



CERTIFICACIÓN NÚMERO 14-13

La que suscribe, Secretaria del Senado Académico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, **CERTIFICA** que en la reunión extraordinaria celebrada en la sesión del martes, 18 de marzo de 2014, este organismo **APROBÓ UNÁNIMEMENTE** el **ESTABLECIMIENTO DE UN PROGRAMA GRADUADO DE MAESTRÍA Y DOCTORADO EN ESTUDIOS CULTURALES Y HUMANÍSTICOS EN EL DEPARTAMENTO DE HUMANIDADES.**

El programa propuesto consta de dos grados: 1) Maestría en Artes; 2) Doctorado en Filosofía ambos en Estudios Culturales y Humanísticos. Esta propuesta parte de la variedad de especialidades representadas en el Departamento de Humanidades para proponer un programa graduado interdisciplinario único en Puerto Rico. En el programa se entrelazan la tradición humanística en la tradición de las artes liberales y las perspectivas críticas del campo de los estudios culturales. Los estudiantes que inicien el programa con un bachillerato se espera completen su maestría en 2 a 3 años y el doctorado de 4 a 5 años. Aquellos que inicien el programa con un grado de maestría podrán completar el doctorado en 4 años.

La Maestría le ofrecerá a los estudiantes dos opciones: 1) Maestría con tesis (33 créditos) o 2) maestría con exámenes comprensivos (36 créditos). Los(as) estudiantes que deseen continuar hacia el doctorado (MA/ph D track) completarán 12 créditos adicionales en cursos, exámenes de grado (qualifying exams) y disertación. Aquellos estudiantes que tengan una maestría que no sea la maestría en Estudios Culturales y Humanísticos tomarán 36 créditos en cursos, exámenes de grado y disertación.

El programa propuesto es único en Puerto Rico por su perspectiva interdisciplinaria combinando los estudios humanísticos y los estudios culturales.

La revisión curricular se hace formar parte de esta certificación.

Y para que así conste expido y remito la presente certificación a las autoridades universitarias correspondientes, bajo el Sello de la Universidad de Puerto Rico a los veinte días del mes de marzo del año dos mil catorce, en Mayagüez, Puerto Rico.

Judith Ramírez
Judith Ramírez Valentin
Secretaria





Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Senado Académico, Junta Administrativa y Claustro

18 de marzo de 2014

Miembros del Senado Académico
Recinto Universitario de Mayagüez

Aixa L. Rodríguez
Presidenta, Comité de Asuntos Curriculares

18/mayo/2014
Aprobado con los recomendaciones
unánimemente


Certificación número

14-13

SOLICITUD DE PROPUESTA PARA EL ESTABLECIMIENTO DE UN PROGRAMA GRADUADO DE MAESTRÍA Y DOCTORADO EN ESTUDIOS CULTURALES Y HUMANÍSTICOS EN EL DEPARTAMENTO DE HUMANIDADES.

El Departamento de Humanidades de la Facultad de Artes y Ciencias sometió una propuesta para establecer un programa graduado en Estudios Culturales y Humanísticos que incluiría maestría y doctorado. La propuesta sometida cumple con la Certificación 80 2005-2006 de la Junta de Síndicos: *Reglamento para la Creación de Programas académicos de la Universidad de Puerto Rico*. El diseño de la propuesta a su vez cumple con la *Guía para la redacción de propuestas para el establecimiento de programas académicos nuevos en la Universidad de Puerto Rico* que operacionaliza la Certificación 80 2005-2006.

El programa propuesto consta de dos grados: 1) Maestría en Artes; 2) Doctorado en Filosofía ambos en Estudios Culturales y Humanísticos. Esta propuesta parte de la variedad de especialidades representadas en el Departamento de Humanidades para proponer un programa graduado interdisciplinario único en Puerto Rico. En el programa de entrelazan la tradición humanística en la tradición de las artes liberales y las perspectivas críticas del campo de los estudios culturales. Los estudiantes que inicien el programa con un bachillerato se espera completen su maestría en 2 a 3 años y el doctorado de 4 a 5 años. Aquellos que inicien el programa con un grado de maestría podrán completar el doctorado en 4 años.

La Maestría le ofrecerá a los estudiantes dos opciones: 1) Maestría con tesis (33 créditos) o 2) maestría con exámenes comprensivos (36 créditos). Los (as) estudiantes que deseen continuar hacia el doctorado (MA/Ph D track) completarán 12 créditos adicionales en cursos, exámenes de grado (qualifying exams) y disertación. Aquellos estudiantes que tengan una maestría que no sea la maestría en Estudios Culturales y Humanísticos tomarán 36 créditos en cursos, exámenes de grado y disertación.

El programa propuesto es único en Puerto Rico por su perspectiva interdisciplinaria combinando los estudios humanísticos y los estudios culturales. Los detalles específicos del programa propuesto se encuentran en la propuesta circulada electrónicamente con este informe.

Antes, ahora y siempre... ¡COLEGIO!

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El comité de Asuntos Curriculares del Senado inicialmente recibió este asunto el 31 octubre 2013. La propuesta se discutió en la reunión del 3 de diciembre de 2013 en la que los proponentes hicieron una presentación de los programas propuestos y recibieron recomendaciones del CAC. El Comité hizo varias recomendaciones relacionadas con el plan de desarrollo de la facultad, el número de créditos de la disertación, que se aclarara la relación del programa propuesto a otros existentes fuera de la UPR, y que se añadieran cursos existentes de varios departamentos pertinentes al programa propuesto. El Comité proponente atendió los cambios y sometió una versión revisada de la propuesta el 10 de diciembre de 2013. El Comité de Asuntos Curriculares volvió a discutir la propuesta en su reunión del 13 de febrero de 2014. En esta reunión el comité aprobó la propuesta por unanimidad.

RECOMENDACIÓN

El Comité de Asuntos Curriculares recomienda que el Senado Académico apruebe la Solicitud de propuesta para el establecimiento de un Programa graduado de maestría y doctorado en Estudios Culturales y Humanísticos en el Departamento de Humanidades.

Proposal for a Graduate Program in Cultural and Humanistic Studies

Department of Humanities

University of Puerto Rico-Mayagüez

Graduate Program Proposal Committee Members:

Dra. Laura Bravo
Dra. Mariam Colón
Dr. Jorge Ferrer
Dr. Héctor Huyke
Dr. Rafael Jackson
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Dra. Frances Santiago

Endorsements and Approvals:

Department of Humanities:	proposal approved:	May 1, 2012
	courses approved:	September 27, 2012
Curriculum Committee:	courses submitted:	December 11, 2012
	all courses approved by:	May 2, 2013
	proposal submitted:	July 31, 2013
	proposal approved:	August 22, 2013
Faculty of the College of Arts and Sciences:	approved:	September 26, 2013
Dean of Academic Affairs:	endorsed:	November, 2013
Academic Senate of the RUM:	presented:	December 3, 2013
approved by the Curriculum Committee of the Academic Senate:		February 13, 2013
approved (unanimously):		March 18, 2014

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I. Introduction

A. Program Titles and Academic Degrees

The proposed program is the Graduate Program in Cultural and Humanistic Studies of the Department of Humanities at the University of Puerto Rico-Mayagüez (UPRM). The degrees to be conferred are the Master of Arts and the Doctor of Philosophy in Cultural and Humanistic Studies.

B. Brief Description of the Program

The general mission of the Humanities Department at UPRM is to promote a greater understanding of the liberal and expressive arts and to advance cultural literacy and aesthetic sensibility. These goals are achieved through education and training within a broad range of disciplines drawing from the several undergraduate major and minor programs hosted by the Department: Art Theory, Comparative Literature, Philosophy, French, Plastic Arts, Italian, Music and Theater.

The Graduate Program in Cultural and Humanistic Studies, offering the Master of Arts and Doctor of Philosophy degrees, will pool the talents of the Department's specialists in these variegated disciplines of the humanities to provide a rigorous graduate education and training within a fruitfully interdisciplinary field. Grounded in the Puerto Rican and Caribbean experience, the graduate program interweaves the classical orientation of humanistic studies in the liberal arts tradition with its critical, exploratory elaboration in the more recent field of cultural studies.

The proposed program corresponds intellectually most closely to the Integrated Postsecondary Education Data System (IPEDS) classification "Humanities/Humanistic Studies" (24.0103), defined as "A program that focuses on combined studies and research in the humanities subjects as distinguished from the social and physical sciences, emphasizing languages, literatures, art, music, philosophy and religion." while sharing the practical goals of the IPEDS classification "Intercultural/Multicultural and Diversity Studies" (30.2301), defined as "A program that focuses on the dynamic social relations between and among majority and minority groups and different minority groups, and ways to promote mutual tolerance, inter-group cooperation, and the leadership and management of diverse groups and diversity issues in family, educational, recreational, and work settings. Includes instruction in ethnic and cultural studies, group psychology, sociology, anthropology, conflict resolution, human services and resources, and applications to various functional environments."

As the mission statement of the Program reads: "In a globalized world dominated by commerce and technology, the Program in Cultural and Humanistic Studies promotes a transcultural sensibility and provides critical training in the integrated study of diverse

tendencies in the humanities and their historical interpretations. Taking advantage of the Caribbean, Puerto Rican and Latin American experience and of its potential to contribute originally both to the humanistic tradition as such and to the newer field of cultural studies, the Program builds bridges between cultural and humanistic studies and between those fields and the knowledge required for global citizenship through interdisciplinary approaches.”

C. Non- Conventional Modes

This program does not include non-conventional modes.

D. Expected Initiation Date of the Program

The Master’s Program in Cultural and Humanistic Studies in the Department of Humanities of the UPRM is expected to begin as soon as possible following its certification by the CEPR. The Doctoral Program is expected to begin no later than three to five years after the commencement of the Master’s Program.

E. Program Duration and Maximum Time to Complete the Degree

Students who join this program with a Bachelor in Arts are expected to complete the master’s degree in two to three years and the doctoral degree in four to five years. Those students who already have a Master of Arts degree can complete the doctoral degree in at least three years. The current time limit for graduation with a Master of Arts degree is six years according to the UPRM Academic Senate Certification # 09-09 (*Normas que rigen los estudios graduados*” or Graduate Study Norms). The current time limits for graduation with a doctoral degree, according to the University of Puerto Rico regulations, are ten years for students entering the program with a Bachelor of Arts degree and eight years for those students entering the program with a Master of Arts degree.

II. Professional Accreditation

This program does not require professional accreditation. Once approved by the pertinent bodies of the University of Puerto Rico, it requires the approval of the *Consejo de Educación de Puerto Rico* (CEPR).

III. Program Justification

A. Academic Reasons for the Program's Creation

The primary justification for the creation of the Program in Cultural and Humanistic Studies at the UPRM lies in its potential to educate students to become leading contributors to the society, economy and culture of Puerto Rico and the world, fostering in them the civic values of a democratic society, the productive talents required for a right livelihood, and the ethical and aesthetic sensibility necessary for a rich and fulfilling life experience. The historical mission of a liberal arts higher education has been to prepare rounded citizens capable of living well within and responsibly contributing to a complex society. The Program in Cultural and Humanistic Studies will advance this mission while updating it to meet the practical necessities of the twenty-first century.

The knowledge-based economy toward which Puerto Rico and the world is moving generates the need for a formation that fosters the skills of critical thinking, rational problem-solving, written and oral communication competence, and a keen moral awareness. These skills are a traditional strength of the liberal arts and the humanistic tradition generally. On the other hand, the increasingly globalized and interconnected society of the twenty-first century makes yet more pressing the development of a transcultural awareness, a sense of global citizenship and the capacity for cultural literacy that the newer field of cultural studies can engender. Grounded in the Caribbean, Puerto Rican and Latin American experience, the Program addresses the formation of intellectual leaders who can promote unique perspectives in cultural and humanistic studies, who can positively enrich the arts, public discourse and education in Puerto Rico. The Program will provide students with what the American Association of University Professors has recommended for the university in the twenty-first century: "an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges."¹

The proposed Program will combine humanistic and cultural studies in an interdisciplinary field capable of enabling these competencies in its graduates under the aegis of the Humanities Department of the UPRM. The Department was founded in 1968 and is the academic seat of five terminal bachelor's degree programs. In the past fifteen years it has graduated nearly five hundred students in the fields of Philosophy, Comparative Literature, French, Plastic Arts and Art Theory. The Department provides courses that are indispensable to students campus-wide and which serve thousands of students each semester, such as the

¹ Association of American Colleges and Universities. *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise.* 2007.

humanities basic course (Introduction to Western Culture), a general education requirement, ethics courses designed for business, biology and pre-medical students, and foreign language courses in French, Italian and German. The Department's successful programs have been accompanied by an increase in research and teaching projects and a growing number of students interested in pursuing graduate studies and academic preparation leading to higher degrees.

At the same time, no graduate studies options exist in the areas of cultural and humanistic studies in the region, the logical field of study for many of the graduates of our programs and one that corresponds to the diverse research interests and capabilities of our faculty. This situation indicates an as-yet untapped potential that can be easily converted into an innovative opportunity with little necessary investment in physical, technological and human resources. It will provide a field of study to produce graduates with the skills necessary to contribute as citizens and intellectual leaders in the Puerto Rico of the twenty-first century. The creation of the program would both take advantage of internal and external opportunities and engender positive outcomes through graduates and their impact on such crucial areas as the arts, education, publishing and community service.

B. Potential Audience and Need for the Program

The Graduate Program will attract students at an island-wide level interested in pursuing graduate studies in the UPR system in an area that is not yet provided at other UPR campuses or private universities locally. The Program will also serve as a professional development option for students and teachers interested in pursuing a career in post-secondary or college level education as humanities professors, and for teachers and administrators in both the public and private secondary school systems in Puerto Rico. The viability study conducted in preparation for this proposal and summarized in Appendix 2, which included interviews with officials from the Department of Education, concluded that "there is a strong potential demand, composed of 1) teachers in the public school system, who have significant incentives for continuing study; 2) students of our bachelor's programs and c) youth from Latin America, Central America and other geographic areas."² The program will thus also serve as a professional development option for teachers in the public primary and secondary school systems in Puerto Rico. Furthermore, the Program can attract students from the US, the Caribbean and Latin America. Finally, the Program can also serve the needs of many undergraduates who have expressed the desire to continue with graduate study in the humanities at the UPRM. The results of the student survey included in Appendix 1 indicate

² "existe una demanda potencial fuerte, compuesta por: 1) maestros del sistema público, que gozan de incentivos sustanciales para continuar estudios; 2) estudiantes de nuestros programas de bachillerato and c) jóvenes de América Latina, Centroamérica y otras áreas geográficos." Ferrer, Jorge. *Informe del comité de Maestría*.

that a majority of students graduating from the Department's programs would be interested in a graduate program of this nature at the UPRM.

The graduate Program in Cultural and Humanistic studies will also foster the collaborative research and teaching initiatives that will be made possible by the collective effort of establishing and cultivating the program and its students. Professors in the program will teach higher-level graduate classes with more advanced content that corresponds to their research interests and initiatives, thus facilitating publication in peer-reviewed journals, supervision of graduate student research projects and the development of grant proposals. At the same time, it will open up new venues to compete for other types of external funding. Furthermore, the presence of graduate students will make possible assistantships that can contribute to making more efficient the teaching of the basic service undergraduate courses that occupy much of the department's faculty teaching load. Thus the presence of a graduate program in the department will contribute to the development of its faculty and students in the areas of research, teaching and learning in a positive and mutually reinforcing dynamic.

C. Employment Opportunities for Graduates

The authors of a study focused on the student outcomes most needed at a time when college enrollment has never been higher and is projected to increase throughout the century ("Greater Expectations: A New Vision for Learning as a Nation Goes to College"),³ identify the ideal graduate as an "intentional learner": "Intentional learners are integrative thinkers who see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions"; "...all students will need to be nimble thinkers and creative problem solvers. To think outside the box, they will depend on intellectual flexibility, at least as much as on factual information." The Graduate Program's integration of humanistic studies, with its emphasis on critical thinking skills and its interdisciplinary focus, fosters this intentional learning, which can prepare its graduates for the complex demands of the twenty-first century. Furthermore, the skills especially developed in the humanities are of increasing demand for an economy not just based on knowledge, but knowledge within an increasingly globalized and interconnected world, requiring multicultural awareness and appreciation of diversity. A Carnegie Corporation study of 2000 concludes: "Future-oriented liberal education must prepare students to function effectively in a multicultural society and in a world where national borders may sometimes blur. The capacity to understand and communicate with people of other cultures begins with an understanding of one's own

³ Association of American Colleges and Universities. "Greater Expectations: A New Vision for Learning as a Nation Goes to College." 2002.

culture and its relationship to others.”⁴ Cultural studies, a discipline that consciously has updated the traditionally Eurocentric field of the classical humanities to be more diverse, inclusive and planetary, is ideally positioned for fostering this kind of multicultural awareness and tolerance for diversity in graduates. The values of tolerance, cosmopolitanism, cultural literacy and ethics that make up the profile of Program graduates will be an advantage as they contribute to a intertwined world, marked by hybridity and the meeting of cultures,. The bilingual and bicultural setting of Puerto Rico can enhance the role that graduates of the Program will play as cultural ambassadors between Hispanophone and Anglophone and other cultures. Finally, both humanistic and cultural studies foment skills of oral and written communication, including reasoned dialogue, deliberation and rhetoric, which are not only increasingly desired in the workforce but necessary for active and informed citizenship in a democratic society.

According to a widely cited 2010 Georgetown report entitled *Help Wanted: Projection of Jobs and Education Requirements by 2018*, the occupations that graduates of the Program will most likely pursue, in education and the arts, will face an increasing demand in the next decade: “education, training, and library occupations will produce 3 million job openings over the decade” and 40% of these occupations will require a master’s degree or better, while “community services and arts occupations will provide 1.7 million job openings between 2008 and 2018,” 22% of which will require a master’s degree or better.”⁵ At the same time, vital skills are lacking in the preparation of graduates in areas necessary for the needs of the twenty-first century workforce. The authors of “Are They Ready to Work?: Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce,” an oft-referenced study on the skills needed for an increasingly knowledge-based economy, concluded that “critical thinking and creativity/innovation, two key drivers of a knowledge economy, are expected to increase substantially in importance. (77.8 percent for critical thinking and 73.6 percent for creativity/innovation),” while foreign language skills, ethics and teamwork in a multicultural context ranked among the five most mentioned skills identified by a broad spectrum of surveyed employers.⁶ These studies indicate that, while the need for occupations in areas related to cultural and humanistic studies will increase proportionately, the need for students with higher degrees in these fields will increase at a disproportionately faster rate. Moreover, the projected profiles of graduates

⁴ Barker, Carol. “Liberal Arts Education for a Global Society.” Carnegie Corporation of New York. 2000.

⁵ Carnevale, Anthony P., Nicole Smith and Jeff Strohl. “Help Wanted: Projection of Jobs and Education Requirements by 2018.” The Georgetown University Center on Education and the Workforce. 2010. 48, 58.

⁶ Casner-Lotto, J, Barrington, L. The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management. “Are They Ready to Work?: Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce.” 2006.

from the Program in Cultural and Humanistic studies coincide perfectly with those eagerly sought after by employers.⁷ This provides evidence both of the need for an advanced degree program in the Department as well as the likely successful placement of its graduates in the labor market. Correspondingly, among the courses included in this proposal for creation with the Program are "Multilingual Research," which develops skills in the area of translation, "Edition and Education," which develops skills in the area of publication and "Popular Culture and the Mass Media," which develops skills in the area of communications.

Of equal importance is the creation of a program that can aid in the professional development of local primary and secondary school teachers, a goal that is in line with both local and federal governmental initiatives and focuses. The 2002 law of the Government of Puerto Rico "La Ley de la Carrera Magisterial" includes salary incentives for primary and secondary school teachers in the public system of education to further their professional development pursuing graduate study. Our Graduate Program should be of particular interest to teachers in the areas of Spanish, English, History and Civics. It should also attract school administrators and supervisors interested in strengthening the cultural and humanistic aspects of the secondary school curriculum and of co-curricular activities generally. Furthermore, the United States Department of Education report "Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement" (September 2011) identifies the training of teachers as an essential goal for improvement of the educational system, and new competitive Title II funds are being made available for innovative programs in teacher training.⁸ The viability study noted special needs in the Western Puerto Rico region for professional development options in the areas of the fine arts, general history, philosophy (especially ethics), literature and critical thinking. The Graduate Program can thus help to improve problem-solving, critical thinking and literacy outcomes for high school graduates, thus initiating a "virtuous cycle" by providing those entering into the UPR system and other universities a higher chance of success in completing terminal degrees within less years of study.

⁷ The Harvard Business Review identifies strengths of humanities graduates for increasing innovation in their capacity for recognizing "complexity and ambiguity," "skills of communication and presentation," and "greater customer and employee satisfaction." Golsby Smith, Tony. "Want Innovative Thinking? Hire from the Humanities." Harvard Business Review. Online. March 31, 2011. As Martha Nussbaum has written: "These abilities are associated with the humanities and the arts: the ability to think critically; the ability to transcend local loyalties and to approach world problems as a "citizen of the world"; and, finally, the ability to imagine sympathetically the predicament of another person." *Not for Profit: Why Democracy Needs the Humanities*. Princeton: Princeton University Press. 2010.

⁸ Duncan, Arne. "Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement". United States Department of Education. 2011.

IV. Relationship between this Program and other Academic Programs

A. Relationship with the Strategic Plan of the University of Puerto Rico and with the Institutional Plan of the Mayagüez Campus

The current strategic plan of the University of Puerto Rico, *10 Para la Década*, is summarized in the following ten goals: 1) Sustained ties to the student body; 2) An academic culture of currency, experimentation and renewal; 3) Competitive research, investigation and creative work; 4) A culture of institutional assessment and evaluation; 5) Technological currency; 6) Leadership in community investment and cultural initiatives; 7) Dedication to the integration of the university into the world at large; 8) Efficiency and beauty in both natural and built spaces; 9) Administrative and managerial optimization; 10) A strengthened institutional identity.⁹ The Program in Cultural and Humanistic Studies is aligned perfectly with goals 2, 3, 6, 7 and 8 by providing advanced, graduate level studies options in an innovative, interdisciplinary field, by fomenting creative, competitive research and creative work, by training cultural leaders who will impact upon the greater society, promoting aesthetic values and representing the institution to the outside world. The Program will furthermore contribute to goals 1, 4, 9 and 10 by identifying and establishing the best, most current and most technologically advanced practices for the administration, assessment, fundraising and continuous improvement of the program.

The mission of the UPRM lists among its main goals the formation of “educated, cultivated, capable, critical thinking citizens professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological and economic development” of Puerto Rico.¹⁰ The mission further states: “We provide our students with the skills and sensitivity needed to effectively resolve problems and to exemplify the values and attitudes that should prevail in a democratic society that treasures and respects diversity.” The Program in Cultural and Humanistic Studies, with its emphasis on advancing thinking and communication skills and cultivation of cultural literacy (as detailed in Sections V and VI and Appendix 3 of this proposal) will especially provide the opportunity for the development of critical thinking and communication abilities, fomenting as well the ethical values and aesthetic sensibility that enable articulate citizens to contribute meaningfully to a democratic society, while leading satisfying lives and pursuing a right livelihood.

⁹ University of Puerto Rico. *Diez Para la Década, Agenda de Planificación 2006-2016*. Online. Accessed May 15, 2012.

¹⁰ “Formando ciudadanos educados, cultos, capaces de pensar críticamente y preparados profesionalmente en los campos de ciencias agrícolas, ingeniería, artes, ciencias y administración de empresas de manera que puedan contribuir al desarrollo educativo, cultural, social, tecnológico y económico. UPR-Mayagüez. “Mission statement of the UPRM” *Plan Estratégico 2012-2022: Recinto Universitario de Mayagüez*. Accessed May 15, 2012.

Finally, the UPRM Strategic Plan 2012-2022 lists the following goals: 1) To establish a strategic planning and assessment culture, 2) To lead higher education throughout Puerto Rico while guaranteeing the best education for our students; 3) To increase and diversify institutional sources of revenue; 4) To adopt efficient and expedient administrative procedures; 5) To strengthen research and competitive creative endeavors; 6) To influence our Puerto Rican society; 7) To strengthen school spirit, pride, and identity.¹¹ The Program in Cultural and Humanistic Studies will contribute to the goals 2, 6 and 7 through its establishment of a rigorous curriculum that will impact positively on Puerto Rican society and UPRM's identity and pride while it will contribute to the goals 1, 3, 4 and 5 by identifying and establishing the best practices for administration, assessment and fundraising,

B. Relationship of this Program with other Academic Programs Offered

There are no programs directly comparable to the proposed program within the University of Puerto Rico at Mayagüez or in other universities in Puerto Rico. A search of the IPEDS database reveals no programs in Puerto Rico at a graduate level with the proposed classifications for the Program in Cultural and Humanistic Studies, "Humanities/Humanistic Studies" (24.0103) and "Intercultural/Multicultural and Diversity Studies" (30.2301). Within other units of University of Puerto Rico the only other tangentially comparable program is that in *Gestión Cultural* at the University of Puerto Rico in Río Piedras. This program however, is designed for the development of administrative, practical skills in the production of cultural and artistic events, and also does not share the element of humanistic studies as does the proposed program. There is only one other program in another university in Puerto Rico that may bear a similarity to the proposed program, but it has different emphases: The *Centro de Estudios Avanzados* master's program in "Estudios Puertorriqueños y del Caribe" and doctoral programs in "Historia de Puerto Rico y del Caribe" and "Literatura de Puerto Rico y del Caribe" are interdisciplinary and employ cultural studies methodologies but are focused exclusively on Puerto Rico and the Caribbean, while the proposed program has a global reach. Other programs at the graduate level, such as programs in Philosophy, Hispanic studies, Comparative Literature and Communications that exist at the UPR-Río Piedras and other universities represent specific disciplines of the humanities, while the proposed program will promote the study of general fields of knowledge within cultural and humanistic studies combining in an integrative way the methodologies of a variety of disciplines. Similarly, while other programs in pedagogy and education may provide alternatives for teachers in the public school system seeking professional development

¹¹ UPR- Mayagüez. "Strategic Plan 2012-2022." Online. Accessed May 15, 2012.

options, the proposed program will provide an alternative professional development option with a distinct content.

V. Conceptual Framework

A. Mission

In a globalized world dominated by commerce and technology, the Program in Cultural and Humanistic Studies promotes a transcultural sensibility and provides critical training in the integrated study of diverse tendencies in the humanities and their historical interpretations. Taking advantage of the Caribbean, Puerto Rican and Latin American experience and of its potential to contribute originally both to the humanistic tradition as such and to the newer field of cultural studies, the Program builds bridges between cultural and humanistic studies and between those fields and the knowledge required for global citizenship through interdisciplinary approaches.

B. Goals

The goals of the M.A. degree program are to:

- Practice and promote the integrated study of diverse tendencies in the humanities and their historical interpretations.
- Study the relations between the cultural and humanistic fields of study and knowledge required for citizenship in a globalized world
- Promote a transcultural sensibility.
- Articulate and expand a Caribbean, Puerto Rican and Latin American perspective in the learning of cultural and humanistic studies.
- Enhance the post-bachelor's options for educators interested in teaching history, civics, literature and culture, and the humanities generally in Puerto Rico

The goals of the Ph.D. degree program are to:

- Advance and promote the integrated study of diverse tendencies in the humanities and their historical interpretations.
- Build new bridges between the cultural and humanistic fields of study and knowledge required for citizenship in a globalized world.
- Expand the critical training necessary a transcultural sensibility.
- Promote a Caribbean, Puerto Rican and Latin American perspective in cultural and humanistic studies within advanced scholarly discourse.
- Contribute to the academic discourse of cultural and humanistic studies through independent scholarly research and publications.

C. Objectives

The objectives of the M.A. degree program are to educate researchers and professionals capable of:

- Comprehending the theoretical frameworks, concepts and historical interpretations provided by the humanistic tradition and the newer field of cultural studies
- Analyzing and responding to complex issues in terms of the theoretical frameworks, concepts and historical interpretations provided by the humanistic tradition and the newer field of cultural studies
- Articulating interdisciplinary methodologies in diverse contexts
- Applying knowledge drawn from the humanistic tradition and the newer field of cultural studies to addressing issues of particular relevance to the Caribbean, Puerto Rican and Latin American contexts
- Demonstrating critical thinking, transcultural awareness, openness and tolerance through the synthesis and evaluation of knowledge provided by the humanistic tradition and the newer field of cultural studies

The objectives of the Ph.D. degree program are to educate researchers and professionals capable of:

- Developing new theoretical frameworks, concepts and historical interpretations in the humanistic tradition or in the field of cultural studies
- Examine and comprehend complex issues in terms of the concepts and historical interpretations provided by the humanistic tradition and the newer field of cultural studies
- Extending and amplifying the articulation and analysis of interdisciplinary methodologies to diverse contexts
- Defining the theoretical frames of analysis of issues of particular relevance to the Caribbean, Puerto Rican and Latin American contexts through the application of concepts drawn from the humanistic tradition and the newer field of cultural studies
- Providing an exemplary model for critical thinking, transcultural awareness, openness and tolerance through the synthesis and evaluation of knowledge provided by the humanistic tradition and the newer field of cultural studies

D. Educational Philosophy

The Graduate Program in Cultural and Humanistic Studies educates with a vision of a total, rounded and formed person, capable of the critical, ethically informed reflection required of an integral individual conscious of his/her responsibility as a global citizen. It engenders modes of knowledge and learning that stress a synthetic, comparative and interdisciplinary critical thinking that is best nurtured in a collaborative, student-centered learning environment marked by the fomentation of initiative, autonomy, creativity, originality, curiosity, inquisitiveness, and a sense of integrative and expansive possibility. It promotes the development of ethical stewardship through normative critique and the intellectual breadth and cultural literacy necessary for compassion and understanding. It promotes values of tolerance, multicultural openness, self-perception and situatedness, cosmopolitanism, co-responsibility, integrity, leadership and solidarity, summarized in the values represented in the following lists based on the ontological (being in the world), the epistemological (knowing of the world) and the axiological (judging the world):

ontological:

- well-rounded education
- total person
- global citizen
- critical thinker
- integral individual

epistemological:

- synthetic judgment
- synthetic, comparative, interdisciplinary learning
- critical thinking
- cultural literacy
- integrative and expansive learning
- collaborative, student-centered learning
- creativity, originality
- normative critique, ethical stewardship
- curiosity, inquisitiveness, sense of possibility

axiological:

- integrity
- tolerance
- transcultural / multicultural openness
- self-perception / situatedness

- cosmopolitanism, global citizenship
- normative critique
- co-responsibility, leadership, solidarity

E. Graduate Profile

Graduating students of the M.A. degree program will be educated to:

- Think critically
- Develop cultural literacy
- Translate theory into practice and vice versa
- Perform qualitative research
- Perform normative critique
- Apply the methodologies of interdisciplinary studies in cultural studies and the humanities
- Consider the contexts of products and production of knowledge
- Contribute to and expand the domain of public debate
- Mediate the relation between theory and practice
- Produce excellent writing in Spanish and English
- Develop successful research proposals.
- Develop excellent oral presentation skills

Graduating students of the Ph.D. degree program will be educated to:

- Develop and apply a profound ability for critical thinking
- Develop profound cultural literacy.
- Perform advanced qualitative research.
- Perform advanced normative critique.
- Master the methodologies of and perform interdisciplinary studies in cultural studies and the humanities to provide significant contributions in area of expertise.
- Amply consider the contexts of products and production of knowledge.
- Amply appreciate the relation between theory and practice.
- Prepare successful oral presentations for academic forums.
- Produce excellent, publishable writing in Spanish and English.
- Develop successful research proposals.
- Compose, revise and defend a Ph.D. thesis.
- Compose peer-review quality articles.
- Critically engage the evolving nature of cultural and humanistic studies
- Apply new theoretical models to the area of expertise.

- Develop an awareness of the professional’s impact on society and the quality of life with clear awareness of the legal, ethical, political and especially cultural issues relevant to the profession.
- Become aware of and responsible for all ethical dimensions of professional academic activity.

VI. Curricular Components

A. Structure and Distribution

The distribution of credits in the Program in Cultural and Humanistic Studies maintains a balance between the goals of fundamental knowledge and literacy in Cultural and Humanistic studies, specialized development in areas of research interest and methodological and research skills, at both the Master’s and the Doctoral Program levels.

In the Master’s Program (with Thesis) 40 percent of the credits will be devoted to the development of core knowledge and literacy, 40 percent to expertise in areas of specialized research through electives and at least 20 percent to develop skills of qualitative research and oral and written communication skills.

In the Ph.D. program (entering with an M.A. from a program other than ESCH) thirty percent of the credits will be devoted to the development of core knowledge and literacy, forty-five percent to expertise in areas of specialized research through electives and at least twenty-five percent to develop skills of qualitative research and oral and written communication skills.

The courses that correspond to these areas of focus are distributed between core, elective and research courses according to the following tables.

Table 1. Master’s Program Course Distribution

Core	Electives	Research
<ul style="list-style-type: none"> • 5 courses • 15 credits to be completed over two years • 5 courses focused on fundamental knowledge, literacy and methodologies; and research methods 	<ul style="list-style-type: none"> • 5 courses • 15 credits to be distributed across the curriculum • 5 courses in diverse critical topics with an interdisciplinary focus • aligned with development of terminal research project 	<ul style="list-style-type: none"> • at least 6 credits between core Research Methods course and thesis credits • development of terminal research project proposal • research skills also integrated in core and elective courses • at least 3 thesis credits

Table 2. Ph.D. Program Course Distribution

Core	Electives	Research
<ul style="list-style-type: none"> • 5 courses 	<ul style="list-style-type: none"> • 7 courses 	<ul style="list-style-type: none"> • at least 9 credits between

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<ul style="list-style-type: none"> • 12 credits to be completed over two years • 4 courses focused on fundamental knowledge, literacy and methodologies 	<ul style="list-style-type: none"> • 21 credits to be distributed across the curriculum • 7 courses in diverse critical topics with an interdisciplinary focus • aligned with development of doctoral dissertation project 	<ul style="list-style-type: none"> • research methods course and thesis credits • 3 credit research methods course to be completed within first or second year • development of terminal research project proposal • research skills also integrated in core and elective courses • at least 6 thesis credits
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B. Courses in the Curriculum

Table 3. Proposed and existing core and elective courses

Course Code	Course Title	Credits / Hours	Description
PROPOSED CORE COURSES			
ESCH 6XXX	Cultural Studies I	3:3 Conf.	History, themes, and methodological aspects of cultural studies with an emphasis on its major theoretical tendencies and schools from its pre-cursors to its most recent articulations. Cultural studies in Puerto Rico, the Caribbean and Latin America will be included.
ESCH 6XXX	Cultural Studies II	3:3 Conf.	Review of the history, themes, and methodological aspects of cultural studies and their application to various disciplinary frameworks such as media studies, comparative literature, art theory, critical race theory, and gender and sexuality studies. Cultural studies of Puerto Rico, the Caribbean and Latin America will be included.
ESCH 6XXX	Humanistic Studies I	3:3 Conf.	Survey of major philosophical, theoretical, aesthetic, literary, historical and scientific works in the humanistic tradition of the liberal arts from classical antiquity to the Renaissance, with an emphasis on advanced critical readings of pivotal texts.
ESCH 6XXX	Humanistic Studies II	3:3 Conf.	Survey of major philosophical, theoretical, aesthetic, literary, historical and scientific works in the humanistic tradition of the liberal arts from the Renaissance to the present, with an emphasis on advanced critical readings of pivotal texts.
ESCH 6XXX	Research Methods	3:3 Conf.	Introduction to the methods of research in the fields of Cultural and Humanistic Studies.
ESCH 6XXX	Thesis	0-6:1-3 Thesis	Research in cultural and humanistic studies and the presentation of a thesis representing an original contribution to the field.
ESCH 8XXX	Doctoral Seminar	1:1 Sem.	Oral and written presentations by doctoral students in Cultural and Humanistic Studies on topics related to their research projects. Topics will be agreed upon by each student and the professor.
ESCH 8XXX	Doctoral Dissertation	12-18:3 Dissertation	Development and preparation of a doctoral dissertation, based on a research project in Cultural and Humanistic Studies, which represents an original and relevant contribution to the discipline.
PROPOSED ELECTIVES			
ESCH 6XXX	Special Topics I	1-9:1-9 Conf.	Special topics in Cultural and Humanistic Studies I.
ESCH 6XXX	Special Topics II	1-9:1-9 Conf.	Special topics in Cultural and Humanistic Studies II.
ESCH 6XXX	Gender and Sexuality Theories	3:3 Conf.	Critical analysis of modern and contemporary theories of gender and sexuality as they relate to cultural phenomena. Interdisciplinary consideration of the historical articulations of gender and sexuality, including perspectives from literary theory, art theory and popular culture studies, with emphasis on the USA, the Caribbean and Latin America.
ESCH 6XXX	Critical Race Theory	3:3 Conf.	Contemporary theories of race and their relation to social and

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			cultural phenomena, with interdisciplinary consideration of the history of practices of racial distinction in the United States, the Caribbean and Latin America. Interdisciplinary study of the cultural articulation of race from the perspectives of literary theory, art theory and popular cultural studies.
ESCH 6XXX	Popular Culture and Mass Media	3:3 Conf.	Critical and practical investigation of popular culture and mass media. Examination of the conceptual frameworks adopted by cultural studies to understand popular cultures and mass media. Survey of approaches utilized by various disciplines in order to study and participate in the spheres of popular culture and mass media.
ESCH 6XXX	Art and Power	3:3 Conf.	Study of the relationship between art and power throughout history, as influenced by political, economic, religious and mass media institutions. Analysis of the purpose of works of art as well as the design and the signification of the forms and materials of which they are made.
ESCH 6XXX	Composition, Editing and Publishing	3:3 Conf.	Principles, practices and application of skills used in the composition, editing and publishing of academic texts within the fields of Cultural and Humanistic Studies.
ESCH 6XXX	Multilingual Research	3:3 Conf.	Critical theories and practices of translation in research including documentation, intertextuality, and issues arising from translation in colonial and postcolonial contexts. Research in the fields of Cultural and Humanistic Studies using sources retrieved from different languages.
ESCH 6XXX	University Teaching Development	1-3: 1-3 Workshop	Application of instructional theories and strategies to teaching courses in Cultural and Humanistic Studies at the university level.
ESCH 8XXX	Advanced Special Topics I	1-9:1-9 Conf.	Advanced special topics in Cultural and Humanistic Studies I.
ESCH 8XXX	Advanced Special Topics II	1-9:1-9 Conf.	Advanced special topics in Cultural and Humanistic Studies II.
EXISTING GRADUATE ELECTIVES OFFERED THROUGH THE DEPARTMENT OF HUMANITIES			
INTD 6017	Philosophic Aspects of Technological Change	3:3 Conf.	Study of non-technical aspects of the design and use of technologies with emphasis on the critical analysis of the idea of progress. Consideration of the political, cultural, and quality of life implications of current technological tendencies.
HUMA 5991	Special Topics in Humanities I	3:3 Conf.	Selected topics in the area of the humanities.
HUMA 5992	Special Topics in Humanities II	3:3 Conf.	Selected topics in the area of the humanities.
LITE/FILO 5001	Literature and Philosophy I	3:3 Conf.	Critical examination of the major philosophical theories of literary genres; analysis of the epistemological, metaphysical, and ethical meaning of literary texts from the ancient Greeks to the early Spanish Golden Age.
LITE/FILO 5002	Literature and Philosophy II	3:3 Conf.	Critical examination of the major philosophical theories of literary genres; analysis of the epistemological, metaphysical, and ethical meaning of literary texts from the end of the Spanish Golden Age to the present.
LITE 5035	Theory of the Novel	3:3 Conf.	The development of the novel as a literary genre, emphasizing texts from the baroque to the present; a comparative analysis of narratology theories and representative novels.
LITE 5050	Contemporary Literary Criticism	3:3 Conf.	Principles and methodologies of contemporary schools of criticism; analysis of critics and texts from various literatures.
LITE 5057.	Magical Realism	3:3 Conf.	Magical realism in the context of world literature. Analysis of its distinguishing characteristics in the genre of fantasy through readings of its main authors, texts, and critics.
LITE 5615	The Symbolist Movement in Literature	3:3 Conf.	The development of the symbolist movement and its influence in Europe and in America, with special emphasis on poetry and the theater.
LITE 5715	Methods in the Study of Literary Texts	3:3 Conf.	Analysis of the most important methods used in the study of literary texts, from rhetorics to structuralism, with emphasis on the techniques used in comparative literature.
LITE 5995	Special Topics in	1-3:1-3 Conf.	Critical analysis of authors, movements, genres, or

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	Comparative Literature I		interdisciplinary topics in comparative literature.
LITE 5996	Special Topics in Comparative Literature II	1-3:1-3 Conf.	Critical analysis of authors, movements, genres, or interdisciplinary topics in comparative literature.
EXISTING GRADUATE ELECTIVES IN THE HISPANIC STUDIES DEPARTMENT			
ESHI 6007	Poetic Creation From Ruben Dario To Garcia Lorca	3:3 Conf.	Study and appreciation of the aesthetics embodied in Modernism and the poetic world of García Lorca
ESHI 6006.	Don Quijote	3:3 Conf.	A critical reading of the immortal novel of the Golden Age, and analysis of Cervantes' style and themes, with special attention to research.
ESHI 6008.	Theater of the Golden Age	3:3 Conf.	Critical reading of the great works of the dramatists of the Golden Age, with emphasis on the criticism of Spanish Classical Drama.
ESHI 6015.	Gongorism	3:3 Conf.	A study of Gongorism as a conception of the literary language in different periods of Spanish and Spanish American Literature.
ESHI 6016	Spanish Novel Of The 19th Century	3:3 Conf.	A study of the works of Galdós as the main figure of the renaissance in the Spanish novel of the 19th Century.
ESHI 6017	The Contemporary Spanish Essay	3:3 Conf.	A critical study of the Spanish essay of the twentieth century through the reading and discussion of texts representative of the contemporary Spanish thought.
ESHI 6018	Romanticism and Modernism in the Literature of Puerto Rico (I)	3:3 Conf.	A study and analysis of the most significant aspects of Puerto Rican Romanticism and Modernism.
ESHI 6028	The Novel of the Hispanic Antilles	3:3 Conf.	A study of the origin and development of the novel in Cuba, Puerto Rico and the Dominican Republic, analysis of the outstanding works of each country, with special attention to their common characteristics and differences.
ESHI 6029	The Literary Generation of the Thirties in Puerto Rico	3:3 Conf.	A study of the artistic tendencies and literary forms in the works of the main authors of the Generation of the Thirties in Puerto Rico.
ESHI 6035	Puerto Rican Literature of the Generation of 45	3:3 Conf.	Reading and analysis of various forms of poetry, short story, novel, drama, and the essay whose roots evolve from the generation of 1930 to form the so called generation of 1945.
ESHI 6047	Medieval Spanish Literature	3:3 Conf.	The popular anonymous creations and the works of learned poets with special attention given to XV Century literature, already influenced by the Renaissance and culminating in La Celestina.
ESHI 6059	Eighteenth-Century Spanish Literature.	3:3 Conf.	Study of the literary development in Spain from 1726 to 1816. Description and analysis of the discourses, stylistic tendencies, and literary genres, emphasizing the interaction between the aesthetic, social, and political aspects of the time, in light of current theoretical approaches.
ESHI 6067	Contemporary Spanish American Short-Story	3:3 Conf.	The Spanish American short story from the decade of 1940 to the present; tendencies and techniques; most representative authors: Borges, Cortázar, Arreola, Rulfo, Roa Bestos, Fuentes, Carpentier, Paz, Di Benedetto, García Márquez, Yáñez, Vargas Llosa, Donoso.
ESHI 6069	Contemporary Puerto Rican Short Story.	3:3 Conf.	Study of short story development in Puerto Rico from the generation of 1945-1950 until the 21st century, with emphasis on writers who have emerged since the 1970's. Analysis of the generations in relation to their ideologies, stylistic tendencies, and the manner in which each continues or breaks with the previous tradition.
ESHI 6070	Puerto Rican Folktales	3:3 Conf.	Discussion on folklore and folktale as an expressive manifestation. Identification and description of the different types and characteristics of the genre in Puerto Rico. Analysis of the meanings construed by these texts and study of their possible uses in the classroom.
ESHI 6407	Special Topics in Hispanic Language	3:3 Conf.	Selected topics in Hispanic language and literatures.

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	and Literatures		
ESHI 6561	The Novel in Spanish America.	3:3 Conf.	Lectures with textual analysis of the major works in the history of the Spanish-American novel, from its beginnings in the 19th Century to the present.
ESHI 6562	The Novel In Spanish America.		Lectures with textual analysis of the major works in the history of the Spanish-American novel, from its beginnings in the 19th Century to the present.
ESHI 6609	Hispanic American Literature and Post-Colonial Studies.	3:3 Conf.	Application of the postcolonial theory to the diachronic study of representative Hispanic American literary texts from the independence from Spain to the end of the 20th century.
EXISTING GRADUATE ELECTIVES IN OTHER THE ENGLISH DEPARTMENT			
INGL 5015	English and American Literary Criticism	3:3 Conf.	Theory and practice of literary criticism within the tradition of English and American literature. A research paper will be required.
INGL 6030	Theory and Practice of Composition	3:3 Conf.	Practice in the techniques of writing. Study of its research and theory.
INGL 6048	Poetry Since 1945	3:3 Conf.	Discussion of the main poetic traditions that characterize the works of the major poets since the second half of the Twentieth Century, including a distinction between modern and postmodern poetry. Examination of movements, themes, and conventions associated with poetry of this period and identification of the common elements in poetry from 1945 to the present. Study of the relationship between primary sources taking into account their historical and cultural contexts. Development of a research project using literary critical theory.
INGL 6075	Drama 1880-1945	3:3 Conf.	Identification and analysis of the themes, elements, conventions and contexts of dramatic works of representative writers from the period 1880-1945, such as Oscar Wilde, John Synge, W.B. Yeats, Lillian Hellman, Bernard Shaw, Sean O'Casey, Clifford Odets, Christopher Isherwood, Maxwell Anderson, T.S. Eliot and Eugene O'Neill. Discussion of the relationship between the primary texts and their historical period through the use of critical theory. An original research project will be required.
INGL 6055.	Studies In Literature I	3:3 Conf.	Study of selected authors, themes, or movements in the literature of the English language.
INGL 6056	Studies In Literature II	3:3 Conf.	Study of selected authors, themes, or movements in the literature of the English language.
INGL 6058	Studies In Literature III	3:3 Conf.	Study of selected authors, themes, or movements in the literature of the English language.
INGL 6076	The Romantic Movement: The Second Generation	3:3 Conf.	Identification and analysis of the themes, elements, and conventions of the representative writers of the Second Generation of the Romantic Movement born after 1775, also known as the "Younger Generation." Development of analytical skills and use of critical theory through a historical perspective of the primary texts and their historical period. Development of a research project using secondary sources to analyze texts from the period.
INGL 6448	The Victorian Novel	3:3 Conf.	Identification and analysis of the themes, elements, conventions, and authors of the novels of the Victorian period (1837-1901). A research project including the use of secondary sources to analyze texts is required.
INGL 6459	American Literature Until 1820	3:3 Conf.	Identification and analysis of the themes, elements, and conventions of American literature until 1820. Analysis of the relationship between the primary texts read in the course and their cultural/historical contexts. Application of critical theory in the analysis of Early American literature. A research project will be required.
INGL 6516	Puerto Rican Literature in English	3:3 Conf.	Identification and analysis of the themes, elements, and conventions of Puerto Rican literature in English since 1898. Discussion of the relationship between the primary texts read in the course and the cultural/historical contexts. Application of critical theory in the reading of primary texts. An original research project will be required.

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INGL 6981	Special Topics in English Studies I	3:3 Conf.	A course that falls under the umbrella of the field of English Studies, which includes, but is not limited to, pedagogy, linguistics, communication, and literature.
INGL 6055.	Studies In Literature I	3:3 Conf.	Study of selected authors, themes, or movements in the literature of the English language.
INGL 6056	Studies In Literature II	3:3 Conf.	Study of selected authors, themes, or movements in the literature of the English language.
INGL 6058	Studies In Literature III	3:3 Conf.	Study of selected authors, themes, or movements in the literature of the English language.
EXISTING GRADUATE ELECTIVES IN OTHER THE SOCIAL SCIENCES DEPARTMENT			
SOCI 5005	Social Organization in Latin America	3:3 Conf.	Sociological processes in Latin America; the racial, ethnic and cultural elements and their fusion; characteristics and trends of Latin American population; European colonization in America; the structure and functioning of social institutions.
<i>Other existing or future electives may be added in the future.</i>			

C. Curricular Sequence

The curricular sequence of the Master’s and Ph.D. programs varies depending on the M.A. exit option (M.A. Thesis or Comprehensive Examinations) and the entry mode into the Ph.D. program (with or without the M.A. in ESCH). It is required that students entering the Ph.D. with an M.A. from a program other than ESCH complete 12 core credits of the ESCH M.A. curriculum. The following tables describe the different sequences with the total number of credits per year assuming the recommended course of study is followed as described below (see also graduation requirements below).

Table 4. Curricular sequence: M.A. with Thesis

Candidates for an M.A. degree with a Master’s thesis require the completion of 30 credits of course work and a Master’s Thesis (at least 3 credits).

YEAR	1st Semester	2nd Semester	Total Credits
1	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies I, Humanistic Studies I) • 1 Elective 	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies II, Humanistic Studies II) • 1 Elective 	18
2 ¹²	9 course credits <ul style="list-style-type: none"> • 1 core course (Research Methods) • 2 electives 	3 course credits + 3 thesis credits <ul style="list-style-type: none"> • 1 elective • Thesis 	15

Table 5. Curricular sequence: M.A. with comprehensive examinations

Candidates for an M.A. degree with comprehensive examinations require the completion of 36 credits of course work and comprehensive examinations.

¹² A student may also decide to take 12 credits during the first two years, thus leaving 9 credits in a third year for the remaining electives and thesis.

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YEAR	1st Semester	2nd Semester	Total Credits
1	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies I, Humanistic Studies I) • 1 elective 	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies II, Humanistic Studies II) • 1 elective 	18
2 ¹³	9 course credits <ul style="list-style-type: none"> • 1 core course (Research Methods) • 2 electives 	9 course credits + comps <ul style="list-style-type: none"> • 3 electives • comps 	18

Table 6. Curricular sequence: Ph.D. with an M.A. in ESCH

Candidates for a Ph.D. with an M.A. in ESCH (“M.A./Ph.D. track”) will complete 12 additional credits of coursework after the completion of the M.A., comprehensive examinations and the doctoral thesis (at least 12 credits).

YEAR	1st Semester	2nd Semester	Total Credits
M.A. Curriculum			
1	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies I, Humanistic Studies I) • 1 elective 	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies II, Humanistic Studies II) • 1 elective 	18
2 ¹⁴	9 course credits <ul style="list-style-type: none"> • 1 core course (Research Methods) • 2 electives 	9 course credits + comps <ul style="list-style-type: none"> • 3 electives • comps 	18
Ph.D. Curriculum			
3	6 course credits <ul style="list-style-type: none"> • 2 electives 	6 course credits +comps <ul style="list-style-type: none"> • 2 electives • comps 	12
4	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	6
5	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	6

Table 7. Curricular sequence: Ph.D. entering with an M.A. from a program other than ESCH

Candidates entering the Ph.D. program with an M.A. from a program other than the ESCH M.A. program will complete 36 credits of coursework, comprehensive examinations and the doctoral thesis (at least 12 credits).

¹³ A student may decide to take 12 credits in the first two years, thus leaving 9 credits of remaining electives and comprehensive examinations for the third year.

¹⁴ A student may also decide to take 12 credits during the first two years, thus leaving 9 credits in a third year for the remaining electives and thesis.

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YEAR	1st Semester	2nd Semester	Total Credits
1	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies I, Humanistic Studies I) • 1 elective 	9 course credits <ul style="list-style-type: none"> • 2 core courses (Cultural Studies II, Humanistic Studies II) • 1 elective 	18
2	9 course credits <ul style="list-style-type: none"> • 1 core course (Research Methods) • 2 electives 	9 course credits + comps <ul style="list-style-type: none"> • 3 electives • comps 	18
3	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	6
4	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	3 thesis credits <ul style="list-style-type: none"> • Dissertation 	6

D. Curricular Coherence and Effectiveness

The design of the curriculum has been considered with detailed regard to the mission of the program, which is concerned to foster a broad cultural and humanistic perspective while retaining a disciplinary rigor in the course of studies. The program promises especially to provide to the student with a profound consciousness in the areas of appreciation of the expressive arts, cultural literacy and ethical awareness as an informed and cosmopolitan citizen of Puerto Rico and the world. The core courses provide an ample basis for this broad cultural and humanistic knowledge, while the electives will focus and elaborate specific areas of knowledge and specific skills. Table 8 provided below shows a more detailed representation of the alignment of courses with the goals of the program as registered in the student outcomes above.

The curricular sequence of the Master’s and Doctoral Programs in Cultural and Humanistic Studies in the Department of Humanities is furthermore consistent with the vision and mission of the University of Puerto Rico at Mayagüez:

Vision:

‘To be a leading institution in higher education and research, transforming society through the pursuit of knowledge in an environment of ethics, justice, and peace.’

Mission:

To provide excellent service to Puerto Rico and to the world:

- Forming educated, cultivated, capable, critical thinking citizens professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological and economic development.
- Performing creative work, research and service to meet society’s needs and to make available the results of these activities.

We provide our students with the skills and sensitivity needed to effectively resolve problems and to exemplify the values and attitudes that should prevail in a democratic

society that treasures and respects diversity. ”

The alignment of the proposed program’s student outcomes with the skills fundamental to the vision and mission of the UPRM are represented in the following table.

Table 8. Alignment of the programs’ student outcomes with the mission of the UPRM and curricular activities

UPRM Mission Skills	ESCH Programs Student Outcomes	Courses	Activities
Written and oral communication skills	<p>M.A.</p> <ul style="list-style-type: none"> To be able to contribute to and expand the domain of public debate Produce excellent writing in Spanish and English Demonstrate a sense of world citizenship Develop cultural literacy <p>Ph.D.</p> <ul style="list-style-type: none"> Prepare successful oral presentations for academic forums. Situate themselves amply as global citizens. Develop successful research proposals. Compose, revise and defend a Ph.D. thesis. Compose peer-review quality articles. 	Cultural Studies I and II, Humanistic Studies I and II, Research Methods, All elective courses, M.A. Thesis, Ph.D. Thesis	<ul style="list-style-type: none"> class presentations, reports and discussion at all graduate-level courses participation in academic conferences publications in peer-reviewed journals experience and practice as a research assistant thesis proposal and defense dissertation proposal and defense comprehensive examinations
Critical reading and analysis	<p>M.A.</p> <ul style="list-style-type: none"> Develop advanced knowledge in area of expertise Develop cultural literacy Perform qualitative research Consider the contexts of products and production of knowledge To be able to contribute to and expand the domain of public debate Mediate/manage the relation between theory and practice <p>Ph.D.</p> <ul style="list-style-type: none"> Develop a profound and authoritative knowledge in area of expertise. Develop profound cultural literacy. Develop successful research proposals. Compose, revise and defend a Ph.D. thesis. Compose peer-review quality articles. 	Cultural Studies I and II, Humanistic Studies I and II, Research Methods, All elective courses, M.A. Thesis, Ph.D. Thesis	<p>critical analytical reflection of theoretical cultural and humanistic studies themes through:</p> <ul style="list-style-type: none"> class presentations and reports class term papers thesis proposal and defense dissertation proposal and defense participation in academic conferences publications in peer-reviewed journals experience and practice as a research assistant comprehensive examinations
Critical Thinking and Problem Solving	<p>M.A.</p> <ul style="list-style-type: none"> Think critically Translate theory into practice and vice versa Perform qualitative research Apply the methodologies of interdisciplinary studies in cultural studies and the humanities <p>Ph.D.</p> <ul style="list-style-type: none"> Develop a profound and authoritative knowledge in area of expertise. Develop and apply a profound ability for critical thinking Master the methodologies of and perform interdisciplinary studies in cultural studies and the humanities to provide significant contributions in area of expertise. Perform advanced qualitative research. Foster an ability to evolve given the evolving nature of cultural and humanistic studies 	Cultural Studies I and II, Humanistic Studies I and II, Research Methods, All elective courses, M.A. Thesis, Ph.D. Thesis	<p>practical application of theoretical cultural and humanistic studies themes through:</p> <ul style="list-style-type: none"> class presentations and reports class term papers thesis proposal and defense dissertation proposal and defense participation in academic conferences publications in peer-reviewed journals experience and practice as a research assistant comprehensive examinations
Ethical Awareness and Conscience	<p>M.A.</p> <ul style="list-style-type: none"> Demonstrate transcultural / multicultural awareness openness and tolerance. Demonstrate a sense of world citizenship Perform normative critique Mediate/manage the relation between theory and practice <p>Ph.D.</p> <ul style="list-style-type: none"> Develop a profound transcultural / multicultural openness and tolerance Situate themselves amply as global citizens. Foster an ability to evolve given the evolving nature of cultural 	Cultural Studies I and II, Humanistic Studies I and II, Research Methods, All elective courses, M.A. Thesis, Ph.D. Thesis	<p>critical engagement with ethical themes in cultural and humanistic studies through:</p> <ul style="list-style-type: none"> class discussions and assignments class term papers participation in academic conferences experience and practice as a research assistant

	<p>and humanistic studies</p> <ul style="list-style-type: none"> • Develop an awareness of the professional's impact on society and the quality of life with clear awareness of the legal, ethical, political and especially cultural issues relevant to the profession. • Become aware of and responsible for all ethical dimensions of professional academic activity. 		<ul style="list-style-type: none"> • thesis proposal and defense • dissertation proposal and defense
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E. Pedagogical Methodologies

The methodologies employed in cultural and humanistic studies tend toward student-centered and participatory models, both in traditional Socratic and more recent "communicative" pedagogical forms. While lecture-centered models may still retain a measure of occasional relevance, especially in the first year core courses, the vast majority of elective courses will follow the model of the seminar, in which the course is conceived as a collaborative and collective research endeavor to study a given set of texts centered on a specific theoretical and historical problem.

The nature of cultural and humanistic studies requires the student's broad exposure to a wide variety of texts and their intensive critical interpretation. Skills of critical reading are thus especially important and methodologies that encourage the necessary self-discipline and guided independent research will be especially stressed. Collaboration between graduate students in working groups will be particularly fomented and peer review and correction can be encouraged through the use of forum-style writing exercises and responses as well as through writing groups and facilitated exchange of texts.

Faculty teaching in the program will be expected to practice the most innovative and recent methodologies to develop critical thinking and writing skills, traditionally one of the focal strengths of the field. Recent successful pedagogical trends such as Project-Based Learning (PBL) and POGIL (Process Oriented Guided Inquiry Learning) can be applied to the humanities and tailored to the needs of our population of students. To this end, they may draw from the institutional offices the UPRM has to bring methodological and pedagogical support to faculty and graduate students such as The Center for Professional Development (CEP: Centro de Enriquecimiento Profesional) and the Office for Assessment and Continued Improvement (OMCA), as well as a broad variety of cultural and intellectual activities that the Department of Humanities has historically sponsored and organized as part of its mission.

F. Assessment Plan

The curriculum will be continuously assessed to improve student learning outcomes. The Departmental Graduate Committee, along with the Department's Curriculum Committee, will hold annual reviews of the curriculum's design, course content and teaching practices. The first years of the program will be especially observed to measure the functionality and outcomes of the curricular design. Various tools, such as student performance, years of study

needed to finish the degrees, quality of thesis projects, regular evaluations, surveys and questionnaires will all be measured up against the criteria for best practices and the learning outcomes identified in this proposal. A cutting edge model for the design of effective rubrics for student learning outcomes that is especially salient for the area of cultural and humanistic studies is found in the Association of American Colleges and Universities (AACU) VALUE rubrics,¹⁵ which can be expanded and applied to the graduate level for purposes of curriculum assessment. Furthermore, professors teaching in the program will be encouraged to engage in professor-initiated assessment cycles in each semester to identify specific skills and improve their outcomes.

Curricular structure and distribution, course content and teaching practices will be regularly reviewed and, if necessary, modified, based on the assessment of student outcomes as indicated in the following table, which corresponds to table 8 above, "Alignment of the programs' student outcomes with the mission of the UPRM and curricular activities." Definitions of the skills correspond to those of the AACU's VALUE rubrics. Tools for measurement include results of class activities as detailed below; entry and exit interviews; job, school or organization post-graduation placement; post-placement follow up interviews and statistics; and level of community and social engagement through the quantity and qualitative impact of activities and projects of social importance. All skills will be assessed annually and subject to regular reviews in 4-5 year cycles.

Table 9. Assessment of student learning objectives

Objective	Measurement Tools	Assessment Cycle(s)	Resources	Actions for Improvement
Written and oral communication skills	<ul style="list-style-type: none"> • results of class presentations, reports and discussion at all graduate-level courses through: <ul style="list-style-type: none"> ○ participation in academic conferences ○ publications in peer-reviewed journals ○ experience and practice as a research assistant ○ thesis proposal and defense ○ dissertation proposal and defense ○ comprehensive examinations • surveys, questionnaires • entry and exit interviews • placement results and follow up interviews 	Annually Every 4-5 years	Faculty, Students, Employers	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development Course- embedded assessment cycles
Critical reading and analysis	<ul style="list-style-type: none"> • results of critical analytical reflection of theoretical cultural and humanistic studies themes through: <ul style="list-style-type: none"> ○ class presentations and reports ○ class term papers ○ thesis proposal and defense ○ dissertation proposal and defense ○ participation in academic conferences ○ publications in peer-reviewed journals ○ experience and practice as a research assistant ○ comprehensive examinations • surveys, questionnaires • entry and exit interviews 	Annually Every 4-5 years	Faculty, Students, Employers	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development Course- embedded assessment cycles

¹⁵ Association of American Colleges and Universities. "Assessment." Online. Accessed May 15, 2012.

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	<ul style="list-style-type: none"> • placement results and follow up interviews 			
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • results of practical application of theoretical cultural and humanistic studies themes through: <ul style="list-style-type: none"> ○ class presentations and reports ○ class term papers ○ thesis proposal and defense ○ dissertation proposal and defense ○ participation in academic conferences ○ publications in peer-reviewed journals ○ experience and practice as a research assistant ○ comprehensive examinations • surveys, questionnaires • entry and exit interviews • placement results and follow up interviews 	Annually Every 4-5 years	Faculty, Students, Employers	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development Course- embedded assessment cycles
Ethical Awareness and Conscience	<ul style="list-style-type: none"> • results of critical engagement with ethical themes in cultural and humanistic studies through: <ul style="list-style-type: none"> ○ class discussions and assignments ○ class term papers ○ participation in academic conferences ○ experience and practice as a research assistant ○ thesis proposal and defense ○ dissertation proposal and defense • surveys, questionnaires • entry and exit interviews • placement results and follow up interviews • level of civic engagement 	Annually Every 4-5 years	Faculty, Students, Employers	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development Course- embedded assessment cycles

G. Course Syllabi

A summary of Program courses is included in Appendix 3.

VII. Admission, Enrollment and Graduation

A. Admission Requirements

General requirements necessary for admission into the graduate program appear in section G.1 of *Certificación 09-09* ("UPRM Graduate Norms") issued by the UPRM Academic Senate.

Admission to the Master of Arts Program in Cultural and Humanistic Studies requires a Bachelor of Arts in Cultural and Humanistic studies or related field from an accredited institution of higher learning. Admission to the Doctoral Program requires a Master of Arts degree in Cultural and Humanistic studies or related field from a properly accredited institution of higher learning. The Departmental Graduate Committee will evaluate each applicant's qualifications as well as competencies and the reputation of their graduating institution to determine if the applicant fulfills the admission requirements of the Master's and Doctoral Program and decide on the type of admission to be awarded. Depending on the applicant's academic background, admission may be granted with deficiency courses to be

fulfilled before admission into the master's or the doctoral program, for example with a bachelor's degree other than a B.A. Transfer credits may be applicable for students entering the Ph.D. program with and M.A. other than ESCH. Application materials will include a statement of purpose, a writing sample, an interview and the GRE or EXADEP. A bachelor's general and major degree minimum grade point average of 3.00 will be required of students applying for the Master's program. Those with a GPA between 2.75 and 2.99 may be considered at the discretion of the Graduate Admission Committee if compelling justification for the lower average is provided in the application. The Departmental Graduate Committee will elaborate a document with criteria for the consistent evaluation of the components of the admission application and the relative weight assigned to each component.

B. Enrollment Projection

The program expects to enroll five students per year during the first five years of the existence of the Master of Arts Program in Cultural and Humanistic Studies and one to two students per year during the first five years of the existence of the Doctoral Program in Cultural and Humanistic Studies.

C. Degree Requirements

The degree requirements of the Master's and Ph.D. programs vary depending on the M.A. exit option (M.A. Thesis or Comprehensive Examinations) and the entry mode into the Ph.D. program (with or without the M.A. in ESCH). The following tables describe the requirements for the different options.

1) Graduation requirements for the M.A. with thesis

Candidates for an M.A. degree with a Master's thesis require the completion of 30 credits of course work and a Master's Thesis (at least 3 credits), divided according to the scheme below. The curriculum must be completed and approved with a minimum GPA of 3.00

A. Curriculum

Cultural Studies I & II (core)	6 crs
Humanistic Studies I & II (core)	6 crs.
Research Methods (core)	3 crs.
Electives (at least 6 credits in other areas)	15 crs.
Master's Thesis	3-6 crs.
Total.....	33-36 crs.

B. Thesis

Completion and successful defense of a thesis on a theme selected by the student and approved by the Thesis Committee.

2) Graduation requirements for the M.A. with comprehensive examinations

Candidates for an M.A. degree with comprehensive examinations require the completion of 36 credits of course work and comprehensive examinations.

A. Curriculum

Cultural Studies I & II (core)	6 crs
Humanistic Studies I & II (core)	6 crs.
Research Methods (core)	3 crs.
Electives (at least 6 credits in other areas)	21 crs.
Total.....	36 crs.

B. Comprehensive examination

Successful completion of comprehensive examinations designed with the candidate and approved by the Committee in accordance with *Certificación 09-09*.

3) Graduation requirements for Ph.D. with an M.A. in ESCH

Candidates for a Ph.D. with an M.A. in ESCH ("M.A./Ph.D. track") will complete 12 additional credits of coursework after the completion of the M.A., qualifying examinations and the doctoral thesis (at least 12 credits). The Graduate Committee will furthermore require a minimum of one year of teaching experience of Ph.D. candidates as well as one accepted and one submitted publication in a peer-reviewed journal.

M.A.:

A. Curriculum

Cultural Studies I & II (core)	6 crs
Humanistic Studies I & II (core)	6 crs.
Research Methods (core)	3 crs.
Electives (at least 6 credits in other areas)	21 crs.

B. Comprehensive Examinations

Successful completion of comprehensive examinations designed with the candidate and approved by the Committee in accordance with *Certificación 09-*

09. Evaluation criteria for the comprehensive evaluation will be rigorously consistent with entry requirements for the Ph.D. program.

Ph.D.:

A. Curriculum

Electives	12 crs.
Doctoral dissertation	12-18 crs.
Total (M.A. and Ph.D.).....	at least 60 crs.

B. Qualifying Examinations

Successful completion of qualifying examinations designed with the candidate and approved by the Committee in accordance with *Certificación 09-09*.

C. Dissertation

Proposal, completion and successful defense of a doctoral dissertation on a theme selected by the student and approved by the Dissertation Committee.

4) Ph.D. entering with an M.A. from a program other than the ESCH M.A. Program.

Candidates entering the Ph.D. program with an M.A. from a program other than the ESCH M.A. Program will complete 36 credits of coursework (15 core credits and 21 elective credits), qualifying examinations and a doctoral thesis (at least 12 credits). Transfer credits may be applicable. The Graduate Committee will furthermore require a minimum of one year of teaching experience of Ph.D. candidates as well as one accepted and one submitted publication in a peer-reviewed journal.

A. Curriculum

Cultural Studies I & II (core)	6 crs.
Humanistic Studies I & II (core)	6 crs.
Research Methods (core)	3 crs.
Electives (at least 6 credits in other areas)	21 crs.
Doctoral dissertation	12-18 crs.
Total.....	at least 48 crs.

B. Qualifying Examinations

Successful completion of qualifying examinations designed with the candidate and approved by the Committee in accordance with *Certificación 09-09*.

C. Dissertation

Proposal, completion and successful defense of a doctoral dissertation on a theme selected by the student and approved by the Dissertation Committee.

Comprehensive examinations for the master's degree will have an oral and written component and may include discussion or essay questions based on appropriately designed reading lists. Evaluation criteria for the evaluation of comprehensive examinations will be elaborated by the Departmental Graduate Committee and will include specific requirements for graduates pursuing the Ph.D. with M.A. in ESCH (thus identifying specific criteria for the students exiting the M.A. program as a terminal degree and those continuing on in the Ph.D. program). Evaluation criteria for the comprehensive evaluation will be rigorously consistent with entry requirements for the Ph.D. program.

The master's program will have a normal duration of three years for full-time students. The doctoral program will have a normal duration of four years for full time students who begin with a bachelor's degree and three years for those students who begin with a master's degree. All students must submit a plan of study to the Office of Graduate Study by their second year in the program. Students enrolled in Thesis must submit their proposal by their third time registering for the course.

According to *Certificación 09-09 ("UPRM Graduate Norms")* the maximum allowed time to complete a master's program is six years. The maximum allowed time to complete a doctoral program, as also stated in UPRM Graduate Norms, is ten years if the student begins with a Bachelor's degree, and eight years if the student begins with a Master's degree.

VIII. Faculty

A. Profile

The Humanities Department currently has the faculty necessary for the commencement of the proposed program. Twenty-one faculty members have expressed the commitment to participate in the teaching, research and mentorship involved in the program's creation. Profile information about the faculty is included in Table 10 below.

Members of the faculty have been actively involved in research and publishing in the fields of cultural and humanistic studies and several are experienced in the teaching of graduate courses at the UPRM, since the Department of Humanities has offered at least one graduate course every semester in the last 10 years as a service to the Departments of Hispanic Studies and English. More detailed information on the outstanding academic and creative activities of the faculty to be involved in the development of the Program in Cultural and Humanistic Studies is included in Appendix 4. Furthermore, faculty members to be involved in the program have obtained a total of at least \$3,420,400 in external funding over the last five years from a variety of sources,

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including the National Endowment for the Humanities, the United States Department of Education, The Fulbright Program, the *Fundación Francisco Carvajal* and the University of Connecticut Humanities Institute. It is anticipated the creation of the program will spur further proposals for outside funding and augment research projects, the inclusion of graduate assistants and the general academic development of the program.

The academic load necessary to offer the necessary quantity of courses to begin the proposed program (projected to be an average of 24.75 credit hours per semester in the first four years) can be absorbed by the faculty to be involved in the program, and the variety of courses to be offered is amply covered by the professors capacitated to teach them, as Table 10 reveals. Undergraduate basic courses taught by professors teaching graduate courses can be covered by graduate assistants or instructors. More information on projected teaching commitments is included in Section XIV (“Budget”) and Appendix 6.

Table 10: Faculty Profiles

NAME/RANK INSTITUTION/PH.D.	FIELDS OF EXPERTISE	STAT.	YEARS UPR	ACAD. LOAD PREPS	GRADUATE COURSES TO BE TAUGHT	EXT. FUNDS
SERENA ANDERLINI-D'ONOFRIO , <i>Professor</i> Ph.D., 1987, University of California, Riverside	Cultural Studies Gender and Sexuality Studies Film and Media Studies	Tenured	15	12/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6022 Gender And Sexuality Theory ESCH 6001 Humanistic Studies I ESCH 6002 Humanistic Studies II	UConn Humanit. Inst.
DANA L. COLLINS , <i>Associate Professor</i> Ph.D., 1998, University of Arizona, Tucson, Arizona	Humanistic Studies Music Theory Education	Tenured	8	6/1	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development	NEH Lockheed Martin US Dept. of Ed.
MARIAM COLÓN , <i>Assistant Professor</i> , Ph.D., 2011, University of Michigan Ann Arbor.	Cultural Studies, Puerto Rican History	Tenure- track	3	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II	---
SARA GAVRELL , <i>Assistant Professor</i> , Ph.D., 2011, University of Wisconsin-Madison.	Bioethics, Clinical & Medical Ethics, Ethical Theory	Tenure- track	1	12/2	ESCH 6022 Gender And Sexuality Theory ESCH 6995 Special Topics ESCH 6996 University Teaching Development	---
LYDIA M. GONZÁLEZ QUEVEDO <i>Professor</i> , Ph.D. 1996, University of Texas at Austin	Humanistic Studies Puerto Rican Studies	Tenured	16	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development	---
JEFFREY HERLIHY , <i>Assistant Professor</i> Ph.D. 2008, Universitat Pompeu Labra	Literary Studies Migration Studies Transnational Literatures	Tenure- track	3	12/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6009 Research Methods ESCH 6024 Critical Race Theory	Fulbright NEH
MICHAEL HUFFMASTER , <i>Assistant Professor</i> Ph.D. 2010, University of California, Berkeley	Nineteenth- and Twentieth Cent. German Literature and Culture, Applied Linguistics	Tenure- track	1		ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development ESCH 6995 Special Topics	---

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HÉCTOR JOSÉ HUYKE , <i>Professor</i> Ph.D., 1987, Columbia University	Philosophy Technology and Society Education	Tenured	25	12/2	ESCH 6009 Research Methods ESCH 6995 Special Topics	NEH
RAFAEL JACKSON , <i>Associate Professor</i> Ph.D., 1998, Universidad Autónoma de Madrid	Art Theory Iconography Architecture and Urbanism Editing and Publishing	Tenured	6	6/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6028 Art And Power ESCH 6040 Composition, Editing and Publishing	---
ANA KOTHE , <i>Professor</i> Ph.D., 1996, University of Maryland, College Park	Comparative Literature Early Modern Studies Gender Studies	Tenured	14	12/2	ESCH 6022 Gender And Sexuality Theory ESCH 6026 Popular Culture And Mass Media	---
MATTHEW LANDERS , <i>Assistant Professor</i> Ph.D., 2009, Louisiana State University	Literary Studies Atlantic Studies Enlightenment Studies	Tenure-track	3	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development	Noel Found.
NOEMÍ MALDONADO-CARDENALES , <i>Assistant Professor</i> Ph.D., 2008, State University of New York at Buffalo	Humanistic Studies Drama Studies	Tenure-track	4	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development	---
LESTER MCGRATH-ANDINO , <i>Assistant Professor</i> Th.D., 1995, Boston University	Humanistic Studies Comparative Religion	Tenured	7	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development	---
ROSA FERNANDA MARTÍNEZ-CRUZADO , <i>Professor</i> Ph.D., 1982, University of J.W. Goethe, Frankfurt	Humanistic Studies Philosophy Logic	Tenured	26	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6996 University Teaching Development	---
ROBERTA ORLANDINI , <i>Professor</i> Ph.D., 1988, Drew University	Comparative Literature Language Education Translation Studies	Tenured	24	12/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6009 Research Methods ESCH 6042 Multilingual Research	---
STEPHANE PILLET , <i>Associate Professor</i> Ph.D. 2001, University of Illinois, Urbana Champaign	Popular Media Studies French Literature Language Education	Tenured	10	12/2	ESCH 6026 Popular Culture And Mass Media ESCH 6996 University Teaching Development	---
CHRISTOPHER POWERS , <i>Associate Professor</i> Ph.D. 2003, Johns Hopkins University, Baltimore, Maryland	Comparative Literature Cultural Studies Atlantic Studies	Tenured	9	6/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6009 Research Methods ESCH 6024 Critical Race Theory ESCH 6042 Multilingual Research	NEH
LISSETTE ROLÓN-COLLAZO , <i>Professor</i> Ph.D., 1997, University of Iowa.	Comparative Literature Cultural Studies Gender and Sexuality Studies Film and Media Studies	Tenured	13	6/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6022 Gender And Sexuality Theory ESCH 6042 Multilingual Research ESCH 6040 Composition, Editing and Publishing	Fundación Francisco Carvajal, Fund. BPPR, College Access Challenge Grant Program

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JUAN J. SÁNCHEZ, <i>Professor</i> Ph.D., 1989, Universidad de Murcia	Humanistic Studies Philosophy History of Philosophy	Tenured	17	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II	---
FRANCES J. SANTIAGO-TORRES, <i>Professor</i> Ph.D., 1998, The City University of New York-Graduate Center	Cultural Studies Comparative Literature French Literature	Tenured	16	12/2	ESCH 6001 Cultural Studies I ESCH 6002 Cultural Studies II ESCH 6024 Critical Race Theory ESCH 6042 Multilingual Research ESCH 6996 University Teaching Development	---
JERRY TORRES, <i>Assistant Professor</i> Ph.D. 1998, Universidad de Puerto Rico	Humanistic Studies Architecture	Tenure- track	3	12/2	ESCH 6111 Humanistic Studies I ESCH 6112 Humanistic Studies II ESCH 6028 Art And Power ESCH 6996 University Teaching Development	---

B. Faculty Development

The faculty initially committed to the program, all nineteen of whom hold Ph.D.'s in areas of Cultural and Humanistic studies, already possesses the expertise to successfully teach the content of the curriculum: however, the creation of the program will be an opportunity for the ongoing professional development of the faculty and professional training for its graduate students. The Humanities Department already sponsors and participates in academic and cultural activities that promote cultural and humanistic Studies generally, contributing to the intellectual climate in which the Program can thrive and in which the faculty can fruitfully pursue projects relevant to research, teaching and cultural production. Examples of the Department's activities in professional, academic and creative areas in recent years include the organization of the large international conferences "Repeating or Recycling Islands: First Symposium of Critical Practices in Caribbean Cultural Studies" and "Rethinking the Mangrove: Second Symposium of Critical Practices in Caribbean Cultural Studies," as well as numerous island-based conferences related to gender and queer studies "El Coloquio Del Otro L'ao" and "El Coloquio Nacional de Mujeres." Faculty members are and have been members of such international professional organizations as the MLA and the Puerto Rican Studies Association, the American Association for Eighteenth Century Studies and the CRTF, Université de Cergy-Pontoise, regularly presenting at their international congresses. Faculty members are recipients of grants from such entities as the National Endowment of the Humanities, the US Department of Education, and the Fundación Carvajal. The faculty development program will further extend these activities and supplement them with other graduate level activities to further strengthen faculty teaching and investigation. Furthermore, the faculty will take advantage of the resources provided by the UPRM's professional development office, the CEP, and the office for the promotion of research, the CID.

IX. Program Administration

The program will be part of the Department of Humanities and will be administered, at the departmental level, by the Chair of the Department with the support of the Departmental Graduate Committee, and, at the university level, by the Office of Graduate Studies. The Departmental Graduate Committee will be constituted according to the rules for graduate studies implemented through the Office of Graduate Studies, will consist of at least three members and be presided by the Chair or the Coordinator or a professor appointed by these. The other members will be elected by the Department and be tenure-track or tenured professors with experience in teaching graduate courses and/or research. The Office of Graduate Studies receives the admission applications, sends the applications that fulfill the admission requirements to the corresponding academic department, and notifies applicants about the final decision. This office is also responsible for certifying whether the candidate has approved the required courses, has an approved thesis proposal, has completed a thesis with the appropriate format, and mails the thesis to University Microfilms International (UMI). All other administrative responsibilities will be assumed by the Department, which will include the collaboration between the Chair, the Coordinator for Graduate Studies, the Departmental Graduate Studies Committee and the Student Graduate Committee, as stipulated in *Certificación 09-09*.

X. Information Resources

Information resource needs for the Program are largely covered by the physical collection of the General Library of the UPRM and by its databases of journal subscriptions, which includes such widely used databases in cultural and humanistic Studies as: JSTOR, ProQuest: Academic Research Lib., Gale: Literature Resource Center, Wilson Web: Humanities Full Text, Wilson Web: Essay and General Literature, EBSCO Host E-Journals, Gale: MLA International Biblio., Gale: Literature Resources, HAPI Online and HLAS Online. Additionally, the Humanities Department possesses its own collection of classic bibliographical resources. Additional resources pertinent to the program are available for use by program faculty members in the Department of English of the UPRM, which has recently established in its departmental collection subscriptions to the following individual journals of importance in the area of cultural and humanistic Studies: a/b: Auto/Biography Studies, African American Review, American Studies Q, Atlantic Studies, AWP, Biography Quarterly, Callaloo, Feminist Review, College English, Early Am Lit, Eighteenth C. Studies, Feminist Studies, Humanities EBook, Journal of Caribbean Literatures, Journal of Gender Studies, Life Writing, Oral History Review, PMLA & MLA Membership, Postcolonial Studies, World Englishes, PCA/ACA, Journal of Visual Culture, Journal of Medieval and Early Modern Studies, Slavery and Abolition, Poets & Writers Magazine. The cost of additional resources not included in the previously mentioned collections is reflected in the budget (see below).

XI. Teaching, Research and Service Resources

The department has the facilities necessary to accommodate the teaching, resource and service needs of the program, which does not require any special laboratory or teaching equipment beyond what the department already possesses. Office space and computer equipment are available for a few graduate teaching assistants for at least the first five years of the program as projected.

XII. Student Services

The Mayagüez Campus of the University of Puerto Rico offers varied student services, including opportunities to obtain teaching, research or service assistantships. Master's students can receive up to two years of assistantships, which may be extended for two further years (but only one of which may be institutionally funded). Doctoral students who enter the program with a bachelor's degree will be allowed to receive a maximum of five years of graduate assistantships, while those entering the Doctoral program with a master's degree can receive graduate assistantships for three years. However, these limits may be extended for two years for doctoral students entering with a bachelor's or three years if entering with a master's degree (but only one of which may be institutionally funded). As of the year 2011-2012, stipends for doctoral students range from \$1,000 for students entering with a bachelor's degree to \$1,152 for those entering with a master's degree. Graduate assistants will work under the supervision of at least one faculty member. All doctoral students will receive teaching assistantships when fulfilling their teaching requirement. Students receiving teaching assistantships from institutional funds have their registration fee waived; other fees and medical plan costs are not waived.

In addition to the above, master's and doctoral students can also apply for scholarships. The Graduate Students Office maintains a list of various programs that provide different scholarships. The Mayaguez campus also offers various services including emergency and other medical assistance at the on-campus Medical Services Center, extensive assistance on degree-related issues by the Office of Graduate Studies, an Office for Services to Students with Disabilities, a Sports Department offering sport and fitness services and facilities, and a Placement Office that helps students seek employment after graduation.

Full information about financial aid for graduate students and other services is available on the Office of Graduate Studies website.

XIII. Student Catalog and Outreach

The full description of the proposed program for the Graduate Student Catalog is included in Appendix 5, which includes the description of the program, requirements for admission and

graduation, the description of the courses as well as the list of faculty and their research interests. As soon as the program is approved a brochure with the corresponding information will be prepared and widely disseminated. Promotional literature and posters will be prepared for distribution in Puerto Rico and internationally, making widespread use of available online means for distribution and promotion of the program. Publicity will be especially directed to the populations of likely interested students, who will be graduates of undergraduate programs in the UPR system and other institutions of higher learning as well as school teachers interested in professional development. A webpage linked to the Department's website will be created with extensive information related to the program, and promotional materials will be amply spread through social media on the internet such as Facebook, Twitter and Tumblr, where extensive networks of graduates from the Department's existing undergraduate programs maintain contact and will likely facilitate publicity for the program.

XIV. Budget

The budgetary needs to begin offering this program are minimal. The Department already has the faculty necessary to teach the required graduate courses to commence the program as projected and the status of the undergraduate programs in the Department will remain unaltered. The creation of a graduate program whose content is aligned with the most advanced research areas of the faculty will be an exceptional, professional opportunity for the energetic, continued search for external funding. In recent years faculty have obtained competitive and prestigious grants from such funding entities as the National Endowment for the Humanities and the Fulbright Foundation. The overwhelming majority of faculty who have committed themselves to participating in the Program currently have teaching release-times ranging from three to twelve credits per semester, therefore we foresee that the current status of teaching and research loads will not be impacted. Graduate assistantships will further align with current research and teaching projects as well as create possibilities for new projects. The Dean of Arts and Sciences has committed to the funding of a number of graduate assistantships per semester, allowing for student-related research and teaching activities that will enrich the program and potentiate further funding, as is reflected in the table below. Inevitably, the establishment of the graduate program will stimulate the submission of many new proposals for external funds that can also add to assistantships. Table 11 below presents the total five-year budget.

Table 11. Total five-year budget

Year	1	2	3	4	5	TOTAL
Library, didactic and software materials	\$10,000	\$10,350	\$10,725	\$11,125	\$11,550	\$53,750
Graduate assistantships ¹⁶	\$33,511	\$33,511	\$33,511	\$33,511	\$33,511	\$167,555
Total	\$ 43,511	\$43,861	\$44,236	\$44,636	\$45,061	\$221,305

¹⁶ Based on cost per credits (\$677) for graduate assistantship stipends with Bachelor's degree at 24.75 credits per semester (cf. Appendix 6).

XV. Assessment Plan and Program Evaluation

The Graduate Program in Cultural and Humanistic Studies will be assessed frequently. The Director of the Department of Humanities, the Graduate Committee and the faculty participants in the program will operationalize a plan of best practices for the measurement and continual improvement of program success. While individual assessment cycles can be carried out on an individual or collective basis aimed at specific areas of teaching and learning, the program as a whole will be assessed according to the following criteria:

1. Number of students entering program
2. Number of students retained
3. Number of publications and projects by students and faculty associated with the Program
4. Post-graduation placement of students
5. Quantity of generated and successful funding proposals

The assessment process will be based on the standards and guidelines established by the Middle States Association Council for Higher Education (www.msache.org). The assessed factors will rely on the tools and methods as described in the following table. A database of graduates from the program will be maintained.

Table 12. Program assessment criteria, tools and methods

Objective	Variables to Measure	Measurement Tool	Assessment Cycle
Generate demand	Number of entering students	Maintain a registry of quantity of entering students	Annual
Student Retention	Graduate 75% of master's students entering program within first two years	Calculate proportion of entering and graduating students	Annual
Promote research	Promote publication, projects and other research	Calculate tables of publications and projects	Biannual
Rapid post-graduation placement	80% of graduates enter advanced studies or public or private sector jobs	Complete a follow up study with graduates	Annual
Increase external funding	Quantity of proposals	Compare proposals generated and approved	Annual

XVI. Development Plan

The objectives of the M.A. degree program in the first 5-10 years are to:

- Provide cultural and humanistic Studies as an option for master's-level study in Puerto Rico.
- Establish the UPRM as an option for advanced study in the humanities in Puerto Rico, the Caribbean and the Americas.
- Make the broad variety of expertise and talent in the Humanities Department available for graduate-level studies.
- Prepare well-rounded professionals in fields related to humanistic and cultural studies.
- Contribute to the production and dissemination of knowledge through original research and publication of its results.
- Provide opportunity for the support of the research of the professors
- Provide professional development for qualified personnel for teaching in areas related to cultural and humanistic studies both at the secondary and college levels of instruction.
- Establish recruitment programs for the M.A. program in Puerto Rico, the Caribbean and the Americas.
- Recruit 25 students to the M.A. program in the first 5 years.
- Graduate 20 M.A. students in the first 10 years.
- Establish a system of teaching assistantships for graduate students to be instructors of basic courses in the programs offered by the Humanities Department.
- Promote the involvement of departmental and related faculty in participating in the teaching, professional improvement, cultural and other activities related to the Program.

The objectives of the Ph.D. degree program in the first 5-10 years are to:

- Provide cultural and humanistic Studies as an option for doctoral-level study in Puerto Rico.
- Establish the UPRM as an option for advanced study in the humanities in Puerto Rico, the Caribbean and the Americas.
- Make the broad variety of expertise and talent in the Humanities Department available for graduate-level studies.
- Prepare well-rounded professionals in fields related to humanistic and cultural studies.
- Contribute to the production and dissemination of knowledge through original research and publication of its results.

- Provide opportunity for the support of the research of the professors
- Provide professional development for qualified personnel for teaching in areas related to cultural and humanistic studies both at the secondary and college levels of instruction.
- Establish recruitment programs for the M.A. program in Puerto Rico, the Caribbean and the Americas.
- Promote the publication of at least 5 peer-reviewed articles by doctoral students in the program in the first 10 years.
- Promote the presentation of yearly conference papers by doctoral students in the Program.
- Train qualified professors for post-secondary education.

Table 13. Development plan assessment

Objective	Activity	Frequency	Resources	Outcome
Recruitment of students	Promotional literature, mailings and posters Publicity through websites and social media	Every semester	Humanities faculty and staff	Continuous increase in the number of students applying to and admitted to the program each year during the first 5 years of the program
Completion of Master's degree	a. Graduate committee b. Yearly report c. Oral and written exam d. Dissertation defense	Fourth and Fifth year	UPRM, Faculty	80% of the students entering with a M.A. will graduate in 2 years
Completion of Doctoral degree	a. Graduate committee b. Yearly report c. Oral and written exam d. Dissertation defense	Fourth and Fifth year	UPRM, Faculty	80% of the students entering with a M.A. will graduate in 4 years while 80% of those with a B.A. will graduate in 5 years
Publications	Submit publications to peer reviewed journals	5th year	Faculty	Double the number of peer-reviewed publications per faculty member from the 5-year average rate prior to the approval of the program

External funds	Seminars on how to write grant proposal and develop research collaborations	Annually	UPRM	Increment in the amount of external funds received and collaborative research projects
Post-graduation placement	Survey questionnaire of graduates	One year after graduating	Student	All graduating students placed in advanced studies or placed with a public or private sector job

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XVIII. Appendices

Appendix 1. Results of Student Surveys

Appendix 2. Viability Study

Appendix 3. Program Course Proposals Summary

Appendix 4. Faculty Resumes Summary

Appendix 5. Draft Graduate Catalog Description

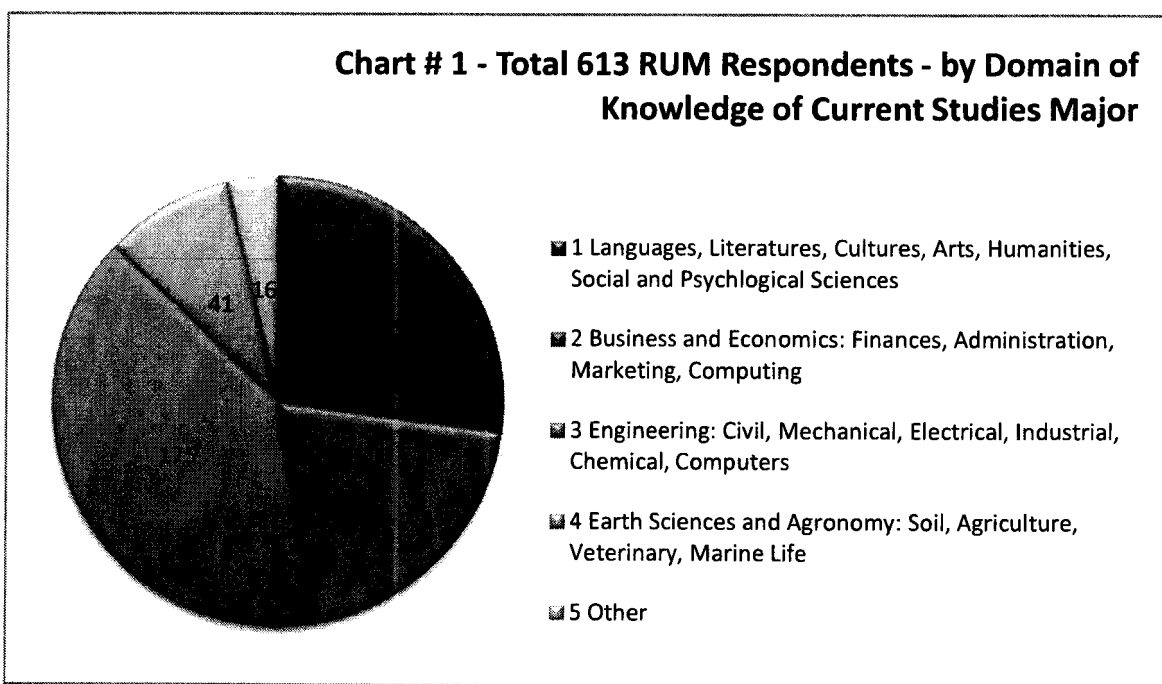
Appendix 6. Teaching and Administration Commitments

Appendix 1. Results of Student Surveys

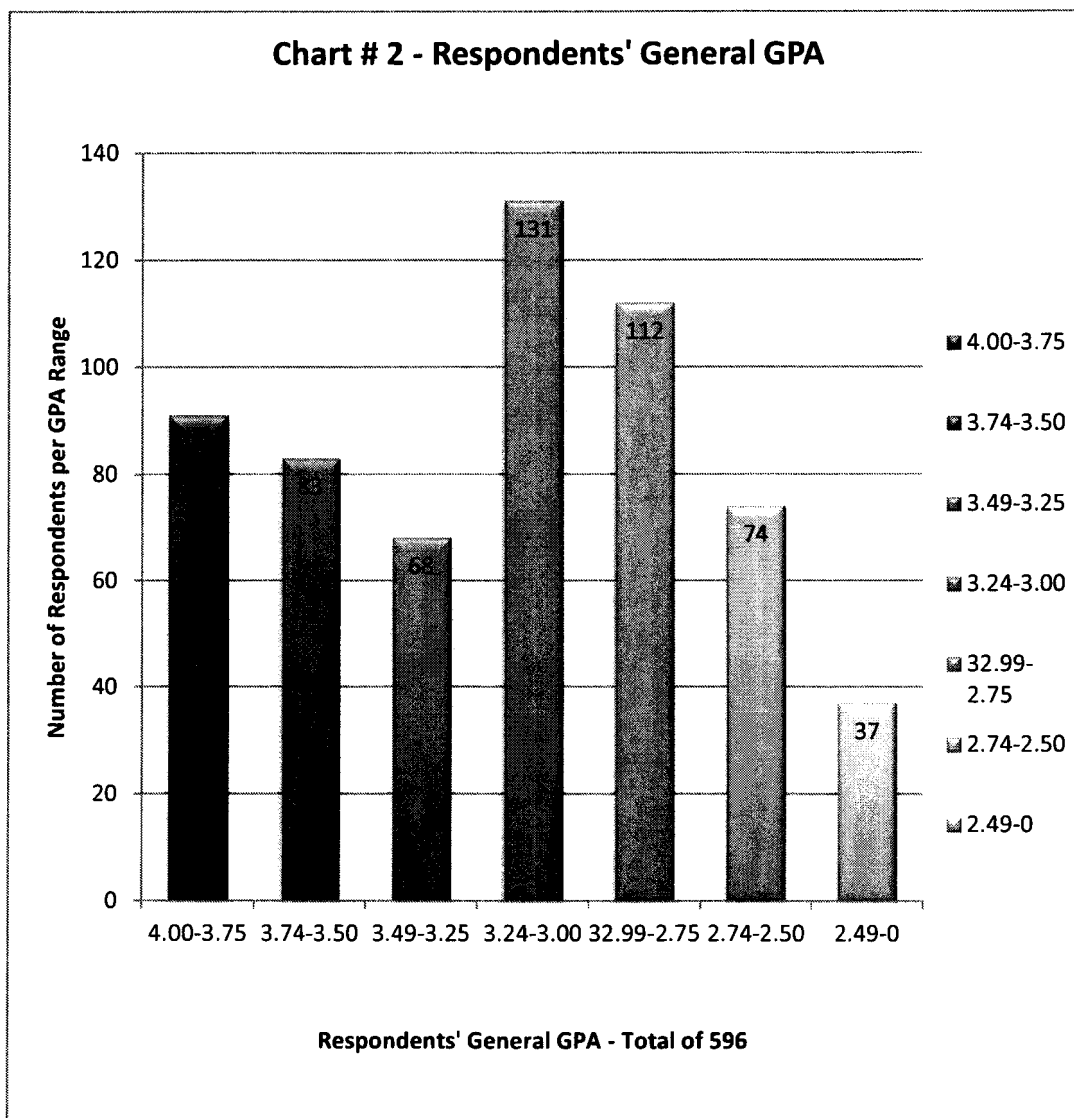
Evaluation of Educational Needs

To achieve a general measure of the extent to which the proposed graduate programs fill a gap among the college-educated population of the region, the Department of Humanities conducted a campus-wide inquiry, locally known as *Encuesta*, which included 19 general, motivational, and assessment questions. The *Encuesta* was conducted online and was open to respondents' volunteer participation during all of the academic year of 2006-07. It yielded results from a total of 613 respondents, which, at about 5% of the entire campus student populations of about 13,000, can be considered a random sample, with the possible plus of an above-average computer savvy participant selection. Respondents came from all domains of knowledge taught at the university, including traditional humanities fields (27%), business (20%), engineering (40%), earth sciences (9%), and other (4%). This reflects an interest across the board for the proposed programs, including the domain of engineering, for which the school is known to attract the island's most excellent talent.

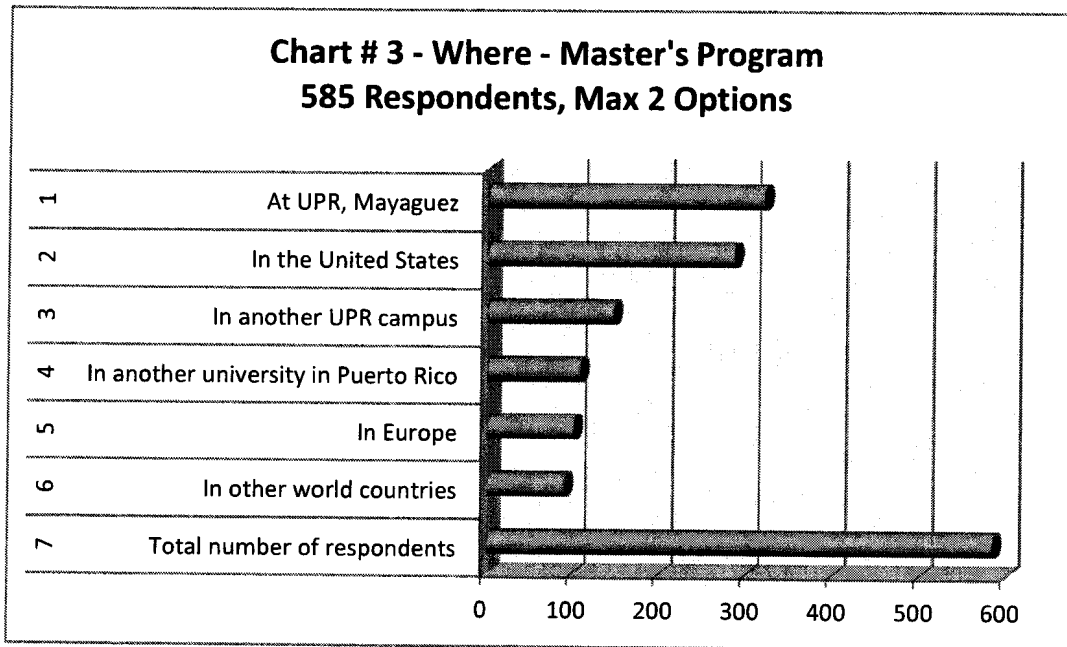
Chart # 1 - Total 613 RUM Respondents - by Domain of Knowledge of Current Studies Major



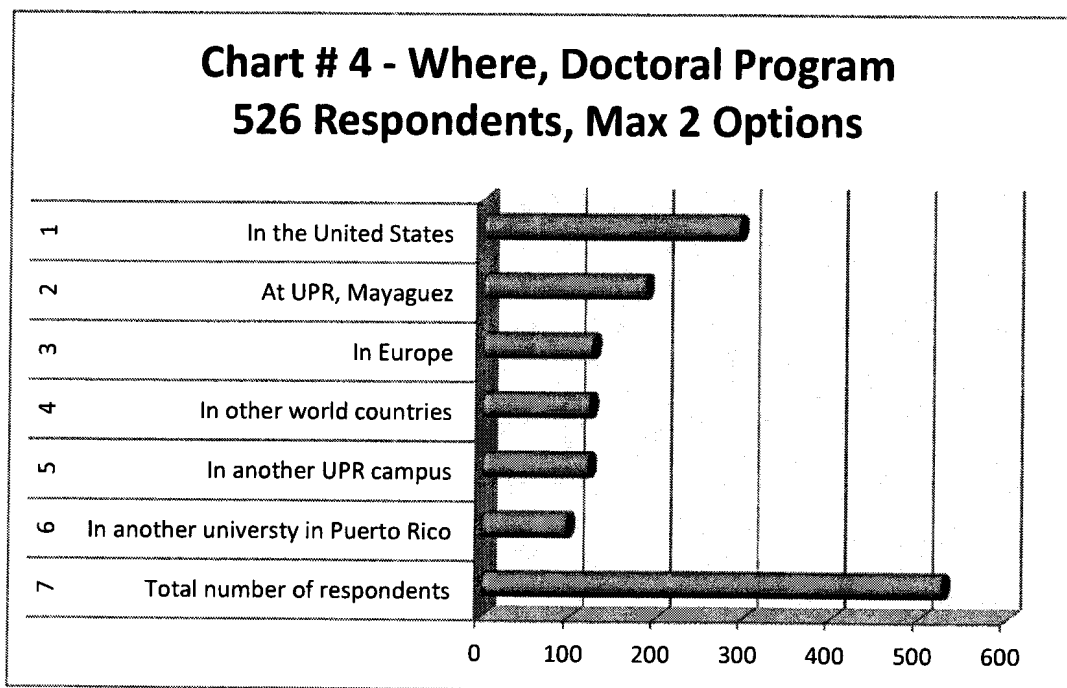
In consideration of the general principle that admission to graduate programs is reserved for students who have excelled in their undergraduate work, the respondents' sample was also monitored for academic performance. As a group, *Encuesta* respondents clearly performed above average, with 25% declaring GPAs of 3.50% and above, and 47% of 3.00% and above. The total number of respondents for this question was 596.



Historically, in the region, holders of Ph.D.s and M.A.s in most humanities fields have done their graduate work elsewhere, typically in the United States and often in Europe. In some cases, higher degrees have been earned at the other main campus of the University of Puerto Rico, UPR Rio Piedras, in the island's metropolitan area. In view of this history, two of the *Encuesta* questions measured the extent to which today's college educated population in Western Puerto Rico is seriously interested in pursuing graduate degrees in locally-based programs. In these two geographical assessment questions, respondents were given six options, of which a maximum of two could be chosen. The first question tested preferences for a Master's Program, and had a total of 585 respondents. The results indicate that, at least at the M.A. level, UPR Mayaguez clearly is the preferred option, with 321 respondents making it their first or second choice. UPR Mayaguez also distinguishes itself as the campus of choice among any other university campus in Puerto Rico.



The second question tested geographical preferences for a Doctoral program, and had a total of 526 respondents. At this level UPR Mayaguez ranked second with a total of 185 preferences. The most obvious choice is a location in the United States (with a total of 293 preferences), whereas UPRM is immediately followed by the choice of a European location, with 125 total preferences. Next in rank, and slightly above other UPR campuses, is the choice “other world countries.” It is interesting to note that at the Doctoral level, any other university campus in Puerto Rico is ranked below worldwide locations that are neither Europe nor the US.



This assessment takes into account the intelligence gathered from the most qualified college-educated population in Western Puerto Rico. Therefore, it can be considered of general value to the proposal at hand. From this research it is evident that the proposed programs fill a gaping void with respect to the regional needs for graduate education in the humanities and its related fields. The RUM-based assessment alone warrants the viability and high chances for success of the proposed programs. Additional populations that the proposed programs intend to serve count a vast majority of the public-school teachers in Western Puerto Rico, as well as perspective university professors and scholars in any field related to the humanities across the Caribbean and Latin America.

Appendix 2. Viability Study

INFORME DEL COMITÉ DE MAESTRÍA

11 de octubre de 2005

1

UNIVERSIDAD DE PUERTO RICO EN MAYAGÜEZ
DEPARTAMENTO DE HUMANIDADES
COMITÉ PARA LA VIABILIZACIÓN DE UNA MAESTRÍA

*Informe presentado al Departamento para el
Conversatorio del 11 de octubre de 2005¹*

Introducción

Voy a hacer un recuento de los trabajos del Comité de Maestría, instituido como Comité para Estudiar la Viabilidad de una Maestría a finales del año académico 2003-2004. Anteriormente había existido otro comité, del cual no forme parte y que formuló una propuesta para un programa de maestría en Estudios Culturales. Mi historia comienza con el Comité nombrado en 2003, del cual soy el único sobreviviente. Quizá por razones de ancianidad en el Comité, se me ha asignado la tarea de contar la historia. En la actualidad los miembros de ese Comité somos Serena Anderlini, Laura Bravo y este servidor.

I. Las tareas realizadas en el curso 2004-2005

En agosto de 2004 el Comité inició sus labores. Lo integraban S. Anderlini, R. Martínez Cruzado, L. Bacó, J. J. Sánchez y J. J. Ferrer. El Comité realizó tres tareas durante el año 2004-2005 una triple tarea:

1. En cuanto a los aspectos administrativos de la futura maestría

Reunirse con los directores o antiguos directores de los programas graduados que tenemos en la Facultad de Artes y Ciencias, para aprender de sus experiencias en nuestro sistema. Nos reunimos con los doctores Aida Carrero, antigua Directora del Programa de Estudios Hispánicos; Jose Irizarry, Director del Departamento de Inglés y Pedro Vázquez, Director del Departamento de Matemáticas. Además consultamos con el Dr. Rodolfo Romañach, Director del Programa Doctoral del Departamento de Química. El Dr. Romañach nos entregó un Informe escrito que recogía los trámites realizados para obtener la aprobación del doctorado y con útiles consejos acerca del modo de proceder para lograr nuestro objetivo de crear un programa graduado en nuestro Departamento.

2. En cuanto a la posible clientela para el Programa

Nos reunimos con la Dra. Evelyn Rosas, Supervisora de Español de la Región Educativa de Mayagüez. La Dra. Rosas vino en representación oficial del Departamento de Educación a nivel regional que, según ella nos informó, no tenía director en propiedad en aquel momento. Fue una reunión muy informativa y estimulante. Directamente relacionado a la misión del Comité de Estudio de Viabilidad de Maestría, informó:

- a) El Programa de Título II. (*Teacher and Principal Training and Recruiting Fund*) autoriza los fondos para que el personal del Departamento (maestros, supervisores, etc.) pueda mejorar su preparación académica. Este programa paga todos los gastos de matrícula del empleado, hasta un máximo de 24 créditos anuales. Incluso se le ajusta al funcionario su horario laboral.
- b) Algunas de las áreas propias de nuestro Departamento en las que hay necesidad de oferta para la formación de los maestros son las siguientes: bellas artes (práctica y apreciación, teatro arte y música), historia general, filosofía (en particular, ética), literatura y pensamiento crítico. Se espeta que se introduzca el componente de ética en la docencia en el sistema público. Pero los maestros no se encuentran preparados. Esta es una de las áreas en las que hay mucha necesidad.
- c) Tienen muchísimas solicitudes y se aprueban todas las solicitudes de los maestros para atender clases en el área en que ejercen. Como a los empleados se les hace difícil ir a San

¹ Este informe ha sido preparado por Jorge Ferrer con la asistencia de Serena Anderlini.

Juan para tomar las clases, van a la UIA en San German, a la Metro (en Moca), y antes a Phoenix. Le estan pagando hasta el doctorado. El proceso de solicitudes bien fácil para el maestro. Solo en Mayagüez y en español hay 378 maestros. Las universidades privadas estan atendiendo esta demanda, no siempre -pensamos- con el mismo nivel academico que nuestro claustro podría brindar.

- d) Los maestros entran en "carrera magisterial", se llena una solicitud, se hace un plan de estudios, una vez lo termina, el Departamento de Educación le da un aumento de \$200.00 por cada plan de estudios, de modo que a los maestros les conviene mejorarse academicamente.

Se quedó en el tintero la realización de una encuesta a los alumnos de nuestros programas de bachillerato. Originalmente se habia planificado su realización para abril o mayo de 2005, antes de concluyese el año lectivo. Debido a los multiples compromisos de los miembros del Comité no fue posible reunirse y realizar la encuesta durante los meses finales del curso 2004-2005. A comienzos del presente semestre, el Comité revisó y reelaboró la encuesta. Tenemos un borrador que no hemos repartido todavía, fundamentalmente por dos razones: 1) La demora en el trabajo de revisión del instrumento. 2) Mas recientemente, los cambios en la constitución del Comité. Hemos perdido, desde que empezó el año, dos miembros. Estamos esperando el nombramiento de nuevos miembros para reorganizar el trabajo tomando en cuenta sus aportaciones.

3. En cuanto al diseño y estructura curricular del Programa

El Comité hizo una búsqueda a través de Internet sobre todo de programas en Estudios Culturales y en Estudios Liberales.

a) Los estudios culturales

Los estudios culturales se consideran tanto un método como una disciplina. Su objetivo es el estudio de la cultura, en su sentido sociológico y antropológico mas amplio. Se estudian los productos de la cultura en cuanto constituyen el resultado y la expresión los factores sociales y politicos que entran en juego en la sociedad que produce dicha cultura, como pueden serlo, por ejemplo, la clase social, el género, la orientación sexual, el origen racial, etc. Algunos de los temas de estudio que podrían incluirse en un Programa de Estudios Culturales serian:

- Cultura Popular (en el sentido norteamericano)
- Cultura de los Medios
- Cultura Postmoderna
- Discurso Postcolonial
- Feminismo y Teoría del Género
- Teoría de Clase y Raza (marxista y postcolonial)
- Cine
- Estudios Transnacionales
- Retórica, Ideología y Teoría
- Cultura de la Ciencia
- Ciencia, Cultura y Tecnología
- Religión y Espiritualidad (desde el punto de vista cultural)
- El Cuerpo (como construcción social)
- Etnografía
- Estudios de Género

No existe en el Caribe ningún Programa de Estudios Culturales. Tendríamos, pues, la primicia y podríamos, si articulamos un buen programa, atraer estudiantes de otros países de la Region.

b) Los estudios liberales

Los programas de Estudios Liberales han florecido en Estados Unidos, donde los ofrecen mas de 100 universidades, algunos de ellas de notable prestigio (Georgetown, Dartmouth, Southern Methodist,

Columbia , etc.). Estos programas se dirigen a un público no tradicional, generalmente a profesionales que trabajan y que desean ampliar sus horizontes culturales, integrando las humanidades y las ciencias sociales en sus carreras . Los programas de Estudios Liberales son, por lo general, muy flexibles. Ponen énfasis en la dimensión interdisciplinaria (diálogo de las humanidades con las ciencias naturales y las sociales) y, típicamente, tienen varias posibles líneas de concentración o especialización. Se planteó en el Comité que un Programa de Estudios Liberales tendría las ventajas de: a) Atraer un público no tradicional, que incluiría pero no se limitaría a los maestros del sistema público. Este atractivo se podría incrementar si se incorpora la educación en línea, al menos en el modo semipresencial. b) Permitiría que se incorporasen los diversos campos que de estudio que tenemos en el Departamento en un Programa único, con una única estructura administrativa. Por ejemplo, el programa podría tener un área de concentración en bellas artes y otra en ética profesional o en literatura comparada, por mencionar tres de las áreas de estudio de nuestro Departamento .

A modo de conclusión

Es importante notar que los miembros del Comité no tenemos agenda en cuanto al Programa que se elija e implemente. Estamos abiertos a las sugerencias e intereses del Departamento. Queremos un Programa que sea viable, que fortalezca al Departamento y que sea un servicio para Puerto Rico y ojalá que para toda la región del Caribe.

El Comité opina que una maestría es viable y deseable en el Departamento de Humanidades. Necesitamos ahora el apoyo y la aportación de todo el Departamento, de tal manera que se elabore un Programa que goce del apoyo y que suscite ilusión en todos nosotros, los profesores del Departamento de Humanidades . Por eso estamos presentando hoy ante ustedes el fruto de lo que hemos hecho hasta ahora para recoger su sentir, sus reservas, sus sugerencias, sus ideas.

Proposal for a Graduate Program in Cultural and Humanistic Studies

Appendix 3. Program Course Proposals Summary

COURSE CODE	COURSE TITLE	SPECS	DESCRIPTION	JUSTIFICATION
PROPOSED CORE COURSES				
ESCH 6001	CULTURAL STUDIES I	3:3 Conf.	History, themes, and methodological aspects of cultural studies with an emphasis on its major theoretical tendencies and schools from its precursors to its most recent articulations. Cultural studies in Puerto Rico, the Caribbean and Latin America will be included.	"Cultural Studies I" is an introductory survey of the field of cultural studies. The course provides new master's level students with the necessary theoretical and methodological bases for advanced learning in the continuation course "Cultural Studies II" and in all other core and elective courses in the program. As "Cultural Studies I" is a first-semester, gateway course to the field and as such it is classified as a six thousand level, three-credit, conference course without prerequisites.
ESCH 6002	CULTURAL STUDIES II	3:3 Conf.	Review of the history, themes, and methodological aspects of cultural studies and their application to various disciplinary frameworks such as media studies, comparative literature, art theory, critical race theory, and gender and sexuality studies. Cultural studies of Puerto Rico, the Caribbean and Latin America will be included.	"Cultural Studies II" is the second part of a two-semester introductory survey of the field of cultural studies. The course provides second-semester master's level students with experience in the application of theories and methodologies of the field within disciplinary contexts historically associated with Cultural Studies. It prepares students for advanced learning in elective courses in the program and for research projects. "Cultural Studies II" is a second-semester continuation of the first-semester survey course and as such it is classified as a six-thousand level, three-credit, conference course with the prerequisite of "Cultural Studies I."
ESCH 6111	HUMANISTIC STUDIES I	3:3 Conf.	Survey of major philosophical, theoretical, aesthetic, literary, historical and scientific works in the humanistic tradition of the liberal arts from classical antiquity to the Renaissance with an emphasis on advanced critical readings of pivotal texts.	"Humanistic Studies I" is the first semester of a two-semester introductory survey of the major works of the humanistic tradition of the liberal arts. The course provides new master's level students with the necessary bases for advanced critical interpretation of classical texts from antiquity to the Renaissance and the greater appreciation of the revisions of the liberal arts tradition in the field of Cultural Studies. It prepares students for advanced learning in the continuation course "Humanistic Studies II" and in all other core and elective courses in the program. "Humanistic Studies I" is a first-semester, gateway course to the field and as such it is classified as a six-thousand level, three-credit, conference course without prerequisites.
ESCH 6112	HUMANISTIC STUDIES II	3:3 Conf.	Survey of major philosophical, theoretical, aesthetic, literary, historical and scientific works in the humanistic tradition of the liberal arts from the Renaissance to the present with an emphasis on advanced critical readings of pivotal texts.	"Humanistic Studies II" is the second semester of a two-semester introductory survey of the major works of the humanistic tradition of the liberal arts. The course provides master's level students with the necessary bases for advanced critical interpretation of modern texts from the Renaissance to the present and the greater appreciation of the revisions of the liberal arts tradition in the field of Cultural Studies. It prepares students for advanced learning in the elective courses in the program and for research projects. "Humanistic Studies II" is a second-semester, continuation course and as such it is classified as a six-thousand level, three-credit, conference course with the prerequisite "Humanistic Studies I".
ESCH 6009	RESEARCH METHODS	3:3 Conf.	Introduction to the methods of research in the fields of Cultural and Humanistic Studies.	"Research Methods" is a skills-based methodology instruction course that provides students with knowledges and capacities related to research in the fields of cultural and humanistic studies. It is a necessary preparation for success in the production of academic products such as the master's thesis. It also prepares students for advanced learning in the elective courses in the program and for other research projects. "Research Methods" is a core course that provides skills useful in the advanced stages of program completion and as such it is classified as a six-thousand level, three-credit, conference course without prerequisites.
ESCH 6999	MA THESIS	0-6:1-3 Thesis	Research in cultural and humanistic studies and the presentation of a thesis representing an original	"Thesis" is intended for students in the master's program who choose the exit option of the supervised

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			contribution to the field.	composition and presentation of a thesis in the field of Cultural and Humanistic Studies. The course is designed for all students at the last stages of master's level study and thus has a codification as a 6999-level required course and can be offered in either semester. Its prerequisites are Cultural Studies I and II (ESCH 6005 and 6007), Humanistic Studies I and II (ESCH 6006 and 6008), and Research Methods (ESCH 6009) [15 core credits].
ESCH 8690	DOCTORAL SEMINAR	1:1 Sem.	Oral and written presentations by doctoral students in Cultural and Humanistic Studies on topics related to their research projects. Topics will be agreed upon by each student and the professor.	"Doctoral Seminar" is intended as an opportunity for students in the doctoral program who will prepare and present an original doctoral dissertation in the field of Cultural and Humanistic Studies to develop presentation skills and collaborative research-sharing for the dissertation. The course is designed for all students at the last stages of doctoral level study and thus has a codification as a 8690-level required course and can be offered in either semester.
ESCH 8999	DOCTORAL DISSERTATION	0-18:3 Dissertation	Development and preparation of a doctoral dissertation, based on a research project in Cultural and Humanistic Studies, which represents an original and relevant contribution to the discipline.	"Research and Doctoral Thesis" is intended for students in the doctoral program who will prepare and present an original doctoral dissertation in the field of Cultural and Humanistic Studies. The course is designed for all students at the last stages of doctoral level study and thus has a codification as a 8999-level required course and can be offered in either semester.
PROPOSED ELECTIVES				
ESCH 6985	SPECIAL TOPICS I	3:3 Conf.	Special topics in Cultural and Humanistic Studies I.	"Special Topics I" is an elective course comprising diverse themes of relevance to the fields of cultural and humanistic studies. Course themes can be tailored to the needs of the program, the professor and the students. The course will provide an option of advanced study drawing from student learning in the core courses. The course is designed for all students at various stages of master's level study and thus has a codification as a 6000-level elective course and can be offered in either semester.
ESCH 6986	SPECIAL TOPICS II	3:3 Conf.	Special topics in Cultural and Humanistic Studies II.	"Special Topics II" is an elective course comprising diverse themes of relevance to the fields of cultural and humanistic studies. Course themes can be tailored to the needs of the program, the professor and the students. The course will provide an option of advanced study drawing from student learning in the core courses. The course is designed for all students at various stages of master's level study and thus has a codification as a 6000-level elective course and can be offered in either semester.
ESCH 6022	GENDER AND SEXUALITY THEORIES	3:3 Conf.	Critical analysis of modern and contemporary theories of gender and sexuality as they relate to cultural phenomena. Interdisciplinary consideration of the historical articulations of gender and sexuality, including perspectives from literary theory, art theory and popular culture studies, with emphasis on the USA, the Caribbean and Latin America.	"Gender and Sexuality Theory" is an elective course in a major area historically associated with the field of Cultural Studies. It will complement skills and knowledge obtained in the first year core courses and provide additional course learning for students who will focus on areas related to gender and sexuality in their advanced research projects. It is classified as a six-thousand-level, three-credit, conference course without prerequisites.
ESCH 6024	CRITICAL RACE THEORY	3:3 Conf.	Contemporary theories of race and their relation to social and cultural phenomena, with interdisciplinary consideration of the history of practices of racial distinction in the United States, the Caribbean and Latin America. Interdisciplinary study of the cultural articulation of race from the perspectives of literary theory, art theory and popular cultural studies.	"Critical Race Theory" is an elective course in a major area historically associated with the field of Cultural Studies. It will complement skills and knowledge obtained in the first year core courses and provide additional course learning for students who will focus on areas related to critical race theory in their advanced research projects. It is classified as a six-thousand-level, three-credit, conference course without prerequisites.
ESCH 6026	POPULAR CULTURE AND MASS MEDIA	3:3 Conf.	Critical and practical investigation of popular culture and mass media. Examination of the conceptual frameworks adopted by cultural studies to understand popular cultures and mass media. Survey of approaches utilized by various disciplines in order to	"Popular Culture and Mass Media" is an elective course in a major area historically associated with the field of Cultural Studies. It will complement skills and knowledge obtained in the first year core courses and provide additional course learning for students who will focus on areas related to media and communications in

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			study and participate in the spheres of popular culture and mass media.	their advanced research projects. It is classified as a six-thousand-level, three-credit, conference course without prerequisites.
ESCH 6028	ART AND POWER	3:3 Conf.	Study of the relationship between art and power throughout history, as influenced by political, economic, religious and mass media institutions. Analysis of the purpose of works of art as well as the design and the signification of the forms and materials of which they are made.	"Art and Power" is an elective course in a major area historically associated with the field of Cultural Studies. It will complement skills and knowledge obtained in the first year core courses and provide additional course learning for students who will focus on areas related to art theory in their advanced research projects. It is classified as a six-thousand-level, three-credit, conference course without prerequisites.
ESCH 6040	COMPOSITION, EDITING AND PUBLISHING	3:3 Conf.	Principles, practices and application of skills used in the composition, editing and publishing of academic texts within the fields of Cultural and Humanistic Studies.	"Composition, Editing and Education" is an elective course that will provide skills and knowledge useful in advanced research, especially the preparation of written academic texts. Additionally, the course will provide a starting point for professional training in an area relevant to Cultural and Humanistic Studies. It will complement skills and knowledge obtained in the first year core courses. It is classified as a six-thousand-level, three-credit, conference course without prerequisites.
ESCH 6042	MULTILINGUAL RESEARCH	3:3 Conf.	Critical theories and practices of translation in research including documentation, intertextuality, and issues arising from translation in colonial and postcolonial contexts. Research in the fields of Cultural and Humanistic Studies using sources retrieved from different languages.	"Multilingual Research" is an elective course that will provide skills and knowledge useful in advanced research, especially the preparation of translated texts. Additionally, the course will provide a starting point for professional training in an area relevant to Cultural and Humanistic Studies. It will complement skills and knowledge obtained in the first year core courses. It is classified as a six-thousand-level, three-credit, conference course without prerequisites.
ESCH 6996	UNIVERSITY TEACHING DEVELOPMENT	1:1 Work shop	Application of instructional theories and strategies to the teaching of Cultural and Humanistic Studies at the university level.	"University Teaching Development" is designed for students serving as teaching assistants. It provides basic skills in the instruction of materials related to Cultural and Humanistic Studies. The course is designed for all students who assist professors or teach sections of a variety of basic courses in the Humanities Department (such as HUMA 3111 and 3112 or language courses) and thus has a codification as a 6000-level elective course and can be offered in either semester.
ESCH 8985	ADVANCED SPECIAL TOPICS I	3:3 Conf.	Advanced special topics in Cultural and Humanistic Studies I.	"Advanced Special Topics I" is an elective course comprising diverse themes of relevance to the fields of cultural and humanistic studies. Course themes can be tailored to the needs of the program, the professor and the students. The course will provide an option of advanced study drawing from student learning in the core courses. The course is designed for all students at various stages of doctor's level study and thus has a codification as an 8000-level elective course and can be offered in either semester.
ESCH 8986	ADVANCED SPECIAL TOPICS II	3:3 Conf.	Advanced special topics in Cultural and Humanistic Studies II.	"Advanced Special Topics II" is an elective course comprising diverse themes of relevance to the fields of cultural and humanistic studies. Course themes can be tailored to the needs of the program, the professor and the students. The course will provide an option of advanced study drawing from student learning in the core courses. The course is designed for all students at various stages of doctor's level study and thus has a codification as a 8000-level elective course and can be offered in either semester.

Appendix 4. Faculty Curricula Vitae Summary

NAME/RANK INSTITUTION/ PH.D.	FIELDS OF EXPERTISE, RESEARCH AND TEACHING INTERESTS	RECENT AND OUTSTANDING PUBLICATIONS, CONFERENCES PRESENTATIONS, RESEARCH PROJECTS AND OTHER ACADEMIC ACTIVITIES
<p>Serena Anderlini D'Onofrio</p> <p>Ph.D. in Comparative Literature, University of California, Riverside 1987</p> <p><i>Dottore in Ricerca in Letterature Comparete</i>, MPI, Rome, Italy, 1989</p>	<p>Humanities, Italian language, literature and Cinema, Gender Studies</p> <p>Focus on nexus between culture, sexuality, and ecology. Narrative ecologies; health and holism; maternal tropes and Gaia theory; utopias, embodiment, and queerness; styles of love and erotic expression; bisexuality; polyamory.</p>	<p>Research Fellow at U Conn's Humanities Institute, on externally-funded sabbatical leave, 2012-13. Grant: \$ 40,000. Project title: <i>Amorous Visions: Fluid Sexual Moments in Italian Cinema</i>.</p> <p>Keynotes: Symposium on Ecosexuality, 2010, 11, 12; BiReCon 2010.</p> <p><i>BiTopia: Selected Proceedings from BiReCon 2010</i>. A collection of multidisciplinary research. Studies on bisexuality and bisexual cultures. <i>Journal of Bisexuality</i>: 11: 2-3. New York: Routledge. Guest Editor. 2011</p> <p><i>Bisexuality and Queer Theory: Intersections, Connections, and Challenges</i>. A volume on what David Halperin calls "a crisis in Sexual definition." Edited with Jonathan Alexander. New York: Routledge. 2010. A Lambda finalist, 2011.</p> <p><i>Gaia and the New Politics of Love</i>. A transdisciplinary study of unconventional styles of love and erotic expression as they interface with current issues in human and global ecologies, and politics. Berkeley, CA: North Atlantic Books. 2009. A Nautilus Winner for Cosmology and New Science, 2010.</p> <p><i>Eros: A Journey of Multiple Loves</i>. A life---writing narrative. New York: Routledge, 2006. A Lambda finalist 2007.</p> <p><i>A Lake for the Heart/Il lago del cuore</i>. A collection of lyrical poems by Luigi Anderlini, bilingual edition. Stony Brook, N.Y.: Gradyva, 2005. Translation and Introduction. Preface by Alberto Asor Rosa. Presented at the Italian Embassy, Washington, DC, on October 25.</p> <p><i>Plural Loves: Designs for Bi and Poly Living</i>. New York: Routledge. Also as <i>The Journal of Bisexuality</i>: 4: 4 (February), 2005. Guest Editor.</p> <p><i>Women and Bisexuality: A Global Perspective</i>. New York: Routledge. Also as <i>The Journal of Bisexuality</i>: 3: 1 (June), 2003. Guest Editor.</p> <p><i>The 'Weak' Subject: On Modernity, Eros and Women's Playwriting</i>. A book-length study of modern drama. New York: Associated University Presses, 1998. 352p.</p> <p>Adriana Cavarero. <i>In Spite of Plato: A Feminist Rereading of Ancient Philosophy</i>. Cambridge, UK: Polity Press, 1995. Translation to English of a book of classical philosophy. In collaboration with Aine O'Healy.</p>
<p>Dana Collins</p> <p>Ph.D. 1988, Music Theory, University of Arizona Tuscon</p>	<p>Writing and Communication in the Humanities, Interdisciplinary Studies, Music Theory and Humanities Course Pedagogy, Writing in the Disciplines, Ethics Across the Curriculum, Ethics and Humanities, Traditional and Shenkerian analyses of</p>	<p>The Convergence of Science, Technology, and the Humanities, National Endowment for the Humanities, (Award No. AC-50516-12). PI: Dana L. Collins. 2012</p> <p>CIVIS: Center for Resources in General Education, Award No. P031S080124, \$3,000,000 US Department of Education. (\$2.5 million-US Dept. of Ed. \$485,000 matching funds-UPR system). Project Director: Dr. Dana L. Collins. 2008</p> <p>"New Perspectives in General Education: Transitioning away from "Soft-Skills"", <i>Advancing Educational Achievement 2011 Title III and Title V Project Director's Meeting</i>. US Department of Education Washington, D.C. April 2011. Presentation Accepted 1 March 2011.</p>

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	Western and Latin American Classical Music, Music within the General Humanities Curriculum, Humanities Curriculum Development, On-line course development	E. O'Neill, D. Collins, J. López Garriga, R. Macchievelli, J. Cruz. <i>Center for Resources in General Education (CIVIS): Towards Student Success in General and STEM Education</i> , Frontiers in Education. 2009 "La música del Barroco", "La música del Siglo XVIII", "La música del Siglo XIX", "La música contemporánea", Chapters in <i>Civilizaciones Occidentales</i> . Plaza Mayor. 2009
Mariam Colón , Ph.D., 2011, University of Michigan Ann Arbor.	Cultural Studies, Puerto Rican History	"Nuevas confederaciones caribeñas: Oleadas migratorias y fronteras intranacionales." Latin American Studies Association XXX International Congress. San Francisco, California. May 23-26, 2012 "New Deals in Culture: National Mythologies and Subaltern Subjects." 9 th Conference of the Puerto Rican Association. Hartford, Connecticut. October 21-23, 2010. "Tecnología audiovisual y educación popular en el Puerto Rico de los años 50." Universidad de Puerto Rico, Mayagüez. April 2, 2009. "Vuelta a la Carta de Derechos Humanos: universalismo y minorías." Universidad de Puerto Rico, Mayagüez. November 25, 2008. "Fábrica de sueños: Apuntes sobre cine documental caribeño." Latin American Studies Association XVII International Congress. Montréal, Canada. September 5-8, 2007. "The Unformatable Real: DIVEDCO's Cultural Productions and the Question of Race." 7 th Conference of the Puerto Rican Studies Association. Ithaca, New York. October 5-8, 2006. "Were They Men of the People?: DIVEDCO's Field Workers and the Democratization of Education." Latin American Studies Association XXVI International Congress. San Juan, Puerto Rico. March 15-17, 2006.
Sara Gavrell Ph.D., 2011, University of Wisconsin-Madison.	Bioethics, Clinical & Medical Ethics, Ethical Theory	"El Peso de la Responsabilidad: Sobre la 'Micro-Ética' y la 'Macro-Ética' en la Enseñanza de Ética en la Ingeniería" in <i>Revista Internacional de Desastres Naturales, Accidentes e Infraestructura Civil</i> , Vol. 11 (2) 2011 "Animals in Research: Enviropigs" (with Robert Streiffer) in <i>Life Science Ethics</i> , 2nd edition, ed. Gary Comstock. Springer Press, 2010 "Beyond Welfare: Animal Integrity, Animal Dignity, and Genetic Engineering" in <i>Ethics and the Environment</i> , Vol. 9 (1) 2004 "Obstetrical Torture: Helping Third Parties through Imposed Cesareans" presented at the 12th Annual Hawaii International Conference on Arts & Humanities, Honolulu, Hawaii, January 2014 Co-presenter at a university-wide presentation of the book: <i>Tras otro progreso: Filosofía de la tecnología desde la periferia</i> by Héctor Huyke (Editora Educación Emergente, 2013), University of Puerto Rico-Mayagüez, April 2013 "La ética de los delfines y los delfinarios" presented, as part of the group Delfines Libres, at the forum <i>Un delfinario en Puerto Rico</i> organized by the Asociación de Biología Marina Costanera, University of Puerto Rico-Humacao, February 2012
Lydia Margarita Gonzalez Quevedo Ph.D. 1996 Comparative Literature, University of Texas, Austin, Texas.	Humanities, Spanish, Latin American and Puertorican Literature.	<i>El verde peregrinar: Visita guiada al Recinto Universitario de Mayagüez de la Universidad de Puerto Rico</i> . University of Puerto Rico Mayagüez. 2007. "El teatro y la creatividad como estrategias pedagógicas" joint presentation with Professor Félix Díaz. Post Encuentro. Nuevas Perspectivas hacia el Bachillerato. Diciembre 5, 1998, UPR, RUM, Mayagüez, Puerto Rico. "El teatro de Myrna Casas: una reflexión". IV Congreso de Creación Femenina: 100 Años de

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<p>Jeffrey Herlihy-Mera Ph.D. 2008 Art, Literature, Thought Universidad Pompeu Fabra, Barcelona, Spain</p>	<p>Migrant Studies, Latin American Studies; Caribbean Studies; Transnational Literatures; Postnational Collectivities; Pan-American Literatures; Postcultural Inquiry; Nuyorican Literature; Cultures of Spain; Catalan Studies</p>	<p>Transculturación” Noviembre 15 – 20, 1998. Universidad Central de Bayamón, Bayamón, Puerto Rico.</p> <p>Monograph: <i>In Paris or Paname: Hemingway’s Expatriate Nationalism</i>. Amsterdam/New York: Rodopi, 2011.</p> <p>Edited Volume with Vamsi K. Koneru: <i>Paris in American Literatures: On Distance as a Literary Resource</i>. Madison: Rowman & Littlefield, 2013.</p> <p>“Academic Imperialism; or, Replacing Nonrepresentative Elites: Democratizing English Faculties at Top US Institutions.” <i>the minnesota review</i>.</p> <p>“‘Mojado Reverso’ or, a Reverse Wetback: On John Grady Cole’s Mexican Ancestry in Cormac McCarthy’s <i>All the Pretty Horses</i>,” <i>Modern Fiction Studies</i>. Forthcoming.</p> <p>“On Teaching ‘Homage to Switzerland’ as an Introduction to Postmodern Literature.” <i>Teaching Hemingway and Modernism</i>. Ed. Joseph Fruscione. Kent: Kent State University Press, 2015.</p> <p>“‘Summer People, Some are Not’: Seasonal Visitors, Cottage-ing, and the Exoticism of Hemingway’s Michigan.” <i>Teaching Hemingway and Nature</i>. Ed. Kevin Maier. Kent: Kent State University Press, 2014.</p> <p>“Open-Source Peer Reviews: A Paradigm Shift in Academic Publishing.” <i>Book Practices & Textual Itineraries: Textual Practices in the Digital Age</i>. Eds. Nathalie Collé-Bak, Monica Latham and David Ten Eyck. PUN-Editions Universitaires de Lorraine, 2014.</p> <p>“Brook Farm, Massachusetts 1841-1847: A Transatlantic Tourist Trap.” <i>Cercles 30: Utopian Cities and the English-Speaking World</i>. Ed. Jaques Carré. Paris: Sorbonne IV, 2013.</p> <p>“Reinterpreting Papa(á) in Cuba: On the Social Implications of Hemingway’s Translingual Nickname.” <i>The Hemingway Review</i> (33.2) Fall 2013.</p> <p>“Technology and the Humanities.” <i>SharpNews: Society for the History of Authorship, Reading & Publishing</i> Vol. 21.5 Fall 2013. 2+</p> <p>(Review) “Becoming Americans in Paris: Transatlantic Politics and Culture Between the World Wars.” <i>Journal of Social History</i>. (47:1) Fall 2013.</p> <p>“Spanish is a Language Tú’: The Intersecting Identities of Jorge/George Santayana.” <i>Art and the Artist</i>. Ed. José Jiménez Luciano. Newcastle: Cambridge Scholars, 2013.</p> <p>“Leaving Barcelona.” <i>Verdad: Journal of Literature and the Arts</i> (31.1) Fall 2012.</p> <p>“Ernest Hemingway in Spain: ‘He Was a Sort of Joke, in Fact.’” <i>The Hemingway Review</i> (32.2) Spring 2012. 84-100.</p> <p>“Revisioning Migration: Stratifications of Irish Boston in <i>Good Will Hunting</i>.” <i>ALIF: Journal of Comparative Poetics</i> (32) 2012. 1-22.</p> <p>“When Hemingway Hated Paris: Divorce Proceedings, Suicidal Tendencies, and the First Draft of <i>The Sun Also Rises</i>.” <i>Studies in the Novel</i> (44.1) Spring 2012. 49-62.</p> <p>“Young Man and the Sea: Hemingway/Papa Catches Sea Bug on Vineyard.” <i>Vineyard Gazette</i> 5 August 2011. A 8+</p> <p>“Reflections on Social Engineering and Settler-American Literature.” <i>European Journal of American Studies</i>. (17.2) 2011. 2+</p> <p>(Review) “The Hemingway Patrols: Ernest Hemingway and his Hunt for U-boats.” <i>The Hemingway Review</i>. (30.2) Fall 2010. 34-39.</p>
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		<p>“¿Tú vives allí?': Reconsidering Social Context in Sandra Cisneros's The House on Mango Street." Nuevas reflexiones en torno a la literatura chicana. Ed. Julio Cañero. Madrid: Universidad de Alcalá Editorial, 2010. 41-50.</p> <p>“The Complications of Exile in Ernest Hemingway's The Sun Also Rises." The North Dakota Quarterly (75.4) 2009. 141-55.</p> <p>---. Reprint in: Exile and the Narrative/Poetic Imagination. Ed. Agnieszka Gutthy. Newcastle: Cambridge Scholars, 2010. 51-61.</p> <p>“Eyes the same color as the sea': Santiago's Expatriation from Spain and Ethnic Otherness in Hemingway's The Old Man and the Sea." The Hemingway Review (28.2) Spring 2009. 25-47.</p> <p>Invited Lecture. “On Fulbright Scholarships." University of Puerto Rico. Mayagüez, PR. 27 March 2014.</p> <p>Keynote Address. “Language Speaks Us." College English Association—Caribbean Chapter Conference. Mayagüez, PR. 14 March 2014.</p> <p>Invited Lecture. “¿Cómo mejorar la cultura de investigación en la UPRM?" Universidad de Puerto Rico. Mayagüez, PR. 6 December 2013.</p> <p>Invited Lecture. “Phases of Acculturation and Cultural Orientation." Berks County Community College. Reading, PA. 5 February 2013.</p> <p>Invited Lecture. “Leaving America: A New Emigrant Generation." National Endowment for the Humanities. Albright College, Reading, PA. November 2012.</p> <p>Invited Lecture. “Latin American Graffiti." National Endowment for the Humanities. Albright College, Reading, PA. October 2012.</p> <p>Invited Lecture. “Immigrant Eyes: Exile, Art, and Transcultural Experience." National Endowment for the Humanities. Albright College, Reading, PA. April 2012.</p> <p>Keynote Address. “Migraciones, Desplazamiento, e Identidad" Fulbright Comission Conference, Ecuador. US Embassy, Quito, Ecuador. January 2012.</p>
<p>Michael Huffmaster Ph.D. 2010, University of California, Berkeley</p>	<p>Nineteenth- and Twentieth-Century German Literature and Culture Applied Linguistics</p>	<p><i>Das Geständnis und seine Instanzen</i>, Eds. Anders Engberg-Pedersen, Michael Huffmaster, Eric Nordhausen, and Vrääth Öhner, Vienna: Turia+Kant, 2010</p> <p>“Multilingual Practices in Foreign Language Pedagogy," with Claire Kramersch, <i>Multilingual Practices as a Pedagogical Tool</i>, Eds. Jasone Cenoz and Durk Gorter, Multilingual Education: New Perspectives 3, Cambridge: Cambridge UP (in press)</p> <p>“Judging Torleß's Confession: Literature as Language," <i>Das Geständnis und seine Instanzen</i>, Eds. Anders Engberg-Pedersen et al., Vienna: Turia+Kant, 2010</p> <p>“The Political Promise of Translation," with Claire Kramersch, <i>Fremdsprachen Lehren und Lernen</i> 37, Eds. Claus Gnutzmann, Frank Königs and Ekkehard Zöfgen (2008)</p> <p>“Arabella Fields: Black Nightingale or Black Chameleon?" <i>Blackness, Transnational</i>, special issue of <i>Österreichische Zeitschrift für Geschichtswissenschaften</i> 17.4 (2006)</p> <p>“Making New Enemies: How Slavs Replace the Turks in G. W. Pabst's <i>Der Schatz</i>," <i>Germany and the Imagined East</i>, Ed. Lee Roberts, Newcastle: Cambridge Scholars, 2006</p>
<p>Hector J. Huyke Ph.D. 1987 Philosophy, Columbia</p>	<p>Philosophy, teaching philosophy ethics, philosophy of technology, philosophy of higher</p>	<p><i>Tras otro progreso: filosofía de la tecnología desde la periferia</i>. Cabo Rojo: Editora Educación Emergente, 2013. 248 pp. (presented at UPR-M (III/13) and twice at UPR-Río Piedras as part of the Seminario de filosofía Ludwig Schajowicz(IV/13 and IX/13))</p>

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<p>University, New York City</p>	<p>education</p>	<p>(reviewed by Beatriz Llenin-Figueroa, "Filosofía de la tecnología desde la periferia", 80 grados, July 2013)</p> <p>"Del deber de representar el interés público en la Universidad", <i>Alma Mater: Memorias y perspectivas de la universidad posible</i>, edited by Francisco Javier Rodríguez Suárez and Jorge Rodríguez Beruff, Escuela de Arquitectura, Universidad de Puerto Rico, 2014, pp. 338-343</p> <p>"La idea del profesor como anti-profesor: Once años más tarde", Second Chapter of <i>El reto de la educación universitaria: Experiencias desde la psicología</i>, edited by Irma Serrano-García, Wanda C. Rodríguez-Arocho, Janet Bonilla Mujica, Tania García Ramos, Leslie E. Maldonado Feliciano, Sheila Pérez López, Carmen I. Rivera Lugo, Asociación de Psicología de Puerto Rico, 2013. pp. 53-63</p> <p>"Putting Philosophy of Technology to Work: Fostering Interdisciplinary Dialogue on Technology Choice", third author with Marcel Castro and Christopher Papadopoulos, published in <i>Philosophy and Engineering: Reflections on Practice, Principles and Process</i>, edited by David Goldberg, Diane Michelfelder and Natasha McCarthy, Springer, 2011. In press.</p> <p>"Del problema vital detrás de la educación en línea como Utopía universitaria." Critical essay on the subject of online education, accepted for publication in the volume celebrating the one hundredth anniversary of UPR---M, <i>Utopías: Otras universidades posibles</i>, edited by Lissette Rolón Collazo, Educación Emergente, Cabo Rojo, PR. 2011.</p> <p>"WIP: Interdisciplinary Integration of Philosophy of Technology", third author with Marcel Castro and Christopher Papadopoulos, published in <i>Proceedings of the 40th IEEE/ASEE Frontiers in Education Conference</i>, Washington, DC. 2010.</p> <p><i>Anti--profesor: Reflexiones contra el profesor y su estudiante con particular atención en la sociedad, el conocimiento y las tecnologías que se promueven en el salón de clases</i>, book, Editorial de la Universidad de Puerto Rico, Río Piedras, 350 pp. 2001</p> <p>"El cuestionamiento de la tecnología en el contexto de la educación general", presentation on the results of an experimental interdisciplinary team taught course, with Marcel Castro Sitiriche and Christopher Papadopoulos, Quinto Simposio Internacional de Estudios Generales: Interconexión de saberes y formación integral, sponsored by the International Network on General Studies, UPR-Río Piedras, XI 2013</p> <p>"Ética de la tecnología para la educación general", presentation as part of the Seminario sobre el papel de los estudios generales en instituciones con fuerte énfasis en la ciencia y la tecnología, sponsored by the International Network on General Studies, Instituto Tecnológico de Santo Domingo, Dominican Republic. X, 2012</p> <p>"El pacto social de la Universidad pública puertorriqueña", Roundtable presentation on policy development workshop sponsored by the Institute of Social Policy, Graduate School of Social Work, UPR---Río Piedras. 2012.</p> <p>"La idea del profesor como anti--profesor once años más tarde", opening conference of Symposium 2012, Asociación de Psicología de Puerto Rico, Universidad Interamericana de Puerto Rico, Recinto de Bayamón. 2012</p> <p>"¿Para qué la filosofía de la tecnología?", Teleconference with Engineering faculty and students at <i>Universidad Nacional de Córdoba</i>, Córdoba, Argentina. 2011</p> <p>Co--investigator (co-pi) with Dr. Dana Collins as principal investigator in <i>The Convergence Of Science, Technology and the Humanities: Expanding the Humanities Curriculum at UPR--M</i> (National Endowment for the Humanities grant contract. 2010</p>
<p>Rafael Jackson Doctorate 1998 Art History and</p>	<p>Iconography in Art History, Precolumbian Art, Prehistoric and Primitive</p>	<p><i>Picasso y el cubismo. Colección Anaya Infantil y Juvenil. Editorial Anaya (en prensa).</i></p> <p><i>Mi primer libro sobre Picasso. Colección Anaya Infantil y Juvenil. Editorial Anaya (en prensa).</i></p>

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<p>Theory, Universidad Autónoma de Madrid, Spain.</p>	<p>Art, XIX century Fine Arts; XIX and XX century Architecture and urbanism; Contemporary Art problems and concepts; History of Cinema; Writing atelier on Art History, practical seminar.</p>	<p><i>Mayagüez: un siglo de artistas</i> MultiArt Group, San Juan, 2012.</p> <p><i>Juan Gris</i>. Ediciones Polígrafa, Barcelona, 2005 (Spanish and English editions).</p> <p><i>Picasso y las poéticas surrealistas</i>. Alianza Forma, Madrid, 2003.</p> <p>"From Taste to taste: an Approach to Disgusting Art", en Jiménez-Justiniano, J., Luciano Feal, E., y Anderson, J. E., eds., <i>Art and the Artist in Society</i>. Cambridge Scholars Publishing, Newcastle upon Tyne, 2013, pp. 25-34</p> <p>"Abstracción y cosmopolitismo". <i>Careos/Relevos, Abstracción/Figuración</i>. Museo de Arte Contemporáneo de San Juan. In publication process.</p> <p>"Imagen y persuasión: la historia del arte como caja de herramientas", en Carlos Reyero y Julián Díaz, eds. <i>La historia del arte y sus enemigos. En memoria de Juan Antonio Ramírez (1948-2009)</i>. Publicaciones de la Universidad Autónoma de Madrid, Madrid, 2010, pp. 127-145.</p> <p>"¿El futuro era esto? Hans Haacke y el paisaje en destrucción". <i>Revista Polimorfo</i>. Escuela de Arquitectura, Universidad Politécnica de Puerto Rico (en prensa).</p> <p>Columnista en la revista digital <i>Visión Doble</i> (desde marzo 2013).</p> <p>Columnista en la revista digital <i>80grados</i> (desde septiembre 2011)</p> <p>Columnista en la revista digital <i>Revista Cruce</i> (septiembre 2011-septiembre 2012).</p> <p>"Abyección, humillación y escatología: un caleidoscopio esquizoide sobre la obra fotográfica de David Nebreda. 2: Nebreda, el Barroco y lo surreal". <i>Cahiers de l'Idiotie</i>. Université d'Ottawa, vol. 1, núm. 5, 2012.</p> <p>"El fotógrafo Pierre Verger en Puerto Rico: paisajes y figuras". Casa de la Cultura. La Habana. Congreso sobre Pierre Verger, marzo de 2011. http://laventana.casa.cult.cu/modules.php?name=News&file=article&sid=6074</p> <p>. "Marbella". <i>inForma</i>. Revista de la Escuela de Arquitectura de la Universidad de Puerto Rico. Núm. 6, 2011, 95.</p> <p>. "Madrid". <i>inForma</i>. Revista de la Escuela de Arquitectura de la Universidad de Puerto Rico. Núm. 6, 2011, 95.</p> <p>"Llaman a la unión de la eficacia y el diseño". <i>El Nuevo Día</i>, septiembre de 2009.</p> <p>"Por la belleza... al precio que sea". <i>El Nuevo Día</i>, 24 de febrero de 2008.</p> <p>"Arquitectura y mercancía: Walter Benjamin en París". <i>Revista Orificio</i>, núm. 5., 2007, pp. 92-95. ISSN: 1939-3342</p> <p>"Conocer con los pies". Presentación del libro <i>San Juan Oculto</i>, de Jorge Lizardi Pollock. Museo de San Juan. (4.10.2013).</p> <p>"Basuras, nada más. En torno a la exposición <i>Basuras de Nick Quijano</i>". Museo de Las Américas, San Juan. (7.02.2013).</p> <p>"Octavio Paz y el Surrealismo". Universidad de Puerto Rico-Recinto de Mayagüez, para la presentación del libro <i>La palabra entre el águila y el sol</i> (Editora Educación Emergente, 2012). (18.11.2012)</p>
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		<p>"El género en movimiento". Facultad de Ciencias de la Información. Universidad Complutense de Madrid. (26.04.2012)</p> <p>"Cómo apreciar el arte contemporáneo". Universidad Pontificia de Comillas, Madrid. (22.04.2010)</p> <p>"Convulsión y Surrealidad". Conferencia sobre la exhibición de Rafael Trelles Samsa, Museo de Arte Contemporáneo, San Juan. (27.01.2010)</p>
<p>Ana Kothe Ph.D., 1996 Comparative Literature, University of Maryland at College Park, Maryland.</p>	<p>World Literature, Early Modern Literatures, Comparative Literatures, Poetry, Comedy, Postcolonial Global Literature, Literature by Women, Critical and Rhetorical Theories, Writing or Composition. Women and Religion; Historiography; Parody and Humor; Cultural Studies, Rhetoric, and Media Studies; Early Modern literatures of England, Spain and their colonies (transatlantic relations).</p>	<p>Co-editor with Drs. Leigh Eicke and Jeana DelRosso, <i>Unruly Catholic Women Writers: Creative Approaches</i>. SUNY Press, November 2013.</p> <p>"<i>Mujeres que saben Latín: Publications in Spanish in Early Modern Women's Studies 2004-2007</i>," <i>Early Modern Women: An Interdisciplinary Journal</i>. 3 (Fall 2008): 257-270.</p> <p>"Alien Mothers Invade America: Immigration, Feminism, and Mothering in <i>Aliens and Like Water for Chocolate</i>," (<i>M</i>)<i>O</i>thering the Nation: <i>Constructing and Resisting National Allegories Through the Maternal Body</i>. Cambridge Scholars Publishing, Newcastle-upon-Tyne, UK, 2008.</p> <p>Co-editor, with Drs. Leigh Eicke and Jeana DelRosso, <i>The Catholic Church and Unruly Women Writers: Critical Essays</i>. New York: Palgrave-Macmillan Press, November 13, 2007. [Reviewed in <i>The Irish Literary Supplement: A Review of Irish Books</i>, 29.1, Fall 2009.]</p> <p>"When Fake is More Real: Of Fools, Parody, and <i>The Daily Show with Jon Stewart</i>." <i>Americana: A Journal of American Popular Culture</i>. 6.2 (Fall 2007):</p> <p>"Translation as Politics: The Translation of Non-Western Texts in a Quasi-Western Classroom," International Comparative Association Congress, 18-25 July, 2013, Paris, France.</p> <p>"Teaching Gender and Geography in Early Modern Women's Writings," Co-directing a workshop at the Attending to Early Modern Women Conference in Milwaukee, WI, 21-23 June, 2012.</p> <p>"Sus palabras que son como una sombra": The Multiple Uses of Parody in Carmen Boullosa's <i>El complot de los Románticos</i>, submitted to the College English Association – Caribbean Chapter for their annual 2010 conference to be held in Río Piedras, 19 and 20 March, 2010.</p> <p>"Viewing Cats and Women in Remedios Varo's <i>Mimesis</i>" for the Feministas Unidas panel on Viewing Women: Women Viewing, at the Modern Language Association's annual Convention in San Francisco, 27 December 2008.</p> <p>"Un panorama de escritoras en Europa y los EE.UU. durante el largo siglo XIX," <i>The Big Read: The Age of Innocence</i>. Museo de Arte, Ponce, PR, 24 October 2007.</p>
<p>Mathew Landers Ph.D. 2009, English, Louisiana State University, Baton Rouge, LA</p>	<p>Atlantic Studies, Enlightenment literature</p>	<p><i>Anatomy and the Organization of Knowledge, 1500-1850</i>. Eds. Matthew Landers & Brian Muñoz. <i>The Body, Gender and Culture Series</i>. London: Pickering & Chatto Publishers (July 2012).</p> <p>"Early Modern Dissection and a Physical Model of Organization," <i>Anatomy and the Organization of Knowledge 1500-1850</i>. Eds. Matthew Landers & Brian Muñoz. <i>The Body, Gender and Culture</i>. London: Pickering & Chatto Publishers, 2012.</p> <p>"Anatomy and the Encyclopedic Plan: Charting the 'Wilderness' of Knowledge," <i>An Expanding Universe: The Project of Eighteenth-Century Studies</i>. AMS Press (2013).</p> <p>"Units of Analysis: Defining 'Systems' in Atlantic Studies." <i>Atlantikos: A Journal of Transatlantic Scholarship</i> 2:1 (Spring 2007).</p> <p>"Narration and Memory Theory in the Structure of <i>Tristram Shandy</i>: The (Medical) Aesthetics of Digression," American Society for Eighteenth-Century Studies, Albuquerque, March 18-21, 2010.</p>

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		<p>"Mapping the Enlightenment: Encyclopedias, Leibniz and the Universal Library," South Central Society for Eighteenth-Century Studies, Corpus Christi, February 5-8, 2009.</p> <p>"Almanacks and the Medical Tradition: Exploring the Decline of Semeiology as a Medical Device," South Central Society for Eighteenth-Century Studies, New Orleans, February 21-23, 2008.</p> <p>Invited conference lecturer: "To Encircle a Body of Knowledge: Vesalius's <i>De humani corporis fabrica</i> and the Influence of Systematic Organization on the Literary Anatomy," at the "Everything: Enlightenment Encyclopedisms" conference, Baton Rouge, October 1, 2007.</p> <p>"Engines Moved by the Wheels of Custom: Enlightenment Skepticism and the Critique of 'Culture.'" [Manuscript in preparation.]</p> <p>Co-developing and Co-teaching an interdisciplinary course for an NEH collaborative, 'The Convergence of Science, Technology & the Humanities: Expanding the Humanities Curriculum at UPRM.'</p>
<p>Noemí Maldonado Cárdenas Ph.D. 2008 Spanish Language and Literatures, State University of New York at Buffalo, New York</p>	<p>Humanities, Drama, Theatre (theoretical and practical), Acting, Theatrical Make-up, Photography Research topics: Teatro Nuyoricán; Historia de la joyería antigua; Historia del teatro de títeres; Teatro infantil.</p>	<p>IV Congreso Internacional-UPR Arcibo- Presentation: "El payaso como transgresor de espacios escénicos híbrido." 2010</p> <p>4to Colquio ?Del otro lao? "L@s Gnaga@s venecianas: Travestismo, hibridez o performance." 2012</p> <p>8va Semana Colegial de la Biotecnología. "Un modelo a seguir: De la observación a la incorporación de conductas a ser emuladas." Maya West Writing Center 2011</p> <p>Performance production: VIII Coloquio de Mujeres 2011: "Monólogos de la violencia: Reflexiones de un taxista en una noche ocupada."</p> <p>4to Colquio ?Del otro lao? 2012: "Llévame al otro lao: Reflexiones sobre la violencia."</p> <p><i>Puerto Rican Theatre: Shock, Resistance and Linguistic Negotiation of Puerto Rican Spanish</i> Boletín del Archivo Nacional de Teatro y Cine del Ateneo Puertorriqueño. Núm 9, 2011.</p>
<p>Lester McGrath Ph.D. 1995 Theology, Boston University School of Theology, Boston</p>	<p>Humanities, Religions.</p>	<p>"Los motines en Stonewall Inn: Inicios del Movimiento Gay en Estados Unidos." In: <i>III Encuentro de Sexualidades Alternativas: Del Otro Lao</i>. March 2010.</p> <p><i>Quo vadis, Vieques: Ecumenismo, iglesia y política</i>. San Juan: Seminario Evangélico de P.R., 2003</p> <p><i>Un ministerio transformador: el Seminario Evangélico de Puerto Rico</i>, ed. San Juan: Puerto Rico Evangélico/Seminario Evangélico de P.R., 1998. Editor.</p> <p>"El siglo XIX" en Sánchez, Juan José, ed. <i>Lecturas para las Humanidades</i>. Mayagüez: Universidad de Puerto Rico, Recinto de Mayagüez. Forthcoming</p> <p>"The American Intifada: the United States Navy and the Puerto Rican civil disobedience campaign in the island of Vieques (A case in Church-State conflict)." Ensayo en <i>Hispanic Church and American Public Life</i>. Oxford: Oxford University Press, 2005.</p>
<p>Rosa F. Martínez Cruzado Ph.D. 1982 Philosophy, Universidad de Johann Wolfgang Goethe, Frankfurt, Germany</p>	<p>Philosophy, Profesora de Ética Profesional en la Ingeniería, Lógica Simbólica, Fundamentos Filosóficos de la Teología de la Liberación en América Latina (como Temas Especiales), Introducción a</p>	<p><i>Fundamentos de Lógica Simbólica. El Cálculo de Deducción Natural</i>, Publicaciones Puertorriqueñas, Hato Rey, Puerto Rico, 1998.</p> <p>Presentación sobre La Investigación con Seres Humanos en un taller auspiciado por el Centro de Investigación y Desarrollo, 12 de noviembre de 2013.</p> <p>Taller sobre los requisitos del CPSHI y la protección de los seres humanos en la investigación, Recinto Universitario de Mayagüez, 1ero de marzo de 2012</p>

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	<p>la Filosofía, Introducción a la Civilización Occidental, Filosofía en la Edad Media</p>	<p>Presentación del poemario <i>Voz y Tiempo</i>, de Nérida González, Feria Internacional del Libro, Mayagüez, 9 de marzo de 2012</p> <p><i>La Mujer en el Pensamiento de Eugenio María de Hostos</i>, ponencia en el vigésimocuarto Festival de Trovadores, Primer Encuentro Nacional de Trovadoras Puertorriqueñas, Museo Eugenio María de Hostos, Mayagüez, January 16, 2011</p> <p>Foro sobre la Filosofía de la Tecnología, Recinto Universitario de Mayagüez, Decembre 9, 2010.</p> <p><i>Pertinencia de la tecnología en la educación y seguridad</i>, UMet in Aguadilla, October 7, 2008.</p> <p><i>Sobre Schopenhauer y la literatura</i>, Casa Grande, Mayagüez, October 8, 2008.</p> <p><i>Pruebas para Dilemas Éticos de la Ingeniería</i>, Conference Panamericana de Mecánica Aplicada, Ciudad de la Habana, Cuba, January 6, 2004.</p>
<p>Roberta Orlandini Ph.D. 1988 Drew University, Comparative Literature</p>	<p>Comparative Literature, Cultural Studies, Translation Studies; Comparative Drama, Italian Literature, Language Education</p>	<p>Publications:</p> <p><i>Calez e altre illusioni ottiche</i>. Introduction and translation from Spanish into Italian of several short stories by Miriam González. (en prensa 2011).</p> <p>"Más allá del bilingüismo: hacia una nueva conceptualización de los idiomas en Puerto Rico," se publicará en las Memorias virtuales de "Repensando el manglar: Segundo Simposio de Prácticas Críticas en Estudios Culturales Caribeños," UPR-Mayaguez, 17 de octubre de 2009</p> <p>"Los idiomas extranjeros en Puerto Rico: una breve historia," sometido a <i>Crisolenguas</i> (december 2009)</p> <p>"Bogart: modelo de masculinidad en <i>La llamada de Lauren</i> de Paloma Pedrero y <i>Miguel Street</i> de V.S. Naipaul." <i>Actas del Primer Coloquio Nacional: Del otro la'o?: perspectivas sobre sexualidades diversas</i>. Mayagüez, PR: CePA, 2008.</p> <p>"Bringing Contexts Closer: James Welch Rewrites Elio Vittorini's <i>In Sicily</i>." <i>Western American Literature</i> (Peer-reviewed journal)(Summer 2007): 165-186.</p> <p><i>Scommetto che Madonna usa i tampax. Racconti di donne cubane e portoricane</i>. Introduction and translation from Spanish into Italian of four puertorican short stories by: Rosario Ferré, Magali García Ramis, Mayra Santos Febres y Ana María Fuster. Roma: Edizioni Estemporanee, 2007. With Fabio Farsi.</p> <p><i>De ida y vuelta/Andata e ritorno: antología de la poesía dominicana de la diáspora</i>. Selection, translation into Italian and Introduction by Roberta Orlandini y Fabio Farsi. San Juan de Puerto Rico: Editorial Isla Negra, 2005.</p> <p>Translations: "Destinies of the University" de Alessandro Russo, artículo del italiano al inglés. <i>Polygraph: an International Journal of Culture and Politics</i> 21 (2009): 51-85.</p> <p><i>Los sueños de Clitemnestra</i>, obra de teatro de Dacia Maraini, from Italian into Spanish for <i>Antología de drama moderno y contemporáneo</i>. Roberta Orlandini, ed. (in print)</p> <p><i>La poesía dominicana della diaspora</i>, dominican diaspora poems translated into Italian, with Fabio Farsi, San Juan: Isla Negra, 2005.</p>
<p>Stephane Pillet Ph.D. 2001 University of Illinois at Urbana-</p>	<p>French Literature, Popular Media Studies, Language Education</p>	<p>Co-editing with Melanie Conroy, <i>Finance, Industry, and Economic Crisis in 19th-Century French Culture</i>.</p> <p>"Publications in French in Early Modern Women's Studies, 2004–2007." <i>Early Modern</i></p>

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<p>Champaign French</p>		<p><i>Women: An Interdisciplinary Journal</i> 3 (2008) 271-307.</p> <p>"Representation and Resistance of the Provinces in Contemporary French Cinema." <i>Lingua Romana</i> 6.1 (2007). http://linguaromana.byu.edu/pillet6.html</p> <p>"When Strategic Mistakes Save the Play: Application of Game Theory in Sartre's <i>Dirty Hands</i>." <i>Atenea</i> 27:2 (2007): 1:12.</p> <p>"L'Utilisation de simulations boursières en classe de français commercial." <i>The French Review</i> 78.5 (2005): 962-973.</p> <p>"L'Essoufflement de la rancune : Cioran, les intellectuels français et l'Amérique." <i>Lingua Romana</i>. 1.2 (2003). http://linguaromana.byu.edu/pillet.html</p> <p>"La Fiction comme supercherie divine : L'effet de fiction dans la poésie de Stéphane Mallarmé." <i>Fabula.org</i>, Universités de La Sorbonne et Laval, Québec, 2001.</p> <p>"Sacrifice, Nihilism, and Totalitarianism: The Question of Nothingness in Paul Nizan, Georges Bataille, and Pierre Drieu la Rochelle." <i>Atenea</i> 1.2 (June 1999): 143-155.</p> <p>"Penfornis, Jean-Luc. Communication progressive du français des affaires" Paris: CLE international, 2010. <i>The French Review</i> 86.1 (2012).</p> <p>"Gordon, Ronni, and David Stillman. <i>The Ultimate French Review and Practice</i>. Book Edition. New York: McGraw-Hill, 2011; Audio CD Edition. New York: McGraw-Hill, 2005." <i>The French Review</i> 85.6 (2012).</p> <p>"McLaughlin, Noah. <i>French War Films and National Identity</i>" New York: Cambria Press, 2010. <i>The French Review</i> 85.3 (2012): 113-114.</p> <p>"Schilling, Derek. <i>Eric Rohmer</i>. Manchester UP, 2007." <i>The French Review</i> 84.2 (2010): 105-106.</p> <p>"O'Shaughnessy, Martin. <i>The New Face of Political Cinema: Commitment in French Film since 1995</i>. New York: Berghahn Books, 2007." <i>The French Review</i> 83.2 (2009): 110-111.</p> <p>Organized Tournée Festival – Festival du cinéma Français, University of Puerto Rico, Mayagüez, February, 2010.</p> <p>Co-organized the First Symposium on Music and Literature - Festival Musico-Literario, University of Puerto Rico, Río Piedras (San Juan), October, 2009.</p> <p>Organized the panel "Economic Crises in Nineteenth-Century France," and presented " 'Faites vos jeux, rien ne va plus': Dreams, Speculation, and Irrational Exuberance in Zola's <i>L'Argent</i>." Nineteenth-Century French Studies Colloquium in Salt Lake City, October 2009.</p> <p>"Mallarmé's <i>La Dernière mode</i>, What Can a Fashion Magazine Bring to Society?" College English Association - Caribbean Chapter Annual Conference, March 2009.</p>
<p>Christopher Powers Ph.D. 2003 Comparative Literature, Johns Hopkins University, Baltimore</p>	<p>Comparative Afrodiasporic Literary Studies; Caribbean Studies; Puerto Rican Studies; Atlantic Studies; Modernism and Postmodernism; African American Literature</p>	<p>Award for Faculty Grant, National Endowment for the Humanities, "Translation of Two Novels by Puerto Rican Author Edgardo Rodríguez Juliá, 2013-2014. Application #HB50356 approved November, 2012, \$50,400.</p> <p>"Figurations of Passage through "Of the Coming of John"" <i>Criticism</i>. Wayne University Press. (forthcoming special issue on W.E.B. Du Bois).</p> <p>"Entre el sujeto y el objeto: un panorama del pensamiento del siglo XIX" <i>Introducción a la cultura del occidente, Segunda Parte</i>. Mayagüez: Centro de Publicaciones Académicas de la Facultad de Artes y Ciencias, (forthcoming).</p> <p>"Everything below is whispers:" "Machos" and "Patos" in the Fiction of Junot Díaz. in <i>3er</i></p>

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		<p>Coloquio <i>Del Otro La'o III: Perspectivas sobre sexualidades queer</i>. Cabo Rojo: Editora Educación Emergente, 2011. Print.</p> <p>"Dumbledore's Elder Wand: Phallogocentrism and the Closet in the Harry Potter Series," <i>Del Otro La'o II: Alternative Sexualities Conference Proceedings</i>, University of Puerto Rico-Mayagüez, 2010. Print.</p> <p>"Movie Millenarianism: <i>Left Behind</i>, Script/ure and the Sleeping Dragon" in <i>Hollywood in the Holy Land: The Fearful Symmetries of Movie Medievalism</i> eds. Nickolas A. Haydock and E. L. Ridsen. Jefferson, North Carolina; McFarland, 2009. Print.</p> <p>"El duelo y la irreverencia en la sombra de la esclavitud," <i>DiálogoDigital</i>, November, 2008.</p> <p>"El malestar en el archivo," <i>Diálogo</i>, September-October 2007 (Vol. 20, No. 200), 28.</p> <p>"La esclavitud, su legado y el proyecto de la libertad: una entrevista con Saidiya Hartman" <i>Diálogo</i>, September-October 2007 (Vol. 20, No. 200), 28-29.</p> <p>"Image, Music, Text: Discursive Face-to-Face Moments in the UPR Strikes 2010-2011," (with Dr. Jocelyn Géliga Vargas), in the panel "Lucidity and Engagement: The UPR Strikes (2010-2011) and Academic Activism in Puerto Rico" American Anthropological Association: Society for Urban/National and Transnational/Global Anthropology / American Ethnological Society (SUNTA AES), San Juan, April, 2011.</p> <p>"Julia's Untwisted Name: The Materialism of <i>Poema para mi muerte</i>," Puerto Rican Studies Association Annual Conference, Hartford, CT, October 2010</p> <p>"From Ellison to Obama: Dreams of Ultraraciality" Modern Language Association Annual Convention, Philadelphia, December 2009.</p> <p>"The Watcher and the Mongoose: History and Fantasy in <i>The Brief Wondrous Life of Oscar Wao</i>." Latin American Studies Association Annual Conference. Rio de Janeiro, July 2009.</p>
<p>Lissette Rolón Ph.D. 1997 Spanish Literature, University of Iowa</p>	<p>Research and methodology. Film and Literature, Comparative Literature, Literary Theories, Cultural Studies, Modern and contemporary Spanish literature, Women's writing (Spanish and Hispanoamerican), Spanish literature from the XVIII, XIX y XX centuries,</p>	<p>Coordinadora y Editora de Editora Educación Emergente Septiembre 2010-presente</p> <p>Directora Centro Universitario para el Acceso (UPR-RUM)</p> <p>Equipo Ejecutivo, Comisión para el Desarrollo Cultural de Puerto Rico</p> <p><i>¿Utopías?: otras universidades posibles</i>. Cabo Rojo: Editora Educación Emergente, 2011 (Acceso libre digital: http://editoraemergente.com/product.php?id_product=109).</p> <p><i>3er Coloquio ¿Del otro lao?: perspectivas sobre sexualidades queer</i>. Cabo Rojo: Editora Educación Emergente, 2011 (Acceso libre digital: http://editoraemergente.com/product.php?id_product=118).</p> <p><i>¿Quién le teme a la teoría: manual de iniciación en críticas literarias y culturales?</i> En colaboración con Beatriz Llenín Figueroa. Cabo Rojo: Editoria Educación Emergente, 2010.</p> <p><i>Historias que cuentan...El motín contra Esquilache en Madrid y las mujeres dieciochescas según voces del XVIII, XIX y XX</i>. Madrid: Aconcagua Publishing, 2009.</p> <p>Columnista en revista digitales <i>80 Grados</i> (2012-presente): http://www.80grados.net/author/lissette-rolon/.</p> <p>Columnista en revista digitale <i>CRUCE</i> (2012-presente): http://revistacruce.com/columnistas/lissette-rolon-collazo.html.</p>

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		<p>"Poder es querer: pobreza y acceso universitario público en Puerto Rico según el caso de la UPRM" <i>8vo Cuaderno de Trabajo Centro Universitario para el Acceso</i> 2013.</p> <p>"¿Quién le teme a la teoría? As Professional Development Tools for High School Spanish Teachers" <i>International Conference on Education, Research, and Innovation</i> (Madrid, 2011).</p> <p>"Beyond Numbers: Politics and Realities of Access at the Puerto Rican University" en colaboración con Dr. David González Alcántara. <i>International Conference on Education, Research, and Innovation</i> (Madrid, 2011).</p> <p>"Historia y literatura en Carmen Martín Gaité" <i>Ínsula</i> 769-770 (enero-febrero 2011) 16-19.</p> <p>"Recojo con un suspiro los libros dispersos: <i>Obra completa</i> de Carmen Martín Gaité. Vol. 1" <i>Confluencia</i> 25.2 (2010).</p>
<p>Juan J. Sanchez Ph.D. 1989 Philosophy, Universidad de Murcia, Spain</p>	<p>Philosophy, Humanities, History of medieval philosophy; History of modern philosophy; Philosophy of knowledge; Contemporary Epistemology; Philosophy of psychology; Aesthetics fundamentals; Contemporary Aesthetics.</p>	<p>Texto para el curso <i>Introducción a la cultura de Occidente, Primera Parte</i>. Editor (compilador, director del proyecto y coautor) de <i>Introducción a la Cultura de Occidente, Segunda Parte</i>. CePA (Centro de Publicaciones Académicas de la Facultad de Artes y Ciencias, Universidad de Puerto Rico en Mayagüez). (forthcoming)</p> <p>Traducción al español del original inglés: Gracia, Jorge J.: <i>La filosofía y su historia. Cuestiones de historiografía filosófica</i>. México D.F.: Instituto de Investigaciones Filosóficas, Universidad Nacional Autónoma de México, 1998, 531 pp. (<i>Philosophy and its History. Issues in Philosophical Historiography</i>. Nueva York: SUNY Press, 1992, 387 pp.).</p> <p>Sánchez, Juan José (ed.). <i>El ser humano desde la perspectiva filosófica</i>. Hato Rey: Publicaciones Puertorriqueñas, 1997, 368 pp.</p> <p>"Instinto y realidad", Universidad de Murcia, España, Sociedad de Filosofía de la Región de Murcia. June 2002.</p> <p>Conferencia-presentación del libro de Cisneros, Marcelino, <i>Finitud y trascendencia</i> (1994) y <i>En el umbral de lo transfinito</i> (1998), Universidad de Oviedo, España, Facultad de Filosofía. May 2000.</p> <p>"La génesis del espacio (en Zubiri y Kant)", Universidad de Murcia, España, Facultad de Filosofía. May 24, 2000.</p> <p>"<i>La inteligencia sentiente y la razón sensible</i>. Una observación de Zubiri acerca de la interpretación heideggeriana de Kant". <i>XXXIII Reuniones Filosóficas</i>, Universidad de Navarra, España. April 29, 1997.</p>
<p>Frances J. Santiago Torres Ph.D. 1998 French Program, City University of New York, New York City</p>	<p>Teaching interactive and multimedia French language and literature. Postcolonial theories and Caribbean Cultural Studies; Caribbean and African Culture, Civilization and literatures. Oral traditions and oral genres.</p>	<p>Research Note. "Suzanne Césaire: Un legado intelectual de vanguardia." <i>Caribbean Studies</i>. 2014 (Forthcoming).</p> <p>"Suzanne Césaire: Un legado intelectual de vanguardia." Conferencias Caribeñas. Centenario de Aimé Césaire. Instituto de Estudios del Caribe, Universidad de Puerto Rico, Río Piedras; October 10, 2013.</p> <p>"From Harlem to Paris. Negritude's Emergent Voices From the 1920's through the 1940's." CONFERENCE ON THE HARLEM RENAISSANCE: "The Harlem Community: Contemporary and Historical Enclave of Creativity" Paine College, Augusta, GA; Novembre 7-9, 2012 .</p> <p>"The Négritude Mouvement." <i>World Scholar – Latin American and the Caribbean</i>. Gale – Cengage Learning. In press. 2012.</p> <p>"In Memoriam: Edouard Glissant." <i>Caribbean Studies</i>. Vol. 38, No. 2. UPR-Río Piedras, July-December 2010. 149-153.</p>

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		<p>« Mariama Ba. » « Ousmane Sembene. » « Guy Tirolien. » <i>Dictionnaire des écrivains francophones classiques. Afrique subsaharienne, Caraïbe, Maghreb, Machrek, Ocean Indien.</i> Honoré Champion, Paris, 2010. 38-40 ; 406-411 ; 442-444.</p> <p>« Les oubliées de la Négritude : Zora Neale Hurston, les sœurs Nardal et Suzanne Césaire. » <i>Le Féminin des écrivaines Suds et Périphériques.</i> CRTF – Université de Cergy-Pontoise, France, 2009-2010. 41-53.</p> <p>"D'ou venons-nous, ou allons nous: La nouvelle littérature antillaise." <i>Latitudes: Espaces transnationaux et imaginaires nomades en Europe.</i> CRTF: Université de Cergy-Pontoise. May 2008.</p> <p>« Pour une pensée postcoloniale. Les Théories postcoloniales : Réflexions et débats. » <i>Cahiers du Centre de Recherche Textes et Francophonie,</i> CRTF, Numéro 6, Université de Cergy-Pontoise. May 2007.</p> <p>« Femmes de la Caraïbe et de l'Afrique : Représentations romanesques. » <i>Images de soi dans les sociétés postcoloniales,</i> Editions Le Manuscrit, Paris, 2006.</p> <p>"A Rural Feminine Perspective: A Comparative Reading of Two Novels by Simone Schwarz-Bart and Laretta Ngcobo." <i>Changing Currents: Anglophone, Francophone and Hispanophone Literary and Cultural Criticism (Anthology),</i> Emily Williams, Ed. Africa World Press, Inc., Trenton, NJ, 2006.</p> <p>"From Harlem to Paris. Negritude's Emergent Voices From the 1920's through the 1940's." CONFERENCE ON THE HARLEM RENAISSANCE: "The Harlem Community: Contemporary and Historical Enclave of Creativity" Paine College , Augusta, GA; November 7 – 9, 2012</p> <p>"Dany Bébel-Gisler y la historia oculta de Guadeloupe: esclavitud, colonización y lengua." Simposium: Rethinking the Mangrove Universidad de Puerto Rico, Mayagüez. October 15 – 17, 2009.</p> <p>« Femmes et identité : Las hermanas Nardal y Suzanne Césaire pioneras de la Négritude. » Endógeno / Exógeno : Identidad/es en las literaturas latinoamericanas y caribenas. Primeras Jornadas Internacionales de Romanitas, UPR- Rio Piedras and Centro de Estudios Avanzados del Caribe, Puerto Rico, March 25-26, 2009.</p> <p>"Suzanne Césaire: Un legado intelectual de vanguardia." UPR-Arecibo 2009</p> <p>"Négritude, Antillanité et Créolité: Teorías culturales de las Antillas francesas." Conversatorio en UPR-Arecibo, 13 de noviembre de 2009</p> <p>"Les oubliées de la Negritude: Zora Neale Hurston, les soeurs Nardal et Suzanne Césaire." Colloque International: Le Féminin des Ecrivaines: Suds et Peripheries. CRTF, Université de Cergy-Pontoise, France. January 28 – 30, 2009.</p> <p>"Résistance et écriture dans la Caraïbe francophone: Pour une nouvelle théorie postcoloniale." Journées des chercheurs du CRTF, Université de Cergy-Pontoise, France. January 17 – 18, 2008.</p> <p>"Historia y literatura en el Caribe francófono: la obra literaria como reconstitución histórica." Presented at the <i>Centro de Estudios Avanzados del Caribe,</i> San Juan, Puerto Rico, 11 de octubre de 2007.</p> <p>« Les Théories postcoloniales : Réflexions et débats. » Presented as part of the doctoral seminar at the CRTF, Université de Cergy-Pontoise, April 5, 2007.</p> <p>Research project: « Théories littéraires et culturelles aux Antilles francophones à partir de</p>
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		<p>1960.» 2009-2010</p> <p>Research project: « L'Écriture afro-antillaise entre 1940 et 1960 .» 2008-2009.</p> <p>Research project : « Une nouvelle théorie pour la Caraïbe. Applications et enjeux. » 2007-2008</p> <p>Sabatical research : « Resistance et écriture dans la Caraïbe Francophone: Pour une nouvelle théorie littéraire. » Université de Cergy-Pontoise, France / Bibliothèque Nationale de France, Paris, France. 2006-2007.</p>
<p>Jerry Torres Ph.D. 1998 History, University of Puerto Rico, Río Piedras, Puerto Rico 1981 M.A. Architecture, University of Puerto Rico, Río Piedras, Puerto Rico</p>	<p>Architecture, Humanities, History</p>	<p><i>El Señor del Fuego, Novela</i>, Yauco: Editorial Lumenros, 2014. Presentada en la III Feria Internacional del Libro de Mayagüez.</p> <p>TEATRO: "VIVA LA PEPA" (En conmemoración de Ramón Power y del centenario de la proclamación de la Constitución de Cádiz) Estreno mundial – 4 de diciembre de 2012 Teatro del edificio Chardón</p> <p>"La arquitectura de la Escuela Santiago Negroni de Yauco" en <i>TRAVESÍA DORADA: Libro del centenario de la Escuela Santiago Negroni de Yauco, 1910-2010</i>, Norma Quiñones de Weidisch et al, eds., Yauco: Imprenta Coquí, 2012.</p> <p>"Importancia urbanística de la Escuela Santiago Negroni de Yauco" en <i>TRAVESÍA DORADA: Libro del centenario de la Escuela Santiago Negroni de Yauco, 1910-2010</i>, Norma Quiñones de Weidisch et al, eds., Yauco: Imprenta Coquí, 2012.</p> <p>Lecture: "Mayaguez y Klumb: la historia olvidada" Universidad de Puerto Rico, Mayagüez, 17 September 2011.</p> <p>Lecture: "Caparra 500: Fifth centenary of western civilization in Puerto Rico", Universidad de Puerto Rico, Mayagüez, 22 September 2010.</p> <p>Lecture: "La Concha Revisited", Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, San Juan, 14 August 2009.</p> <p>Lecture: "La Isla Abierta: Arquitectura del sur de Puerto Rico", Museo de la Historia de Ponce, Ponce, 19 July 2000.</p> <p>Study of 300 buildings comprising the Yauco Historic Zone and successful nomination of four buildings to the National Register of Historic Buildings under contract for the Puerto Rico State Historical Preservation Office Registration of a private bank building to the Puerto Rico Historic Monuments List (Banco Popular at Yauco).</p> <p>Research on primary sources and architectural services for the restoration project of Hacienda Santa Rita, a mid-19th century sugar plantation on Puerto Rico south coast.</p> <p>"Nobleza obliga: patrimonio edificado de Antonio Francisco Negroni, un inmigrante corso en Yauco durante el siglo XIX", <i>Los corsos americanos: Ensayos sobre sus vidas, arquitecturas y fortunas en el siglo XIX</i>, ed. Enrique Vivoni, San Juan: Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico, 2002: 121-135.</p> <p>"La invención de los umbrales del Edén: Historia del desarrollo hotelero en San Juan durante el siglo XX", <i>San Juan siempre nuevo: Arquitectura y modernización en el siglo XX</i>, ed. Enrique Vivoni, San Juan: Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico, 2000: 85-93.</p> <p>"Une folie bourgeoise: arquitectura y valores sociales en Yauco y Ponce a principios del siglo XX", <i>Ilusión de Francia: Arquitectura y afrancesamiento en Puerto Rico</i>, ed. Enrique Vivoni, San Juan: Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico, 1997: 101-116.</p>

Appendix 5. Draft Graduate Catalog Description

HUMANITIES

The Department of Humanities offers graduate study leading to the Master of Arts and the Doctor of Philosophy degrees in Cultural and Humanistic Studies. The aim of the Department is to promote a greater understanding of the liberal and expressive arts and advance cultural literacy and aesthetic sensibility. These goals are achieved through education and training within a broad range of disciplines drawing from the several undergraduate major and minor programs in the Department: Art Theory, Comparative Literature, French, Italian, Philosophy, Plastic Arts, Music and Theater.

The graduate program in Cultural and Humanistic Studies pools the talents of the Department's specialists in these variegated disciplines of the humanities to provide a rigorous graduate education and training within a fruitfully interdisciplinary field. The graduate program interweaves the classical orientation of humanistic studies in the liberal arts tradition with its critical, exploratory elaboration in the newer field of cultural studies.

Applicants for admission to the M.A. program entering with a B.A. should hold a Bachelor of Arts degree in Cultural and Humanistic Studies or related field from a properly accredited institution. Applicants for admission to the Ph.D. program entering with a M.A. other than the ESCH M.A. should hold a Master's of Arts degree in Cultural and Humanistic Studies or related field from an accredited institution.

Additionally, applicants must:

- have a minimum Bachelor's degree GPA of 3.00 (those with a GPA between 2.75 and 2.99 may be considered at the discretion of the Graduate Admission Committee if compelling justification for the lower average is provided in the application).
- submit a one-page, single spaced statement of purpose with their on-line application.
- submit an academic writing sample (e.g. course paper) or a 3-5 page teaching philosophy.
- submit results of the GRE or EXADEP
- submit three recommendations from professionals who are familiar with the applicant's academic and/or professional work. Formal letters should be

attached to the recommendation form provided with the application.

- complete a personal interview with a member of the Department Graduate Committee and/or the Chair of the Department.
- fulfill any additional requirements of the Graduate Studies Office

Students who do not meet these requirements may be admitted on a provisional basis until deficiencies are removed.

**All letters of recommendation and evidence of the above material should be submitted to the Graduate School along with the regularly required material.

A student enrolled in the M.A. Degree program in Cultural and Humanistic Studies needs to approve a minimum of thirty-three credits. Of these thirty-three credits, fifteen will be comprised of core courses and fifteen of elective courses. At least six credits for electives may be approved in courses outside of the program. As per university regulations, students will only be allowed to take a maximum of nine credit hours in 5— level courses. Three to six credits will be dedicated to thesis credits or for additional electives depending on the student's choice of two exit options (as described in the Graduate Students Office by-laws): Option I: Thesis, or Option III: Comprehensive Exam. The thesis option requires students to complete a thesis as the program requirement. The comprehensive exam option requires students to take an additional two courses and to pass an exam that has a three-part written component and an oral presentation to the Department.

Each option is defined clearly in the Humanities Department Graduate Handbook that is provided to students upon entry into the program.

A student enrolled in the Ph.D. Degree program in Cultural and Humanistic Studies beginning with an M.A. in ESCH will need to approve twelve credits of coursework beyond the coursework and comprehensive exam requirements for the M.A., successfully complete Ph.D. qualifying exam requirements and complete and successfully defend the doctoral dissertation. Twelve to eighteen credits will be dedicated to doctoral dissertation credits.

A student enrolled in the Ph.D. Degree program in Cultural and Humanistic Studies beginning with a M.A. from a program other than ESCH will need to approve thirty-six credits of coursework, successfully complete Ph.D.

qualifying exam requirements and complete and successfully defend the doctoral dissertation. Fifteen credits will be dedicated to core courses and twenty-one to electives, at least six of which may be approved in courses outside of the program. Transfer credits may be applicable. Twelve to eighteen credits will be dedicated to doctoral dissertation credits.

As the mission statement of the program reads: In a globalized world dominated by commerce and technology, the Program in Cultural and Humanistic Studies promotes a transcultural sensibility and provides critical training in the integrated study of diverse tendencies in the humanities and their historical interpretations. Taking advantage of the Caribbean, Puerto Rican and Latin American experience and of its potential to contribute originally both to the humanistic tradition as such and to the newer field of cultural studies, the Program builds bridges between cultural and humanistic studies and between those fields and the knowledge required for global citizenship through interdisciplinary approaches.

GRADUATE COURSES

ESCH 6XXX. CULTURAL STUDIES I. Three credit hours. Three hours of lecture per week.

History, themes, and methodological aspects of cultural studies with an emphasis on its major theoretical tendencies and schools from its pre-cursors to its most recent articulations. Cultural studies in Puerto Rico, the Caribbean and Latin America will be included.

ESCH 6XXX. CULTURAL STUDIES II. Three credit hours. Three hours of lecture per week.

Review of the history, themes, and methodological aspects of cultural studies and their application to various disciplinary frameworks such as media studies, comparative literature, art theory, critical race theory, and gender and sexuality studies. Cultural studies of Puerto Rico, the Caribbean and Latin America will be included.

ESCH 6XXX. HUMANISTIC STUDIES I. Three credit hours. Three hours of lecture per week.

Survey of major philosophical, theoretical, aesthetic, literary, historical and scientific works in the humanistic tradition of the liberal arts from classical antiquity to its most recent articulations, with an emphasis on advanced critical readings of pivotal texts, from classical antiquity to the early renaissance.

ESCH 6XXX. HUMANISTIC STUDIES II. Three credit hours. Three hours of lecture per week.

Survey of major philosophical, theoretical, aesthetic, literary, historical and scientific works in the humanistic tradition of the liberal arts from classical antiquity to its most recent articulations, with an emphasis on advanced critical readings of pivotal texts, from the High Renaissance to the present.

ESCH 6XXX. GENDER AND SEXUALITY THEORIES. Three credit hours. Three hours of lecture per week.

Critical analysis of modern and contemporary theories of gender and sexuality as they relate to cultural phenomena. Interdisciplinary consideration of the historical articulations of gender and sexuality, including perspectives from literary theory, art theory and popular culture studies, with emphasis on the USA, the Caribbean and Latin America.

ESCH 6XXX. CRITICAL RACE STUDIES. Three credit hours. Three hours of lecture per week.

Contemporary theories of race and their relation to social and cultural phenomena, with interdisciplinary consideration of the history of practices of racial distinction in the United States, the Caribbean and Latin America. Interdisciplinary study of the cultural articulation of race from the perspectives of literary theory, art theory and popular cultural studies.

ESCH 6XXX. POPULAR CULTURE AND MASS MEDIA. Three credit hours. Three hours of lecture per week.

Critical and practical investigation of popular culture and mass media. Examination of the conceptual frameworks adopted by cultural studies to understand popular cultures and mass media. Survey of approaches utilized by various disciplines in order to study and participate in the spheres of popular culture and mass media.

ESCH 6XXX. ART AND POWER. Three credit hours. Three hours of lecture per week.

Study of the relationship between art and power throughout history, as influenced by political, economic, religious and mass media institutions. Analysis of the purpose of works of art as well as the design and the signification of the forms and materials of which they are made.

ESCH 6XXX. COMPOSITION, EDITING AND PUBLISHING. Three credit hours. Three hours of lecture per week.

Principles, practices and application of skills used in the composition, editing and publishing of academic texts within the fields of Cultural and Humanistic Studies.

ESCH 6XXX. MULTILINGUAL RESEARCH. Three credit hours. Three hours of lecture per week.

Critical theories and practices of translation in research including documentation, intertextuality, and issues arising from translation in colonial and postcolonial contexts. Research in the fields of Cultural and Humanistic Studies using sources retrieved from different languages.

ESCH 6XXX. RESEARCH METHODS. Three credit hours. Three hours of lecture per week.

Introduction to the methods of research in the fields of Cultural and Humanistic Studies.

ESCH 6XXX. SPECIAL TOPICS I. Three credit hours. Three hours of lecture per week.

Special topics in Cultural and Humanistic Studies I.

ESCH 6XXX. SPECIAL TOPICS II. Three credit hours. Three hours of lecture per week.

Special topics in Cultural and Humanistic Studies II.

ESCH 6XXX. THESIS RESEARCH. Three to six credit hours. Three to six hours of thesis per week.

Research in cultural and humanistic studies and the presentation of a thesis representing an original contribution to the field.

ESCH 6XXX. UNIVERSITY TEACHING DEVELOPMENT. One to three credit hours. One hour of discussion per week per credit. Co-requisite: ESCH 6XXX (Humanistic Studies I)

Application of instructional theories and strategies to the teaching of Cultural and Humanistic Studies at the university level.

ESCH 8XXX. ADVANCED SPECIAL TOPICS I. One to nine credit hours. One to nine hours of lecture per week.

Advanced special topics in Cultural and Humanistic Studies I.

ESCH 8XXX. ADVANCED SPECIAL TOPICS II. One to nine credit hours. One to nine hours of lecture per week.

Advanced special topics in Cultural and Humanistic Studies II.

ESCH 8XXX. DOCTORAL SEMINAR. Two credit hours. Three hours of seminar per week.

Oral and written presentations by doctoral students in Cultural and Humanistic Studies on topics related to their research projects. Topics will be agreed upon by each student and the professor.

ESCH 8XXX. DOCTORAL DISSERTATION. Six to eighteen hours of dissertation per week.

Development and preparation of a doctoral dissertation, based on a research project in Cultural and Humanistic Studies, which represents an original and relevant contribution to the discipline.

ADVANCED UNDERGRADUATE AND GRADUATE COURSES

HUMA 5991. SPECIAL TOPICS. One to nine credit hours. One to nine hours of lecture per week.

Selected topics in the area of the Humanities.

HUMA 5992. SPECIAL TOPICS. One to nine credit hours. One to nine hours of lecture per week. Prerequisite: HUMA 3112.

Selected topics in the area of the Humanities.

LITE /FILO 5001. LITERATURE AND PHILOSOPHY I. Three credit hours. Three hours of lecture per week.

Critical examination of the major philosophical theories of literary genres; analysis of the epistemological, metaphysical, and ethical meaning of literary texts from the ancient Greeks to the early Spanish Golden Age.

LITE/ FILO 5002. LITERATURE AND PHILOSOPHY II. Three credit hours. Three hours of lecture per week.

Critical examination of the major philosophical theories of literary genres; analysis of the epistemological, metaphysical, and ethical meaning of literary texts from the end of the Spanish Golden Age to the present.

LITE 5035. THEORY OF THE NOVEL. Three credit hours. Three hours of lecture per week. Prerequisite: 9 credits in LITE, ESPA or INGL.

The development of the novel as a literary genre, emphasizing texts from the baroque to the present; a comparative analysis of narratology theories and representative novels.

LITE 5050. CONTEMPORARY LITERARY CRITICISM. Three credit hours. Three hours of lecture per week. Prerequisite: 9 credits in LITE, ESPA or INGL.

Principles and methodologies of contemporary schools of criticism; analysis of critics and texts from various literatures.

LITE 5057. MAGICAL REALISM. Three credit hours. Three hours of lecture per week. Prerequisite: nine credit hours in LITE or ESPA.

Magical realism in the context of world literature. Analysis of its distinguishing characteristics in the genre of fantasy through readings of its main authors, texts, and critics.

LITE 5615. THE SYMBOLIST MOVEMENT IN LITERATURE. Three credit hours. Three hours of lecture per week. Prerequisite: nine credits in LITE or ESPA. The Development of the symbolist movement and its influence in Europe and in America, with special emphasis on poetry and the theater.

LITE 5715. METHODS IN THE STUDY OF LITERARY TEXTS. Three credit hours. Three hours of lecture per week. Prerequisite: nine credit hours in LITE or ESPA.

Analysis of the most important methods used in the study of literary texts, from rhetorics to structuralism, with emphasis on the techniques used in comparative literature.

LITE 5995. SPECIAL TOPICS IN COMPARATIVE LITERATURE I. One to nine credit hours. One to nine hours of lecture per week.

Critical analysis of authors, movements, genres, or interdisciplinary subjects in Comparative Literature.

LITE 5996. SPECIAL TOPICS IN COMPARATIVE LITERATURE II. One to nine credit hours. One to nine hours of lecture per week. Prerequisite: 9 credits in LITE or ESPA.

Critical analysis of authors, movements, genres, or interdisciplinary topics in comparative literature.

HUMANITIES FACULTY

A list of professors who engage in graduate activities in the department follows, including their highest earned degree, the date of completion, and the degree-granting institution. Research and teaching interests are also included.

SERENA ANDERLINI-D'ONOFRIO, *Professor*, Ph.D., 1987, University of California, Riverside. Research interests: Cultural Studies, Gender and Sexuality Studies, Film and Media Studies, Humanistic Studies, Translation Studies

DANA L. COLLINS, *Associate Professor*, Ph.D., 1998, University of Arizona, Tucson, Arizona. Research interests: Humanistic Studies, Music Theory, Education

MARIAM COLÓN, *Assistant Professor*, Ph.D., 2011, University of Michigan Ann Arbor. Research Interests: Cultural Studies, Puerto Rican History

SARA GAVRELL, *Assistant Professor*, Ph.D., 2011, University of Wisconsin-Madison. Research Interests: Bioethics, Clinical & Medical Ethics, Ethical Theory

LYDIA M. GONZÁLEZ QUEVEDO, *Professor*, Ph.D. 1996, University of Texas at Austin. Research interests: Humanistic Studies, Puerto Rican Studies

JEFFREY HERLIHY, *Assistant Professor*, Ph.D. 2008, Universitat Pompeu Labra. Research interests: Literary Studies, Migration Studies, Transnational Literatures

MICHAEL HUFFMASTER, *Assistant Professor* Ph.D. 2010, University of California, Berkeley. Research interests: Nineteenth- and Twentieth- Century German Literature and Culture, Applied Linguistics

HÉCTOR JOSÉ HUYKE, *Professor*, Ph.D., 1987, Columbia University. Research interests: Philosophy, Technology and Society, Education

RAFAEL JACKSON, *Associate Professor*, Ph.D., 1998, Universidad Autónoma de Madrid. Research interests: Art Theory, Iconography, Architecture and Urbanism, Editing and Publishing

ANA KOTHE, *Professor*, Ph.D., 1996, University of Maryland, College Park. Research interests: Comparative Literature, Early Modern Studies, Gender Studies

MATTHEW LANDERS, *Assistant Professor*, Ph.D., 2009, Louisiana State University. Research interests: Literary Studies, Atlantic Studies, Enlightenment Studies

NOEMÍ MALDONADO-CARDENALES, *Assistant Professor*, Ph.D., 2008, State University of New York at Buffalo. Research interests: Humanistic Studies, Drama Studies

LESTER MCGRATH-ANDINO, *Assistant Professor*, Th.D., 1995, Boston University. Research interests: Humanistic Studies, Comparative Religion

ROSA FERNANDA MARTÍNEZ-CRUZADO, *Professor*, Ph.D., 1982, University of J.W. Goethe, Frankfurt. Research interests: Humanistic Studies, Philosophy, Logic

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ROBERTA ORLANDINI, *Professor*, Ph.D., 1988, Drew University. Research interests: Comparative Literature, Cultural Studies, Translation Studies

STEPHANE PILLET, *Associate Professor*, Ph.D. 2001, University of Illinois, Urbana Champaign. Research interests: French Literature, Popular Media Studies, Language Education

CHRISTOPHER POWERS, *Associate Professor*, Ph.D. 2003, Johns Hopkins University, Baltimore, Maryland. Research interests: Comparative Literature, Atlantic Studies

LISSETTE ROLÓN-COLLAZO, *Professor*, Ph.D., 1997, University of Iowa. Research interests: Comparative

Literature, Cultural Studies, Gender and Sexuality Studies, Film and Media Studies

JUAN J. SÁNCHEZ, *Professor*, Ph.D., 1989, Universidad de Murcia. Research interests: Humanistic Studies, Philosophy, History of Philosophy

FRANCES J. SANTIAGO-TORRES, *Professor*, Ph.D., 1998, The City University of New York-Graduate Center. Research interests: Cultural Studies, Comparative Literature, French Literature

JERRY TORRES, *Assistant Professor*, Ph.D. 1998, Universidad de Puerto Rico. Research interests: Humanistic Studies, Architecture

Appendix 6. Teaching and Administration Commitments

This appendix presents the projected number of credits faculty will likely devote to the teaching and administration of the program in the first four years. It is based on the supposition that five new M.A. students will enter the program every year and that they will follow the recommended (optimal) course of study.

Teaching and Administration Commitments Years 1-4							
First Year				Second Year			
First Semester		Second Semester		First Semester		Second Semester	
Teaching		Teaching		Teaching		Teaching	
ESCH 6001	3	ESCH 6001	3	ESCH 6001	3	ESCH 6001	3
ESCH 6111	3	ESCH 6111	3	ESCH 6111	3	ESCH 6111	3
ESCH 6XXX	3	ESCH 6XXX	3	ESCH 6XXX	3	ESCH 6XXX	3
ESCH 6996	1	ESCH 6002	3	ESCH 6002	3	ESCH 6002	3
		ESCH 6112	3	ESCH 6112	3	ESCH 6112	3
		ESCH 6996	1	ESCH 6009	3	ESCH 6009	0
				ESCH 6XXX	3	ESCH 6XXX	3
				ESCH 6996	2	ESCH 6996	2
						ESCH 6999	5
Administration		Administration		Administration		Administration	
GC Chair	3	GC Chair	3	GC Chair	3	GC Chair	3
TOTAL FACULTY CREDITS	13	TOTAL FACULTY CREDITS	19	TOTAL FACULTY CREDITS	26	TOTAL FACULTY CREDITS	28
Third Year				Fourth Year			
First Semester		Second Semester		First Semester		Second Semester	
Teaching		Teaching		Teaching		Teaching	
ESCH 6001	3	ESCH 6001	3	ESCH 6001	3	ESCH 6001	3
ESCH 6111	3	ESCH 6111	3	ESCH 6111	3	ESCH 6111	3
ESCH 6XXX	3	ESCH 6XXX	3	ESCH 6XXX	3	ESCH 6XXX	3
ESCH 6002	3	ESCH 6002	3	ESCH 6002	3	ESCH 6002	3
ESCH 6112	3	ESCH 6112	3	ESCH 6112	3	ESCH 6112	3
ESCH 6009	3	ESCH 6009	0	ESCH 6009	3	ESCH 6009	0
ESCH 6XXX	3	ESCH 6XXX	3	ESCH 6XXX	3	ESCH 6XXX	3
ESCH 6996	2	ESCH 6996	2	ESCH 6996	3	ESCH 6996	3
ESCH 6999	5	ESCH 6999	5	ESCH 6999	5	ESCH 6999	5
ESCH 8XXX	3	ESCH 8XXX	3	ESCH 8XXX	3	ESCH 8XXX	3
Administration		Administration		Administration		Administration	
GC Chair	3	GC Chair	3	GC Chair	3	GC Chair	3
TOTAL FACULTY CREDITS	29	TOTAL FACULTY CREDITS	26	TOTAL FACULTY CREDITS	30	TOTAL FACULTY CREDITS	27