

University of Texas at Dallas
M.A. Latin American Studies
Academic Program Review
Fall 2016

Table of Contents:

Executive Summary.....	2
Unit Overview.....	4
Program Mission and Educational Objectives.....	4
Program Structure.....	4
Administrative Structure.....	4
Program History.....	5
Program Resources.....	5
Date of Last External Review.....	6
External Program Accreditation.....	6
Alignment with Institutional Goals and Priorities.....	6
Academic Programs and Curricula.....	9
Programs Offered.....	9
Program Curricula.....	9
Faculty Profile.....	10
Core Faculty.....	10
Other Faculty.....	10
Faculty Diversity.....	14
Faculty Qualifications.....	14
Student Profile.....	15
Conclusions.....	16

I. EXECUTIVE SUMMARY

- **Description of the Program:** The M.A. program in Latin American Studies is housed in the School of Arts & Humanities. It is designed to allow students to gain expertise in various aspects of Latin America, with a particular emphasis in history, literature, and culture.
- **Origin of the Program:** The program originated as part university initiatives to develop new curriculum that would help in the recruitment of underrepresented populations. This supported the goals of UT-Dallas's 2008 strategic plan to correct the disparity in university demographics so that the campus population more closely resembled that of the greater Dallas area and of the state of Texas as whole. The M.A. program was approved in fall 2009; student enrollment began in spring 2011.
- **Student Experience:** Latin American Studies has primarily drawn enrollment from students who are employed full time and who are already living in the Dallas-Forth Worth area. Recruiting qualified M.A. students from other regions of Texas and from other states needs to become a priority. The program has also not successfully recruited UT-Dallas undergraduates to continuing pursuing studies at the master's level. The university lacks a suitable undergraduate foundation through available majors cohesive fields of study. As a result, an easily identifiable reservoir of graduating students to recruit into the M.A. program does not exist.
- **Areas in Need of Improvement:** The M.A. program in Latin American Studies has not grown at the rate anticipated when the proposal was originally submitted in 2009. Initial projections called for 5 FTSE during the program's first year and predicted an increase to 22 FTSE during the fifth year.

Possible Impediments to Enrollment Growth

- **Lack of an Undergraduate Degree:** The M.A. in Latin American Studies is one of only a few graduate programs at UT-Dallas that does not have a comparable undergraduate degree. Without an undergraduate "feeder" program, enrollments in the M.A. program are likely to remain low. We are currently investigating the possibility of creating a Latin American Studies major at the undergraduate level. We are also currently in discussions about revamping the undergraduate minor "Spanish and Hispanic Area Studies." Tentative plans include separating the minor into "Spanish" and a separate "Latin American Studies" minor.

- **Lack of Student Funding:** At present, the program lacks an effective system for providing funding for students in Latin American Studies. Students are eligible to apply for the School of Arts & Humanities teaching assistantships. But there are no TA lines guaranteed for Latin American Studies students. And students in the M.A. program would likely be assigned to assist in courses outside of the field of Latin America. This lack of funding structure makes recruitment difficult, particularly when students compare the program at UT-Dallas to comparable programs at other universities where many Latin American Studies graduate students receive funding support and teach/assist in courses related to the field of study (ie. Spanish or Latin American history, culture, politics, etc.)
- **Imprecise Administrative Structure:** Since the program's inception, it has lacked a formal director, who would theoretically be charged with recruitment, admissions, advising, and other tasks that would generate enrollment growth.
- **Interdisciplinary Obstacles:** By necessity, the Latin American Studies program must be interdisciplinary in nature. Under its current curricular structure, the program provides students a straightforward path toward interdisciplinarity within the School of Arts & Humanities only. Students wishing to take courses outside of the school must have those courses approved on a case by case basis. Currently there are no courses cross-listed to help students ascertain which classes satisfy the degree requirements in Latin America Studies.
- **Paucity of Core Faculty:** There are many excellent faculty members of UT-Dallas whose research and teaching interests can support the M.A. in Latin American studies. But many of those faculty must divide their time between discipline specific courses and courses related to Latin American Studies. During some semesters, the School of Arts & Humanities has offered few organized courses that counted toward the Latin American Studies degree. The problem of scarcity of courses is even greater in other schools.

II. UNIT OVERVIEW

A. Program Mission and Educational Objectives

The M.A. program in Latin American studies allows students to acquire expertise in multiple aspects of Latin America. Building on the unique interdisciplinary structure of The School of Arts and Humanities (A&H), the program has an integrated curriculum that connects literary, historical, cultural, and visual studies.

The educational objectives of the M.A. program in Latin American Studies are as follows:

- 1) Students will gain a greater understanding of Latin American nations through studying the history, culture, literature, politics, economics, language, religion, business environment, artistic expression, and/or other specialized aspects of the region;
- 2) Students will understand Latin America's interconnectedness with the world;
- 3) Students will gain insight into the complex connections linking Latin America with the United States, such as trade, diplomacy, and immigration;
- 4) Students will acquire a deeper understanding of the Spanish language as well as Latin American literature, economic systems, political traditions, and cultural mores.

B. Program Structure

Students begin the program by taking the core introductory course in Latin American Studies. Then, students take a coherent series of seminars in literature, history, and the creative arts. Students also have the opportunity to take courses specializing in Latin America from faculty in the School of Economic, Political, and Policy Sciences, the School of Interdisciplinary Studies, and other disciplines throughout the University.

C. Administrative Structure

The administrative structure of the Latin American Studies program follows that of other graduate programs in the School of Arts & Humanities. The associate dean and assistant for graduate studies make decisions regarding admissions and curricular issues. They also serve in an official advisory capacity for Latin American Studies students. There is no identifiable program director.

D. Program History

The university created this program as part of broad initiatives to expand the demographic and curricular scope of the university. UT Dallas's strategic plan for 2008 emphasized recruiting underrepresented populations so that the student demographic would more closely resemble the demographic distribution of the greater Dallas areas and of Texas as a whole. This goal aligned with the State of Texas's strategic plan for Higher Education, entitled Closing the Gaps, and UT Dallas leveraged the Hispanic Studies minor course offerings to develop a full degree program proposal. The disparity in university demographics and that of the state of Texas was central in the program proposal.

The M.A. program was approved in the fall semester 2009 after the semester had begun; the internal start date was spring 2010. There was officially no enrollment in the program until spring 2011. The program has not achieved the growth rates initially anticipated.

E. Program Resources

The M.A. in Latin American Studies is housed in the School of Arts & Humanities. The core faculty and many of the ancillary faculty are part of other A&H programs and classes within the Latin American Studies program enroll students from history, literature, and aesthetic studies as well.

University Centers

- **Center for U.S.-Latin America Initiatives (CUSLAI)**, originally established in 1995 as the U.S.-Mexico Center, expanded its scope to include all of Latin America in 2012. CUSLAI promotes research and educational initiatives in Latin American studies, and works to strengthen the intellectual and cultural connections between students and faculty at UT Dallas and their Latin American counterparts. Monica Rankin (Mexican history faculty in the School of Arts & Humanities) became director of CUSLAI in 2014 and since that time the school has been working to integrate the Latin American Studies M.A. program more purposefully into the Center's activities. CUSLAI's initiatives and those under development include:
 - Lectures and symposia featuring specialized research on Latin America
 - Research room with digital archival resources
 - Study abroad programs in Latin America
 - Sponsorship of UT-Dallas Spanish Club
 - Research grants for faculty and advanced graduate students

- **The Center for Translation Studies** (Rainer Schulte, Director; Charles Hatfield, Associate Director) was founded in 1978 and is one of the most important centers in the United States for the study of literary translation and the application of innovative translation-based methodologies to research and teaching. The Center for Translation Studies publishes the peer-reviewed journal *Translation Review*, which received the Phoenix Award for Significant Editorial Achievement from the Council of Editors of Learned Journals in 2013. The Center regularly hosts readings by Latin American and Latino/a writers (recent invitees have included Homero Aridjis, Rolando Hinojosa, Carmen Boullosa, and Reina María Rodríguez).

Library Resources

- The McDermott Library's current Latin America collection is adequate to support the needs of the M.A. program. UT-Dallas students and faculty also have access to TexShare system, which is a consortium of Texas libraries that share materials and grant access to affiliated patrons. This system expands available research materials for UT-Dallas students and faculty to include the vast holdings of other UT system schools. The Benson Latin America collection at the University of Texas at Austin is particularly relevant to the researchers in the M.A. program. CUSLAI has recently started working closely with the McDermott Library director to enhance the Latin America resources on campus.

F. Date of Last External Review

N/A

G. External Program Accreditation

N/A

H. Alignment with Institutional Goals and Priorities

- The UT-Dallas Mission Statement is as follow:
The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to

assisting the commercialization of intellectual capital generated by students, staff, and faculty.

- The M.A. in Latin American Studies supports this mission statement by requiring students to engage in research related to various aspects of Latin American history, culture, and/or policy. Students who complete the program are exposed to a diverse set of problems in an increasingly interconnected world and they explore new ways of thinking about the connections between Latin America and their own lives. Furthermore, the interdisciplinary structure of the Latin American Studies M.A. allows and encourages students to view their educational program and their future careers holistically, rather than through narrowly-defined disciplinary structures.
- The M.A. program in Latin American Studies supports the goals laid out in the UT-Dallas Strategic Plan. Specifically, the plan states that UT-Dallas aspires to be:
 - *A first-rank public research university with focused centers of excellence, prepared to meet the challenges of a rapidly changing, technology-driven global society*
 - *A global force in innovative, transdisciplinary research and education in emerging areas of technology, science, and learning*
 - *A ground-breaking leader in both framing and answering the questions faced by business, policy makers, healthcare, and the public*
 - *A synergistic partner with local industry, government, and cultural organizations as well as local K-12 schools, community colleges, and universities*
 - *One of the most creative, innovative universities in the nation and world*
- By gaining a deeper knowledge of Latin American history, culture, and politics, students in the M.A. program in Latin American Studies are proactively preparing themselves for a rapidly changing global society. Graduates understand the importance of the Latin American region in the world today and they are well-positioned to pursue careers that require such expertise. By studying and doing research in historical, cultural, and policy-related topics that shape Latin America, students are also exposed to larger global questions. The transdisciplinary nature of the program requires students to incorporate multiple modes of learning and analysis into their research. The flexible capstone research option encourages creativity.
- Six strategic initiatives form the framework of UTD's Strategic Planning and provide a roadmap for the University's future
 - *Discovering Tomorrow's Inventions Today*

- *Preparing Students for Tomorrow's Challenges*
 - *Managing Change in a Constantly Changing Society*
 - *Securing the Safety of the Future*
 - *Improving the Health and Quality of Life of Individuals and Society*
 - *Making a Great City Even Greater*
- In recent years, the University of Texas chancellor and now the new UT-Dallas president have emphasized the importance of Latin America to the university system. In terms of proximity, economic ties, and cultural interconnectedness, Latin America represents an area of the world that is and will remain relevant to graduates of UT-Dallas regardless of major or scholarly focus. Since the M.A. in Latin American studies was created, numerous academic programs in the university have developed and strengthened an academic focus in Latin America. In addition to literary, historical, and cultural studies in the School of Arts and Humanities, programs in International Political Economy and Global Business have guided students to specialize in Latin America. Programs in the sciences along with health and medicine have increasingly encouraged students to incorporate Spanish language skills and specialized knowledge of Latin America into their curriculum and/or research. Although enrollments have remained low, the M.A. in Latin America studies is well-positioned to support these university and system-wide endeavors.

III. ACADEMIC PROGRAMS AND CURRICULA

A. Programs Offered

Currently, UT-Dallas offers only the M.A. in Latin American Studies. Discussions are underway to develop an undergraduate bachelor's degree and to convert the university's minor in Spanish and Hispanic Area Studies into separate minors in Spanish and in Latin American Studies.

B. Program Curricula

- **Introductory Course:** M.A. students begin the program by taking the core introductory course in Latin American Studies (LATS 6300). Due to low enrollment numbers, some students in recent years have been allowed to substitute HUMA 6300 for the LATS core course.
- **Prescribed Electives:** Students then take a series of seminars in literature, history, and the creative arts totaling 15 hours of prescribed electives. They also have the opportunity to take courses specializing in Latin America from faculty in the School of Economic, Political, and Policy Sciences; the School of Interdisciplinary Studies; and other programs throughout the university. Free electives taken outside of the School of Arts & Humanities must be approved by the Associate Dean for Graduate Studies.
- **18 hours in one area:** Students are encouraged to include sufficient coursework (18 semester credit hours) in one area (chosen by the student) in order to meet the requirements of accrediting agencies for college level instruction.
- **Study Abroad or Internship:** Students complete 3 semester credit hours in an approved study abroad immersion program or a comparable internship program established in partnership with UT-Dallas and businesses and/or non-for-profit agencies in the Metroplex or in Latin America.
- **Language Proficiency:** During the program, students demonstrate reading proficiency in Spanish, Portuguese, or another approved foreign language of relevance to the study of Latin America.
- **Professional or Research Option:** Students conclude the program through either a professional option or a research option:
 - **Professional option:** Students are not required to complete a capstone project and they receive a terminal degree.
 - **Research option:** Students submit a capstone project proposal, have it approved by the Graduate Studies Committee (in the School of Arts & Humanities), and successfully complete and defend the capstone project.

IV. FACULTY PROFILE

Core Faculty

<p>Charles Hatfield Field: Latin American Literature</p> <p>Publications:</p> <ul style="list-style-type: none">• The Limits of Identity: Politics and Poetics in Latin America. University of Texas Press, 2015.• "Nuestroamericanism." In The Encyclopedia of Postcolonial Studies, edited by Sangeeta Ray, Henry Schwarz, José Luis Villacañas Berlanga, Alberto Moreiras and April Shemak. Oxford: Blackwell Publishing, 2016. [4,500 words]• "The Companion of Empire: Translation and the Making of Latin America" (with Ilan Stavans). Kenyon Review (Spring 2016). http://www.kenyonreview.org/kr-online-issue/2016-spring/selections/ilan-stavans-and-charles-hatfield• "Silence Is Meaningful" (with Ilan Stavans). The Buenos Aires Review (2015). http://www.buenosairesreview.org/2015/07/silence-is-meaningful• "The Memory Turn in Latin America." Política Común (2014). http://dx.doi.org/10.3998/pc.12322227.0006.015• "From Posthegemony to Pierre Menard." Nonsite (2014). http://nonsite.org/article/from-posthegemony-to-pierre-menard
<p>Monica Rankin Field: Latin American History</p> <p>Publications</p> <ul style="list-style-type: none">• <i>Exploitation and Resistance</i> with Mark Burkholder. Oxford University Press, Forthcoming 2017.• <i>Problems in Modern Mexico: A Primary Document Reader</i> with William Beezley Rowman & Littlefield Press, Forthcoming 2017.• <i>Oxford Research Encyclopedia of Latin American History: Diplomatic History</i> (Volume editor) http://latinamericanhistory.oxfordre.com/ (ongoing)• <i>Animating El Oro</i> <p>External Funding</p> <ul style="list-style-type: none">• Fulbright Faculty Research Grant, Ecuador, 2016-17• Roosevelt Institute Research Grant, 2014• Truman Institute Research Grant, 2014

Other Faculty

<p>Stephen Rabe Field: U.S.-Latin American Diplomatic History</p> <p>Publications</p> <ul style="list-style-type: none">• <i>The Killing Zone: The United States Wages Cold War in Latin America</i>. 2nd edition. New York: Oxford University Press, 2016.• "Was Cheddi Jagan a Latin American?: Competing Anglo-American Perceptions of British Guiana," in <i>Britain in the Backyard: The United States and Great Britain in Latin America in the Twentieth Century</i>, edited by Rory Miller and Thomas C. Mills (Cambridge: Cambridge
--

University Press, forthcoming).

- “The Alliance for Progress,” *Oxford Research Encyclopedia of Latin American History* (forthcoming)
- “Marching Ahead (Forthrightly): The Historiography of Inter-American Relations,” *Passport* 45 (September 2014): 25-31.
- Roundtable on Piero Gleijeses’s *La Esperanza Desgarrada*. H-DIPLO, 21 April 2014, pp. 1-26. <http://www.h-net.org/~diplo/roundtables/PDF/Roundtable-XV-31.pdf>
- “Memorias de guerra fría: América Latina frente los Estados Unidos,” *Análisis Político* (Bogotá, Colombia), No. 79: Dossier: *Estados Unidos* (Septiembre-Diciembre, 2013): 5-18.
- “Roundtable” on Robert Rakove’s, *Kennedy, Johnson, and the Nonaligned World*. H-DIPLO, 8 July 2013, pp. 1-33. <http://www.h-net.org/~diplo/roundtables/PDF/Roundtable-XIV-39.pdf>
- “Eisenhower and Latin America.” In Chester J. Pach, Jr, ed., *A Companion to Dwight D. Eisenhower*. Malden, MA: Wiley-Blackwell, forthcoming.

External Grants:

- Fulbright Senior Specialist, Fulbright Commission, Buenos Aires, Argentina, 2015.
- Fulbright Senior Specialist, Fulbright Commission, Bogotá, Colombia, 2013.

Sean Cotter

Field: Translation Studies and Comparative Literature

Publications

- *Literary Translation and the Idea of a Minor Romania*. University of Rochester Press, 2014.
- *The Man between: Michael Henry Heim & a Life in Translation*. Rochester, NY: Open Letter Books, 2014.
- (Trans.) *Blinding: the Left Wing* by Mircea Cartarescu. Brooklyn, NY: Archipelago Books, 2013.
- “Rainer Maria Rilke in Lucia Blaga’s Translations from English,” in *Perspectives on Literature and Translation: Creation, Circulation, Reception*. Ed. Brian Nelson and Brigid Maher (Routledge, 2013), 105-116.
- Cotter, Sean. “The Un-X-able Y-ness of Z-ing (Q): A List with Notes.” *Words without Borders*. <http://wordswithoutborders.org/dispatches/article/the-un-x-able-y-ness-of-z-ing-q-a-list-with-notes1>. (Accessed April 18, 2014).
- Cotter, Sean, trans. “Rake’s Congress” by Mateiu Caragiale. *Massachusetts Review* 55:3 (2014) 481 – 494.
- Cotter, Sean, trans. “The Basement” and “My Life” by Simona Popescu. *The American Reader* 2:1 (2014) 74 – 76.
- Cotter, Sean, trans. “Onomasticon” by Mircea Horia Simionescu. *Words without Borders*. <http://www.wordswithoutborders.org/article/onomasticon>. (Accessed March 2, 2014).
- Cotter, Sean, trans. “from *Blinding*” by Mircea Cărtărescu. *Asymtote* <http://www.asymptotejournal.com/article.php?cat=Fiction&id=51>. (Accessed October 28, 2013).
- Cotter, Sean, trans. “an extract from *Blinding*, book one” by Mircea Cărtărescu. *The Brooklyn Rail*. <http://www.brooklynrail.org/2013/09/fiction/an-extract-from-blinding-book-one>. (Accessed September 4, 2013).

External Grants

- PEN America/Heim Translation Fund, 2013

Lorena Camacho

Field: Spanish and Linguistics

Publications:

- Camacho Guardado, L. (2016d): To appear. “Aprendizaje colaborativo a través de la enseñanza por proyectos”. LI Congreso Internacional AEPE. Palencia, July 25-29, 2016
- Camacho Guardado, L. (2016c): To appear. “Criterios para evaluar la expresión oral y escrita en la clase de español”. LI Congreso Internacional AEPE. Palencia, July 25-29, 2016
- Camacho Guardado, L. (2016b): To appear. “Mecanismos de aproximación y de atenuación para expresar probabilidad en español”. I Congreso atenuación Valencia. Valencia, June 15-18, 2016
- Bores, M y Camacho, L. (2016a): To appear. “Dale la vuelta a la tortilla: rediseño curricular de dos cursos de nivel intermedio”. Reshaping Hispanic Cultures: Instituto Cervantes Symposium on Recent Scholarship. Harvard University. USA. June 13-14, 2016
- Camacho Guardado, L. (2015b): “Métodos y enfoques en la instrucción formal: hacia una enseñanza operativa del modo en español”. Actas del L Congreso Internacional AEPE. Valladolid: Campus Encuadernaciones S.L., pp. 148-160. ISBN: 978-84-16178-59-9
- Alejaldre, L. y Camacho, L. (2015a): “Diseño curricular y elaboración de materiales de E/LE en context universitario”. Actas del L Congreso Internacional AEPE. Valladolid: Campus Encuadernaciones S.L., pp.56-72. ISBN: 978-84-16178-59-9
- Camacho Guardado, L. (2014c): “Estrategias de enseñanza para un aprendizaje significativo del sistema verbal y modal español”. Actas del V Congreso Internacional FIAPE. RedELE.
- Camacho Guardado, L. (2014b): “Donde dije “digo”: propuesta de enseñanza operativa del estilo indirecto”. Actas del XLIX Congreso Internacional AEPE. Valladolid: Campus Encuadernaciones S.L., pp. 133-141. ISBN: 978-84-609-9180-8
- Alejaldre, L. y Camacho, L. (2014a): “No te quedes corto: cómo sacar partido a cortometrajes en la de E/LE”. Actas del XLIX Congreso Internacional AEPE. Valladolid: Campus Encuadernaciones S.L., pp. 81-91. ISBN: 978-84-609-9180-8
- Camacho Guardado, L. (2013b): “La enseñanza del modo desde una perspectiva cognitiva”. Actas del XLVIII Congreso Internacional AEPE: El Español en la era digital. Valladolid: Campus Encuadernaciones S.L., pp. 133-149. ISBN: 978-84-617-0962-5
- Camacho Guardado, L. (2013a): “Aplicaciones cognitivas a la enseñanza de la expresión de la probabilidad en el aula de E/LE”. Actas del III Congreso Internacional del Español en Castilla y León: El español Global. Salamanca: Universidad de Salamanca, pp. 285-294. ISBN: 978-84-92572-40-3.

Jennifer Holmes

Field: Latin American Political Economy

Publications:

- Jennifer S. Holmes, “Colombia: The United Self-Defense Forces of Colombia,” in *Overlooked Enemies of Peace: Subduing Illicit Power Structures*, US Institute for Peace Press, forthcoming (peer reviewed).
- Jennifer S. Holmes “Colombia: The Case of the Paramilitaries” in *Enemies of Peace* Edited by Michael Miklaucic, National Defense University, forthcoming (peer reviewed).
- *Immigration Judges and U.S. Asylum Policy*. Banks Miller, Linda Keith, and Jennifer S. Holmes. University of Pennsylvania Press, 2015.
- *Latin American Democracy: Emerging Reality or Endangered Species?* Revised second edition. Edited by Richard Millett, Jennifer Holmes and Orlando Perez, Routledge, 2015.
- Jennifer S. Holmes, “Sendero Luminoso after Fujimori: A sub-national analysis” *The Latin Americanist*, Volume 59 Number 2 (2015): 29-50.
- Banks Miller, Linda Keith, Jennifer S. Holmes. “Leveling the Odds: The Effect of Quality Legal Representation in Cases of Asymmetrical Capability” *Law & Society Review*, Volume 49 Issue 1 (2015): 209-239.

- Linda Keith, Banks Miller, and Jennifer S. Holmes. "How Draconian Are the Changes to U.S. Asylum Law? A Monthly Time Series Analysis (1990-2010)" *Human Rights Quarterly*, Volume 37 (2015): 153-187
- Liliana Davalos, Jennifer S. Holmes, Nelly Rodriguez, Dolores Armenteras. "Demand for beef is unrelated to pasture expansion in northwestern Amazonia" *Biological Conservation*, Volume 170 (2014): 64-73.
- Banks Miller, Linda Keith, Jennifer S. Holmes. "Beyond Grant or Deny: A More Nuanced Ordering of U.S. Asylum Outcomes" *Judicature*, Volume 97, Issue 4 (2014): 172-78
- Jennifer S. Holmes and Sheila Amin Gutiérrez de Piñeres. "Violence and the State: Lessons from Colombia" *Small Wars and Insurgencies*, Volume 25, Issue 2 (2014): 372-403.
- Jennifer S. Holmes and Sheila Amin Gutiérrez de Piñeres. "Medellín's Biblioteca España: Progress in Unlikely Places" *Stability: International Journal of Security and Development*, 3(1)2 (January 2014): 1-13.
- Jennifer S. Holmes and Sheila Amin Gutiérrez de Piñeres. "Security and Economic Voting: Support for Incumbent Parties in Colombian Presidential Elections" *Democratization*, Volume 20, Number 6 (October 2013): 1117-1143.
- Jennifer S. Holmes "Colombia: A Partial Demobilization in the Midst of Ongoing Conflict" *Limited Success and Recurring Problems: The Evolution of Disarmament, Demobilization, and Reintegration in the Modern World* Edited by Richard Millett, Combat Studies Institute Press, 2013, Department of the Army (peer reviewed).

External Grants:

- National Science Foundation "Modernizing Political Event Data for Big Data Social Science Research," PI: Patrick T. Brandt, Co-PIs: Vincent Ng, Latifur R. Khan, Jennifer S. Holmes. \$1,497,358 (9/1/2015-8/31/2018)
- National Science Foundation "Lessons from Five Decades of Attacks against Critical Infrastructures" PI: Alvaro Cardenas, Co-PI: Jennifer S. Holmes "Critical Resilient Interdependent Infrastructure Systems and Processes (CRISP) Type 1: Collaborative" \$401,049.72 (1/1/2016-12/31/18)

Manuel Martinez

Field: Creative Writing and Literature

Publications:

- *Los Duros*, a novel, San Francisco, Floricanto Press/Berkeley Press, 2014.
- *Drift*, screenplay, with Librado Lozano, 2014.
- Ed., "Writers and Activism through Criticism." Spec. issue of *American Book Review* 35.5 (2013).
- "The American Writer and the Practice of Dissent: Creative Criticism as Activism." Spec. issue of *The American Book Review* 35.5 (2013): 3-10.
- "Nashville," a short story, *The Beatest State in the Union: an Anthology of Beat Texas Writing*, Lama University Press, 2016.
- "The Eyes Have It," *Texas Monthly*, January 2016.

Additional Faculty:

Enric Madriguera

Field: Guitar

Rainer Schulte

Field: Translation Studies

Robert Xavier Rodriguez
Field: Music

René Prieto
Field: Latin American Literature

Rodolfo Hernandez
Field: Mexican Political Economy

- **Faculty Diversity:**
 - White Non-Hispanic: 6
Hispanic: 5
 - Male: 8
Female 3

- **Faculty Qualifications:** The M.A. program in Latin American Studies does not directly hire faculty. Courses that are part of the degree program are offered by faculty hired primarily by the School of Arts & Humanities along with other relevant programs. Faculty are expected to have an advanced degree (generally a Ph.D.) in a relevant discipline along with research expertise in Latin American Studies.

V. STUDENT PROFILE

Most students who have applied and participated in the M.A. program in Latin American Studies are those who live in the Dallas metropolitan area and who are employed full time. This has required offering most courses in the degree program in the evening. Many students have not been enrolled in the university as full-time students. And none of the students enrolled or graduated from the program have received institutional financial support.

Student Profile Data:

	Actively Enrolled	% Full-Time	Degrees Awarded	Diversity	Retention Rate**
2013-14	Fa: 2 Sp: 3 Su: 1	Fa: 50% Sp: 33.3%	Sp: 1 Su: 1 (student was not actively enrolled)	International: 1 Hispanic: 2	50%
2014-15	Fa: 3 Sp: 3 Su: 0	Fa: 33.3% Sp: 33.3%	Sp: 1	International: 1 Hispanic: 1 White: 1	100%
2015-16	Fa: 2 Sp: 1 Su: 0	Fa: 50% Sp: 100%	Fa: 1	Hispanic: 1 White: 1	50%
2016-17	Fa: 1	Fa: 100%		White: 1	100%

**Indicates percentage of those who did not graduate

- **Graduation Rate:** 60% (3 out of 5) enrolled students graduated between fall 2013 and spring 2016
- **Average Time to Degree:** 2.75 years
- **Student/Faculty Ratio:** 3:1 **Since the M.A. program in Latin American Studies does not employ faculty directly, the number used here reports the ratio for the School of Arts & Humanities as a whole.

VI. **Conclusions:** the M.A. program in Latin American Studies is quite young and has failed to generate enrollment growth. The top-down origin of the program contributed to a number of challenges to recruitment and to expanding the program.

Possible actions to improve the program:

- Develop an undergraduate major in Latin American Studies and overhaul the existing undergraduate minor in Spanish and Hispanic Area Studies to generate a pool of local, qualified UT-Dallas students who might feed into the graduate program.
- Work with the School of Arts & Humanities to introduce a language requirement for history and literary studies majors and integrate the Spanish language program more fully with Latin American Studies.
- Develop a coherent plan to fund graduate students in Latin American Studies with fellowships earmarked for Latin American Studies students and opportunities for teaching assistants to gain experience in Latin American related classes.
- Clarify the administrative structure of the program.
- Collaborate with other schools in the university to facilitate students' ability to take courses outside of the School of Arts & Humanities. Devise a system of cross listing courses.
- Focus faculty hiring in strategic areas in Latin American Studies.
- Consider other program initiatives to bolster enrollments:
 - Latin American Studies certificate
 - Dual degree options