Proposal for the
Institute for Language Education in Transcultural Context

Approved by the Graduate Center’s Center and Institute Review Committee on
April 20th, 2012.

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Institute for Language Education in Transcultural Context: Proposal

I. Introduction

CUNY possesses a distinct identity as the nation’s largest public urban university, and, in its students and the communities that surround it, an exceptionally rich set of linguistic resources. CUNY is thus extraordinarily well poised to advance the study of languages and produce graduates who are well trained in the use of the transcultural and translingual tools required to enter multilingual markets, both globally and locally. Indeed, the 2008-2012 CUNY Master Plan declares that “the University must continue to engage all of its constituencies through dynamic, transforming enterprises that meet the challenges of a changing global environment,” (pp. 7-8, emphasis added), explicitly calling for the “leveraging [of] the strengths of CUNY’s considerable international student population to foster awareness of and appreciation for other countries and cultures” (p. 79), and noting that “although the University offers instruction in 25 foreign languages, our undergraduates speak 190” (p. 78).1

Progress along these lines is hampered by the structural distance among CUNY’s campuses and language departments. As the aforementioned Master Plan’s lifespan draws to a close, CUNY continues to offer around 25 languages, with Hindi and Bengali regularly studied at one campus each, and its South Asian cousins Urdu, Punjabi, Marathi, Tamil, Telugu, and Gujarati—all among the top 25 world languages in number of speakers—not offered or studied at all.2 Though efforts to develop heritage language programming, one of the priorities outlined in the MLA’s influential 2007 report,3 are made at some campuses, these efforts are inconsistent across the university and do not seem to have yet succeeded at leveraging the strengths of CUNY’s international student population: roughly 50% of baccalaureate graduates take no classes at all in languages other than English (LOTE),4 presumably exempt from participation by dint of the very translingual and transcultural competencies they could be contributing to the community and developing further.

To address the above issues, we propose to establish a CUNY Institute for Language Education in Transcultural Context that would play a vital role in supplying the coordination, research, leadership and advocacy necessary to deepen, broaden, and catalyze CUNY’s significant strengths in world languages and cultures, at both senior and community colleges. The CUNY Institute for Language Education in Transcultural Context would accomplish this through a mandate to:

1. collect data on the teaching of languages other than English (LOTE) (e.g., on assessment, enrollment)
2. conduct research into the development of translingual and transcultural communication, including its relevance in employment in a global economy
3. identify strategic languages and campuses for the development of summer institutes, immersion, and/or coordinated programming sequences (including study abroad)

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1 CUNY Master Plan 2008-2012. CUNY website.
2 Source: Ethnologue.
3 Foreign Languages and Higher Education: New Structures for a Changed World. MLA website.
4 We use the term LOTE rather than 'foreign language' to emphasize the fact that these languages are in many cases not foreign at all to our community.
II. What activities would the institute undertake?

The CUNY Institute for Language Education in Transcultural Context would gather information and provide resources to support and stimulate the study of LOTEs at CUNY campuses in a number of ways.

A. Research

An initial responsibility would be to collect further data on language teaching at CUNY, and to make this information available as a resource for LOTE teaching. A CUNY-wide institute could:

- monitor LOTE enrollment figures,
- track trends in major and minor concentrations; and
- compare departmental placement and exemption exams at the various campuses, sharing discrepancies and innovative ideas, and ensuring that LOTE exams and levels of programming are in relative harmony with others around CUNY, as well as with the educational outcomes specified by the CUNY Common Core.

Further down the road, it might also develop new exams for languages not yet taught and avoid having that ‘wheel’ subsequently reinvented by other colleges.

Another critical role for this institute would be to research and foster the exchange of best practices, both in programming (e.g., successful content-infused language courses in a certain department), as well as pedagogy (e.g., examples of Community-Based Learning activities at/near a particular campus). A yearly CUNY-wide World Language Forum, for instance, would provide a particularly useful stimulus for language teachers and administrators to share with and learn from each other.

B. Strategic Program Development

A university-wide institute can play an especially active role in supporting and developing a ‘middle’ tier of LOTEs—those whose enrollment numbers do not support their teaching at every member institution—by various means of strategic coordination of programming.

1. Campus Tent Poles / Centers of Excellence
California State University offers concentrated programming in ‘Strategic’ languages—Arabic, Chinese, Korean, Persian, and Russian—at individual campuses within its Northern and Southern Consortia (see section IV.A below). These campus-to-language marriages are carefully distributed, with each ‘tent pole’ campus near or among high local concentrations of speakers of that language. The advantages to this approach are numerous, for it:

- allows efficient pooling of resources instead of duplication of effort;
- encourages participation in the program from heritage speakers in the community;
- concentrates enrollment that would be insufficient to support study at multiple campuses; and
- allows interaction with the community itself, where transcultural and translingual competencies manifest themselves in communicative contexts on a daily basis.

Location and current strengths may be taken to suggest that Hunter and Queens are especially well suited for this purpose.

2. Immersion Programs / Multi-Phase Programming / Study Abroad

It has been observed that “successful international programs normally include several ingredients. By themselves, however, none of the component parts can accomplish much. Language learning in college rarely leads to proficiency if it is not coupled with overseas study or reinforced by advanced courses... coordination becomes essential if the several ingredients are to combine to form a successful whole.”

Cal State’s Strategic Language Initiative (SLI) boasts a three-phase structure: a six-week summer immersion program at the tent pole campus, a year of academic study based at the same campus, and a four-to-six week study abroad program in the second summer. This coordinated program has the merit of concentrating significant language study of diverse kinds into just over a calendar year: both summer immersion programs and study abroad are well known to turbo-charge the vital communicative side of language acquisition, while academic study gives a firm grounding in more grammatical and literacy-based elements of the language.

It also offers the possibility of turning an institutional negative—low enrollments in a particular LOTE at various campuses—into a positive: a small but competitive program at one campus Center of Excellence. The Cal State programs are indeed competitive, perhaps because a large number of the accepted students that complete the first two phases are awarded funding for the study abroad phase. In other words, limited resources for study abroad might optimally be concentrated and exploited to attract students into fuller LOTE programming (a ‘dangled carrot’ of sorts).

This type of program can be developed gradually, perhaps starting with a summer immersion program at a campus where academic-year courses are already in place. An intensive summer program could simultaneously alleviate overcrowding in academic-year courses and provide the

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nucleus for expansion into a three-phase intensive sequence at a Tent Pole campus. Examination of the very useful MLA map of community languages suggests various possible campus-language marriages.

C. Promotion of Content-Driven and Heritage Speaker-Oriented Minors

Recent data from the MLA indicate that CUNY enrollment in LOTE courses is disproportionately weighted to introductory courses, relative to national figures (see section III.E below). The reasons for this are somewhat unclear and deserve further study, but at the very least it can be said that more can be done to encourage higher-level language study.

One promising way to increase demand and improve outcomes for LOTEs of all tiers is through the creation of attractive, content-driven language minors, particularly with an eye toward heritage speakers. The traditional ‘two-tiered’ approach, which is disparaged by the 2007 MLA report, means some minors at CUNY consist of nothing more than a certain number (four to six, typically) of upper-level literature courses, possibly combined with one or two intermediate-level pure language courses.

Consideration should be given to:

- expanding upper-level programming to include content-based language study targeted at advanced and heritage speakers;
- creating courses that focus on transcultural communication in specific professional settings—very often the development of formal literacies beyond the home-based fluencies typical of the population; and
- establishing interdisciplinary ‘language across curriculum’ classes like those at the University of Florida (see section IV.F below).

One result of the last item is that heritage and non-heritage speakers might be enticed to invest the time and energy into a language that might not currently spark their interest. Models for this type of course exist already at CUNY campuses—Baruch, Hunter, and Queens, particularly—but institutions like Florida, Stanford, and Miami University offer interesting examples for further consideration, as well as evidence that these minors and course designs can be successful.

It is not unreasonable to view this expansion of heritage learners’ linguistic repertoires as not merely desirable, but in fact central to their education. The Pathways recommendations include the following learning outcome: “a student will... speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.”\(^6\) A heritage speaker who gains exemption from LOTE requirements through a departmental exam testing linguistic competency may not necessarily demonstrate achievement of the second outcome (using the LOTE to respond to cultures other than one’s own). ‘Kitchen Spanish’ and ‘playground Russian’ do not clearly constitute the academic goals set out in Pathways if they cannot be extended to discourse beyond the familiarity of kitchen and playground and have not yet served in college-level ‘transcultural’ experience.

\(^6\) www1.cuny.edu/mu/academic-news/files/2011/12/CommonCoreStructureFinalRec.pdf
CUNY’s LOTE programs could be asked to a) identify those heritage students who have not yet achieved the outcome in question; and b) provide academic structures for them that are appropriate to their particular needs. Given the population of students, the potential payoffs are significant: if as few as 10% of the roughly 8,000 exempted students in the 2009-10 pursued LOTE minors, that figure would dwarf the number of LOTE majors (251). The proposed institute would be capable of spearheading such an initiative.

D. LOTE Expansion and Outreach

The Five College Center for the Study of World Languages, based in Amherst, Massachusetts, offers mentored courses in nine languages, independent study in seventeen others, and has resources available and/or in development for another fifteen more, all in addition to the more commonly taught languages hosted at individual campuses (see section IV.B). This provides an excellent example of how a large, well-coordinated university language program can support the study of LOTEs that would escape the grasp of a smaller or less efficiently directed institution. The Five College Center thrives in a consortium with a significantly lower enrollment than CUNY (roughly 28,000), and in a geographical context wherein few of the LOTEs taught can be considered ‘local’ to the extent that they might in New York. While there is, of course, good reason to study all of these languages for academic reasons alone, the potential for student motivation and engagement with the target language and culture seems far greater when a LOTE is spoken within and around a student's community, as is so often the case at CUNY and in New York. The CUNY Institute for Language Education in Transcultural Context would develop and tap into the demand for these languages in ways that might not be possible for individual campuses acting independently.

1. Introducing Local Less Commonly Taught Languages (LCTLs)

In CUNY’s case, a number of local languages are less commonly taught: Urdu, Gujarati, and Serbo-Croatian, for example, are all widely spoken in New York City, yet not taught at CUNY and are rarely taught elsewhere. It is difficult to imagine an American university better positioned to teach these languages than CUNY, located as it is in the heart of the U.S. community of speakers, and offering wide access to higher education. CUNY’s many student heritage speakers offer not only a potential source of demand for the study of these languages, but also a potential resource in its successful development. A CUNY institute would be better placed than any individual campus to develop and sustain consistent programming in LCTLs.

One may imagine fifteen students, three in each borough, who are very interested in developing their competence in Gujarati. Though clearly their interest is insufficient to support a full-semester course meeting weekly at any of the individual campuses (which twelve of the students would presumably struggle to attend), there are a number of services that CUNY might provide

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7 Amherst College, Hampshire College, Mt. Holyoke College, Smith College, and University of Massachusetts Amherst.
to these students. Models are the Mentored and Supervised Independent Study programs at the Five College Center, wherein students work independently with textbooks, print, and multimedia, have weekly small group conversation sessions, as well as one-on-one tutorials, many of which are provided by visiting scholars, or focus only on speaking and listening, meet weekly with a native speaker for conversation practice, and complete an oral evaluation with an outside instructor at the end of the course (the Independent Study option). While these kinds of approaches are themselves increasingly valued in higher education, in some cases they may also serve to ‘bootstrap’ the university into more formal, concentrated, and in-depth programming in the languages.

2. Engaging Heritage Speakers and Their Communities as Partners

The MLA Report’s call to “add locally spoken languages” and “seek out heritage speakers” is easier said than successfully done, but surely few recruitment tactics hold more potential for engaging with language networks than the hiring of their very members as tutors, mentors, conversation leaders, or materials developers. This inclusion of native speakers sends a clear signal to a language community that the university believes their language should be studied and will put its money where its mouth is. Whether or not the individuals hired go on to further language study (something the MLA counts as a “continuing priority”), their connections to language communities are extremely valuable to CUNY and are currently underdeveloped. One might recall the 2008-12 Master Plan’s call to “leverage the strengths of CUNY’s considerable international student population to foster awareness of and appreciation for other countries and cultures.”

In this vein, the Community Based Teaching movement might provide a vision for LOTEs at CUNY that takes fuller advantage of New York City’s strengths. The Communicative Approach to language instruction—in which learners are guided to practice and engage with meaningful language scenarios rather than abstract linguistic structures (e.g., learning how to ‘rent a car’ rather than ‘the pluscuamperfecto’) has long been ascendant in language pedagogy. If grocery-shopping role-plays are an attractive method for lower-level language learning, then surely shopping in Hindi or Gujarati at a real-life Indian supermarket counts as an even more attractive opportunity, and one uniquely available to CUNY students.

A language center could facilitate this type of outside-the-walls instruction—teaching that has the potential to build from phrase-book-level language practice into real engagement with complex societal issues—by developing human and institutional contacts, in part through the hiring of native speakers as mentors and conversation partners.

E. Technology and Distance Learning

The Five College Center has developed an extensive archive of student-, faculty- and staff-created multimedia material, all available online. The “Language by Country” collection features “authentic, country-specific video, audio, and still images from thirty-five countries in twenty-

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9 From the Five College Center’s website (http://www.umass.edu/fclang/about.html), accessed 12/11.
10 For something of an overview, see Zlotkowski and Duffy (2010). Two Decades of Community Based Learning. New Directions for Teaching and Learning 123, 33-43.
five languages,” covering topics such as “greetings, buying food, eating out, phone calls, and transportation.” The “Culture Talk” collection features video clips about various topics (food, family, etc.) with English transcripts for all non-English language. In addition to these, the Five College Center website hosts a wealth of other useful online resources, from syllabi to faculty language blogs, to student orientations and best practice guidelines for mentored tutorials and conversation sessions. The concentration of these efforts—which presently go in relatively fragmented ways throughout CUNY, e.g., at Hunter’s Chanin Center—would be an obvious and important role for a centralized LOTE coordinating entity.

Similarly, online learning is a possible means of developing and sustaining LOTE courses for languages that might not have the concentrated demand for a ‘brick and mortar’ class. The University of California’s Arabic Without Walls is a case in point, but many other examples abound. The infrastructure for such courses is in place, and CUNY has moved in the direction of greater online education in recent years; a coordinated approach to online LOTE teaching would clearly be beneficial to the extent that this direction is pursued.

F. K-12 Partnerships

The 2007 MLA Report advocates for the promotion of “alliances between K–12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration,” as well as for the development of gifted community language learners at the secondary level. While none of the other university models have thriving and obvious examples of such alliances, CUNY does have the groundwork in place—through its campus lab schools and Early College Initiative schools—to develop and or strengthen such alliances. It is widely noted, but easy to forget in a discussion that focuses exclusively on higher education, that the foundation for successful language learning is best laid years before students arrive on a college campus. Once again, a central coordinating entity might be more powerful and more efficient at engendering these partnerships.

III. Why an Institute for Language Education at CUNY?

A. CUNY and its surrounding community are vastly multilingual and multicultural

Of the 228,484 students enrolled as undergraduates at CUNY’s senior and community colleges in the fall 2010 semester, 43.6% spoke a native language other than English.\(^{11}\) A significant additional number--14.2% of the fall 2005 first-time freshman class--described themselves as native English speakers but reported speaking a language other than English at home.\(^{12}\) We might reasonably conclude from these figures that approximately half of CUNY’s undergraduates are multilingual.

CUNY serves a city with remarkable language diversity. The U.S. Census Bureau indicates that, for the years 2005-2009, 19.6% of Americans, 28.5% of New York State residents, and 47.1% of New York City residents over the age of five spoke a language other than English at home, with

\(^{11}\) CUNY OIRA website.

\(^{12}\) CUNY OIRA (2007). A Profile of Native and Non-Native English Speakers at CUNY. The results are taken directly from the cohort’s CUNY Freshman Application.
the question of ‘native’ language unaddressed.\textsuperscript{13} For fifteen different languages out of the thirty investigated by the American Community Survey in 2007, the New York City metropolitan area hosted a larger concentration of speakers than any other urban area in the nation.

With LOTEs playing such an important role in the lives of its student population and surrounding community, CUNY has great potential to capitalize upon the depth and diversity of its students’ language abilities in order to \textbf{raise the quality of language instruction}.

\textbf{B. CUNY’s 4-year colleges have room to grow in language learning}

There were 19,931 LOTE enrollments for the fall 2010 semester at CUNY four-year and comprehensive colleges (4Y/Cs), or 14.5 for every 100 undergraduates. By comparison, the MLA reports that in 2009 there were 8.6 LOTE enrollments for every 100 higher education enrollments nationwide.\textsuperscript{14}

CUNY’s trends in LOTE enrollments echo broader enrollment trends university-wide, but looking more closely at the ratios between LOTE enrollments and total enrollments, one can see that 4Y/Cs LOTE enrollments appear to have recently dipped after steady gains from 1995 to 2005.\textsuperscript{15} Nationally, figures have risen from 7.7 to 8.6 over roughly the same period (fall 1995 to fall 2009).

\textbf{C. CUNY could teach and study more languages}

CUNY offers courses in between 18 and 25 LOTEs, depending on the semester and the source.\textsuperscript{16} Given the limitations of a one-semester enrollment snapshot (chief among which is the omission of languages taught only in the spring or summer), a look at the full LOTE study history of the 16,107 students that received baccalaureate degrees in the 2009-10 academic year may afford a better idea of the mix of LOTEs taught at CUNY.

The 2009-10 cohort took classes in 18 languages, with over half of their LOTE credits dedicated to Spanish. French and Italian together accounted for 25% of the cohort's LOTE credits, followed by Chinese (7%), Japanese (4%), Russian, Hebrew and German. The remaining languages were Arabic, Greek, Latin, American Sign Language, Portuguese, Korean, Hindi, Gaelic, Yiddish, and (Haitian) Creole.\textsuperscript{17}

For the most part, the relative ranking of languages at CUNY conforms to national figures, though there is greater emphasis on Italian, Chinese, Russian, and Hebrew at CUNY, and less

\textsuperscript{13} U.S. Census Bureau website.
\textsuperscript{15} CUNY OIRA 12/11 report on LOTE enrollment at CUNY.
\textsuperscript{16} As of fall 2011, the TIPPS database indicates that Swahili is offered at CCNY, Hunter, and York; Yoruba at Hunter and Lehman; and Polish and Ukrainian at Hunter; at the CC level, Bengali is taught at LaGuardia. The 2009-10 baccalaureates graduates, however, did not attempt credits in these languages at 4Y/Cs, only in the 18 languages mentioned. The TIPPs total of 23 languages CUNY-wide differs slightly from the figure of 25 cited in the 2008-2012 CUNY Master Plan.
\textsuperscript{17} CUNY OIRA 6/11 report on LOTEs at CUNY.
emphasis on German and American Sign Language. This variation is undoubtedly related to the exceptional concentration of Italian, Russian, and Hebrew speakers in New York City.

Language enrollment is dynamic and reflects more than local conditions. Here it should be noted that there has been considerable growth in the study of Arabic and Chinese at CUNY over the past 15 years. In 1995, only Queens among CUNY’s colleges had fall enrollments in Arabic, and then only 65 students; by fall 2010, there were Arabic classes at 11 colleges, with 618 enrollments university-wide. The number of campuses teaching Chinese appears to have doubled over the same time span. These booms are obviously related to the growing economic and geopolitical importance of countries in which Arabic and Chinese are spoken and reflect similar growth trends at the national level. Conversely, over the same 15-year period, Russian enrollments declined at every campus where it was taught, though to a much less dramatic extent.

There is clearly opportunity for further growth in the areas of local languages, LCTLs, and linguistic engagement with the surrounding communities. South Asian languages are particularly under-represented at CUNY: Urdu, Telugu, Punjabi, Marathi, Tamil, and Gujarati are not offered anywhere; Bengali only at one community college (Laguardia), Hindi only at one senior college (CCNY). All are major world languages in terms of speakers, and the New York City metropolitan area boasts the largest proportion of subcontinental languages of any urban area in the country. Other languages not currently taught include Persian/Farsi, Turkish, Vietnamese, and Serbo-Croatian. CUNY has long prided itself as being a university that reflects the heterogeneity of its surrounding community, but it has significant room for improvement in this particular area.

D. Half of CUNY baccalaureate graduates study no LOTE at all

8,032 of the 2009-10 baccalaureate graduates (50%) did not take LOTE language classes at any point during their 4Y/C careers, which is to say they fell outside of LOTE requirements for one of several reasons. One reason is the absence of such a requirement, as was the case for all graduates from City Tech, and for BS baccalaureates from Staten Island and Hunter. Another is that they may have qualified for exemption from their institution’s LOTE requirements. The requirement and exemption policies at 4Y/C institutions vary significantly: some require a minimum number of credits taken (e.g., Medgar Evers and Baruch WSAS), others a demonstrated level of proficiency. In the latter cases, exemptions are given for high school study, results on standardized or departmental exams, prior study in a LOTE context (e.g., education abroad), and/or transfer credits from another college.

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19 CUNY OIRA 12/11 report on LOTE enrollment at CUNY.
21 CUNY OIRA 12/11 report on LOTE enrollment at CUNY.
22 Brooklyn has one Hindi course listed on TIPPS, but no record of enrollment in the MLA or OIRA data.
23 American Community Survey Reports (2010). Language Use in the United States: 2007. U.S. Census Bureau. The Survey tracks only Hindi, Urdu, and Gujarati among languages from the Indian subcontinent; for all three, the NY metro area has more than twice the concentration of the next biggest urban area.
24 CUNY OIRA 6/11 report on LOTEs at CUNY.
A quantified breakdown of how the 2009-10 graduating cohort gained exemption from LOTE requirement is not readily available, but it is worth noting that 62.1% of students transferred to their 4Y/C colleges from other institutions. It should also be noted that candidates for admission to CUNY’s senior and community colleges are not required to show evidence of prior LOTE study.

The MLA Report stresses the importance of both heritage language classes and outreach to heritage speakers of local languages. Classes aimed at heritage speakers are offered in nine languages at Brooklyn, and in one or two at most of the other 4Y/Cs and community colleges (Spanish, Chinese or Russian, typically); several offer none. In general, there is more evidence of pedagogical sensitivity to the unique strengths and needs of heritage speakers than there is of successful outreach to local language communities; Brooklyn’s extensive menu of heritage courses indicates the former, while the aforementioned lack of substantial enrollments in South Asian languages indicates the latter.

E. CUNY students study LOTEs at low levels

The 2009 MLA foreign language enrollment survey breaks down language enrollments by language, institution, and level of study, with the last variable in two categories: advanced and introductory. For CUNY’s eight most commonly taught languages, enrollment figures at CUNY’s eight senior colleges showed, as averaged, less advanced study than in the rest of the U.S.

While advanced, content-driven language courses are offered for majors and minors at a number of CUNY’s campuses, the programming in some departments retains a rigid, ‘two-tier’ structure, with lower-level language courses followed by upper-level literature courses (cf., for example, CCNY’s ‘Group A’ and ‘Group B’) that the MLA decries as out of touch with the current transcultural objectives of language learners, and which in all likelihood is even further out of touch with the objectives of potential LOTE students in the CUNY community.

F. Language study varies greatly between CUNY campuses

In just about every aspect, the extent and nature of LOTE teaching and learning at CUNY vary from institution to institution. The number of LOTE credits attempted by the 2009-10 cohort at Hunter was nearly twice that of Queens, which was in turn almost 50% higher than that of the third-ranked college, Baruch.

25 CUNY OIRA 6/11 report on LOTEs at CUNY.
26 UCLA and the University of Illinois (Urbana-Champaign), among quite a few other universities, require applicants to have two or more years of a LOTE in secondary school.
27 TIPPs database, fall 2011.
28 The term ‘heritage language/speaker’ and the concept behind it are somewhat problematic, painting the language as vestigial and its speakers as categorically different. We nonetheless support the consideration of heritage speakers called for by the MLA Report as stemming primarily from a desire to respect and nourish the LOTEs spoken by many Americans, rather than one to damage or exploit them.
29 MLA 2009 Language Enrollment Survey database. mla.org (CUNY data); Furman, N., D. Goldberg & N. Lusin 2010 (national data).
While these are the three CUNY 4Y/Cs with the highest undergraduate enrollments, Hunter’s exceptional status and Queens’s second-place ranking persist even when LOTE study is considered relative to enrollment.  

Differing language requirements are clearly a factor in the variation in curricular LOTE activity across the campuses. Hunter and CCNY, the only 4Y/Cs that unambiguously require four semesters (or equivalent proficiency) of their BA graduates, both appear at the high end of LOTE activity, while City Tech, the only 4Y/C with no LOTE requirement at all, had by far the fewest LOTE credits attempted for the 2009-10 cohort.

The data for students majoring in LOTE languages, however, caution against excessive association between LOTE requirements and activity. The difference in LOTE majors per 1000 enrollments between, for instance, Queens and Staten Island, which is more than fourfold, cannot be attributed to any differences in the core curricular requirements of each institution.

Hunter also stands out in its study abroad activity, with 361 students participating in such programs between summer 2009 and spring 2010, followed by 239 each at Baruch and CCNY, 164 at Brooklyn, and 150 at Queens. CUNY-wide, however, the duration of study abroad is currently quite short, a situation that the current CUNY Master Plan explicitly strives to address.

Further research will be needed in order to better understand the significant level of LOTE instruction at CUNY’s community colleges.

IV. Are there analogous institutes elsewhere?

A number of programs at other universities can be considered ‘models’ in the sense that their structures and histories may afford insight into potential directions for CUNY. Naturally, CUNY’s challenges and strengths are institution-specific, so no one model will be ideal.

A. Cal State Strategic Language Institutes - www.calstate.edu/acadprog/SLI/

Since the 2006-07 academic year, California State University has been developing Strategic Language Institutes centered around two geographical (southern and northern) consortia of member colleges; these institutes consist of language-specific programs based in individual campuses—e.g., Arabic at Cal State San Bernardino, Chinese at Cal State Long Beach—targeting

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30 The ratios of LOTE credits attempted by the 2009-10 cohort to the spring 2010 enrollment for each senior college are: Baruch .648, Brooklyn .620, CCNY .679, Staten Island .717, Hunter 1.564, Lehman .585, Queens .787, York .582. The ratios of LOTE majors in the same group per 1000 spring 2010 enrollments for each institution are: Baruch 0.24, Brooklyn 1.83, City 2.18, Hunter 5.54, Lehman 2.01, Queens 3.27, Staten Island 0.73, York 1.94.


32 Between 1994 and 1999, Language Centers were created at Cal Berkeley, BYU, Columbia, Rice, Stanford, and Yale; an engrossing survey response from a 2000 Language Centers Colloquium attended by these institutions and others—including principal mandates and staffing details—can be found at http://www.yale.edu/cls/centerscolloquium/surveyresponses.html. See also the article "Battling Babel" from the Yale Alumni Magazine, published on the same page, which lays out in detail the motivations for Yale’s decision, many of which are strikingly familiar.
heritage and non-heritage learners of ‘strategic’ languages and consisting of a three-phase sequence of summer immersion, academic year study, and study abroad designed to develop competence quickly.

B. Five College Center for the Study of World Languages - [www.umass.edu/fclang/](http://www.umass.edu/fclang/)

The Five College Consortium, based in Amherst, Massachusetts, features a Center for the Study of World Languages that, since its inception in 1987, has grown into a nucleus for the teaching and learning of LCTLs, offering two course types--Mentored and Supervised Independent Study-in languages not ‘big’ enough to be supported in departments at the individual campuses (e.g., mentored Turkish and Urdu, independent Wolof, Modern Greek, and Shona).


The University of California, in addition to a strong center for research and development of heritage language teaching, has a Consortium for Language Learning and Teaching whose primary focus appears to be the development and coordination of distance/online learning courses such as Arabic Without Walls and Punjabi Face-to-Face and At a Distance, as well as to host conferences on language-related topics.

D. Stanford University - [www.stanford.edu/dept/lc/language/](http://www.stanford.edu/dept/lc/language/)

Stanford established a Language Center in 1995 as part of a broader project to strengthen undergraduate language proficiency. The Center coordinates assessment for Stanford's language requirement, hosts language classes, hires instructors for LCTLs, arranges peer tutoring, and conducts LOTE research. Stanford also hosts the Heritage Language Project, a research initiative aimed at understanding the experiences, abilities and professional demands of adult heritage Spanish speakers, and of educational efforts at developing programming for heritage speakers.

E. Middlebury College Language Schools - [www.middlebury.edu/ls](http://www.middlebury.edu/ls)

Middlebury College is renowned as a leader in its summer immersion programs, which have been offered since 1915 and have since grown to include ten languages. It also boasts strong and extended study abroad programs and is presently the only American institution to award a Doctorate in Modern Languages.

F. University of Florida - [www.clas.ufl.edu/users/moreland/FLACatFlorida.html](http://www.clas.ufl.edu/users/moreland/FLACatFlorida.html)

Since 1996, the University of Florida has featured a collaborative Foreign Languages Across the Curriculum (FLAC) initiative, which designs one-credit courses in a LOTE (six are currently offered) to accompany courses in disciplines across the university, from business to law, urban planning to sports.

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33 Students from distant campuses are permitted to conduct this academic year of study via alternative means such as online study and/or guided independent study.

34
V. Past, Present and Future Steps

A. Report on Languages Other Than English at CUNY

During the 2009-2010 academic year, informal discussions and correspondence about the state of language learning at CUNY took place among some chief academic officers. In the fall of 2011, Associate University Provost Julia Wrigley forwarded relevant data from the University’s Office of Institutional Research and Assessment to Provost Chase Robinson (Graduate Center), who convened an informal working party at the GC to review these data, carry out further research, and produce a report for the Office of the University Provost. This research (carried out by Alexander Funk, graduate student in Linguistics, GC, and Marie Burrage, Director of Institutional Research, GC), along with a number of discussions and interviews, took place in October, November, and December of 2011, including a meeting with Rosemary G. Feal, the Executive Director of the Modern Language Association. Please see Appendix 1 for a letter of support from Dr. Feal. The report was finalized in January 2012.

B. Spring 2012

Provost Robinson shared the report on LOTEs at CUNY with Provost Vita Rabinowitz of Hunter College and Provost James Stellar of Queens College. He also shared the report with Associate University Provost Julia Wrigley, University Dean for Institutional Research David Crook and with Executive Vice Chancellor Alexandra Logue. As a result of discussions about the report, a decision was made to develop a proposal for an institute, hosted at the Graduate Center, focused on language education at CUNY. Provost Robinson, Provost Rabinowitz, and Provost Stellar all committed $50,000 to the proposed institute from their respective institutions and EVC Logue committed $100,000 from the University.

Professor José del Valle, Executive Officer of the Graduate Center’s Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages, agreed to develop the institute proposal with the help of Alex Funk and Marie Burrage. Professor del Valle also agreed to contact potential members for the proposed institute’s advisory board and to consult with representatives from the Research Institute for the Study of Language in Urban Society and the CUNY Council on World Languages about possible areas of overlap with the proposed institute.

Provost Robinson presented the institute proposal to the CUNY Council of Academic Officers at the April 4, 2012 meeting. If the proposed institute is approved by the CUNY Board of Trustees at its June 2012 meeting, an interim director will be appointed in the late spring/early summer of 2012.

C. Pilot Year (2012-2013)

In its pilot year, 2012-2013, the most important task that the new institute, the Institute for Language Education in Transcultural Context, will undertake is the national search for a permanent director who will help to determine the priorities of the institute over the next five years. Additionally, the institute will continue to collect data on language education at CUNY, in particular at the community colleges where our data are currently limited. In conjunction with that effort, will engage in outreach efforts at the CUNY colleges. The two graduate assistants
will be the primary managers of this data collection. Additionally, one of the graduate assistants will spend half of his/her time working with the Advisory Board and interim or permanent director to apply for external funding. Alexander Funk, the GC graduate student in Linguistics who authored the original report, will serve as one of the graduate assistants. Please see Appendix 2 for his CV.

The advisory board, interim, and then permanent, director and the faculty members will spearhead plans for two events: an inaugural colloquium with a keynote speaker and reception in the fall and a symposium with multiple invited speakers in the spring. Consultants from the model institutions mentioned above and other will be brought in to advise the institute as it develops its priorities and plans.

VI. Relationship to Existing CUNY Centers, Institutes and Councils

Inasmuch as it includes among its goals understanding students’ language-learning profiles and improving language instruction, the already-established Research Institute for the Study of Language in Urban Society (RISLUS) will be a natural ally for the Institute for Language Education in Transcultural Context. In fact, Professor Ofelia Garcia, a principal investigator on a major RISLUS project, will be a member of the institute’s advisory board. In contrast with RISLUS’ research interest in language structure and the economic and social issues related to the acquisition of literacy skills in urban settings, the new institute’s activity will focus on developing a better understanding of language teaching in transcultural context, promoting strategic program planning, and building resources that will be put at the service of CUNY’s language education community. In this regard, it is expected that the creation of the institute – through its research activity, leadership, and coordinating capabilities – will offer support to Foreign/Modern language departments, language labs, and CUNY’s Council on World Languages. The current Chair of the Council, Rosa Alicia Ramos, will also be a member of the institute’s Advisory Board. Additionally, collaborations with centers and institutes dedicated to education policy and technology projects—K-12 as well as post-secondary—might enhance the institute’s efforts in the areas of technology and distance learning and K-12 partnerships.

VII. Partners and Governance

The Graduate Center will be the host campus of the institute and Hunter College and Queens College will be institute partners beginning in the pilot year (2012-2013). Letters of commitment from the Provosts of these partner colleges can be found in Appendix 3. In future years, we expect that other CUNY colleges will become partners as well.

The governance structure of the institute will consist of a Director and an Advisory Board. The Advisory Board will consist of twelve full members during the pilot year, during which time it will develop bylaws and will meet at least once per semester. The Director and the Provost of the Graduate Center (or the Provost’s designee) will be ex-officio members of the Advisory Board. The other members will be appointed by the Provosts from each participating college (the Graduate Center, Hunter College and Queens College for the pilot year), and Professor José del Valle will serve as the chair in at least the pilot year. The Advisory Board will provide a forum
for the discussion of the institute’s activities and mission and will assess its continued relevance. Please see Appendix 4 for a list of committed Advisory Board members followed by their CVs.

The Director will hold a Ph.D. in Modern Languages, Linguistics or a related field and will be a full HEO. We expect that he/she will be at a relatively early stage in his/her career (equivalent to an Assistant or Associate Professor). The Director will be appointed for a period of one year with the possibility of reappointment and can be granted a Certificate of Continual Administrative Service (the equivalent of tenure) after eight years. She/he will report to the Provost of the Graduate Center or his/her designee. The Director will be the chief executive officer of the institute and its official representative. She/he will be responsible for programming the institute’s activities, preparing and managing the budget, assigning tasks to administrative and research assistants, and preparing the institute’s annual report.

It will be essential to the success of the institute that faculty from the participating colleges are involved, not only as Advisory Board members, but in the daily operations of the institute. Therefore, two faculty members from Hunter and two faculty members from Queens will receive a 25% teaching reduction each semester in return for their active participation in the activities of the institute and for serving as liaisons between the institute and the colleges.

VIII. Projected Budget

<table>
<thead>
<tr>
<th>Pilot year</th>
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<tbody>
<tr>
<td><strong>Personnel Services (PS)</strong></td>
</tr>
<tr>
<td>Interim Director</td>
</tr>
<tr>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Grad Asst (2x $15K)</td>
</tr>
<tr>
<td>2 Hunter Faculty (2x$6K)</td>
</tr>
<tr>
<td>2 Queens Faculty (2x$6K)</td>
</tr>
<tr>
<td><strong>PS total</strong></td>
</tr>
<tr>
<td>Computers</td>
</tr>
<tr>
<td>Director search</td>
</tr>
<tr>
<td>Web design</td>
</tr>
<tr>
<td>Events (fall inaugural event, spring symposium)</td>
</tr>
<tr>
<td>Consultants</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Research expenses</td>
</tr>
<tr>
<td>2 Board Meetings</td>
</tr>
<tr>
<td><strong>OTPS total</strong></td>
</tr>
<tr>
<td><strong>Pilot year total:</strong></td>
</tr>
</tbody>
</table>

**Years 2-3**

<table>
<thead>
<tr>
<th>PS is consistent with pilot year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
</tr>
</tbody>
</table>
Web maintenance $2,000
Events $15,000
Evaluation $10,000
Consultants $5,000
Research expenses $2,000
2 Board Meetings $500

OTPS total $37,000
Years 2-3 total per year $250,000

<table>
<thead>
<tr>
<th></th>
<th>Years 4-5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS +3% in year 4</td>
<td>$219,390</td>
</tr>
<tr>
<td>Travel:</td>
<td>$2,500</td>
</tr>
<tr>
<td>Computers (year 4):</td>
<td>$5,000</td>
</tr>
<tr>
<td>Evaluation:</td>
<td>$10,000</td>
</tr>
<tr>
<td>Events</td>
<td>$15,000</td>
</tr>
<tr>
<td>2 Board Meetings:</td>
<td>$500</td>
</tr>
<tr>
<td>OTPS total</td>
<td>$33,000</td>
</tr>
<tr>
<td>Total year 4</td>
<td>$252,390</td>
</tr>
<tr>
<td>Total year 5</td>
<td>$247,390</td>
</tr>
</tbody>
</table>

*Postdocs and additional faculty members will be added as additional colleges join the institute and funds become available.

IX. Proposed Funding Plan

Pilot Year (2012-13):
- Tax levy funding will go towards general operating expenses.
- CUNY Central has committed $100,000.
- The Graduate Center, Hunter College, and Queens College have each committed $50,000. These contributions will come in various forms including faculty release time and graduate assistantships.
- In early spring 2013, the institute will pursue funding from the United States Office of Postsecondary Education, Undergraduate International Studies and Foreign Language Program which provides one year grants to strengthen and improve undergraduate instruction in international studies and languages. The maximum award for consortial applications is $160K for a twelve month period.

Years 2-5
- Commitments from CUNY Central, Hunter, Queens, and the Graduate Center will remain.
- Other CUNY campuses may elect to “buy in.”
- In Year 2 (February 2014) the institute will apply for funding from:
  - The United States Department of Education Office of Postsecondary Education.
National Resource Centers (NRC) Program for Foreign Language and Area Studies, or Foreign Language and International Studies Program. The NRC program makes institutional awards in the $250-$350K range per year for 3 years.

National Resource Centers (NRC) Foreign Language and Area Studies (FLAS) Fellowships Program. The FLAS Fellowship Program makes funds available to the institution (in the range of $85K-$300K per year for 3 years) for student fellowships for language and area studies.

The new RFP for the NRC programs should be announced in early February 2014 with a deadline of late March 2014. Institutions are eligible to apply for continuing funding in subsequent competitions and so the institute will add proposal development for this competition to the Year 6 calendar.

The institute will also pursue funding for individual post-doc support through the Council on International Educational Exchange.

X. Governance Approval at the Graduate Center

The proposal for the institute for Language Education in Transcultural Context was unanimously approved by the Graduate Center’s Center and Institute Review Committee on April 20th, 2012.
Appendix 1:

Letter of Support from the Executive Director of the Modern Language Association
13 April 2012

José del Valle, Executive Officer
PhD Program in Hispanic and Luso-Brazilian Literatures
The Graduate Center, City University of New York
365 Fifth Avenue
New York, NY 10016

Dear Professor del Valle:

I am pleased to write in support of the City University of New York (CUNY) Institute for Language Education in Transcultural Context. This is a key moment in higher education when it comes to language study, and we desperately need new resources to ensure that our nation’s students have access to a wide variety of languages. The CUNY proposal is extremely well constructed. It combines research with pedagogy, assessment, and advocacy for language learning and instruction.

The institute, to be created and administered by CUNY, takes up four of the significant recommendations from the MLA’s report on foreign languages, which recommends that institutions

- Promote alliances between K–12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration.

- Broaden the range of languages taught. In particular, add locally spoken languages to the curriculum. Seek out heritage learners and design a curriculum that meets their needs. Encourage heritage speakers to learn additional languages.

- Adopt and promote best practices for heritage-language teaching such as those developed by the Center for Applied Linguistics.

- Through a language center or other structure, develop a forum for the exchange of ideas and expertise among language instructors from all departments. Such structures prove invaluable in boosting the morale of teachers and improving the quality of professional and intellectual life.

The plan is ambitious in the best sense of the word. It creates a strategic agenda that will place CUNY at the forefront of language access in the United States. Moreover, CUNY is uniquely positioned to undertake this project since the university and its surrounding community are vastly multilingual.
CUNY also has an incredible array of intellectual and administrative strengths to bring to bear on this project. I enthusiastically support this initiative and pledge the resources of the Modern Language Association (MLA), which will assist in any way it can. The MLA is eager to see the Institute for Language Education in Transcultural Context become established. Please let us know how we can collaborate.

Cordially,

[Signature]

Executive Director
Modern Language Association
Appendix 2:

Alexander Funk’s CV
Alexander Funk  
76-10 34th Avenue #4P; Jackson Heights, NY 11372 718.426.6594 alexanderfunk@gmail.com

Education

CUNY Graduate Center, New York, New York
Ph.D in Linguistics, in progress. Chancellor’s Fellow.
Research interests: syntax, semantics; bilingualism; language pedagogy.

Yale University, New Haven, Connecticut

Teaching

2009- Queens College, Flushing, New York
Adjunct Professor, Linguistics and Communication Disorders department.
LCD 701 - Introduction to Linguistics
LCD 702 - Teaching English Sentence Structure
LCD 720 - Teaching the Sound System of English

2007- Hunter College, New York, New York
Graduate Assistant and Graduate Teaching Fellow, English department.
ENG 002 - Reading II
ENG 331 - Structure of Modern English
ENG 332 - History of the English Language

2007 CUNY Graduate Center, New York, New York
Practicum leader, Linguistics department.
LING 721 - Syntax I

ESL Teacher, Spanish Teacher, Faculty Coordinator.

1999-2000 Aula Escola Europea, Barcelona, Spain
English Teacher, grades 5-6.

Research

2007-2010 RISLUS, CUNY Graduate Center, New York, New York
Research Assistant, Research Institute for the Study of Language in Urban Society.
“Teachers at the Epicenter: Engagement and Resistance in a Biliteracy Program for “Long-Term English Language Learners” in the U.S.” (Menken, Funk & Klein 2011)

2012- RISLUS, CUNY Graduate Center, New York, New York
Research Assistant, Research Institute for the Study of Language in Urban Society.
Revision of New York State bilingualism standards for languages commonly spoken by English Language Learners.

Miscellaneous
Languages: Spanish, Italian, written French.
Appendix 3:

Letters of Commitment from Provosts of Hunter and Queens Colleges
April 13, 2012

Dr. Chase Robinson  
Provost and Vice President for Academic Affairs  
The Graduate School and University Center  
365 5th Avenue  
New York, NY 10016  

Dear Chase,

It is with great enthusiasm that I write this letter in support of the proposed CUNY Institute for Language Education in Transcultural Context. At Hunter College, we have long recognized that understanding other cultures and languages is essential to thriving and leading in a changing world. We seek to prepare our exceptionally diverse student body to succeed in a world transformed by globalization and technology. In the wake of recent developments in the larger world and in higher education locally, nationally, and internationally, several of us have come to realize that this is a propitious moment for CUNY to re-examine foreign language study, the study of world cultures, and education abroad.

We are thrilled with the invitation to help envision a CUNY-wide institute that sends a signal to our students, faculty, organizational and community partners and other stakeholders that we are set to re-imagine the study of foreign languages and world cultures, and strategically increase our support, coordination, and promotion of them. In the wake of Pathways, when students will have more freedom to pursue academic interests in depth, we must seek to create innovative, interdisciplinary major and minor concentrations and certificate programs in areas where foreign language skills, world culture studies, and other cultural competencies are increasingly relevant.

Your own scholarship, your commitment to global understanding, and your position as chief academic officer of the Graduate (and University) Center uniquely qualify you to take the lead in shaping this institute, and I thank you for the outstanding leadership you have shown in creating a galvanizing vision for this new entity. Hunter is proud of its tradition of outstanding language instruction and is proud to partner with the Graduate Center and Queens College in launching this direction-setting initiative across the university. You have Hunter College’s unqualified support for the new CUNY Institute on Foreign Language Study.

Sincerely,

Vita C. Rabinowitz  
Provost and Vice President for Academic Affairs
To:    Chase Robinson, Provost at Graduate Center
From:  James R. Stellar, Provost
Re:    Queens College’s contribution to the Language Institute
Date:  April 15, 2012

I am happy to pledge from my discretionary funds the amount of $50,000 in the coming academic year to this joint enterprise with the Graduate Center and Hunter College and CUNY central to form a Language Institute for the purposes of improving language instruction at Queens and at CUNY in general.

We discussed that in the first year, there may be a way that we could make part of this contribution as in-kind and that would be very helpful to our strained budgets. We also discussed in future years either extending the Institute to other CUNY Colleges and using whatever fees collected to reduce the founding member’s contribution, or (even better) get outside funding from grant applications. However, if the enterprise requires the full cash contribution in the first year, I am willing. The operation is very important and it must be done now, particularly in the modern environment where higher education is often accused of “dumbing down.”
Appendix 4:

Advisory Board Members and their CVs
Institute for Language Education in Transcultural Context

Advisory Board Members

The following individuals have committed to serving as of April 26th, 2012:

Lisa Marie Anderson
Associate Professor of German
Acting Chair Department of German
Hunter College

José del Valle, Chair
Professor of Spanish and Hispanic Linguistics
The Graduate Center

Evelyne Ender
Professor of French and Comparative Literature
Hunter College and The Graduate Center

Ofelia García
Professor of Bilingual Education and Hispanic Linguistics
The Graduate Center

Hermann Haller
Professor of Italian and Comparative Literature
Queens College and The Graduate Center

Miki Makihara
Associate Professor of Linguistic Anthropology
Queens College and The Graduate Center

William T. McClure
Associate Professor of Japanese and Linguistics
Acting Dean of Faculty
Queens College and The Graduate Center

Rosa Alicia Ramos
Associate Professor of Spanish and Coordinator of Romance Languages
Hunter College

Christopher Stone
Associate Professor of Arabic
Hunter College
DR. LISA MARIE ANDERSON  
Department of German  
Hunter College  
695 Park Avenue  
New York, NY 10065  
212-772-5006  
lisa.anderson@hunter.cuny.edu

ACADEMIC APPOINTMENTS
• Associate Professor, Department of German, Hunter College, City University of New York, September 2010-present
• Assistant Professor, Department of German, Hunter College, City University of New York, September 2006-August 2010
• Postdoctoral Lecturing Fellow, Department of Germanic Languages & Literature, Duke University, September 2005-August 2006
• Visiting Assistant Professor, Department of Modern Languages, Lock Haven University of Pennsylvania, September 2004-August 2005

EDUCATION
• Ph.D. in Germanic Languages & Literatures, University of Pennsylvania, May 2004  
  Dissertation: “The Encoding of Desire: Reflections of Contemporary Messianism in German Expressionist Drama,” directed by Professor Frank Trommler, defended March 2004  
  Emphases: Literary History, Religious Studies, Women’s Studies, Language Pedagogy
• M.A. in Germanic Languages & Literatures, University of Pennsylvania, May 2000
• B.A. in German with Highest Honors, Douglass College at Rutgers, The State University of New Jersey, May 1998  
  Minor in Economics, Certificate in International Studies, Prüfung Wirtschaftsdeutsch International
• Universität Konstanz, Germany, 1996-1997  
  Coursework: German Literature & Culture, Translation

OUTSIDE ACCREDITATION
• Certified by the American Council on the Teaching of Foreign Languages as an Oral Proficiency Tester  
  - On-site training, Nashville, TN, November 2006  
  - Certification completed January 2008

PUBLICATIONS
Books
• German Expressionism and the Messianism of a Generation (Editions Rodopi, 2011).
• Hegel on Hamann. Translated from the German and with an Introduction by Lisa Marie Anderson (Northwestern University Press, 2008).
Peer-Refereed Book Chapters

Peer-Reviewed Articles
• “Toward Professional Integration in the Humanities: One Teacher-Researcher’s Experience with Portraiture,” Arts & Humanities in Higher Education 10.1 (February 2011), 103-119

Translations and Book Reviews

Articles in Progress
• “Parables and the Teaching of World Literature”
• “Biblical Allusion and the Response to Trauma in Goethe’s Novelle”

ARCHIVAL RESEARCH
• Deutsches Literaturarchiv, Marbach/Neckar, Germany, June 2007
• Jacques Derrida Archive, University of California at Irvine, March 2006
• Deutsches Literaturarchiv, Marbach/Neckar, Germany, April 2003
CONFERENCES & WORKSHOPS

Refereed Presentations

• “What We Teach When We Teach Translation: How to Teach German Majors to Translate, and Why,” Binghamton University German Studies Colloquium, Binghamton, NY, April 2012
• “On the Use of Role-Play in Upper-Level Language and Literature Courses,” Midwest Modern Language Association, St. Louis, MO, November 2011
• “The Child is the Savior of the Man: Pregnancy, Nativity, and Delivery on the Expressionist Stage,” German Studies Association, Oakland, CA, October 2010
• “Of Theory, Aesthetics, and Politics: Configuring the Messianic in Early Twentieth-Century Europe,” American Comparative Literature Association, Long Beach, CA, April 2008
• “Negotiating the Sacred and the Secular: Parables and the Teaching of World Literature,” Modern Language Association, Chicago, IL, December 2007
• “Telling Stories With Our Research: Possibilities for Portraiture in German Studies Today,” Women in German Annual Conference, Snowbird, UT, October 2007
• “From Plato to the Death of God: Teaching Heinrich Heine’s ‘Immanuel Kant’ in the Undergraduate Classroom,” American Association of Teachers of German Annual Meeting, Nashville, TN, October 2006
• “Messianism and Secularization in the Ethos of German Expressionism,” 34th Annual 20th-Century Literature & Culture Conference, University of Louisville, February 2006
• “‘Traceable in the Gospels and Promised There’: The Claims of Modernity and Christian Messianism in German Expressionist Drama,” Messiah, Apocalypse, Redemption: 20th-Century German Thought, University of Adelaide, South Australia, July 2004
• “Secularization of the Sacred? Biblical and Literary Messianism in German Expressionist Drama,” Tenth Annual Graduate Student Conference, University of Virginia, February 2003
• “Judeo-Christian Influence and the New Man in the Early Plays of Georg Kaiser,” Midwestern Graduate Seminar in German Studies, Chicago, April 2001

Other Presentations

• “Using e-Portfolios to Enhance Students’ Cultural and Linguistic Awareness,” Hunter College Tech Thursday series, February 2012
• “Using the ACTFL Oral Proficiency Interview to Support Student Learning,” Hunter College Teaching Tuesday series, October 2011
• Presentation to the Hunter College German Club on German Expressionism, March 2009

Organizational Service

• Workshop Co-Organizer, “Integrating Technology in Your Foreign Language Teaching,” Hunter College, New York, NY, October 2010
• Session Co-Organizer, “Filling Out in the Middle: Innovations for Intermediate German,”
American Association of Teachers of German Annual Meeting, Orlando, FL, November 2008
• Session Organizer, “Integrating Philosophical Texts in the Undergraduate Classroom,”
American Association of Teachers of German Annual Meeting, Nashville, TN, October 2006
• Session Chair, “The Grand Teutons,” International Association for Philosophy and
Literature, Freiburg, Germany, June 2006
• Co-Organizer, Faculty Workshop on “Grade Inflation,” Teaching & Learning Center, Lock
Haven University of Pennsylvania, 2004-2005
• Co-Organizer, “Centering Cultures, Cultural Centers - Berlin, Vienna...” Graduate Student
Conference, University of Pennsylvania, March 2003
• Co-Organizer, “Exchanges Between German and Religious Studies: Considering a Diversity
of Beliefs,” Graduate Student Conference, University of Pennsylvania, March 2000

Participation
• Carnegie Academy of the Scholarship of Teaching & Learning Provosts Council 2nd Annual
Conference, March 2010
• Society for Phenomenology & Existential Philosophy, Annual Conference, October 2006
• Hunter College Blackboard Workshops, Fall 2006
• Hunter College Summer Institute on Blended Learning, August 2006

HONORS & AWARDS

Financial Grants
• Hunter College FITT (Faculty Innovations in Teaching with Technology) Grant, 2011-2012
• $4500 from The Max Kade Foundation for International Conference “Hamann and the
Tradition,” 2008-2009
• $2000 from Hunter College Dean of Arts & Sciences for International Conference “Hamann
and the Tradition,” 2008-2009
• $2900 from Hunter College Provost for International Conference “Hamann and the
Tradition,” 2008-2009
• $300 from Hunter College Auxiliary Enterprise Board for International Conference “Hamann
and the Tradition,” 2008-2009
• PSC-CUNY 39 Research Award Program, City University of New York, 2008-2009
• PSC-CUNY 38 Research Award Program, City University of New York, 2007-2008
• Hunter College Teaching & Learning with Technology Development Grant: “Digital
Recording & Storage of Oral Proficiency Interview to Assess Learning Outcomes,” 2007

Fellowships & Scholarships
• School of Arts & Sciences Dissertation Fellowship, University of Pennsylvania, 2003
• Dean’s Fellowship, University of Pennsylvania, 2001
• Max Kade Fellowship, University of Pennsylvania, 1998
• Douglass College Global Village Scholarship for Study Abroad, 1996
• Douglass College Scholars Program Scholarship, 1994

Other Recognition
• Nominee, Penn Prize for Excellence in Teaching by Graduate Students, 2003
• Friedmann Prize for Outstanding First-Year Student, Department of Germanic Languages &
Literatures, University of Pennsylvania, 1999
• Steuben Award for Excellence in German Language Study, Rutgers University, 1998
• Golden Key Honor Society, 1998
• Phi Beta Kappa, 1997

TEACHING EXPERIENCE
• Department of German, Hunter College, 2006-present
  - German I-IV; Intensive Beginning & Intermediate German (Access to German)
  - Advanced Conversation & Composition (Themen Zertifikatsband)
  - Business German
  - The German Short Story & Novella
  - German Drama, Naturalism to the Present
  - German Radio Plays
  - Advanced German Through Translation
  - German Fairy Tales (taught in English; writing-intensive)
• Department of Germanic Languages & Literature, Duke University, 2005-2006
  - Beginning & Advanced Business German
  - Advanced German II: “Genre & Culture: Writing 20th-Century Germany”
  - Advanced German II: “From the Golden Twenties to the Third Reich”
• Department of Modern Languages, Lock Haven University of Pennsylvania, 2004-2005
  - German I, II, III, IV (Fokus Deutsch)
  - Introduction to German Culture I
  - Introduction to German Literature I
• Department of Germanic Languages & Literatures, University of Pennsylvania, 1999-2002
  - Beginning German I (Alles klar)
  - Intermediate German IV (Impulse)
  - Accelerated German I & II (Neue Horizonte)
• Teaching Assistant, German/Comparative Literature/Film Studies 256, “The Devil’s Pact in Literature, Music and Film,” University of Pennsylvania, Spring 2001
• Teacher, German Society of Pennsylvania, September 2000 - July 2003
  - Beginning German language courses (Themen neu)
  - Reading & Translation course (German Quickly, German for Academic Purposes)

RELATED WORK EXPERIENCE
• Writer on the German and European economies, The Linneman Letter, quarterly market research publication, 2006-present
• Screening, rating, gridding of Oral Proficiency Interviews for American Council on the Teaching of Foreign Languages Assessment Workshop, Summer 2008
• Part-Time Assistant, Prof. Peter Linneman, University of Pennsylvania, 2000-2003
  - Communications for Linneman Associates, international real estate consulting practice, with particular emphasis on German clients
  - Preparation of International Real Estate courses at The Wharton School of Business
• Advanced German Tutor, The Lauder Institute, The Wharton School of Business, University of Pennsylvania, 2002-2003
• Freelance translation German-English, 1999-2004
• Intern, Messe Frankfurt GmbH, Frankfurt, Germany, Summer 2000
• Tutor, The Writing Center, Rutgers University, 1995-1998 (Ways of Reading)
ACADEMIC SERVICE

Hunter College

- Secretary, College Senate, May 2011-present
- Acting Chairperson, German Department, Spring 2011 & Spring 2012
- Co-chairperson, Languages Working Group, 2010-2011
- Chairperson, General Education Requirements Appeals Committee, 2010-2011
- Member, College Senate, 2010-present, 2006-2007
- Member, Chief Librarian Search Committee, 2009-2010
- Member, General Education Requirements Appeals Committee, 2009-2011
- Member, Teaching and Learning Working Group, 2009-present
- Member, German Department Personnel & Budgets Committee, 2008-present
- Faculty Advisor, 8 independent studies, 2008-present (selected topics: “Ist die Zukunft fröhlich für uns? Eine Studie von Globalisierung, Umwelt und Migration mit Schwerpunkt auf die deutsche Perspektive”; “Sexual Abuse as a Theme in Contemporary German Adolescent Literature”; “Das Materielle in Fontanes Effi Briest”)
- Examiner, Zertifikat Deutsch, German Department, 2007-present
- Judge, Annual Essay Prize Competition, German Department, 2007-present
- Faculty Advisor, German Club, 2006-present
- Member, Faculty Delegate Assembly, 2007-2008

Service to the Profession

- External Dissertation Reader, Monica Achen, Yale University School of Drama, “The Politics of Primitivism in German Expressionist Drama”
- Selection Committee Member, U.S. Student Fulbright Program, Institute of International Education, 2008, 2009
- Faculty Advisor, Senior Honors Thesis/Independent Study, Duke University, Spring 2006, “Having an Inward Space’: Issues of Translation in Rainer Maria Rilke’s Marien-Leben”
- Mentor, Project L.E.A.D., mentoring program connecting undergraduates and graduate students, University of Pennsylvania, 2003
- Co-Chairperson, University of Pennsylvania Chapter of Delta Phi Alpha, 2000-2001

Service to the Community

- Volunteer, New York Cares, 2007
- Host, International Friendship Program for exchange students, Lock Haven University of Pennsylvania, 2004-2005
- Member, Douglass Alumnae Recruitment Team, Rutgers University, 2004-2005

PROFESSIONAL AFFILIATIONS

- Modern Language Association
- German Studies Association
- Women in German
- American Association of Teachers of German
- American Council on the Teaching of Foreign Languages
- International Association for Philosophy and Literature
- American Comparative Literature Association
LANGUAGES
• English: native speaker
• German: near-native command
• Ancient Greek: basic reading knowledge
• French: basic reading knowledge

REFERENCES
Available upon request.
José del Valle

Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages
The Graduate Center – The City University of New York
365 Fifth Avenue
New York, NY 10016
Office phone: (212) 817-8410
e-mail: jdelvalle@gc.cuny.edu

153 Bennett Ave #4A
New York, NY 10040
Home phone: (212) 568-1308
Cell phone: (646) 670-7800

Current Position

Professor of Hispanic Linguistics at The Graduate Center of The City University of New York.

Areas of Scholarly Interest

The politics of language and linguistic ideologies in Spain and Latin America. Linguistic history.

Education


M.A. Spanish Linguistics, University at Buffalo, State University of New York, Buffalo, NY, 1990.
Specialization: Spanish Theoretical and Applied Linguistics.

Licenciatura, Philology (five-year degree), Universidad de Santiago de Compostela, Spain, 1988.
Specialization: Major in English and Minor in Spanish Linguistics and Literature.

Professional History

❖ Tenured and Tenure-Track Positions

The Graduate Center–The City University of New York, New York, NY
Professor, tenured, 2007-present.
Associate Professor, tenured, 2002-07.
Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages.

Fordham University, Bronx, NY
Associate Professor, tenured, 2001-02.
Assistant Professor, tenure-track, 1999-2001.
Department of Modern Languages and Literatures.
Latin American and Latino Studies Program.

Miami University, Oxford, OH
Assistant Professor, tenure-track, 1994-99.
Department of Spanish and Portuguese. [On leave 1998-99 while at Virginia.]
Visiting Positions


Short Visiting Engagements


Prizes and Awards

2010. Friedrich Wilhelm Bessel Award. Alexander von Humboldt Foundation. Award winners are honoured for their outstanding research record and invited to spend a period of up to one year cooperating on a long-term research project with specialist colleagues at a research institution in Germany. Worked with Dr. Gabriele Knauer at Humboldt Universität and Ibero-Amerikanisches Institut in Berlin between June 2010 and January 2011.

Publications

Books


José del Valle and Luis Gabriel-Stheeman (eds.). La batalla del idioma: la intelectualidad hispánica ante la lengua. Frankfurt/Madrid: Vervuert/Iberoamericana, 2004. [Spanish edition of The battle over Spanish; contains revisions and one additional chapter.]


José del Valle. El trueque s/x en español antiguo: aproximaciones teóricas. Tübingen, Germany: Max Niemeyer Verlag, 1996.

Edited Conference Proceedings

❖ Journal Special Issues

José del Valle and Elvira Narvaja de Arnoux (guest eds.). Special Issue of Spanish in Context (2010) 7:1. Title: “Ideologías lingüísticas y el español en contexto histórico.”

José del Valle (guest ed.). Special issue of Sociolinguistic Studies, forthcoming Fall 2011. Title: “Language beyond the nation: a comparative approach to policies and discourses.”

❖ Articles and Book Chapters


“La RAE y el español total. ¿Esfera pública o comunidad discursiva?” In José del Valle (ed.), La lengua, ¿patria común?: ideas e ideologías del español. Frankfurt / Madrid: Vervuert /


“Desde el spanglish neoyorquino hacia el concepto de un mundo hispánico.” In Debats: Revista trimestral editada por la Institució Ajuntament el Magnànim (Fall 2001): 80-86.


❖ Book reviews


Conference Presentations


“La lógica de la hermandad y la retórica del mercado en la hispanofonía.” Presented at the VIII Congreso de Lingüística General. Universidad Autónoma de Madrid, Madrid, Spain (June 25-29, 2008).

“España, Mercosur y la elaboración discursiva de la comunidad iberoamericana.” Presented at Congresso Internacional de Política Lingüística na América do Sul (CIPLA). Universidade Federal de Paraíba, João Pessoa, Brazil (May 1-4, 2006). By invitation.

“Spanish in the US, a minority language in high modernity.” Presented at the 2006 Georgetown University Round Table. Georgetown University, Washington, DC (March 3-5, 2006). By invitation.


“Spain’s foreign language-policy and the notion of Pan-Hispanic brotherhood.” Presented at the XVII International Congress of Linguists. Organized under the auspices of the Comité International Permanent des Linguistes, Prague, Czech Republic (July 24-29, 2003).


“El papel de la lingüística en la enseñanza del español en Estados Unidos.” Presented at La enseñanza del español en España y Estados Unidos: Retos y oportunidades. Organized by the Junta de Castilla y León and CUNY’s Graduate Center, New York, NY (September 25, 2002). By invitation.


“Lengua e identidad en Galicia: La ‘Trilogía gallega’ de Camilo J. Cela.” Presented at the 82nd Annual Meeting of the American Association of Teachers of Spanish and Portuguese, San Juan, PR (August 4-8, 2000).


“Juan Valera y la lingüística de su tiempo.” Presented at the 52nd Kentucky Foreign Language Conference. Lexington, KY (April 22-24, 1999).


“Language policy and linguistic culture in Galicia.” Presented at the Second Hispanic Linguistics Symposium. The Ohio State University, Columbus, OH (October 9-11, 1998).


“La ‘doble voz’ de la ley fonética en la lingüística histórica española.” Presented at the 1er Congreso Internacional de la Sociedad Española de Historiografía Lingüística. Universidad de La Coruña, A Coruña, Spain (February 18-21, 1997).


“La construcción de la historia de España y la lingüística menendéz-pidaliana.” Presented at the First International Colloquium on the History of Linguistics in Spain and Spanish-America. Held at the University of Massachusetts at Amherst, Amherst, MA. April 25-27, 1996.


“Ricardo Carballo Calero in Galician Linguistics: Between Prescription and Description.” 77th Annual Meeting of the American Association of Teachers of Spanish and Portuguese. San Diego, CA (August 7-11, 1995).

“Revisión de la lingüística histórica española: El modelo de convergencia de Menéndez Pidal.” Georgetown University Round Table on Languages and Linguistics. Washington, DC (March 6-10, 1995).


Lectures


University of South Carolina (Columbia, SC). April 22nd, 2011. Guest speaker at the Department of Languages, Literatures, and Cultures: Lecture title: “The legitimacy of the ‘letrado.’ Linguistic science and the pan-Hispanic cultural field.”


Humboldt Universität (Berlin, Germany). July 4th, 2010 Guest speaker at the Linguistics program. Lecture title: “Transatlantic language policy.”


Aston University (Birmingham, UK). May 6th, 2010. Guest speaker at the School of Languages and Social Sciences. Lecture title: “The role of language academies in the Spanish-speaking world.”

Consello da Cultura Galega (Santiago, Spain). May 4th, 2010. Guest speaker at the “Seminario sobre lingua, sociedade e política en Galicia.” Lecture title: “Discursos sobre a(s) lingua(s) e ideoloxías lingüísticas nos medios de comunicación.”


University of California at Berkeley (Berkeley, CA). March 4, 2009. Guest speaker at Department of Spanish and Portuguese and Berkeley Language Center. Lecture titles: “Monoglosia y heteroglosia: herramientas para el estudio del plurilingüismo” and “Everybody’s usage: the politics of grammar in the ‘Hispanofonía.’”


University of Arizona (Tucson, AZ), February 8, 2008. Keynote speaker at Department of Spanish and Portuguese Graduate Student Symposium. Lecture title: “Language standardization and the symbolic status of Spanish.”


University of Liverpool (Liverpool, UK). October, 24, 2005. Lecture title: “Spanglish and language ideologies.”


The Ohio State University (Columbus, Ohio). May 29, 1998. Lecture title: “Lingüística y nacionalismo: Notas sobre el control ideológico del español estándar.”


Teaching and Mentoring Experience
Courses and Seminars

The Graduate Center-CUNY (2002-present)

Fordham University (1999-02)

University of Virginia (1998-99)

Miami University (1994-1998)
Intermediate Spanish, Spanish Composition, Introduction to Spanish Linguistics, History of the Spanish Language (Undergraduate/Graduate), Spanish Dialectology/Sociolinguistics (Undergraduate/Graduate), Hispanic Language and Culture, Minority Languages in the Spanish-Speaking World, Sociology of Language (Graduate Seminar), Linguistic Minorities, Ethnicity, and Nationhood (Undergraduate Honors Program Senior Seminar).

Research Directed at CUNY’s Graduate Center

Completed doctoral dissertations


Doctoral dissertations in progress


Other supervised research projects

Faculty adviser to Lorena Hernández Ramírez. Graduate Center’s Graduate Student Research Grant. Awarded in December 2011. “La fundación de la Academia Norteamericana de la Lengua Española.”

Faculty adviser to Carolina Chaves O’Flynn. Graduate Center’s Graduate Student Research Grant. Awarded in December 2011. “El discurso político en Colombia: violencia y memoria.”
Faculty adviser to Susana Castillo. Graduate Center’s Graduate Student Research Grant. Awarded in December 2010. “Language policy and planning in Equatorial Guinea during the colonial period.”

Faculty adviser to Dorothy Staub. Graduate Center’s Graduate Student Research Grant. Awarded in December 2009. “Language policy and linguistic ideologies en Ecuador en Peru: a comparative perspective.”


Faculty adviser to Berenice Darwich. Graduate Center’s Graduate Student Research Grant. Awarded in February 2007. “Language across borders: poblano’s attitudes towards adult literacy in New York City and Puebla, Mexico.”

Faculty adviser to Laura Villa. Graduate Center’s Graduate Student Research Grant. Awarded in February 2007. “Language debates in Catalonia under Franco’s dictatorship in the 1960’s.”

Faculty adviser to Juan Valdez. Graduate Center’s Graduate Student Research Grant. Awarded in February 2006. “Dominican identity and the erasure of linguistic and racial diversity: the case of Samaná.”

Faculty adviser to Laura Villa. Graduate Center’s Graduate Student Research Grant. Awarded in February 2006. “Attitudes towards the mandatory offering of Spanish in Porto Alegre’s (Brazil) schools.”

✓ Research Directed at Miami University

M.A. Theses


Undergraduate Research


Administrative Experience

✓ Administrative Experience at CUNY’s Graduate Center

Executive Officer (Chair) of the Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages (January 2011-present).

Deputy Executive Officer (Associate Chair) of the Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages (2006-2010).

Coordinator of Hispanic linguistics track in the Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages (2002-2010).
Coordinator of Galician Studies Chair, an agreement between the Graduate Center and the Xunta de Galicia’s Language Policy Agency (2007-present).
Coordinator of Portuguese Studies Chair, an agreement with the Camões Institute, Portugal’s agency for the promotion of the Portuguese language and literature (2007-2008).

- **Administrative Experience at Fordham University**

  Associate Chair, Department of Modern Languages (2000-2002)
  Chair of bi-campus Freshman Book Committee (Spring 2001-2002)
  Faculty Task Force on Campus Culture (Fall 1999-2002)
  Prestigious Fellowships Committee (Fall 2001-2002)
  Modern Language’s Vision Document Committee (Spring 2001)
  Committee on Guidelines for Personnel Decisions (Fall 2000)
  Merit Increment Committee (Spring 2000, Spring 2001)
  Chair of Advisory Committee on Enhancement of Foreign Language Requirement (1999-2000)
  Latin American and Latino Studies Committee (1999-2000)
  Adjunct and New Faculty Orientation Guidelines Committee (Fall 1999)

- **Administrative Experience at Miami University**

  Assistant Chair, Department of Spanish and Portuguese 1995-1998
  Advisory Committee to the Chair, 1995-1998
  Faculty Adviser to Sigma Delta Pi, Spanish Honorary, 1994-1996
  Student Activities Committee, 1994-95; 1995-96 (Chair, 1996-1997)
  Graduate Studies Committee, 1997-1998
  Linguistics Program Committee, 1997-1998

**Additional Professional Experience**

**Fordham University.** April 19-20, 2011. Member of the external evaluation committee for the Department of Modern Languages and Literatures.


Comparative Romance Linguistics Discussion Group of the MLA. Member of the Executive Committee (1995-1999). Session organizer and Chair in 1997.

Comparative Romance Linguistics Discussion Group of the MLA. Member of the Bibliography and Research Committee (1994-1996).

Professional Memberships

Modern Language Association
Society for Spanish and Portuguese Historical Studies
International Association for the Study of Spanish in Society
EVELYNE ENDER
Curriculum Vitae

Hunter College
Department of Romance Languages, W 1326
695 Park Avenue
New York, NY 10021
Tel. (212) 772 5104

Email: Evelyne.Ender@hunter.cuny.edu

Professional Positions:

July 2012 to June 2014
PMLA, Member of the Editorial Board.

Spring 2012 Fall 2010
Deputy Executive Officer, Comparative Literature, CUNY Graduate Center

Sept. 2006--
Professor of French and of Comparative Literature, Hunter College and the Graduate Center at CUNY. Appointed in Ph.D. /M. A. Program in Comparative Literature, Ph.D. program in French, and Certificate in Women’s Studies

Jan. 2005--Aug. 06
Professor of French Studies, University of Washington, Seattle.

2002-2005
Harvard University: Visiting Professor, Romance Languages and Literatures. Lecturer, Literature Concentration.

2000--2003
MIT: Visiting Faculty, Women’s Studies & Foreign Languages and Literatures, Arts and Social Sciences.

1997--2001
Yale University: Visiting Associate Professor and Visiting Fellow, Comparative Literature Department.

1991-99
Maître-assistante, Faculté des lettres, Université de Genève Nineteenth- and twentieth-century European literatures (English, French, German).

1984-91
Université de Genève: Assistante, English Department.

1983-84
Lecturer, Université de Fribourg (CH), courses in literary translation.

Education:


Fellowships and awards:

2009-10  Andrew W. Mellon Fellowship at the Center for the Humanities, CUNY for faculty seminar on “The Family”

Nov. 2006  Winner of the of the Aldo and Jeanne Scaglione Prize for Comparative Literary Studies.

2005-06  Research Fellow Simpson Center for the Humanities

1997-98  Subside de recherches personnel, Fonds National de la Recherche Scientifique (Berne, Switzerland).

1988-89  Bourse de relève du Fonds National de la Recherche Scientifique, Visiting Fellow at Yale University

1986  Tuition scholarship for the School of Criticism and Theory, Dartmouth.

1979-80  Scholarship for study in English and French literature, St John's College, Oxford.
**Book in progress**

*The Graphological Impulse*: Against the backdrop of the current digital revolution, this study analyzes handwriting as a cognitive, emotional, and creative process with its unique epistemology. Relying on case studies drawn from nineteenth- and early twentieth-century writers, it delves into the growing philosophical literature of embodied consciousness to explore the interface between an older material practice of writing and the creative brain.

**Publications**

**Books:**


**Edited volume:**


**Articles and book chapters:**

« Chopin, George Sand, and the Creative Brain » (under review *The Boston Review*).


“Henri-Frédéric Amiel : le philosophe et le (beau) sexe”


“Geneva School” (revised and updated)


“Le triomphe de l’éros dans François le Champi”
George Sand Studies, special issue ed. by Lucienne Frappier-Mazur (vol. 21, 2002).

“‘Une femme qui rêve n’est pas tout à fait une femme’: Lélia en rupture d’identité.” Nineteenth-Century French Studies, 29 (Spring-Summer 2001).


"A Writer's Birthpains: Virginia Woolf and the Mother's Share". In special issue on Families, SPELL Swiss Papers in English Language and Literature, 9 (1996).


“‘Putting the matter to the proof': Virginia Woolf et la question du genre.” In Béranger, Elisabeth and Castro, Ginette, Le genre et la loi, Editions de la Maison des Sciences de
l'Homme d'Aquitaine, Bordeaux, 1993.

"Feminist Criticism in a Double Mirror: Reading Charlotte Brontë and Virginia Woolf". In Compar(a)ison (1/1993), Bern: Peter Lang, 1993.

Reviews:


1981-86, regular reviews of English and American literature in Samedi littéraire, the literary supplement of the Journal de Genève.

Translations:


George Steiner, "Comment taire" (in English "A Conversation Piece"), Cavaliers Seuls, 1987.


Conference Papers:


“Ma main tremble si fort en vous écrivant” ou Proust en graphologue”. « Proust and his Era », conference at Univ. of Illinois, Champaign Urbana, April 2010.


"Avoiding the Nude (Gustave Caillebotte)" in "Reworking the Body of Realism" Nineteenth-Century French Studies Colloquium, University of Georgia, Athens, Oct. 1997.


"A Writer's Birthpains: Virginia Woolf and the Question of the Mother", SAUTE (Swiss Association of University of Teachers in English), Bern, May 1995.


Public lectures (United States):
« In Search of the Creative Brain : Frederic Chopin and George Sand » (lecture),
« Louise Bourgeois’s Memory Cells » (seminar) « Handwriting : The Brain, the Hand,
the Eye, the Ear » (talk for the Center for Mind, Brain, and Culture). Emory University,
February 2012.

« Fashioning Modernism : Rimbaud meets Verlaine meets Debussy » with James Melo.
Ensemble of the Romantic Century. CUNY Graduate Center, Jan. 2012.

Respondent to Eric Parens, « What Neuroscience Can – and –Can’t Teach Us about
Being Human ». Neuroculture Lecture Series. CUNY Graduate Center, April 2011.

« Proust and Music » with James Melo, Ensemble of the Romantic Century. CUNY
Graduate Center, March 2011.


« ‘As if yesterday’ : How Medusa Changed our World ». The Medusa Project :

“The Art of Reading: Madame Bovary for the twenty-first century”. CUNY Graduate

“Memory as Text: an Interdisciplinary View of Personal Remembrance.” Columbia
University, February 2008.

“Imagining the Past: Memory between Literature and Science.” Harvard University,
February 2006.

"Déjà-Vu Revisited: Time and the Mind in a Literary Framework," Simpson Center for
the Humanities, University of Washington, Seattle, Jan. 2006.

“The subject of Poetry,” keynote address 11th Annual International Graduate Conference

“Le sujet au miroir: les souvenirs d’Annie Ernaux,” University of Wisconsin, Madison,

“The Rememberer’s Task: Autobiography in History,”
Brandeis University, March 2001.


“Remembering the Forgotten: Virginia Woolf’s A Sketch of the Past,” Master Class in


“Le souvenir et ses charmes: Gérard de Nerval,” Romance Languages Department, Harvard University. April 2000.


“Physics, Metaphysics, and Gender: Inquiries into Woolf, Sand and Sartre,” Dartmouth College, English Department. April 1996.

“The Art of Bridging Intervals: Marcel Proust and Virginia Woolf,” Yale University, Comparative Literature Department and University of Virginia, French Department. April 1996.

“Reading Sexual Difference: the Case of George Sand,” French Department, University of Virginia, Charlottesville. April 1993.


Public lectures (Europe):


“Questions de mémoire: une invitation à l'interdisciplinarité.” Groupe d'études LIRE.

“Memory and Autobiography.” University of Zurich, June 2003.


**Related Professional Work:**


**Teaching Experience:**


2005-06  **University of Washington, Division of French and Italian.** Graduate seminars: “Baudelaire and his Circle” and “Memory Across the Disciplines.” Modern French Literature survey course, advanced undergraduate seminars: “Histoires de passion”, “Poésie française du dix-neuvième siècle.”

2002-04  **Harvard University, Romance Languages and Literatures.** Graduate seminars, “Desire in Nineteenth-Century French Fiction” and

2000-04 Massachusetts Institute of Technology, “Introduction to Women's Studies” and “Introduction to French Literature” (fall 2002)

1997--2000 Yale University: Graduate seminars in Comparative Literature, cross-listed in French Department ("Gender and Illness," “Writing and Memory," "Fictions of Desire"). Undergraduate seminars for Literature and Comparative Literature Program (modern European literature).


1993-97 Université de Genève: (1) Lecture-course in comparative literature:"Questions de critique féministe" (2) Senior seminars in English literature (modernism, gender, 19th and 20th century poetry, narratology).

1984-93 Université de Genève: Junior seminars (introduction to literary studies, Victorian fiction and poetry, postmodernism, realism, narratology).

1983-84 University of Fribourg, lecturer, 1983-4: Advanced practical course in literary translation (English, French and English German)

Other:

Member of the Hunter Presidential Task Force for Pathways (CUNY initiative for General Education requirements).

Member of the Admissions committee for Hunter Macaulay Honors program, 2010-2011.

Acting Deputy Executive Officer, PhD/MA Program in Comparative Literature, CUNY Graduate Center, fall 2010.

Member of committee for the review of “New Directions” Mellon Fellowships

Member Advisory Board, Mellon Committee, Hunter College.

Member, Executive Committee (alternate) and Curriculum Committee, PhD Program in French, CUNY Graduate Center.
Associate Chair, Division of French and Italian, University of Washington.

Member of the Groupe d’études LIRE : littératures et idéologies du dix-neuvième siècle. Institut des Sciences de l’Homme. Université de Lyon II.

Member of the "Commission des Etudes Postgrades", Université de Genève, Faculty of Letters.

Founding member and member of the committee of the interdisciplinary "Atelier de recherches féminin/masculin", Faculty of Letters, Université de Genève.

Co-organizer (with G. T. Polletta and M. Bridges-Giacone) of the "Colloque de troisième cycle" on gender, with the participation of Judith Butler, Abigail Solomon-Godeau and Diane Elam (Münchenwiler, May 1996)

Assistant for Professor G. T. Polletta in the organization of the cycle of conferences and seminars for the Faculty of Letters (Summer term 1994): "Reading Otherwise: The Contributions of Feminist Thinking" (with the participation of Shoshana Felman, Michèle Le Doeuff, Toril Moi, Naomi Schor).

**Professional societies:**

Member of Nineteenth-Century French Studies
Member of the Modern Languages Association, New York.
Member of the George Sand Association

**References:**

Professor Janet Beizer, Harvard University
Professor Peter Brooks, Princeton University
Professor Thomas Cottle, Boston University
Professor Jonathan Culler, Cornell University
Professor Shoshana Felman, Emory University
Professor Nelly Furman, MLA (New York), formerly Cornell University
Professor Emeritus Michael Holquist, Yale University
Professor Christie MacDonald, Harvard University
Professor Gregory T. Polletta, Université de Genève
Professor George Steiner, Cambridge University
Professor Susan Suleiman, Harvard University
Professor Kathleen Woodward, University of Washington
Ofelia García  
Graduate Center  
City University of New York  
Ph.D. Program in Urban Education  
365 Fifth Avenue  
New York, N.Y. 10016  
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e-mail: ogarcia@gc.cuny.edu  
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HIGHER EDUCATION
Post-Doctoral Fellowship  1990  University of Michigan, Ann Arbor  
Institute of Political and Social Science Research
Post-Doctoral Fellowship  1981  Yeshiva University, NYC  
Sociology of Language and Bilingualism
Ph.D.  1981  Graduate Center, City University of New York  
Hispanic and Luso-Brazilian Languages & Literatures
M.A.  1975  Hunter College, CUNY  
Spanish and Education
B.A.  1970  Hunter College, CUNY

FACULTY AND PROFESSIONAL APPOINTMENTS
September 2008 to present  Professor, Ph.D. Program in Urban Education and  
Ph.D. Program in Hispanic & Luso-Brazilian Literatures & Languages  
Graduate Center, City University of New York
2002 - 2008  Professor of Bilingual Education and Program Coordinator  
Department of International and Transcultural Studies  
Teachers College, Columbia University
1997 – 2002  Dean, School of Education and Professor of Teaching and Learning  
Long Island University  
Brooklyn Campus
1981 to 1997  Professor of Bilingual Education  
School of Education  
The City College of New York
1982 to 1986  Visiting Asst. Professor of Bilingual Education  
Ferkauf Graduate School  
Program in Bilingual Developmental Psychology  
Yeshiva University
1977 to 1980  Instructor  
Bilingual Studies  
SUNY, Old Westbury
1975 to 1977  Graduate Fellow  
Romance Languages Department  
Queens College, CUNY
1970 to 1975  Bilingual and ESL Teacher  
Clinton Public School, NYC, District 3
VISITING FACULTY APPOINTMENTS
Université de Strasbourg, France (2010)
Universidad de la República, Uruguay (2008)
Universidad de la Habana (1996)

RECENT PROFESSIONAL ACTIVITIES

- Associate General Editor, *International Journal of the Sociology of Language*, 2009 to present
- Series Advisor, Multilingual Matters Textbooks, 2008 to present
- Member, Board of Directors, Educational Testing Service, ETS, 2010.
- Member, National Board Member, National Latino Education Research Agenda Policy (NLERAP), 1999 to present; Regional NE Board Member, 2000 to present.
- International Advisor, National MLE Resource Center, Zakir Husain Centre for Education Studies, Jawaharlal Nehru U., Delhi, India, 2009 to present.
- Fellow of the International Centre for Language Revitalisation, Te Ipukarea - The National Maori Language Institute.
- Co-Chair, Education, Center for Puerto Rican Studies Agenda Setting, 2008-2009.
- Co-Chair, NYCDOE, Best Practices for English Language Learners, 2009
- Founding co-director, Center for Multiple Languages and Literacies, Teachers College, Columbia University, 2002-2009.
- Reviewer NSF, 2009
- Member, NYSED LEP/ELL Committee of Practitioners, 2006-present.
- Member, Common Language Advisory Roundtable, Internationals Network for Public Schools, 2006-present.
- Advisory Board, Campaign for Educational Equity, Teachers College, Columbia University, 2006-2009.
- Participant, NYCDOE Rubrics Workshop for Regents Accreditation, 2006
- Member, Panel of Distinguished scholars on English Learners, California Department of Education, 2006
- Distinguished Advisory Board member of the ELL Teacher Academy, NYCDOE, 2004 to 2006.
- Consultant to Qatar on their educational language policy, 2004
- U.S. State Department, Speaker Series, 2004 to present
- Center for Urban Educators (CUE), Long Island University/Brooklyn Campus. Founder/Director and recipient of $1.5 million grant for institutionalization from the Henry Luce Foundation, 1999. Member of Advisory Board to present.
• Editor, *Educators for Urban Minorities*, Long Island University Press, 1999 to 2003
• New York State Education Department, Higher Education State Assessment Advisory Board, 2000 to present
• New York City Board of Education Chancellor’s Board on Promotion and Standards, Member, 1998-1999

ACADEMIC AND PROFESSIONAL HONORS

• **2008 Gladys Correa Award, New York State Association of Bilingual Education**, received March 15, 2008.
• **Fellow, Stellenbosch Institute for Advanced Study (STIAS)**, South Africa 2006 - present.
• **Council for the International Exchange of Scholars**, Fulbright Senior Specialist, Candidacy 2003. Award 2005, National Pedagogical University, Honduras (not accepted).
• **Council for the International Exchange of Scholars**, Fulbright Scholar Award, Universidad de la República, Departamento de Lingüística, Montevideo, June-September 1996. Taught a graduate course on the education of immigrant students, MS in Immigration Studies. Conducted research on bilingualism and language contact in the Uruguay-Brazil border
• **CUNY-Caribbean Exchange Fellow**, Summer 1997. Universidad de la Habana, Cuba, Facultad de Lenguas Extranjeras, under special US Treasury Department License. Conducted research on the use and teaching of English in Cuba and worked with University faculty and graduate students.
• **The Ofelia García Spirit of the Community Award**, 1st recipient of Annual Award for Vision in Adult Education, named after Ofelia García. Dec 1994, City College, CUNY
• **National Academy of Education, Spencer Fellow**, June 1985 to June 1988
• **American Association of Teachers of Spanish and Portuguese**, Huntington Award for Outstanding Doctoral Dissertation, 1983
• **Graduate Fellowship**, Queens College, 1975-1976.

PUBLICATIONS

Books


**Articles**


García, Ofelia and Jessica Trubek. 1999. Where have all the minority educators gone and when will they ever learn. In Educators for Urban Minorities 1: 1-8.


**Policy document**


**Book Series co-editor**

*Contributions to the Sociology of Language* (Mouton de Gruyter), from 2010 on

**Journal editor/associate editor**

*International Journal of the Sociology of Language*, From Issue 200 (Associate Editor)


**Assessment Instruments**


**Reviews, Forewords, Newsletters, Reports, Op-Eds, Letters, TV appearances**


García, Ofelia. 1999. Foreword to first issue of Educators for Urban Minorities


Academic Consultant

**RECENT LECTURES AND PRESENTATIONS (SINCE 1991)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2011</td>
<td>Keynote speaker, BILINGLATAM IV, Oaxaca, 6/29-7/3</td>
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<tr>
<td>2011</td>
<td>Invited speaker, Educación Intercultural Bilingüe, UPN, Oaxaca, 6/28</td>
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<tr>
<td>2011</td>
<td>Keynote speaker, Jornada de Sociolinguística, UNAM, Iztapalapa, Mexico, 6/27</td>
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<tr>
<td>2011</td>
<td>Invited speaker, Jornadas de Bilingüismo, Santiago de Compostela, June 10-14</td>
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<tr>
<td>2011</td>
<td>Keynote speaker, Mercator, Leeuwarden, The Netherlands, April 8.</td>
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<tr>
<td>2011</td>
<td>Invited panelist, AAAL, Chicago, March.</td>
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<tr>
<td>2011</td>
<td>Keynote speaker, New York State Association of Bilingual Education, March 5.</td>
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<tr>
<td>2011</td>
<td>Keynote speaker, East Carolina University, Greenville, North Carolina</td>
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<tr>
<td>2011</td>
<td>Invited speaker, Universidad Autonoma Metropolitan, Unidad Iztapalapa, Simposio sobre el multilingüismo, October 25.</td>
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<tr>
<td>2010</td>
<td>Invited keynote speaker, BETAC NYSED meeting, Albany. June 9, 2010</td>
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<tr>
<td>2010</td>
<td>Invited speaker, UFT Teacher Center, April 13, 2010</td>
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<tr>
<td>2010</td>
<td>Keynote speaker, CAEBER Conference, Gallaudet University, April 10, 2010</td>
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<tr>
<td>2009</td>
<td>Keynote speaker, NALDIC Conference, University of Reading, United Kingdom. November 2009</td>
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<tr>
<td>2009</td>
<td>Invited speaker, Conference on Complementary Schools, University of Birmingham, UK.</td>
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<tr>
<td>2009</td>
<td>Keynote speaker, Miami Dade College, PET Project Conference on Teaching ELLs, Bilingualism for the 21st century. 1/31/2009</td>
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<tr>
<td>2009</td>
<td>Invited speaker, University of Strasbourg, France, Bilingualism and Bilingual Education in the U.S. 1/22/2009.</td>
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<tr>
<td>2009</td>
<td>Invited speaker, University of Luxembourg, Luxembourg, Educating children for bilingualism in the 21st century. 1/13/2009</td>
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<tr>
<td>2008</td>
<td>Keynote speaker, High School ELLs, NYCDOE, November 4, 2008.</td>
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<tr>
<td>2008</td>
<td>Panel Participant, Bilingualism in TESOL. TESOL. New York, April 4, 2008</td>
</tr>
</tbody>
</table>
2008  Invited Speaker, From English Language Learners to Emergent Bilinguals. January 30, 2008. Teachers College, Columbia University
2007  Invited speaker, Plurilingualism and Bilingual Education Practices. Obirin University, Japan, June 24, 2007
2007  Invited speaker, Bilingualism and Bilingual Education in the U.S. Keio University, Japan, June 16, 2007
2007  Invited speaker, Multilingualism and Globalization. Symposium organized by the University of Barcelona and the Hispanic Association of Colleges and University, Barcelona, Spain, May 7, 2007
2007  Invited speaker, Spanish in the United States, George Mason University, March 16, 2007
2006  Keynote Speaker. Becoming bilingual in New Jersey. 26th Annual ESL-Bilingual Conference, William Patterson University, December 8, 2006
2006  Invited Lecture. El español y su enseñanza en los EEUU. University of Alcalá de Henares, Spain
2006  Invited keynote, Spanish Language Education Ideologies and Policies in the United States, Rice University. February 3, 2006
2005  Invited panelist, Language and Poverty, Cornell University, October 13, 2005
2005  Invited keynote, El español en la enseñanza y la enseñanza del español, CUNY Graduate Center, October 7, 2005
2005  Panelist, Dual language education in the United States, V International Conference on Bilingualism, Barcelona, Spain
2004  Workshop Presenter. The Teaching of English Language Learners, Metropolitan School Study Council, December 3
2004 Invited Keynote Speaker. Sociolinguistic landscape of NYC schools: Beyond ELLs to LOTE speakers. New York City Department of Education, Division of English Language Learners and Department of Mathematics. November 3.


2003 Invited speaker. The politics and policies of Spanish in NY. Symposium on The Politics of Spanish. Graduate Center, CUNY; April 4, 2003


2003 Keynote speaker. The languages of Bilingual Education. New York State SABE,

2003 Keynote speaker. The Other Languages in TESOL. New York State TESOL, February 22, 2003


2002 Keynote speaker. Students of Latin American descent in New York City schools. New York University, November 1, 2002


2002 Panel Participant. Educating the emerging majority: The role of colleges and universities in preparing teachers to work successfully with Latino students (with Saavedra, Alcala-Collins, Lucerna, Mercado, Caballero, Romo), April 4, 2002. New Orleans


2002 Keynote speaker. What teacher educators must know about English Language Learners and Bilingual Students. WESTED Conference on Preparing Teachers to teach Bilingual Students. March 4


2002 Invited respondent to Jim Cummins. Policy Breakfast on Bilingual Education at the Steinhardt School of Education of New York University, October 1

2001 Invited speaker. Multilingualism in NYC. St John’s University, December 4.


2001 Panel Participant. A School of Education grows in Brooklyn. With LIU Faculty. AACTE. February

2000 Keynote speaker. As the world’s multilingualism turns: Reflections for ESL, Bilingual and Foreign Language educators. William Patterson College. New Jersey’s Teachers of ESL and Bilingual Education, December 15
1999  Chair, International Symposium on Bilingualism and Biliteracy through Schooling, Summer
1998  Invited speaker. Bilingual Education. District 15 Summit Meeting, New York, May
1994  Invited to NEH Symposium on Spanish for Native Speakers, University of California at Davis, May 1994
1993  Invited to Foreign Language Center's Symposium on Foreign Languages in the US. John Hopkins University, October 1993
1993  Keynote speaker. International Conference, Festival of the Lesser Used Languages of Europe, April 14-18, Friesland, The Netherlands
1991  Chair and Symposium Organizer. SOL in the Horizon: Conference on Sociology of Language in Honor of Joshua A. Fishman, LSA Summer Institute, University of California, Santa Cruz, July.
1991  Invited Panelist. Spanish ability among second generation Nuyoricans: A study of its determinants. (Presentation with M.
Cuevas, graduate student) Spanish in the US: Spanish in contact with other languages. University of Southern California, November 7, 1991.

Invited speaker. Language and Latino students in the classroom. Teaching and Learning Center. SUNY, College at Old Westbury, May 7.

CURRENT RESEARCH and BOOKS in PREPARATION

- LAT-NYHS Latino students in NYC High schools. Research director (funded by New York City Department of Education, Office of English Language Learners)
- Pan American International High Schools (with Nelson Flores) (funded by International Network)
- Dual language bilingual education in high school: A case study (with Healther Woodley) (funded by HS of World Cultures)
- Translanguaging as Pedagogy (with Nelson Flores & Heather Woodley). Book in preparation

OTHER PROFESSIONAL ACTIVITIES

- Reviews for Tenure and Promotion: Rutgers University; University of California, San Diego; Temple University; University of Illinois; University of Houston; Florida State University; Georgetown University; Hunter College; Lehman College (CUNY); University of California, Davis; University of New Mexico, Las Cruces; University of Colorado at Boulder; Brooklyn College (CUNY); City College (CUNY); University of Ohio; York University (Ontario); John Jay College of Criminal Justice (CUNY); St. John's University; Teachers College; and others.

PROFESSIONAL MEMBERSHIPS (Present)

- Institute for Language Education Policy
- American Educational Research Association
- American Association of Applied Linguistics (AAAL)
- TESOL
- National Association of Bilingual Education
HERMANN W. HALLER

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City University of New York
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New York, N.Y.10014-1659
Tel. (212)929-2648
e-mail:Hermann.Haller@qc.cuny.edu

1.Education

University of Bern, 1965-71; Ph.D. 1971; Università di Perugia, 1967 (certificato); Università di Firenze, 1967-68; Université de Paris (Sorbonne), 1969-70 (Certificat); State University of New York at Albany, 1972.

Specialization: Italian and Romance Linguistics; History of the Italian language; Italian Dialectology; Italian as an Emigrant Language; Early Italian Texts; Italian Dialect Literature.
Languages: German, French, Italian, English, Latin, some Spanish.

2.Teaching Appointments

Professor of European Languages and Literatures, Queens College, City University of New York, 1996-.
Professor of Romance Languages, Queens College, City University of New York, 1984-96; Associate Professor, 1980-83; Tenure, 1979; Assistant Professor, 1974-79; Instructor 1973-74.
Member, Doctoral Faculty, Ph.D. Program in French, Graduate Center, City University of New York, 2000-.
Member, Doctoral Faculty, Ph.D. Program in Comparative Literature, Graduate Center, City University of New York, 1978-.
Visiting Professor, University of Pennsylvania, Spring semester, 2012.
Visiting Professor, University of Milan, Italy, April 2006.
Visiting Professor, Centro di Dialettologia e di Etnografia, Bellinzona, Switzerland, September 2003.
Visiting Professor, University of Florence, Italy (Professore a contratto), March-April, 2003.
Visiting Professor, University of Genoa, Italy, March 2003.
Visiting Professor, University of Notre Dame, November 2001.
Visiting Professor, Università per Stranieri, Perugia (Professore a contratto), Summer 1999.
Visiting Professor, Università degli Studi di Trento (Professore a contratto), Spring 1996.
Visiting Professor, Middlebury College, Summer 1996.
Visiting Professor, Johns Hopkins University, Spring semester 1993; Spring semester 2001.
Visiting Associate Professor, Brown University, Fall 1980.
Visiting Associate Professor, New York University, Summer 1980.
Assistant in Romance Philology, University of Bern, Switzerland, 1970-1972.
Courses Taught (Undergraduate and Graduate)

History of the Italian Language; The Italian Dialects; Italian Dialect Literature; The Italian Language Today; The Origins of the Neo-Latin Tongues; Aspects of Italian Sociolinguistics; The Poetry of the Duecento; Dante’s Divine Comedy; Boccaccio and the Italian Novella; Survey of Italian Prose literature; Translation; Research Methodology; Italian Syntax; Introduction to Romance Linguistics; Old Italian; Introduction to Old French; Old Provençal; History of the French Language; all levels of courses in Italian.

3. Administrative Positions and Service to the College and University

Director, Doctoral Specialization in Italian, Ph.D. Program in Comparative Literature, Graduate Center, CUNY, 2003-2011.
Graduate Council, Graduate Center, City University of New York, 2006-.
Chairman, Department of European Languages and Literatures, Queens College, 1999-2004.
Acting Director, Doctoral Specialization in Italian, Graduate Center, CUNY, 1999-2000.
Member, Executive Committee of the QC Personnel & Budget Committee, 1999-2002.
Member, Executive Committee, Ph.D. Program in Comparative Literature, 1999-2000; 2003-.
Member, Executive Committee, Ph.D. Program in French, Fall 2006.
Coordinated the implementation of the QC Study Abroad Program in Perugia, initiated in 2004.
Academic Adviser, Study Abroad Program in Perugia, 2004-.
Arranged Annual Tuition Scholarships for QC students for Summer Study in Italy (Siena, Perugia), 1996-.
Graduate Adviser in Italian, Queens College, 1982-85; 1988-99.
Coordinator of the Italian Program, Queens College, 1979-82; 1985-86; 1990-91.
Coordinator of the Italian Specialization, Ph.D. Program in Comparative Literature, CUNY, 1981-86.
Chairman of the Pro Helvetia Swiss Lectureship at the CUNY Graduate Center, 1989- (arranged 12 one-semester lectureships sponsored by the Swiss government agency Pro Helvetia benefiting Ph.D. Programs in German, French, Comparative Literature, Musicology, Art History, and Sociology).
Adviser to the Director of the Italian Cultural Institute, New York (coordinated the “Topics in Italian Linguistics Series” from 1996-2000, with the participation of 18 linguists from the U.S., Canada, Europe, and Australia).
Resident Director, Bologna Cooperative Studies Program, Bologna, Italy, 1986-87.
Queens College Graduate Curriculum Committee, 1993-96.
Chairman, Graduate Executive Committee, 1982-85.
Member, Graduate Executive Committee, 1974-76; 1978-79; 1982-86; 1988-1996.
Member, Departmental Personnel and Budget Committee, 1982-85; 1988-91; 1996-.
Director of International Studies in Italy (at QC), 1981-82, 1989-94.
Member, Queens College Five-Year Planning Committee of the President, 1993.
Member, QC Review Panel for NEH Summer Stipends, 1983.
Member, Italian American Advisory Committee, 1980-86, 1997-98.
Member, Advisory Committee to the Program of Italian American Studies at QC, 1981-86.
Member, Bylaws Committee, 1982-85.
Member, Committee on Research, 1982-85; 1988-91.
Member, Committee on Curriculum and Examinations, CUNY, 1983-84.
Faculty Membership Committee, The Graduate Center, CUNY, 1984-85.
Italian Undergraduate Adviser, 1976-79.
Chairman, Undergraduate Curriculum Committee, 1976-79.
Wrote and implemented proposal to establish a new Master of Sciences in Education in Italian Program at Queens College (approved in 1985).

4. Membership in Professional Organizations

Modern Language Association; Linguistic Society of America; International Linguistic Association; American Association of Teachers of Italian; American Association of Italian Studies; American Italian Historical Association; Società Linguistica Italiana; Società Internazionale di Linguistica e Filologia Italiana; Associazione Internazionale di Studi della Lingua e Letteratura Italiana; Centro Pio Rajna; Société de Linguistique Romane; Associazione per la Storia della Lingua Italiana, Associazione Italiana di Linguistica Applicata.

5. Professional Awards and Honors

- Elected as Member of the Accademia della Crusca (Socio Corrispondente Straniero), Florence, Italy, July, 2006.
- Comitato Scientifico, Lingua Nostra (Florence, Italy), 2010-.
- Member, Comitato scientifico, Letteratura e Dialetto (Venice), 2009-.
- Honorary Member, Centro Letterature Migranti CILM, University of Udine, Italy, 2009-.
- Board Member, Journal Mnemosyne, University of Louvain-La-Neuve, Belgium, 2009-.
- Advisory Board, University of Potsdam, Germany, 2007-.
- Advisory Board, Colloquium in the Humanities, New York University, 2005-.
- Who’s Who in America, 2005-.
- Socio Onorario, Centro Studi Internazionale di Letteratura Italiana ed Europea (Cosenza), 2004.
- Comitato Scientifico, Lingua Italiano d’Oggi (Rome), 2004-.
- Editorial Board, Italian Culture, 2003-.
- Member, Centro di Eccellenza dell’Università di Firenze, Centro di Linguistica Storica e Teorica: Italiano, Lingue Europee, Lingue orientali, 2003-.
- Editorial Board, Libreria dell’Università Editrice, Pescara, Italy, 2002-.
- Editorial Board, Contributi di Filologia dell’Italia Mediana (COFIM) (Rome), 2000-.
- Elected Honorary Member, Phi Beta Kappa, 2001.
- Elected Member, Associazione per la Storia della Lingua Italiana, 1999-.
- Fellowship for University Professors, National Endowment for the Humanities, 1994-95.
- Editorial Board, Forum Italicum, 1994-.
- Premio del Centro Internazionale di Studi Italiani, University of Genoa, Italy, 1992.
- Distinguished Visiting Scholar, University of Wisconsin, 1992.
- Honorary Member, Golden Key National Honor Society, 1992.
- 1990 International Dino Campana Prize (for the volume The Hidden Italy), 1991.
- Member, Scientific Board of the Società Internazionale di Linguistica e Filologia Italiana, 1989-94.
- Reader, Italian linguistics (University of Illinois, Chicago), December 2007.
- External Reviewer, Dissertation Committee in the Humanities, University of Western Australia, Perth, 2011.
- Adviser, Dissertation at University of Potsdam (E. Prifti), 2004-.
- Reviewer for the Humanities Institute, Brooklyn College, 1992.
- Reader for University of Illinois Press, University of California Press, Wayne State University Press, University of Toronto Press, 1988-.
- External evaluator for NEH, ACLS, and for tenure and promotion decisions, 1984-.
- Evaluator in Promotions and Tenure (University of Notre Dame, University of Toronto, UCLA).
- Publication Grant from the Italian Ministry of Foreign Affairs, 1985.
- Faculty-in-Residence Award, Queens College, 1985-86, 1982-83.
- Member, Executive Committee, International Linguistic Association, 1981-.
- Dissertation Adviser, Director, Examiner:
  Graduate Center, CUNY, New York University, Columbia University, University of Pennsylvania, University of Toronto; Universities of Rome, Genoa, Udine, Paris, Vienna, Potsdam.

New York University: N. Ruggeri Colaiaco, Gender in Dante’s Commedia: the Principal Female Characters (Fall 1998).

N. Benson, Nationalist Geographies: D’Annunzio and the Culture of Conquest (Fall 1998).

University of Toronto:

M. L. Lilenthal, Trajectory of the Past Anterior (HABUIT + Past Participle) in Italian and an Overview of its History in French and Spanish (Fall 1998).
G. Salvato, *The Role of Gestures in the Acquisition of Italian as a Second Language* (Fall 2006).

I. Bertoletti, *Petrachismo from Petrarch to Gaspara Stampa* (Fall 1999).


6. Publications

Books


The Other Italy. The Literary Canon in Dialect. Toronto-Buffalo-London: Toronto University Press, 1999. [This book was awarded the Aldo and Jeanne Scaglione Publication Award for Italian Literary Studies, presented at the MLA Convention, San Francisco, in December 1998].


Internet Publication

Author and Editor, L’italiano come lingua di emigrazione nel mondo. Corso universitario virtuale. ITALICA project by RAI Corporation, Rome, Italy.

Chapters in Books


“Dialects Abroad”. In Martin Maiden and Mair Parry eds., The Dialects of Italy. London: Routledge, 1997, 401-411.


Articles


“Sulla recente fortuna del prefisso maxi-”, *Lingua Nostra* (Florence) 49, 1988, 84-88.


“Columbus and Pascarella: America Re-Discovered”, *Italica* 69, 1992, 359-377. [Special Issue on Christopher Columbus]


“Traduzioni interdialettali: La scoperta de l'America da Pascarella ai genovesi”, Rivista Italiana di Dialettologia 19, 1995, 81-96. [Awarded the Premio del Centro Internazionale di Studi, University of Genoa, Italy, presented on August 13, 1992 in Santa Margherita Ligure.]


“I Siciliani in America: Ritratti linguistici siciliani”(Atti del Convegno internazionale sulla Sicilia ieri e oggi, York University, Toronto, 1996)(unpubl. ms.).


“I giornali italo-americani e il loro ruolo nella diffusione della lingua italiana negli Stati Uniti”, in La Crusca per voi (Florence, Accademia della Crusca) 29, 2004.


“Cunailando: Il plurilinguismo degli emigrati italiani al Luna Park di New York”, in


“Italian Immigrant Speech in the Years of Mass Migration to the U.S.: Language at Play in Eduardo Migliaccio’s Macchiette, in Into Italy and Out of Italy, Adam Ledgeway and Anna Laura Lepschy eds., Perugia, Guerra 2010, 129-136.


“Lingua e cucina a contatto: italiano e italianismi nei menu dei ristoranti newyorkesi.” *Languages in Contact in Italian culture*. Mirella Pasquarelli Clivio ed. (forthcoming).


“Autobiografie linguistiche italoamericane: identità in trasformazione”. International Conference “From the Unity of Italians to the Unity of Italics: Languages of Italicity Around the World”, *University of Pennsylvania, 15 April 2011*. (forthcoming)

**Editorship**


(Co-editor) *Preserving and Promoting Italian Language and Culture in North America*. With G. Macchiarella and R. Severino (see above, *Books*).

**Translations**


“Sant’Antoni dai padü. The Swiss Italian Writer Giovanni Orelli’s Leventine Poems in English.” (see above)
Reviews


“Per modo di dire... Storia della lingua e antropologia nelle locuzioni italiane ed europee” by Ottavio Lurati. In *Italica* 80, 2003, 568-570.


**Book Notices**

“Italian Abroad”, by. Camilla Bettoni (ed.). *SILFI* 2/1, 1987

“L’Italia delle Italie”, by Tullio De Mauro. *SILFI* 2/1, 1987

**Organizer and Chair**

Lecture Series on *Topics in Italian Linguistics* held at the Italian Cultural Institute, 1996-. Invited speakers included Professors Ottavio Lurati (U Basel), Emilio Manzotti (U Geneva), Pietro Trifone (U Siena), Serena Ambroso (U Rome III), Raffaele Simone (U Roma III), Francesco Bruni (U Venice), Paolo Balboni (U Venice), Francesco Sabatini (U Rome), Gianrenzo P. Clivio (U Toronto), Camilla Bettoni (U Verona), Lorenzo Coveri (U Genoa), Emanuele Banfi (U Trento), Carla Marcato (U Udine), Alessio Petralli (U Lugano), Stefania Giannini (U per Stranieri di Perugia), Giulio Lepschy (U Reading), Nicola De Blasi (U Naples Federico II)(1995-2000).


**Papers and Invited Lectures**


Annual Convention of the Pacific Coast Philological Association, San Jose State University, San Jose, Ca., November 28, 1975.

New York University, December 14, 1976: “Historical Aspects of Neapolitan and Sicilian”.

Evening of Dialect Poetry sponsored at Queens College, April 20, 1977.

Annual Conference of Bilingual and Bicultural Education, Long Island University, March 11, 1978: “The Language of the Emigrants: From Diglossia to Bilingualism”.

Fourth Annual York Colloquium on Contemporary Methods of Literary Analysis, Graduate School and University Center, CUNY, April 28, 1978.

Opening Session of Colloquium on Italian and Italian-American Languages, New York University, May 7, 1979: “Introductory Remarks on the preparation of an Italian-American Linguistic Atlas”.

A.B. Johnson Lecture at Brown University, Providence, R.I., January 7, 1981: “Speaking Italian Today and Tomorrow: Language or Dialects?”


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MLA Convention, Los Angeles, December 30, 1982: “Socio-linguistic Behaviour Patterns among First and Second Generation Italian Bilinguals”.


Institute for the Humanities, Brooklyn College, March 8, 1985: “The Origins of the Italian Dialects”.

New York University, March 27, 1985: “The text in fieri: the study of variants in Italian contemporary prose”.

American Association of Italian Studies, Tampa, April 11, 1985: “Italian Language Mass Media in the United States”.

American Association of Italian Studies, Tampa, April 12, 1985. Session Chair on Linguistic Aspects of Italian in the United States.

American Geolinguistic Conference, New York University, April 20, 1985: “Italian American Speech Varieties”.

Guest lecture at Vassar College, May 6, 1986: “I dialetti italiani nella storia e nel presente”.

XVI Convegno di studi dialettali, Lecce (Italy), October 1-4, 1986: “Intorno alla varietà alta parlata fra gli emigrati italo-newyorchesi”.
Book presentation of *The Hidden Italy* with Raffaele Simone, Italian Cultural Institute, December 29, 1986.

TV Program on the *Languages of Italian-Americans*, taped at Queens College, June 1981, aired in October, 1981 (Ch.47); Interview on Anglo-Americanisms in Italian, Radio Program, RAI-Rome (Italy), January 19, 1987; TV interview on Italian in the USA for program on *Odyssey on Languages* for Swiss television.

University of Verona (Italy): “L’italiano negli USA”, March 5, 1987.


XIIIth Conference of the Associazione Internazionale di Studi di Lingua e Letteratura Italiana, Perugia, 30 maggio-3 giugno 1988: “Prospettive per una storia linguistica dell’italiano negli USA”.

“Italianismi vecchi e nuovi”. New York University, March 6, 1989.


“Great Tastes in Literature: Boccaccio’s *Decameron*”, Queens College, Center for Unlimited Education, April 28, 1989.

“Italian dialects in Italy in Past and Present”, Italian Cultural Institute, New York, May 18, 1989.


“Columbus and Pascarella”. Invited lecture, University of Notre Dame, March 18, 1992.


Organizer and chair, session on Italian Multiculturalism, American Association of Teachers of Italian, Chicago, November 22, 1992: “Towards Italian Multiculturalism: Dialects and Dialect Literature”.

“Italian Multiculturalism and the university curriculum”, Queens College, Nov.18, 1992.

Meeting of the American Association of Italian Studies, April 17, 1993: “Il dialetto nel nuovo romanzo italiano”.

Convegno Internazionale sul tema Il rinnovamento del codice narrativo italiano, Katholieke Universiteit Leuven, Belgium, May 5, 1993: “La presenza dialettale nella nuova narrativa italiana”.


“Il dialetto nella narrativa recente”, Convegno sul tema Lingua e dialetto nella tradizione letteraria italiana, Università di Salerno, November 5-6, 1993.

“Italian Abroad: The Language(s) of Immigrants”. Italian Cultural Institute, Los Angeles, February 18, 1994. Lecture also given at Italian Cultural Institute in San Francisco, February 21, 1994.


“Italian in the USA: Speech Varieties among Italian Immigrant Communities”. University of Minnesota, Minneapolis, October 5, 1995.


“Per una poesia diversa: Pasolini e la musa dialettale”, Convegno Internazionale di Studi Viers Pordenon e il mont, Pordenone, October 19, 1995.


“Tra due lingue e due culture: sull’italo-americano degli Stati Uniti”. University of Turin, March 17, 1996; same lecture delivered at the University of Florence, March 25, 1996, and at the University of Udine, March 26, 1996.


Organizer of “Meridione” — A Reading of Southern Italian Dialect Poetry (with Joseph Tusiani, Peter Carravetta, Luigi Bonaffini, Gaetano Cipolla), Queens College, May 5, 1997.

Session organizer and chair for the XVIth Conference of the Associazione Internazionale di Studi di Lingua e Letteratura Italiana [AISLLI], Lo Angeles, October 5-9, 1997 (Speakers of session included Professors Raffaele Simone, Francesco Bruni, Bice Mortara Garavelli, Sandro Bianconi, Edgar Radtke).


Book presentation of The Other Italy, Italian Cultural Institute, New York (with Raffaele Simone), December 6, 1999.

Book presentation of The Other Italy, Italian Cultural Institute, Chicago (with John Welle), March 16, 2000.
Book presentation of *The Other Italy*, Italian Cultural Institute, Los Angeles, April 11, 2000.

Book presentation of *The Other Italy*, American Association of Italian Studies, New York (with Lorenzo Coveri), April 14, 2000.

Organizer and chair, Session on *Italian Dialects in the New Millennium* (with Ugo Vignuzzi and Edgar Radtke), AAIS, April 13, 2000.

Organizer (with Francesca Cadel), Session on *La lingua e gli autori* (with Franco Brevini, Gian Mario Villalta, Giorgio Radicati), AAIS, April 14, 2000.

“Letteratura e dialetto - Prospettive per una geografia letteraria”, University of Rome La Sapienza, October 20, 2000.

Chair, Session III, International Conference of the *Società di Linguistica Italiana*, October 21, 2000, Florence.


“L’insegnamento della lingua italiana nelle università americane”, Meeting of the directors of Italian Cultural Institutes in North America, Italian Cultural Institute, May 22, 2001.

Participant in panel on *La lingua italiana nel romanzo contemporaneo*. Settimana della lingua italiana, Italian Cultural Institute, New York City, October 18, 2001.

“Transitions: Toward a Sociolinguistic Perspective in the Study of Italy’s Literary Dialects”. Keynote address at the Italian Studies Conference on *Transitions*, University of Toronto, November 2-4, 2001.

“Italy’s Other Voices: The Literary Tradition in Dialect”, University of Notre Dame, November 13, 2001.

Four Seminars on the topic “Literature and Dialect”, University of Notre Dame, November 12-16, 2001: “Plurilingualism in Italy Today” (November 12); Poetry in Dialect: Past and Present” (November 14); “A Feast of Tongues: Italy’s Dialect Theatre” (November 15); “The Literary Dialects Today: What Reality?” (November 16).


Session Chair, Annual conference of the International Linguistic Association on Bilingualism at York University, Toronto, April 5-7, 2002.


Book presentation of La festa delle lingue on March 12, 2003 at the Dipartimento di Italianistica, Romanistica, Arti e Spettacolo of the University of Genoa with the participation of Professors Lorenzo Coveri, Giorgio Bertone, Vittorio Coletti, Enrico Testa.

Speaker at a national conference in Livorno on “Globalizzazione e Lingua Nazionale”, together with Nicoletta Maraschio, Vice-President of the Accademia della Crusca, and Pietro Trifone, President of the Università per Stranieri of Siena.


Invited participant, Videoconference RAI/New York - Ministero degli Affari Esteri, Rome, October 23, 2003, 10 a.m.


“Italy’s Dialects around the Globe, Past and Present”, University of Stony Brook, December 2, 2004.


“L’immagine dell’Italia e dell’italiano nella vita urbana newyorkesi: riflessi linguistici”, Universidad Autónoma de México, September 23, 2005.

“Italy’s Other Voices: The Literary Dialects Across Time and Space”, Third lecture in the Colloquium in the Humanities, New York University, December 13, 2005.


Seminario su “Aspetti linguistici dell’italiano negli Stati Uniti”, Università di Pavia, April 12, 2006.


Introduction to “Il cibo e le feste nella lingua e nella cultura italiana”, Settimana della Lingua Italiana, Italian Cultural Institute, New York, October 25, 2006.

Chair, Session on Linguistics (with Prof. Francesco Sabatini and Dr. Franco Luà), Italian Cultural institute, New York, October 25, 2006.


“Remembering Farfariello”. Invited Lecture and Book Presentation. Center for Italian Studies, Stony Brook University, March 4, 2007.


Invited Lecture, University of Buffalo, April 26, 2007.


“Lingua e cucina a contatto: italiano e italianismi nei menu dei ristoranti newyorkesi”, International Conference on “Languages in Contact”, University of Toronto, May 1, 2008.


Session Chair and Organizer, Settimana della Lingua Italiana (with Stefano Benni, Amara Lakhous, Lorenzo Coveri, Giancarlo Dillena), Istituto Italiano di Cultura, October 21, 2008.


“A Feast of Tongues: Italy’s Literary Dialects”. Invited Lecture, Princeton University, December 2, 2008.


Miki Makihara  
April 1, 2012

Department of Anthropology  
Queens College, City University of New York  
65-30 Kissena Blvd. Flushing NY 11367 USA

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Phone: 718-997-5513

Education
• Ph.D. in Anthropology, Yale University, 1999.
• M.Phil. in Anthropology, Yale University, 1993.
• B.A. in Linguistics, University of Illinois at Urbana-Champaign, 1989.

Academic Appointments
• Associate Professor, Queens College of City University of New York, Department of Anthropology, January 2009 – present.
• Doctoral Faculty, CUNY Graduate Center, Ph.D. Program in Anthropology, September 2002 – present.
• Doctoral Faculty, CUNY Graduate Center, M.A./Ph.D. Program in Linguistics, September 2002 – present.
• Research Associate, Research Institute for the Study of Language in Urban Society (RISLUS), CUNY Graduate Center, January 2006 – present.
• Visiting Scholar, Anthropology Department, New York University September 2009 – August 2010.
• Assistant Professor, Queens College of City University of New York, Department of Anthropology, September 1999 – December 2008.
• Visiting Lecturer/Research Associate, Williams College, Department of Anthropology and Sociology, Sept. 1998 – Aug. 1999.
• Practicum in Teaching Japanese (SPEAC), The Ohio State University, Department of East Asian Languages and Literatures, Summer 1998.

Grants and Fellowships
• Research Enhancement Award, Division of Social Sciences, Queens College, CUNY. 2011–2012.
• Mellon Faculty Fellowship, Committee on Globalization and Social Change, CUNY Graduate Center, Spring 2011.
• New York State Graduate Research and Technology Initiative Program Grant, “Studies of the Pacific and Chile,” 2003.
• Carleton College Mellon Post-Doctoral Fellowship, 1999–2000 (declined).
• Institute for Intercultural Studies Grant, 1992.
• Williams Fund, for language training. Anthropology Department, Yale University, Summer Intensive Spanish Program, Proyecto Lingüístico, Todos Santos, Cuchumatán, Guatemala, Summer 1992.
• Andrew W. Mellon Grant for predissertation research, Easter Island, Chile, Fall 1991.
• Andrew W. Mellon Grant for language training. Summer Intensive Spanish Program, Yale University, Summer 1991.
• Phi Beta Kappa Honor Society, 1989.

Field Research
• Ethnographic & Linguistic Field Research Assistant, to Niko Besnier, Nukulaelae, Tuvalu (Polynesia), June–August 1990.

Publications and Manuscripts

Book

Journal Articles and Book Chapters
In prep. Rapa Nui Language, Culture and People. In Beyond the Moai: New Archaeological, Cultural, and Historical Perspectives on Rapa Nui, edited by Sonia Haoa, Daniel W.
Ingersoll, Kathleen B. Ingersoll, and Christopher M. Stevenson, to be submitted to the University of Hawai‘i Press. (with Ivonne Calderón Haoa and Virginia Haoa Cardinali).

In prep. On Communicative Competence. To be submitted to Language & Communication


Published Report and Conference Proceedings Chapters


Encyclopedia Entries


Book Reviews


Dissertation

Museum Exhibition


Invited Lectures


2005a. “The Role of Purist and Syncretic Language Ideologies in Language Maintenance and Loss” at Hispanic and Luso-Brazilian Literature and Languages Program, the CUNY Graduate Center, March 11.

2002c. “New Syncretic Speech Styles and the Breakdown of Colonial Diglossia on Rapa Nui (Easter Island)” at CUNY Graduate Center Anthropology Program Colloquia, October 25.

2002b. “Linguistic Syncretism, Purist Attitudes, and Language Shift on Rapa Nui, Chile” at Working Group in Urban Sociolinguistics, Departments of Linguistics and Anthropology, New York University, April 9.

2002a. “Linguistic Syncretism, Purist Attitudes, and Language Shift on Rapa Nui, Chile.” Invited talk at Department of Linguistics, University of Hawai’i, Mānoa, HI, January 22.


1999. “The Construction of Language and Identity on Rapa Nui (Easter Island), Chile.” Invited talk at Department of Sociology and Anthropology, Bowdoin College; and at Department of Sociology and Anthropology, Carleton College, MN, March 1 and 8.


Conference and Other Presentations


2009 “Rapa Nui and Spanish in Contact: Borrowing, code-switching, and transfer/interference.” Paper presented at the conference Morphology in Contact. University of Bremen, October 2; and in a seminar “Languages in Contact" taught by Ricardo Otheguy at the CUNY Graduate Center, November 17.


2009 “Heterogeneity in Linguistic Practice, Competence, and Ideology: Language and Community on Easter Island” presented in a seminar “Researching Languages & Literacies / Urban Classrooms” taught by Ofelia García in Urban Education Ph.D. Program at the CUNY Graduate Center, April 7; and in a workshop at New York Linguistic Anthropology Group, April 24.

2006c. “In the Wake of Immigration: Language Contact and its Results for New American Identities” (with Michael Newman). Teaching and research project report presented at CUNY Faculty Development Colloquium, Graduate Center, April 28.


2004d. “Proyecto Herencia Cultural y Lingüística Rapa Nui.” Paper presented in Session Lenguaje y Cultura en Polynesia, at the Sixth International Conference on Easter Island and the Pacific, Viña del Mar, Chile, September 25.


2002b. “‘To She or Not To She’: A Question in the Feminist Language Practice.” Invited response, to a paper “Resisting Constraints on Self-representation: Three narratives about language as tool and obstacle” by Andrea Jacob, Jewish Feminist Research Group, Ma’yan: The Jewish Women's Project, New York, NY, May 22.


Courses Taught at CUNY
• Language, Culture, and Society (ANTH 104 / LCD 104).
• Language, Gender, and Ethnicity (ANTH 239).
• Language and Social Identity (ANTH 280 / LCD 280).
• Voices of New York (ANTH / LCD 288).
• Anthropology of Bilingualism (ANTH 330).
• Globalization and Language (ANTH 380)
• Core Course in Linguistic Anthropology (ANTH 77000 / LING 79400, at Graduate Center).
• Cultural and Linguistic Anthropology (ANTH 78000, at Graduate Center, co-taught with Gerald Creed)

Courses Taught at other institutions
• Language in Society (Anth/Soc 330), Williams College.
• Language, Culture, and Society (Anth 118), assisting Prof. Niko Besnier, Yale University.
• Japanese Society and Culture (Anth 254), assisting Prof. William Kelly, Yale University.

Service to the College and University
• PSC/CUNY Grant Evaluator, CUNY, 2011.
• Academic Senate, Queens College, Social Sciences Division Faculty Representative (Alternate) 2001–2003, Anthropology Department Senator 2010–2011.
• Faculty Review Committee, Representative , Ph.D. Program in Anthropology, CUNY Graduate Center, 2010–2011.
• Sociolinguistics Lunch Speaker Series, Co-Organizer, Ph.D./M.A. Program in Linguistics, CUNY Graduate Center, Fall 2009–Spring 2011.
• Executive Committee, Linguistics Representative, Ph.D. Program in Anthropology, CUNY Graduate Center, 2003–2008 (Alternate); 2008–present (Representative & Linguistics Subdiscipline Coordinator).
• Examiner in First and Second Examinations in Linguistic Anthropology, Ph.D. Program in Anthropology, CUNY Graduate Center, 2002–2006.
• Security Advisory Committee, Queens College, Summer 2001–present.
• Dissertation Advisor and Committee Member, Ph.D. Program in Anthropology, CUNY Graduate Center, Spring 2003–Fall 2009.
• Undergraduate Advising and Awards Committee, Anthropology Department, Queens College, 2001–2003 (Chair); 2003–2004 (member); 2008–2009 (member)
• Faculty Membership Committee, Ph.D./M.A. Program in Linguistics, CUNY Graduate Center, Fall 2008–Spring 2009.
- Development of Linguistic Anthropology Curriculum, Anthropology Department with Linguistics and Communication Disorders Department, Queens College, 1999–2008.
- Archaeology Search Committee, Anthropology Department, Queens College, 2001–2002.
- Cultural Anthropology Curriculum Sub-Committee, Anthropology Department, Queens College, 1999–2000.

**Professional Activities**
- Mentor for a student research project at the Bronx High School of Science (Susanna Im, Language and Asian American Identity), 2008–2010.
- Manuscript Reviewer for Journals: *Language in Society; Ethnos; Identities; Pacific Studies; The Asia Pacific Journal of Anthropology (TAPJA); Paideuma: Mitteilungen zur Kulturkunde; Journal of Linguistic Anthropology.*

**Language Proficiencies**
- English : fluent
- Japanese : fluent (native)
- Spanish : very good
- Rapa Nui : very good
- French : three years of formal training
- Tuvaluan : rudimentary

**Professional Memberships**
- American Anthropological Association
- Association for Social Anthropology in Oceania
- Consortium for Language Policy and Planning
- Linguistics Society of America
- Society for Linguistic Anthropology

**Current Research and Teaching Specialization**
Linguistic Anthropology, Ethnography of Communication, Political Economy of Language, Discourse Analysis, Sociolinguistics; Language Contact and Change, Language Ideology, Multilingualism, Ethnicity and Gender; Polynesia, Oceania
William Tsuyoshi McClure

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phone: 718-997-5970 / fax: 718-997-5972 / email: wmcclure@qc.cuny.edu

Program in Linguistics, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.
phone: 212-817-8510 / fax: 212-817-1526 / e-mail: wmcclure@gc.cuny.edu

Education 1994 PhD Linguistics
Department of Modern Languages and Linguistics, Cornell University.

1990 MA Linguistics/Cognitive Psychology
Department of Modern Languages and Linguistics, Cornell University.

1984 BA Mathematics, Cornell University.

Employment

2011-2013 Acting Dean of Faculty, Division of Arts and Humanities, Queens College
2005-2014 Chair of the Department of Classical, Middle Eastern & Asian Languages &
Cultures, Queens College (three elected terms)
2003 Promoted to associate professor
2002 Reappointed as assistant professor with tenure
1997-2002 Assistant professor. Department of Classical, Middle Eastern & Asian Languages &
Cultures, Queens College and the Program in Linguistics, Graduate School and University
Center, City University of New York (joint appointment)
1994-1997 Okinaga lecturer in Japanese (= Assistant professor). Department of East Asian Studies,
University of Durham, England
1993 Lecturer. Department of Modern Languages and Linguistics, Cornell University

Publications

Books
Contracted Using Japanese Vocabulary, Cambridge University Press. With Mamori Sugita. (Commissioned
by CUP.)

Books edited
and Information, Stanford University, Stanford. x+443pp. Proceedings of the 18th
Japanese/Korean Linguistics Conference held at the CUNY Graduate Center on November 13-
15, 2008.
2003 Japanese/Korean Linguistics 12. Center for the Study of Language and Information, Stanford
University, Stanford. x+408pp. Proceedings of the 12th Japanese/Korean Linguistics
Conference held at the CUNY Graduate Center on November 1-3, 2002.

Refereed papers
With Alison Gabriele. Language Acquisition, 18.1. 39–83.


Papers from refereed conference presentations


Other papers


Encyclopedia articles


Reviews


Working papers edited
1995-97

In preparation
*English progressive morphology*

Presentations and invited talks

**Invited**

2011

2010
*Nihongo no gakusyuu wo toosite manaberu koto wa nani ka – gengogaku to bunka [What we can learn when we learn Japanese – linguistics and culture].* National Institute for Japanese Language and Linguistics, Tachikawa (11/17)

2010
*Progressive, perfective, and experiential: a unified semantics for te-iru.* With Mamori Sugita. Research Center in Linguistics, Nanzan University (11/13)

2009
*Swimming, going, *being healthy in English, Japanese, and Chinese.* Department of Linguistics, University of Kansas (10/30)

2007

2007
*What we learn when we learn a language.* President’s Roundtable Discussion, Queens College (3/8)

2006
*Morpho-semantics of the progressive.* Program in Linguistics, SUNY New Paltz (11/29)

2006
*Morpho-semantics of the progressive: Japanese, Chinese, and English.* Center for Linguistics, Beijing University (10/10)

2006
*What is semantics?* and *The progressive.* Graduate seminar in linguistics, Nanzan University (7/13-14)

2006
*Composing the progressive.* Research Center in Linguistics, Nanzan University (7/13)

2006
*A large Japanese teaching program.* Two day workshop at the School of Modern Languages, University of Leeds (1/16-17)

2005
*Walking and arriving: On the realization of tense and aspect.* Program in Linguistics, SUNY New Paltz. (11/7)

2004

2003
*Change of state syntax.* Cognitive Science Colloquium, CUNY Graduate Center. (10/3)

2002
*Incremental theme, events, and the double object construction.* Department of Linguistics, SUNY Stony Brook. (2/15)

2000
*On using –wa.* Department of Linguistics, Cornell University (5/2)

2000
*On how to use –wa.* With Robert Fiengo. Syntax Supper, Program in Linguistics, CUNY Graduate Center. (2/22)

1999
*The structure of aspect across languages and its effects on SLA.* CUNY Second Language Acquisition Group. (5/20)

1998
*Japanese transitive and intransitive verbs.* Department of Linguistics and English Language, University of Durham. (1/16)

1997
*Why ‘dying’ is impossible in Japanese.* Syntax lunch, Program in Linguistics, CUNY Graduate Center. (9/30)

1997
*Transitive and intransitive verbs and unaccusativity in Japanese.* Workshop on unaccusativity, LSA Summer Institute, Cornell University (7/28)

1997
*Aspect phrase and Japanese morphosyntax.* CUNY Graduate Center. (3/25)

1997
*Event structure and the grammar of Japanese.* Japan Research Centre Seminar, School of Oriental and African Studies. (1/29)
1995  Light verbs and the double-o constraint. Plenary talk at the One-Day Colloquium on Japanese, Department of Linguistics, University of Essex. (12/1)
1994  Event structure. Department of Linguistics, University of Edinburgh (11/17)
1994  The aspect of Japanese objects. Department of Languages and Linguistics, University of York. (3/8)
1992  Aspect and unaccusatives. Department of Modern Languages and Linguistics colloquium, Cornell University. (2/5)
1991  Sinkookei no imiron ronri [Semantic features of the Japanese progressive]. Faculty of Language and Culture, Osaka University. (4/25)
1989  Aspect & verb classification. Department of Modern Languages and Linguistics colloquium, Cornell University. (12/7)

By refereed abstract
2007  Why imperfectives are learned imperfectly. With Alison Gabriele*. One of four talks in a CUNY colloquium entitled The Acquisition of Tense and Aspect in Bilingual and Second Language Development. 6th International Symposium on Bilingualism, University of Hamburg. (6/2)
2007  Morpho-semantics of the progressive. West Coast Conference on Formal Linguistics 26, University of California, Berkeley. (4/28)
2004  Japanese *iru is not a copula: consequences for the progressive. Workshop on Altaic Formal Linguistics 2, Bogazici University, Istanbul. (10/11)
2004  Japanese *iru is not a copula: consequences for the progressive. 5th SUNY/CUNY/NYU Mini Conference, SUNY Stony Brook. (5/1)
2003  Classifiers, particles, and Japanese DP. First workshop on Altaic Formal Linguistics, MIT. (5/18)
2003  Why ‘dying’ is difficult for Japanese learners of English. With Alison Gabriele* and Gita Martohardjono. International Symposium on Bilingualism. SUNY/CUNY/NYU Min- Conference, CUNY Graduate Center (3/8)
2003  Why ‘dying’ is difficult for Japanese learners of English. With Alison Gabriele* and Gita Martohardjono. LSA Annual Meeting, Atlanta. (1/4)
2000  Why some Japanese classifiers float and others don’t. SUNY/CUNY Mini-Conference, CUNY Graduate Center. (3/11)
1999  Syntactic licensing of incremental theme. Chronos Workshop on Tense, Aspect, and Mood. GLOW Summer School, Thermi. Also chaired a session. (8/17)
1999  Incremental theme: syntax and semantics. CUNY Staff/Student Colloquium. (4/30)
1999  The syntax of incremental theme. Linguistic Association of Great Britain, University of Manchester. (4/8)
1996  One kind of conjunction and the morphosyntax of Japanese predicates. 11th Pacific Asia Communication, Language, and Information Conference, Kyung-Hung University, Seoul. (12/22)
1996  Aspectual universals and Japanese grammar.  Workshop on Approaches to Contrastive Linguistics, University of Manchester Institute of Science and Technology. (11/2)
1996  The realization of tense in Japanese.  Linguistic Association of Great Britain, University of Sussex. (4/12)
1995  Extra-light suru.  Linguistic Association of Great Britain, University of Newcastle upon Tyne. (4/12)
1994  Aspect and direct objects in Japanese. Western Conference on Linguistics, University of California, Los Angeles. (10/22)
1994  The progressive: Japanese vs. English. 5th Symposium on Language and Logic, Hungarian Academy of Sciences, Budapest. (9/2)
1992  Unaccusativity and ‘inner’ aspect. West Coast Conference on Formal Linguistics 11, University of California, Los Angeles. (2/21)
1990  A lexical semantic explanation for unaccusative mismatches. 5th Biennial Conference on Grammatical Relations, University of California, San Diego. (1/13)

Service
2008  Doing research in theoretical linguistics. Panel member. Professional development workshop, Program in Linguistics, CUNY Graduate Center. (9/25)
2008  What’s in those letters? Panel member. Professional development workshop, Program in Linguistics, CUNY Graduate Center. (2/14)
2006  Technology in the classroom. Panel workshop for new faculty, Queens College (8/29)
2006  Using IT in the classroom: a workshop/discussion for instructors and future instructors. With Eva Fernández. Professional development workshop, Program in Linguistics, CUNY Graduate Center. (2/23)
2004  Teaching personal reference in Japanese: a communicative approach. Are we teaching languages communicatively? CUNY Faculty Development Seminar, CUNY Graduate Center. (11/16)
2003  Technology in the classroom. Panel workshop for new faculty, Queens College (8/28)
2003  Go, iku, kada, qu; Eat, taberu, mukda, chi. Research Forum, Research Institute for the Study of Language in Urban Society, CUNY Graduate Center. (5/20)
2002  Getting tenure. Panel workshop for new faculty, Queens College (11/8)
2002  Content for the language classroom: finding it and making it. With Eva Fernández and Christa Spreizer. 1st Annual CUNY-Wide Informational and Instructional Technology Conference, John Jay College of Criminal Justice. (11/15)
2002  The custom-built web site. Invited presentation. Instructional Technology in the LOTE Classroom: Practical and Theoretical Applications. CUNY Faculty Development Seminar, Queens College. (3/1)

*Presenting author.

Language Teaching
2004-2005 Teaching Japanese as a second language, MS program, School of Education, Queens College, CUNY.

1999 Guest lecture. ‘Teaching of truly foreign languages’. School of Education, Queens College, CUNY. (10/23)

from 1997 Director of the Japanese Language Program, Queens College, CUNY. Currently direct a program of eight semesters of modern Japanese and two semesters of Classical Japanese. Developed high school to college curriculum articulation as well as programs at the junior high school and elementary school level. Developing undergraduate and graduate level Certificate programs and licensing degrees for teachers of Japanese, Chinese, and Korean. Created and maintain the Japanese language home page at http://kotoba.qc.edu.

1996 Translation practicum (Japanese-English) for the MA in Applied Linguistics with Reference to Translation, University of Durham

1994-1997 Director of Japanese Language and Exchange Programme, University of Durham. Taught all levels of modern Japanese. Oversaw a planned expansion in the department which tripled student enrollment. Responsible for scheduling a staff of ten full and part-time teachers, teacher training, and overall curriculum development. Responsible for establishing and coordinating student exchanges between Durham and five Japanese universities.


1987 Taught English for academic purposes, Cornell University.

Linguistics Teaching

2010 Guest lecture. Acquisition of semantics. Seminar in Second Language Acquisition, CUNY Graduate Center. (11/24)

2006 Guest lecture. Writing a semantics paper. Qualifying Paper Workshop, CUNY Graduate Center. (10/16)

2004, 2010 Semantics reading group. CUNY Graduate Center

2004 Language and culture. Queens College

2003 Topics in Japanese syntax: DP. CUNY Graduate Center

2001 Seminar in the semantics of aspect. CUNY Graduate Center

2000 Introduction to Japanese syntax. CUNY Graduate Center

from 2000 Semantics I & II. CUNY Graduate Center

1999, 2002 Topics in syntax and semantics: unaccusativity. CUNY Graduate Center

1999 Topics in Japanese syntax: movement. CUNY Graduate Center


1998, 2006 Topics in semantics: events. CUNY Graduate Center

1998 Topics in Japanese syntax: DP. CUNY Graduate Center

1997 Introduction to Montague semantics (two-week intensive course). Palacky University, Olomouc, The Czech Republic

1997 Japanese linguistics postgraduate reading group. University of Durham


1991 Semantics I. Cornell University (teaching assistant for Fred Landman)

Graduate Supervision and Examination

Chair Li Ma (PhD candidate, City University of New York)

Megumi Yoshida (PhD candidate, City University of New York)

Sunhee Her (MA candidate, City University of New York)

Delio Vasquez. “In the Subject Position Seems to Work”: Prepositional Phrases as Subject Arguments in Standard English (MA, City University of New York, 2012)
Martin Port. *Omitted Arguments and Complexity of Predication.* (PhD, City University of New York, 2010)
Nathan Dummit. *Teaching Chinese Tones with a Color Mnemonic System* (MA, City University of New York, 2009)
Galina Seldina. *Interpretation of Proper Names: Case of the Russian Genitive* (MA, City University of New York, 2009)
Stephanie Solt. *The Semantics of Adjectives of Quantity.* (PhD, City University of New York, 2009)
Mamori Sugita. *Japanese –te iru and –te aru: The Aspectual Implications of the Stage-Level and Individual Level Distinction.* (PhD, City University of New York, 2009)
Mari Fujimoto. *L1 Acquisition of Japanese Particles: a Corpus-based Study* (PhD, City University of New York, 2008)
Stephanie Solt. *Towards a Compositional Account of Determiner Sequences: The Case of a few vs. *a many* (MA, City University of New York, 2006)
Ruth Reeves. *The Meanings of Personal Pronouns: De se Interpretation of Long-distance Anaphora in Icelandic and other Languages* (PhD, City University of New York, 2004)
Lily Chen. *The Effect of Functional Role on Language Choice in Newspapers* (PhD, University of Durham, 2000)
Stanley Koike. *A Monosemy Approach to the Japanese Particle No: Functional Categories as Linkers and Antisymmetry in Natural Language* (PhD, City University of New York, 1999)
Reiko Kawakita. *Translating Children’s Stories from Japanese into English* (MA, University of Durham, 1997)

**Member**
Chi-Chen (Jane) Bredeche, PhD candidate, City University of New York
Masako Kato, PhD candidate, City University of New York (Anthropology)
Tomonori Nagano, PhD candidate, City University of New York
Miho Sasaki, PhD candidate, City University of New York (Speech, Language and Hearing)
Kaori Furuya. *The DP Hypothesis through the Lens of Japanese Nominal Collocation Constructions* (PhD, City University of New York, 2009. Marcel den Dikken, Chair)
Tomoyuki Yabe. *The Morphosyntax of Complex Verbal Expressions in the Horn of Africa* (PhD, City University of New York, 2007. Marcel den Dikken, Chair)
Jonathon MacDonald. *The Syntax of Inner Aspect.* (PhD, SUNY Stony Brook, 2006. Richard Larson, Chair)
Gerry Dempsey. *Aspiration Effects in Icelandic Phonology.* (PhD, City University of New York, 2004. Chuck Cairns, Chair)
Diego Mollá-Aliod. *Aspectual Composition and Sentence Interpretation: A Formal Approach* (PhD, University of Edinburgh, 1996. Ronnie Cann, Chair)

**Fellowships, grants, awards**

2011 Chinese and the Community. Proposal for a Confucius Classroom submitted to the Chinese Hanban. ($250,000, written with Tamara Evans and Marleen Kassel)
2010-2012 Project Director, New Ground, Two Critical Languages. The Andrew W Mellon Foundation ($309,000)
2010-2012 Project Director, New Ground, Critical Languages: Middle Eastern Studies at Queens College. US Department of Education Undergraduate Studies International Foreign Language Program (USIFL) ($180,000)
2009 Queens College Advanced Chinese Project. To the National Education Security Project. ($750,000—submitted, not funded)
2008 18th Japanese/Korean Linguistics Conference (with Marcel den Dikken). The Academy of Korean Studies ($5692)
2008 Project Director, New Ground, Critical Languages. Andrew W Mellon Foundation Planning Grant for the Department of Classical, Middle Eastern & Asian Languages & Cultures. ($50,000)
2006 Short-Term Research Fellowship, The Japan Foundation (¥704,000 [$6125])
2005 President’s Award for Excellence in Teaching, Queens College ($3000)
2004 Transfer in the acquisition of the English progressive. PSC-CUNY-35 research award ($3300)
2002-2003 Fellow, Research Institute for the Study of Language in an Urban Setting (RISLUS) ($2500)
2002 12th Japanese/Korean Linguistics Conference. Grant for Professional Conferences and Meetings, The Japan Foundation. ($4850)
2002 Instructional technology in the LOTE classroom: practical and theoretical applications. CUNY Faculty Development Program, awarded by the Office of the Associate Provost for Instructional Technology & External Programs, The Graduate Center (Project co-director with Eva Fernandez and Christa Spreizer, Queens College).
2001 Making Japanese video. President’s Mini-Grant for Innovative Teaching Methods. Queens
College. ($2000)
1998 Japanese 101 on the web. Queens College Faculty-Mentored Undergraduate Research Program ($4000)
1998 Count and mass nouns in Japanese. PSC-CUNY-28 research award ($5500)
1996 Japanese computing workshop. Staff Development Fund, University of Durham
1996 Special Staff Travel Grant, University of Durham
1996 Japan Foundation Grant for Japanese-Language Teaching Materials
1995 Special Staff Travel Grant, University of Durham
1995 Japan Foundation Grant for Study Tour to Japan
1994 Japanese teacher training. Staff Development Fund, University of Durham
1994 Special Staff Travel Grant, University of Durham
1994 Japan Foundation Grant for Japanese-Language Teaching Materials
1992 Foreign Language Area Studies Fellowship (Japanese), Cornell University
1992 Graduate School Summer Fellowship, Cornell University
1991 Mombusho [Japanese Ministry of Education] Graduate Fellow, Faculty of Language and Culture, Osaka University.
1987 Department of Modern Languages and Linguistics Fellowship, Cornell University

Administrative and professional

2011 Member, Arts Advisory Board, Queens College.
2011 Member, Senate Ad Hoc Committee on Pathways, Queens College
2010 Search committee chair. Position in Arabic. Department of Classical, Middle Eastern, and Asian Languages and Cultures, Queens College.
2010 Member (linguistics panel), Graduate Dissertation Fellowship Review Committee, CUNY Graduate Center
2010 Member, Quantitative Reasoning Task Force, Queens College.
2010 Steering Committee Member, Year of China, Queens College.
2009 Search committee chair. Positions in Chinese and Hebrew. Department of Classical, Middle Eastern, and Asian Languages and Cultures, Queens College.
2008 Chair, Senate Review Committee for the Dean of Arts and Humanities
2008 Co-organizer (with Marcel den Dikken). 18th Japanese/Korean Linguistics Conference. Held at the CUNY Graduate Center, November 13-15, 2008. Received funding from The Academy of Korean Studies as well as from three organizations within CUNY.
2008 Search committee member. Director of Asian Initiatives. Queens College
2006-2009 Committee to award the President’s Award for Excellence in Teaching, Queens College. (Chair of the Committee 2007-2008)
2006 Member, Curriculum and General Education Sub-Committee, Middle States Task Force, Queens College.
2005 Member, Executive Committee of the College Personnel and Budget Committee, Queens College (elected from the Humanities Division).
2005-2011 Chair, Department of Classical, Middle Eastern, and Asian Languages and Cultures, Queens College.

2003-2009 Member, Admissions and Awards Committee. Program in Linguistics, CUNY Graduate Center.

2002-2009 Member, Executive Committee. Program in Linguistics, CUNY Graduate Center.

2002 Principal organizer. 12th Japanese/Korean Linguistics Conference. Held at the CUNY Graduate Center on November 1-3, 2002. Received funding from The Japan Foundation as well as from eight organizations within CUNY.

2002-2005 Member, Personnel and Budget Committee. Department of Classical, Middle Eastern, and Asian Languages and Cultures, Queens College

2002-2007 Department representative to the Faculty Senate, Queens College

2002-2005 Member. Committee to award President’s Mini-Grant for Innovative Teaching Projects, Queens College. (Chair of the committee in 2004 and 2005)

2002 Search committee member. Director of Languages other Than English (LOTE). Queens College

2001 Member. Ad Hoc Committee for the Foreign Language Multimedia Center, Queens College

2001-2002 Divisional representative to the Faculty Senate, Queens College

2001-2002, Member, Curriculum and Examinations Committee, Program in Linguistics, CUNY Graduate Center from 2006.

2000 Search committee co-Chair (with Christa Spreizer). Interim Director of Languages other than English (LOTE). Queens College

from 1999 Department representative to the CUNY Council on Foreign Languages

1999 Search committee member. Position in Japanese Literature. Department of Classical, Middle Eastern, and Asian Languages & Culture, Queens College

from 1998 Department representative to the Queens Borough Consortium Working Group on the Teaching of Languages Other than English (LOTE)

1997 Search committee member. Position in Syntax. Program in Linguistics, CUNY Graduate Center

1997 Organizing committee member. 8th Japanese/Korean Linguistics Conference, Cornell University

1997 Principal organizer. Workshop on Comparative Japanese Syntax. Linguistic Society of America Summer Institute, Cornell University

1996-1999 External Examiner (Japanese language). University of Reading


1996-1997 External Examiner (Japanese language). University of Newcastle upon Tyne

1995-1997 Language Centre Steering Committee member, University of Durham

1995-1997 Arts Faculty Planning Committee member, University of Durham

1994-1997 Appointed member. Linguistics and English Language Board of Studies, University of Durham

1988 Organizing committee member. 19th Meeting of the North Eastern Linguistic Society, Cornell University

Peer referee

Book manuscripts

Conference abstracts
Conference of the Student Organization of Linguistics in Europe—ConSOLE (2009)
Formal Approaches to Japanese Linguistics (2009)
Formal Approaches to Slavic Linguistics (2007, 2008)
Generative Approaches to Second Language Acquisition (2000)
Japanese/Korean Linguistics (from 2000)
Semantics and Linguistic Theory (1996-99, from 2001)
West Coast Conference on Formal Linguistics (from 2001)

Educational DVDs

Grant applications
Social Sciences and Humanities Research Council of Canada (2007-2008)

Journal articles
TESOL Quarterly (2007)
Transactions of the Philological Society (1999)

Promotions
From associate to full professor, Cornell University (2006)

Member
Association of Teachers of Japanese (from 1999)
Linguistic Society of America (from 1990)

Additional relevant experience and skills

2010 Refresher Course, CITI Course in the Protection of Human Research Subjects. Completion Reference #4035248. (1/27)
2009 Attended ACTFL One-Day Oral Proficiency Interview (OPI) Overview Workshop, Queens College
2006 CITI Course in the Protection of Human Research Subjects. Completion Record #422192. (12/26)
2006 Visiting Scholar, Center for Linguistics, Nanzan University, Nagoya, Japan. (6/1-30)
2006 Certificate of Completion. Department Chair Leadership Program, CUNY Graduate Center.
2005 Queens College representative to the annual conference of the Association of American Colleges and Universities, Salvae Regina University, Newport, Rhode Island.
2004 Completion Certificate. CUNY computer-based training program in Human Subjects Protection
2003 Intensive Tibetan (eight week, eight credit course), Cornell University
1999 Attended ACTFL Four-Day Oral Proficiency Interview (OPI) Training Workshop, Brooklyn College
1999 Attended World Studies Faculty Seminar, Queens College
1997 Attended Linguistic Society of America Summer Institute, Cornell University
1990 Research assistant, East Asia Program, Cornell University. Prepared statistical analysis of
proficiency scores and language training for students in Japanese language courses.

1984-1986  Mombusho English Fellow (MEF/JET), Gunma Prefecture, Japan.


Public service

1997  ‘Politeness’ BBC Radio Cleveland.  (5/24)

Research Interests

Syntax, semantics, and their interface
Japanese language and linguistics
Language pedagogy and second language acquisition
Language and culture

References:

Gennaro Chierchia  Professor
Department of Linguistics
Harvard University
Cambridge, Massachusetts 02138
Phone +1-617-495-4054

Marten denBoer  Provost and Vice President for Academic Affairs
California State Polytechnic University, Pomona
Pomona, California 91768
phone +1-909-869-4382

Tamara S. Evans  Dean of Arts and Humanities
Queens College
Flushing, New York 11367
phone +1-718-997-5790

Joel Lidov  Professor
Department of Classical, Middle Eastern, and Asian Languages and Cultures
Queens College
Flushing, New York 11367
Phone +1-718-997-5570

Gita Martohardjono  Executive Officer
Program in Linguistics
CUNY Graduate Center
365 Fifth Avenue
New York, New York 10016
phone: +1-212-817-8500

Don Starr  Head of Department
Department of East Asian Studies
University of Durham, Durham DH1 3TH, United Kingdom
phone: +44-191-374-3231

John Whitman  Professor
Department of Linguistics
Cornell University, Ithaca, NY 14853
phone: +1-607-255-1105

24 January 2011
Education
Ph.D. in Romance Languages, University of Pennsylvania, 1983.
M.A. in Romance Languages, University of Pennsylvania, 1977.

Honors, Awards, Fellowships
CUNY Faculty Development Grant to organize a two-day colloquium (May 3rd and 10th, 2003), “Teaching through Film in Foreign Language Departments”, 2003.
Co-recipient of a Presidential Initiatives in Teaching and Learning Grant for “Preparing Faculty for a Major Concentration in Spanish-English / English-Spanish Translation and Interpretation”, Hunter College, 2002.
PSC-CUNY Research Award for “Spanish Proficiency and the Workplace: (How) Do Textbooks Enable Students to Acquire It?”, 2001.
Charles A. Dana Fellowship, the Second Dana-Dartmouth Collaborative on the Teaching of Foreign Languages and Cultures (a collaborative project to improve the quality of language instruction at the college level), Dartmouth College, summer 1988.
Mellon Faculty Grant (for training in current language teaching methodologies), Barnard College, 1984.
Dissertation Fellowship, Social Science Research Council (for fieldwork to collect oral literature in Galicia, Spain), 1978-1979.
Lillian Emma Kimball Fellowship, Barnard College, 1975.
Graduated magna cum laude and with distinction in major field, Barnard College, 1975.

Teaching Experience
COLLEGE TEACHING

Associate Professor of Spanish and Coordinator in Romance Languages, Hunter College, 2003-present (Assistant Professor, 1998-2003). Courses taught: Structure of Modern Spanish, Advanced Spanish Writing, Introduction to Spanish Translation; Intermediate Spanish II; Spanish for Spanish Speakers I, II, III.

Visiting Assistant Professor of Spanish, Williams College, 1997 & 1995. Courses: "The Spanish Civil War in Literature and Film," "Golden Age Theatre" and "Intermediate Spanish, I & II."

Assistant Professor of Spanish, Indiana University of Pennsylvania, 1995-1997. Courses: elementary through intermediate level and Composition I.


Instructor in Spanish, Barnard College, 1980-1987. Courses taught include language courses through the advanced-intermediate level and conversation courses as well as the Dartmouth Method Intensive Elementary course and literature courses for majors: Medieval and 19th Century Peninsular Literature.

Teaching Fellow, University of Pennsylvania, 1975-1978. Courses taught included language courses (elementary through intermediate level) and Spanish literature in translation.

TEACHING IN SPECIAL PROGRAMS

Instructor in the University of La Rioja (Logroño, Spain) online M.A. program in the Teaching of Spanish as a Second/Foreign Language, 2007, 2009 and 2011. Course title: Las estrategias de aprendizaje y comunicación en el desarrollo de las habilidades orales: comprensión oral, comprensión audiovisual, la expresión y la interacción orales.


Instructor & Coordinator in Spanish, ALPS (All Language Programs Intensive Language Study), Dartmouth College, summers 1988-1989.

Language Teaching and Placement Consultant, Baruch College, summer 1987, in a program designed to bring Board of Education bilingual staff (teachers, psychologists, etc.) up to a level of language competence required to fulfill their professional duties.

Instructor, the Spanish School, Middlebury College (Vermont), summer 1985. Courses included intermediate language, literature and composition and an elementary conversation course.

Instructor for Phone-Lab., New York, 1980. Individualized instruction for adult professionals by telephone. Oral, conversational skills were emphasized.

TEACHER TRAINING

Faculty member in "Latino Identity in New York," NEH Seminar for Teachers, Hunter College (CUNY), July 2011. Lectured on second language acquisition research, language teaching principles and methodology, and Gloria Anzaldúa’s “Prieta y la Llorona” for developing reading skills and as a reworking of oral tradition and cultural identity.

Taught "Teaching through Video & Film," a (post) graduate seminar at the Spanish School, Middlebury College, summer 1995.


Drill Consultant in Dartmouth Method Workshops, Baruch College, 1986-1988: engaged in teacher training (both college and high school level) in the various Dartmouth drill techniques.


Administrative and Other Teaching-Related Experience


Coordinator in Romance Languages, Hunter College (CUNY), 1998-present: responsible for coordinating the basic language sequence in French, Italian, and Spanish and for supervising and mentoring the adjunct teaching staff.

Assistant Dean of Studies, Barnard College, 1992-1994: responsible for student advising, tracking student progress and academic standing, and serving as resource to faculty and faculty advisors. Advised first year, second year, transfer, and international students.

Faculty advisor for first and second-year students, Barnard College, 1990-1992.


Co-moderator of Spanish Club, Barnard College, 1982-1987: supervised club projects as well as guided club officers in planning, arranging and selecting activities.


Curriculum/Materials/ Professional Development: Consulting & Evaluation


External Evaluator, Department of Foreign Languages, East Stroudsburg University (Pennsylvania), 2009.


ACTFL OPIc evaluator in ESL, 2008-2009.

Member of Advisory Editorial Board of Foreign Language Annals, the journal of the American Council on the Teaching of Foreign Languages, 2008.


Evaluator, PSC-CUNY Faculty Grants, 2007-2010.

Manuscript reviewer for *¡Nuevos mundos!*, a textbook for heritage speakers of Spanish (Wiley & Sons), and *Parola a te!*, a textbook program for Intermediate Italian (Heinle & Heinle), 2007.

ACTFL Training and Certification in OPIc-English/ESL (Oral Proficiency Interview by computer), 2007.

Fulbright Hayes Campus Screening Committee, Hunter College, 2005-2010.


Member of the External Evaluation Team, Department of Romance Languages, Montclair State University (New Jersey), 2006.

Teacher Opportunity Program (TOP) Scholarship, Applications Review Committee, Hunter College & CUNY, 2003-2005. Evaluated and interviewed applicants to the TOP program, an M.A. program in Spanish and Foreign Language Education sponsored by CUNY.

Member of Blackboard 6 Pilot Study Group, at Hunter College, 2004-2005.
Manuscript reviewer for ¡De una vez!, and ¡Sí se puede! (Houghton-Mifflin), and the 5th edition of Español escrito (McGraw-Hill), textbooks for heritage speakers of Spanish, 2005.

Manuscript reviewer for the 6th edition of Ciao!, and L’Italia Virtuale Italian textbook programs for elementary and intermediate levels (Thomson/Heinle & Heinle), 2005;

Manuscript reviewer for Pura vida, an intermediate Spanish language textbook program (John Wiley & Sons Publishers), 2004.

Manuscript reviewer for the 3rd edition of De paseo, an intermediate Spanish textbook program (Heinle & Heinle), 2002.


Manuscript reviewer for ¡Sí se puede!, a Spanish language textbook program for Spanish-speakers (Houghton-Mifflin), 2002.


Attended Distance Learning and Foreign Language Teaching, a workshop held at Hunter College, April 27, 2001.


Member of the Editorial Board of The Ram’s Horn, 2000.


Staff Writer for Spanish TV Magazine, a video news magazine from Spain, sponsored by the University of Maryland (Baltimore) and the Spanish Ministry of Education, 1993-1998.

Editor of the Newsletter of the Northeast Conference on the Teaching of Foreign Languages, and Consultant to the Board of Directors, 1995-1997.

Reader/Faculty Consultant, Advanced Placement Examination, Educational Testing Services, Trinity University (San Antonio, TX), June 11-18, 1997 & Clemson University, June 2-8, 1995.

Member of Advisory Editorial Board of Lapsus Linguae, an online journal on foreign language teaching, 1995-1997.


Consultant to the Board of Reviewers, National Standards in Foreign Language Education, 1995.
Manuscript reviewer for Folklore Fellows' Communications: Academia Scientiarum Fennica (Helsinki, Finland), 1994.
Participant in Ford Foundation Grant to integrate works by women of color into the curriculum, Barnard College, 1989-1990.
Participant in HyperCard and MacLang Workshops, Barnard College, 1989-1990, to develop computer programs for language courses.
Participant in one-day Oral Proficiency Interview Workshop, conducted by ACTFL at Barnard College, January 1988.

Conferences, Presentations, and Publications

CONFERENCES ORGANIZED
Co-organizer (with Prof. Annette Kym of Hunter's German Department) of ACTFL Writing Proficiency Assessment Workshop, a full-day meeting sponsored by CUNY Council on Foreign Languages and Hunter College, which took place on March 18, 2005 at Hunter College. Dr. Robert Terry of the University of Richmond presided.
Organized Teaching through Film in Foreign Language Departments, a two-day conference sponsored by a CUNY Faculty Development Grant, May 3 and 10, 2003 at Hunter College. Speakers included H. Jay Siskin (Cabrillo College) Isabelle Kaplan (Bennington College), and Millicent Marcus (University of Pennsylvania).

WORKSHOPS AND PRESENTATIONS ON TEACHING FL & CULTURE
“Coordinating Multi-section Courses”, a roundtable sponsored by the Scholarship of Teaching Group, Hunter College, February 15, 2011.
“How Proficient is Foreign Language Proficiency? Rethinking Institutional Measures of Success,” a professional development workshop conducted at East Stroudsburg University, September 25, 2010.

“Factores afectivos en la enseñanza-aprendizaje del español como segunda lengua”, a presentation given at APEQ (Association des Professeurs d’Espagnol de Québec), Université de Montréal, May 8, 2010.


“The Use of Blackboard in the Coordination of Multi-Section Courses”, a Tech Thursday Faculty Presentation, Hunter College, October 29, 2009.

“Continuity and Change: From Entrevistas to Portafolio”, a presentation given at Lehman College (CUNY), August 27, 2009.

“Técnicas de enseñanza de ELE (Español como Lengua Extranjera) para alumnos adolescentes”, a presentation given at APEQ (Association des Professeurs d’Espagnol de Québec), Université de Montréal, May 17, 2009.

“Actividades para la comunicación intercultural: creencias, valores y actitudes en la enseñanza de español”, a talk given at APEQ (Association des Professeurs d’Espagnol de Québec), Université de Montréal, May 16, 2009.


“Leggiamo, Capiamo, Parliamo: A Student-Faculty Collaboration,” a presentation with the participation of students Elena Brollo and Marisa Giorgi. CUNY General Education Conference, Queens College (CUNY), May 4, 2007.

“A otro nivel’: Making the Transition to Intermediate Spanish,” a presentation delivered at Tulane University (New Orleans), September 22, 2006.

“Words of Advice to First-Time Instructors in Spanish at CUNY,” CUNY Graduate Center, August 29, 2006.

“Communication, Content, and Critical Thinking in the Basic Spanish Sequence,” a presentation given at Lehman College (CUNY), June 2, 2006.

“Literature as a Communicative Tool,” a paper delivered at the CUNY FDG Conference Are We Teaching Communicatively? held on November 12, 2004 at the CUNY Graduate Center.

“Like Water for Chocolate: Affect, Culture and Proficiency in Intermediate Spanish,” a talk given at the CUNY FDG Conference Teaching through Film in Foreign Language Departments,” May 3, 2003 at Hunter College.

“Literature through Culture, Culture through Video in Advanced (Placement) Spanish,” a presentation given at the New York City Association of Foreign Language Teachers, New York, October 26, 2002.

“Building Proficiency through Film,” a workshop conducted at the Association of Teachers of Spanish and Portuguese, Rio de Janeiro, Brazil, July 29, 2002.
“The Foreign Language Adjunct / Graduate Teaching Fellow,” a panel discussion in Teaching Foreign Languages in the 21st Century, a Faculty Development Grant project sponsored by the City University Graduate Center, May 3, 2002 in New York.

“Teaching Smarter: The Proficiency Scales as Curricular Guidelines,” a panel discussion in Teaching Foreign Languages in the 21st Century, a Faculty Development Grant project sponsored by the City University Graduate Center, April 26, 2002 in New York.

“Assigning Homework: Implications of Teaching for Proficiency,” a presentation delivered at the CUNY Council/ FIPSE on Proficiency and Teaching, April 21, 2001 at Hunter College.

“Foreign Languages in the Workplace, CUNY-FIPSE Project:: Assessment, Attitudes, and Curricular Changes,” a presentation given at the Northeast Conference on the Teaching of Foreign Languages on March 30, 2001 in New York City.

“How the Garcia Boys Were Understood --Despite Their Accents: Teaching Hispanic Language and Literature through Film,” a workshop given at the New York State Association of Foreign Language Teachers on November 4, 2000 in New York.

“Entrevistas: Making the Transition from a Structural to a Cultural Approach,” a presentation given at the University of West Florida in Pensacola, November 15, 2000.


“Changing How We Teach, Changing How We Test,” a presentation delivered at the CUNY Council/ FIPSE Workshop Applying OPI Principles: Implications for Teaching to the Curriculum, May 13, 2000 at Hunter College.

“Focus on Bilinguals,” a special interest session conducted at the Northeast Conference on the Teaching of Foreign Languages on April 14, 2000 in Washington D.C.

“Entrevistas: An Invitation to Language and Culture,” an Exhibitor’s Session held at the Northeast Conference on the Teaching of Foreign Languages, April 14, 2000 in Washington D.C.

“Like Water for Chocolate: Integrating Language, Culture and Literature through Film in Intermediate Spanish,” a workshop given at the New York State Association of Foreign Language Teachers on November 6, 1999 in New York.

“Teaching Contemporary Spain through Video,” a pre-conference workshop conducted at the Northeast Conference on the Teaching of Foreign Languages on April 8, 1999 in New York City.

“Testing What We Teach,” at the 8th Northeast Regional Meeting of AATSP, October 3, 1998, Drew University (Madison, New Jersey).


"The VCR in Advanced Spanish: Video/Film for Literature, Composition and Translation Courses," a pre-conference workshop given at the Northeast Conference on the Teaching of Foreign Languages on April 3, 1997.
"Beyond Listening Comprehension: Video/Film for Teaching Literature, Composition and Translation/Interpretation," session held at the American Council on the Teaching of Foreign Languages convention, November 24, 1996 in Philadelphia.


"Language Beyond the Textbook," keynote address delivered at the MLA-Philadelphia & Vicinity, April 27, 1996 at Chestnut Hill College.

"Uses of Video in the Spanish Language Classroom," a 75-minute workshop conducted for the AATSP-PASE, April 27, 1996 in Philadelphia.


"Video: Linking Listening Comprehension, Speaking and Writing," a full-day workshop part of "Project PLUMA: Content through Writing," an NEH Seminar for Teachers K-12, conducted at Teachers College (Columbia University), January 6, 1996.


"Content, Creativity and Critical Thinking in Foreign Language Study," a talk delivered at the 4th annual conference of the Institute for the Study of Post-Secondary Education at the State University of New York at New Paltz, November 11, 1994.


"Listening Comprehension with Video: Teaching and Evaluation," an exhibitor's session held at the Northeast Conference on the Teaching of Foreign Languages, April 9, 1994 in New York.

"Teaching Film/Teaching through Film," a pre-conference workshop conducted at the Northeast Conference on the Teaching of Foreign Languages, April 15, 1993 in New York.

"Video in the Language Classroom," a keynote address given at the 72nd annual meeting of the Foreign Language Educators of New Jersey at Drew University, March 20, 1993.

"Imaginate: The Classroom as Playground," a workshop held at the meeting of the American Association of Teachers of Spanish and Portuguese, August 10, 1992 in Cancún, Mexico.
"Communicative Testing for the Communicative Classroom," a workshop given at the 7th annual International Conference of the Hawaii Association of Language Teachers, March 5, 1992 at the University of Hawaii at Manoa.


"Is There a Text(book) in this Class?," a pre-conference workshop held at the Northeast Conference on the Teaching of Foreign Languages, April 8, 1988 in New York.


PRESENTATIONS ON LANGUAGE, LITERATURE AND CULTURE


Leader of Latina Forum, Latino Heritage Month, Columbia University, October 14, 1992: Discussion of Rosario Morales’s essay "I Am What I Am."


"Opening and Closing Patterns and Formulas in Galician Oral Tales," December 28, 1983, Modern Language Association in New York, as part of session on "Anthropological Approaches to Literature."
Publications in Literature and Culture

BOOKS


ARTICLES


REVIEWS

Publications in Language, Teaching, and Culture

BOOKS


ARTICLES


REVIEWS


**Translating Experience**


Translation Consultant (English to Spanish) to the *American Scenes Workbook*, an ancillary to a video program in ESL by Dr. Elliot Glass, Queensborough Community College, 1987.

Transcribed tapes and translated papers in Medical Anthropology for Dr. Sheila Cosminsky, Rutgers University, 1976. Task required familiarity with Guatemalan dialect and involved translating from Spanish into English and vice-versa.

Subtitling of *Los niños abandonados*, a documentary film by Danny Lyon, 1975; Spanish into English.

**College/University/Professional Service**

- Academia Norteamericana de la Lengua Española, 2009-present.
  
  Committee on Spanish in the United States
Education Committee

- Chanin Language Center Steering Committee, Hunter College, 1998-present.
- Curriculum Committee (Spanish Section), Hunter College, 1999-2010.
  Chair, 2005-2007.
  Sub Committee on Outcomes Assessment, 2007-2010.
  Sub Committee on the new major concentration, Spanish-English / English-Spanish Translation and Interpretation, 2000-2008.
- CUNY Council on Foreign / World Language Study, 1998-present (elected Vice-President, 1999; Acting President, spring 2001; President, 2009-present).
  Committee on OPI Funding, CUNY Council, 2000.
- Fulbright-Hayes Campus Screening Committee, Hunter College, 2005-2010.
- Grade Appeals Committee, Hunter College (Romance Languages – Spanish section), 1998 and 2003.
- Personnel and Budget Committee (German Department), Hunter College, 2004-2005.
- Personnel and Budget Committee (Romance Languages Department), Hunter College, 2003-present.
- Performance and Outcomes Assessment Committee, Hunter College, 2005.
- Romance Languages Department Self-Study Committee (for External Review), Hunter College, 2004-2005.
- Search Committee for Director of Assessment, Hunter College, 2008.
- Senate Select Committee on Outcomes Assessment, Hunter College, 2006-2008.
- Senate Special Committee on General Education, Hunter College, 2011.
- Senate Standing Committee on Academic Assessment and Evaluation, Hunter College, 2009-present.

• Hispanic Literature Conference Committee, Indiana University of Pennsylvania, 1996.
• Outcomes Assessment Committee, Spanish Department, Indiana University of Pennsylvania, 1996.
• Advisor to Sigma Delta Pi, the Spanish National Honor Society, Indiana University of Pennsylvania, 1995-1996.
• Audio-Visual Equipment Committee, Spanish Department, Indiana University of Pennsylvania, 1995-1996.
• Ad Hoc Committee on Advising Students of Color, Barnard College, 1993.
• Committee on Programs and Academic Standing, Barnard College, 1988-1990.
• Language Pedagogy Committee, Barnard College, 1987.
• Curriculum Review Committee, Spanish Department, Barnard College, 1987.

Professional Associations
• Academia Norteamericana de la Lengua Española
• American Association of Teachers of Spanish and Portuguese
• American Association of University Supervisors and Coordinators
• American Council on the Teaching of Foreign Languages
• Asociación de licenciados y doctores españoles en los Estados Unidos
• CUNY Council on World Language Study
• Instituto Cervantes
• Modern Language Association
• Northeast Conference on the Teaching of Foreign Languages (Advisory Council member, 1991-1997; ex officio member of the Board of Directors, 1995-1997.)
CHRISTOPHER REED STONE

ACADEMIC POSITIONS:

**Hunter College of the City University of New York**

- **2005-present**
  - Department of Classical and Oriental Studies
  - **Associate Professor of Arabic** (tenure granted summer 09)
  - **Head of Arabic Program**
  - **MA Faculty CUNY Graduate Center**

**Middlebury College**

- **2003-2005**
  - Program in International Studies
  - **Assistant Professor of Arabic and International Studies**

**Middlebury College**

- **June-August 2003**
  - Intensive Summer Arabic Program
  - **Assistant Director**

**Williams College**

- **2002-2003**
  - Program in Comparative Literature
  - Program in African and Middle-Eastern Studies
  - **Mellon Postdoctoral Fellow in Arabic Literature**

**Emory University**

- **2000-2001**
  - Department of Middle Eastern Studies
  - **Visiting Lecturer**

**Middlebury College**

- **1996-1998**
  - Intensive Summer Arabic Program
  - **Instructor**

**Princeton University**

- **1995-1999**
  - Department of Near Eastern Studies
  - **Assistant in Instruction**
EDUCATION:

Princeton University, Department of Near Eastern Studies

**M.A. Near Eastern Studies (1996)**
Princeton University, Program in Near Eastern Studies

**B.A. English (1987) (Phi Beta Kappa)**
Haverford College

PUBLICATIONS:

**Books**


**Peer Reviewed Journal Articles**


**Book Chapters**


**Translations**

*Yahduth fi Misr al-‘an* (It is Happening in Egypt Now) by Yusuf al-Qaid. Proposal submitted to Syracuse University Press.


“al-Nuzul ila al-maa’” (Descending into the Water) by Muin Bseiso. Forthcoming.

“Ramallah did Ramallah” (Ramallah versus Ramallah) by Najwan Darwish. Forthcoming.


Online Journals


Book Review Essays


Short Book Reviews


Long Encyclopedia Entries


Short Encyclopedia Entries


PRESENTATIONS:

Speaker/Presenter


"Nostalgia and Egyptian Cultural Icons: From Abdul Halim to Ahmad Zaki." Brown University "New Perspectives in Arabic and Comparative Literature" series. Providence, Rhode Island. 8 March 2010.


"Fairouz from ‘Asi and Mansour to Ziad, From the Mother of Lebanon to the Daughter of the Earth." Faculty of Music Education, Helwan University (in Arabic). Cairo, Egypt. 25 February, 2008.


"The Other in the Musical Theater of the Rahbanis." University of Texas at Austin Middle East Lecture Series. Austin, TX. 18 October, 2007.


"Popular Culture and Nationalism in Lebanon: The Fairouz and Rahbani Nation." Emory University, Atlanta, GA. 26 February, 2007.

"We Loved Each Other So Much." Led a discussion with the director of the film We Loved Each Other So Much after its US debut at the Cantor Film Center at NYU. New York, NY. 7 February 2007.


“Fairouz’s Lebanon or Lebanon’s Fairouz?” CUNY Graduate Center Middle East and Middle Eastern American Cultural Center Lecture Series. New York, NY. 3 April, 2006.


“The Other in al-Tayyib Salih’s Season of Migration to the North.” Williams College. 12 April 2004.


“Qat: To Chew or Not to Chew, That is the Question.” Arabic Lecture Series at Middlebury College (in Arabic). 8 July 1998.


“Sonallah Ibrahim’s The Smell of It and the Naksa: Prediction or Description.” Colloquium for prospective Near Eastern Studies Graduate Students at Princeton University. 24 February 1996.


Organizer

“Arabic Dialects: To Teach or Not To Teach.” Middle East Studies Association Conference. Montreal, Canada. 16 November, 2007.


Chair

“Arabic Dialects: To Teach or Not To Teach.” Middle East Studies Association Conference. Montreal, Canada. 16 November, 2007.


RECENT ACADEMIC FELLOWSHIPS AND AWARDS:

2009-2012
• PSC-CUNY Research Grant
• Presidential Travel Award
• Grant from Presidential Fund for Faculty Advancement
• Literary Translation Workshop Fellow (British Council, Cairo)
• Palestinian American Research Center Faculty Development Seminar

2007-2008
• Fulbright Scholar award for Egypt
• The American Research Center in Egypt NEH research award (declined)

2003-2006
• Executive Board of American Association of Teachers of Arabic

2003-2004
• Middle East Studies Association Malcolm H. Kerr Dissertation Award in the Humanities
• Bayard and Cleveland Dodge Memorial Prize for the best dissertation in Near Eastern Studies at Princeton University
• Mellon teaching reduction fellowship (declined)

2002-2004
• Mellon Postdoctoral Fellowship at Williams College in Arabic Literature (second year declined).

LANGUAGES:

Arabic
• Modern Standard Arabic: near native proficiency
• Egyptian dialect: near native proficiency
• Levantine dialect: advanced proficiency
• Yemeni dialect: advanced proficiency

Persian
two academic years

Turkish
one academic year

French
reading proficiency
SERVICE TO THE PROFESSION:

Journals

2009-present Reader for *The International Journal of Middle East Studies*.


Presses


Agencies and Associations

2011 Chair of Middle East Studies Association Malcolm Kerr Dissertation Award Committee.

2010 Member of Middle East Studies Association Malcolm Kerr Dissertation Award Committee.

2007, 09 Member of National Fulbright Selection Committee for student applicants for Fulbright Grants to the Middle East.


Teacher Training

Summer 2010 Co-facilitated week-long NMLRC Arabic teacher-training workshop at UT Austin.

Summer 2009 Co-facilitated week-long NMLRC Arabic teacher-training workshop at UT Austin.

Summer 2004 Facilitated one-day Arabic teacher-training workshop at the American University of Beirut.
COURSES TAUGHT

Culture

- The Arab Novel in Translation
- Arab Cinema
- Arabian Nights East and West
- Topics in Arab Culture

Language

- Beginning Arabic
- Intermediate Arabic
- Advanced Arabic