2012 to Summer 2017)
_Contested Natures, Insecurities and Territorialities: The Aerial Eradication of Coca In Colombia_
- SSRC Mellon International Dissertation Fellowship; awarded April 2014
- PHD Qualifying Exams, August 2014
- Dissertation Proposal Defense, September 16, 2014
- Doctoral Evidence Acquisition Fellowship (DEA); awarded Summer 2015
- Dissertation Year Fellowship (DYF); awarded Fall 2016
- Dissertation Defense: June 22, 2017

Ph.D. Dissertations Read

Devon Wright (GSS-Sociology, FIU, Spring 2012 to Summer 2017)
_Conservative Right-Wing Protest Rhetoric in the Cold War Era of Segregationist Mobilization_
- PhD Qualifying Exams, November 2012
- Dissertation Proposal Defense, October 2, 2013
- Dissertation Defense: June 16, 2017 (Chair: Guillermo Grenier)

Charles Heck (GSS-Geography, FIU, Spring 2011 to Spring 2015)
_Precarious Government: The Biopolitics of Landslides and Contested Displacement in a Rio de Janeiro Favela_
- Dissertation Proposal Defense, April 2011 (Chair: Roderick Neumann)

Irene Vélez-Torres (Geography, University of Copenhagen, Denmark)
_Political Geographies of Displacement by Dispossession in Colombia: The Case of Afrodescendant Communities in Alto Cauca_
- Dissertation Defense: April 4, 2014, Copenhagen (Co-Chairs: Jytte Agergaard; Katherine Gough, Loughborough University, UK)
Sarah Koopman (Geography, University of British Columbia, Vancouver, Canada)  
*Making Space for Peace: International Accompaniment in Colombia (2007-2009)*  
- Dissertation Defense: March 2012 (Chair: Derek Gregory)  
  
**Ph.D. Qualifying Exams**  
- Devon Wright (Nov 2012)  
- Alex Huezo (Aug 2014)  
  
**UNIVERSITY SERVICE**  
  
**Florida International University (2010-present):**  
- **Academic Job Search and Screen Committee Member**  
  - Fall 2015, Assistant Professor in Geography, GSS *(Chair)*.  
  - Fall 2014, Assistant/Associate Professor in Anthropology/Geography, GSS.  
  - Fall 2010, Assistant Professor in Anthropology, GSS.  
  
- **GSS Faculty Evaluation & Merit Distribution Committee Member**  
  - Spring 2012 to present  
  
- **FLAS (Foreign Language and Area Studies) Fellowship Selection Committee Member**  
  (administered by LACC)  
  - Spring 2016  
  
- **Senior Faculty Mentor for:**  
  - Rae Choi Young, Fall 2016 to present  
  
**SERVICE TO PROFESSION**  
  
**Book Manuscript (MS) and Prospectus Reviews**  
- 2017  
- 2015  
- 2014  
- 2008  
- 2001  
  
- Manchester University Press (MS)  
- Manchester University Press (prospectus)  
- Rowman & Littlefield (prospectus)  
- Colombian Institute of Anthropology and History ICANH, Bogotá (MS)
Journal Refereeing since 2010 (with date notation since 2016)

American Anthropologist (Feb’17)  
Antipode (1 time)  
Area (Sept’16)  
Development in Practice (1)  
Environment and Planning D: Society and Space (2 times)  
Geoforum (1)  
Journal of Rural Studies (1)  
Latin American & Caribbean Ethnic Studies (2) (Jan’17) (Aug’17)  
Political Geography (Dec’16)  
Social & Cultural Geography (1)  
Social Movement Studies (1)  
Revista Internacional de Sociología (Spain) (1)  
Geopolítica(s): Revista de Estudios sobre Espacio y Poder (Spain) (3) (Nov’17)  
Antípoda: Revista de Antropología y Arqueología (Colombia) (antipoda@uniandes.edu.co) (1)

Membership

Founding Member
- RESE (Red de Estudios Socioespaciales – Network of Sociospatial Studies); a collaborative research initiative based at the University of Antioquia in Medellín, Colombia; since 2007.
- GAIDEPAC (Grupo de Académicos e Intelectuales en Defensa del Pacífico – Group of Academics and Intellectuals in Defense of the Colombian Pacific region); since 2010.

Editorial Board Member
- *Tabula Rasa: Revista de Humanidades*, Universidad Colegio Mayor de Cundinamarca, Bogotá (ISSN: 1794-2489); since 2003.

International Advisory Board Member
- *Guaraguao: Revista de Cultura Latinoamericana*, Barcelona (ISSN: 1137-2354); since 2000.
- *Geopolítica(s): Revista de Estudios sobre Espacio y Poder*, Universidad Complutense de Madrid (ISSN: 2172-3958); since 2010.

Scientific Committee Member
- *Boletín de Historia y Antigüedades*, Bogotá, Colombia; since 2010.
- *Revista de Estudios del Pacífico Colombiano*, Instituto de Estudios del Pacífico, Fundación Universitaria Claretiana, Quibdó (Chocó, Colombia) (ISSN: 2323-0878); since 2012.
SERVICE TO THE PUBLIC

Advisor to the Immigration and Refugee Board of Canada (IRB), an independent administrative tribunal responsible for refugee protection and immigration appeals in Canada. Provided information requested by the IRB Research Directorate on patterns of discrimination and violence experienced by Afro-Colombians, as well as on state protection available to protect the rights of Afro-Colombians; March-April, 2015.

LANGUAGES

Native German
Fluent in English (Cambridge Certificate of Proficiency in English, Grade A; June 1990)
Fluent in Spanish, French and Portuguese
Young Rae Choi

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School of International & Public Affairs
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11200 SW 8th St SIPA 308 Miami, FL 33199

Email: raechoi@fiu.edu/
marine.rae@gmail.com
Telephone: (1) 305-348-7469
Fax: (1) 305-348-3605

RESEARCH INTERESTS
Political ecology, political economy, sustainability, green economy, politics of science, coastal & ocean development, marine conservation, community-based management, qualitative GIS, integrative research methods, East Asia

EDUCATION
PhD. Geography, Ohio State University, 2015
Completed: August 24, 2015 Degree received: December 20, 2015
• Environment and Society track
• Committee: Becky Mansfield (advisor), Joel Wainwright, Kendra McSweeney, and Max Woodworth
• Dissertation: Social coasts: Green growth, transformation of coastal space, and sea governance of East Asia

MSc. Geography, University of Oxford (St. Peter’s College), 2005
Completed: October 4, 2004 Degree received: May 21, 2005
• Nature, Society, and Environmental Policy track
• Supervisor: Daniel Buck / Advisor: Erik Swyngedouw
• Dissertation: Mobilising rice and land reclamation: Production of land and the capitalist development in South Korea (dissertation with distinction)

BSc. Oceanography, Earth and Environmental Sciences, Seoul National University, 2003
Completed: December 11, 2002 Degree received: February 26, 2003
• Cum Laude; Honors award (2002)
• Supervisor: Kyung-Ryul Kim / Advisor: Heonjoong Kang
• Thesis: Historical impact of El Niño in Korea: Case study using the Annals of the Chosun Dynasty

EMPLOYMENT
Assistant Professor. Florida International University. 2016-present
• Global & Sociocultural Studies
Young Rae Choi  
Curriculum Vitae

Fellow/Instructor/Teaching assistant. Ohio State University, 2010-2015  
• Distinguished University Fellow, 2010-2011  
• College of Social and Behavioral Sciences Supplemental Fellow, 2010-2014  

Research scientist. Korea Ocean Research and Development Institute (KORDI), 2005-2010  
• Marine policy, strategy development, and international cooperation  


TEACHING:  
Florida International University  
• GEA 2000 (*World Regional Geography*), Fall 2016, Spring 2017, Fall 2017, Spring 2018  
• GEA 3993 (*Geography of East Asia*), Spring 2017 & Spring 2018  
• GEO 5479 (*Advanced Political Ecology*), Fall 2017 (cross-listed with ANG5267)  
• ANG 5267 (*Environmental Anthropology*), Fall 2017 (cross-listed with GEO5479)  
• GEO5905 Directed Individual Study / Spring 2018  

Ohio State University  
• Instructor for GEOG 2750 online course (*World Regional Geography*), Spring 2015  
  - sophomore level; audio lectures with presentation slides  
• Co-instructor for GEOG 2750 online course (*World Regional Geography*), Spring 2014 to Fall 2014  
  - sophomore level; audio lectures with presentation slides; guest lectures for in-classroom courses; two semesters  
• TA for GEOG 5700 (*Geography of Development*), Spring 2013  
  - graduate-undergraduate joint level; undergraduate student advising; two guest lectures  
• Lab instructor for GEOG 2800 (*Our Global Environment*), Fall 2011 to Fall 2012  
  - sophomore level; guest lectures; three quarters and one semester  

GRANTS, FELLOWSHIPS AND AWARDS  
Transregional Research Junior Scholar Fellowship, Social Science Research Council, 2018-2019  
Morris and Anita Broad Research Fellowship, Florida International University, 2017-2018  
Distinguished university fellowship & College of Social and Behavioral Sciences supplemental fellowship package, Ohio State University (OSU), 2010-2014  
Samsung Lee Kun Hee scholarship, 2003-2004
Academic excellence scholarship, Seoul National University, 1999-2002 (full tuition support for five semesters and partial support for one semester)
Honors award, Seoul National University, 2002
Hwang Chul-sue student paper award, Korea-America Association for Geospatial and Environmental Sciences (KAGES), 2015
Career development grant, Council of Graduate Studies, OSU, 2012 and 2013
Travel support, Korea Organizing Committee for International Union for Conservation of Nature (IUCN) World Conservation Congress, 2012

DISSERTATION & THESIS RESEARCH PROJECTS:
Student research and travel awards, Mershon Center for International Security Studies, OSU, 2013
Office of International Affairs grant, OSU, 2013 (honorary recipient)
Office of International Affairs grant, OSU, 2012
Louise Zung-nyi Loh memorial scholarship, OSU, 2011
Tutor for graduates research fund, St. Peter’s College, University of Oxford, 2004

POLICY PROJECTS:
Assessment of Management Effectiveness for Korean Ecologically Important Areas of the Yellow Sea, UNDP/GEF Yellow Sea Project, 2008 (PI)
The Yellow Sea Ecoregion Support Project (YSESP), WWF Japan/KORDI, 2007-2014 (Co-PI until 2009)
Korea NGOs Partnership Workshop, UNDP/GEF Yellow Sea Project, 2006 (Co-PI)

VISITING SCHOLARSHIP:
Visiting scholar, Seoul National University Asia Center, May-July 2017

PUBLICATIONS
BOOKS:
(Work in progress) Choi, Y. R. The Yellow Sea: A Window Onto the Anthropocene.
Awarded: Best environmental books of 2012 by the Ministry of Environment of Korea
- biennial awards, total 69 books awarded
Recommended books of 2011 by Morning Reading (non-profit org.)
- annual awards, total 560 books awarded

BOOK CHAPTER:

**TRANSLATION PUBLICATIONS:**

**JOURNAL ARTICLES:**
(Work in progress)

**Choi, Y. R.** “Between a laboratory and a model: Producing China’s coastal eco-cities as the spaces of sustainability”.

**Choi, Y. R.** “The doubly displaced: migrant fishers in the coastal margins of China”.

**Choi, Y. R.** “Profitable tidal flats, governable fishing communities: Assembling tidal flat fisheries as neoliberal socionature in South Korea”. Submitted to Political Geography (under review).


Geographical Society, 151-153. (in *Korean*)


**RESEARCH PROJECT PUBLICATIONS:**


2009. *Management Effectiveness Assessment of Korean Ecologically Important Areas of the Yellow Sea*. UNDP/GEF Yellow Sea Project biodiversity working group (PI/lead author)


Available at: [http://www.wwf.or.jp/activities/2008/10/669928.html](http://www.wwf.or.jp/activities/2008/10/669928.html)


**BOOK REVIEW:**


**PUBLICATIONS FOR BROADER AUDIENCE:**
2017. **Choi, Y. R.** “Scary Earth?”, The Kyunghyang Shinmun (in **Korean**)
Available at: http://news.khan.co.kr/kh_news/khan_art_view.html?artid=201709112109005&code=990304

Available at: http://www.ckjorc.org/ka/view.asp?id=1050


**PRESENTATIONS**

**INVITED LECTURES:**

July 2018. “Reclamation, conservation, and restoration of tidal flats from an Anthropocene perspective”. Korea Institute of Ocean Science and Technology, Busan

July 2018. “Review of the 23 recommended YSLME Potential Priority Areas (PPAs)”. 1st Regional Workshop on Designing a Network of MPAs for the YSLME Based on Biophysical Connectivity, UNDP/GEF Yellow Sea Large Marine Ecosystem (YSLME) Project Phase II, Seocheon

July 2017. “Coastal land reclamation and riskscapes from an Anthropocene perspective”. Korea Maritime and Ocean University, Busan

June 2017. “Conserving the Yellow Sea: From an Anthropocene perspective”. Seoul National University Asia Center, Seoul (brownbag seminar)

June 2016. “Production of coasts as (un)sustainable space: Political ecology of China’s coastal reclamation boom in the 21st century”. Korea Research Institute for Human Settlements, Anyang

May 2016. “China’s coasts: frontier for green growth or production of riskscape?”. Korea Maritime Institute, Busan

May 2016. “Yellow Sea from a conservation science perspective”. Seoul National University, Intro to Ocean Science undergraduate lecture, Seoul

May 2014. “Current status and prospects of coastal land reclamation boom in China”. Korea Maritime Institute, Seoul

December 2013. “‘Beautiful Xiamen’: Nature is a social construct”. Seoul National University Asia Center, East Asia research program, Seoul

December 2013. “Seosan district reclamation project & political economy/political ecology approaches on the restoration of Cheonsu Bay”. Seoul National University, School of Earth and Environmental Sciences, Marine benthic ecology lab, Seoul

November 2013. “A modern history of coastal land reclamation in East Asia, with a focus on China”. Xiamen University, Intro to Marine Affairs graduate lecture, Xiamen

August 2013. “Two renewed threats to the Yellow Sea coastal ecosystem: Land reclamation &
tidal flat fishery”. UNEP-IEMP (International Environmental Management Partnership) Office, Beijing

June 2013. “Political ecological perspective on the recent coastal reclamation boom in China”. Chungnam Development Institute, Gongju


October 2006. “Modern history of Korean agriculture and land reclamation and its policy implications”. Eco-Horizon Institute, Seoul


CONFERENCE/WORKSHOP PRESENTATIONS:


2018. Choi, Y. R. “Seeing the Yellow Sea tidal flats from an Anthropocene perspective”. The 4th Korea-China Symposium on Environmental Health and Ecological Safety, Seoul


2016. Choi, Y. R. “Space of Sustainability? China’s coastal reclamation boom and the sustainability controversy”. InterAsian Connections V, Social Science Research Council, Seoul


2014. Choi, Y. R. “Community-based management of Muan Wetland Protection Area: At the intersection of conservation and development”. International Workshop on Tidal Flat Conservation and Management in the Yellow Sea Provinces of China, Beijing Forestry University, Beijing (invited speaker)

South Korea and China”. The 3rd Korea-US Oceanic and Atmospheric S&T Workshop, KIOST-NOAA Lab, Vienna, VA (invited speaker)
2013. Choi, Y. R. “Tidal flat fishery: Neoliberalization of tidal flat and coastal fishing communities”. In the Wake of ITQs: Fisheries and the New Managerialism Conference, LMU-Munich, Munich
environmental management program activities”. The East Asian Seas Congress, Haikou 2006. Huh, S., Choi, Y. R. “KORDI’s public awareness activities in the Yellow Sea Partnership”.
The East Asian Seas Congress, Haikou

SERVICES

PROFESSIONAL SERVICES:
Special advisor, 6th and 7th advisory group meetings of the Yellow Sea Ecoregion Action Programme, WWF Japan/WWF China/KIOST, June 2013 & May 2014
Advisor, Tidal flat aquaculture law, Eco-Horizon Institute, 2011-2012
Advisor, international cooperation on marine science and technology, KORDI, 2008-2011
Advisor, Yellow Sea large marine ecosystem national strategic action planning (NSAP), UNDP/GEF Yellow Sea Project & KORDI, 2009-2010
Advisor, Coastal wetlands communication, education & public awareness (CEPA) action planning and networking, Ministry of Environment, Ministry of Land, Transport and Maritime Affairs & UNDP/GEF Korea Wetland Project, 2009-2010
Session chair & organizing committee (policy subcommittee), BIEN 2009: International Network of Women Engineers and Scientists Asian Network Regional Conference, August 2009
Advisor, contents development for Yeosu World Expo 2012, 2007 & 2009
Advisor, marine protected area policy, Korea Marine Environment Management Corporation, 2008
Organizing committee, International Symposium on East Asian Coastal Wetlands (Ramsar Convention on Wetlands COP 10 side event), October 2008 (conference conclusions adopted as Annex II of Resolution X.22)
Invited consultant, UNDP/GEF YSLME 5th biodiversity working group meeting, September 2008
Emergency survey for wildlife rescue & oiled bird rehabilitation guide writing and dissemination during the Hebei Spirit oil spill, December 2007
Technical advisor, social impacts of Shihwa Multi-Techno Valley district reclamation, Shihwa Lake Saver, 2006

(As KORDI research scientist)
Served as KORDI’s focal point for UNDP/GEF Yellow Sea Project (YSLME), Partnerships in Environmental Management for the Seas of East Asia (PEMSEA) & UNEP Northwest Pacific Action Plan (NOWPAP) (2005-2007)
(As YSESP national conservation coordinator)
**DISCIPLINARY & UNIVERSITY SERVICES:**
Member, Graduate Committee, Global & Sociocultural Studies, FIU 2017-2018

President, Geography Graduate Organization, OSU, 2014-5
Vice president/Community builder, Graduate Student Affinity Group (GSAG), Association of American Geographers, 2014-5
Board member, Graduate Student Affinity Group, Association of American Geographers, 2013-4 & 2015-6
Treasurer, Geography Graduate Organization, OSU, 2012-3

Co-organizer, Variegated developmentalism and production of nature I & II, Association of American Geographers Annual Meeting, April 2018
Co-organizer and Introducer, GSAG Plenary with Audrey Kobayashi-The academic as activist: rewards and perils, Association of American Geographers Annual Meeting, April 2015
Co-organizer, Welcome to the AAG annual meeting: A discussion on navigating and making the most of the conference, Association of American Geographers Annual Meeting, April 2015
Organizing committee, Panel Discussion “Our Neighborhoods, Our City, Our University: A Conversation on Development versus Gentrification in Columbus”, Geography Graduate Organization, April 2015
Organizing committee, Geography Graduate Research Day, Geography Graduate Organization, March 2015
Organizer, “Faculty Talk with Grads: Professional Networking” as part of Geography Awareness Week, OSU, November 2014
Panel, “How to plan for Graduate School in Geography” as part of Geography Awareness Week, OSU, November 2014

Peer reviewer, Ocean and Coastal Management and Space and Environment, 2018
Peer reviewer, Geoforum, Philippine Agricultural Scientist, Maritime Studies, and Conservation Society, 2017
Peer reviewer, Scottish Geographical Journal, 2015
Faculty reviewer, Campus committee for the Fulbright English Teaching Assistant Grants, OSU, September 2014

**SKILLS & TRAININGS**
Languages: Korean (fluent), English (fluent), Chinese (advanced), Spanish (intermediate)
Computing: ArcGIS, QGIS, SPSS, SAS, STELLA, Marxan, etc
Training/Test certificates:
  * Course Design Institute (2015, Columbus, OSU, University Center for the Advancement of Teaching)
  * Coastal and Marine Spatial Planning Advancement Training (2014, Chicago, Battelle Memorial Institute)
  * Intensive Chinese Language Study Program (2011, Qingdao, OSU)
  * GIS Expert Training Basic (2007, Seoul, Seoul National University/Ministry of Construction and Transportation of Korea)
  * Science Communication Leadership Academy (2007, Seoul, Seogang University/Ministry of Science and Technology of Korea)
  * Diploma de Español como Lengua Extranjera Certificado Inicial (2005, Seoul, Instituto Cervantes/Ministry of Education, Culture and Sport of Spain)