Pluralizing Philosophical Languages and Cultures in the South Texas Borderlands

Abstract
Our project promotes diversity and inclusiveness in philosophy by supporting what we view as our students' right to access Philosophical Bilingualism, Biculturalism, and Biliteracy (PB3). Situated in the deep south Texas borderlands as the second-largest Hispanic Serving Institution (HSI) in the continental United States, over 90% of our students are Hispanic or Latino/a/x and the majority are bilingual. Therefore, when we include our students in philosophy, that means including them as the bilingual and bicultural students they are and helping them develop philosophical biliteracy. To do this, our project will establish a learning community of seven Philosophically Bilingual, Bicultural, and Biliterate (PB3) faculty who will work together as a team to develop and regularly teach a rotation of ten Spanish (E) and Bilingual (X) PHIL courses, effectively pluralizing the philosophical languages and cultures of both our department and discipline as we seek to broadcast our efforts.

Basic Information
Project Coordinator(s)
Alex Stehn, Danny Marrero, Cynthia Paccacerqua

Steering Committee
- Christopher Gomez, University of Texas Rio Grande Valley
- Dahlia Guzman, University of Texas Rio Grande Valley

Funding Amount Requested
up to $20,000

Expected Project Completion Date
December 2024

Project Description
The University of Texas Rio Grande Valley (UTRGV) began enrolling students in 2015, with 28,699 Hispanic students constituting 90.9% of the student body as of Fall 2022, making us the second-largest Hispanic Serving Institution (HSI) in the continental United States. But what sets us apart beyond this federal designation is our ambition of becoming a bilingual public university. The B3 (Bilingual, Bicultural, Biliterate) Institute was founded to facilitate this process, and campus-wide curricular goals were articulated. This year, 4% of UTRGV’s undergraduate students enrolled in course sections designated as Spanish (E) or Bilingual (X) across a wide variety of subjects. Demand for these courses exceeds capacity, but at an under-resourced institution like ours, faculty do not have access to the time and professional development opportunities to create Spanish or Bilingual curricula while building a B3 (Bilingual, Bicultural, Biliterate) academic culture. UTRGV’s Department of Philosophy thus seeks funding from the
APA to advance our mission “to promote more diversity within the profession of philosophy itself, where the underrepresentation of Latinos and Latinas is a serious problem” (UTRGV Philosophy Department Bylaws and Policies). More specifically, our project promotes diversity by supporting what we view as our students’ right to access Philosophical Bilingualism, Biculturalism, and Biliteracy (PB3). In other words, when we include our students in philosophy, we want to include a fuller range of their talents, experiences, and culture; we want to include them as bilingual and bicultural students and contribute to the growth of their philosophical biliteracy.

The cultural and linguistic wealth of UTRGV students and faculty makes our project feasible. According to data recently collected by Project Coordinators Stehn and Marrero using Bilingual Language Profiles (Birdsong, Gertken, & Amengual 2012) across three different courses, our students, on average, learned Spanish 1-2 years before they started learning English and thus felt comfortable speaking Spanish before they felt comfortable speaking English. However, students reported receiving very little academic instruction in Spanish from elementary school to college. Consequently, English became their dominant language in school, but Spanish remains the language that most use to communicate with their friends, families, and community (census data indicates that ~80% of Rio Grande Valley residents speak Spanish at home). Thus, while our students on average feel more comfortable and academically competent in English, they existentially identify with Mexican, Mexican American, Hispanic, Latin American, Latinx, or Spanish-speaking cultures—making them not just bilingual but also bicultural.

Our faculty is also impressively bilingual, bicultural, and biliterate. Seven out of 21 (33%) of our full-time philosophy faculty are bilingual in English and Spanish. However, only three taught Spanish (E) or Bilingual (X) courses in AY 22-23, resulting in eight out of 178 (4.5%) PHIL classes being offered as E or X sections with a total combined enrollment of 170 students. Project Coordinators Stehn and Paccacerqua have published on bilingual and bicultural pedagogies tailored to our institutional context (Stehn 2022; Paccacerqua 2015), and Project Coordinator Marrero has extensive experience teaching in English and Spanish in both North and South America. Both Steering Committee members—Dr. Gomez and Dr. Guzman—are full-time lecturers, one with experience teaching E and X courses, and one who is committed to doing so with support from our project. In fact, all seven Spanish-English bilingual faculty have committed to developing and teaching E/X classes with the support outlined in this proposal. Project Coordinator Stehn led a bilingual course development workshop for UTRGV’s B3 Institute in Summer 2022. It was open to faculty from all disciplines, whereas this project will focus exclusively on philosophy. We note that faculty from all ranks are represented (Professor, Associate Professor, Assistant Professor, and Lecturer), that three out of seven (43%) of our bilingual faculty are women, and five out of seven (71%) are Hispanic or Latinx.

By providing support for all seven of our PB3 faculty to develop a larger, regular rotation of ten E and X PHIL courses, our project will roughly double the number of course sections where our students can use their bilingualism to philosophize, explore their bicultural identities, and develop their academic biliteracy. In the Texas borderlands, where prejudice has long made bilingualism and biculturalism seem undesirable or un-American, philosophy can open a space not just to practice and grow bilingualism and biculturalism but also to reflect on them, write about them, and help both philosophy and the broader community better understand, appreciate, and advocate for their value. At the same time, our project will position philosophy as a leading contributor to UTRGV’s B3 Mission and inspire other philosophy programs at over 500 Hispanic-Serving Institutions nationwide to develop their own B3 curricula. In Fall 2023, UTRGV will begin awarding a B3 Scholar Seal to students who complete five or more Spanish (E) or Bilingual (X) courses.
with at least one taught using a culturally sustaining pedagogy. Our project will ensure that the opportunity to earn the B3 Scholar Seal is accessible to philosophy students since our courses are especially well-positioned to fulfill these requirements by fostering critical consciousness, developing intercultural competency, and intellectually exploring Mexican American culture and community—all key features of UTRGV's Culturally Sustaining Pedagogy Designation.

In sum, our project will establish community of seven Philosophically Bilingual, Bicultural, and Biliterate (PB3) faculty who will learn and work together to establish a regular rotation of approximately ten Spanish (E) and Bilingual (X) PHIL courses. This will make it a real possibility for hundreds of Philosophy majors and minors to earn the B3 Scholar Seal, effectively pluralizing the philosophical languages and cultures of both our department and discipline.

**Project Impact**

This is why we believe philosophy is such an important discipline to host a B3 initiative: PB3 students and faculty will not just gain B3 credentials for their careers but also establish an intellectual space to reflect on the broader value and implications of a B3 education, creating future leaders and social change. Our project will thus raise the leadership profile of philosophy at four levels: local, state, national, and transnational. By building on the diverse strengths of our department, our project promotes inclusion of these underrepresented social identities and group characteristics in the broader discipline of philosophy: ethnicity (87% of our graduating PHIL majors over the last seven years are Hispanic or Latino/a), gender (49% are women), linguistic (most are bilingual in Spanish and English), cultural (most identify as Mexican, Mexican American, Hispanic, or Latinx), geographic (most are from South Texas and/or Northern Mexico), and socioeconomic class (62% are Pell grant recipients, 55% are first-generation college students). Ethnicity, gender, language, geography, and class are all deeply imbricated social qualities, and it is our mission to foster inclusion across all these lines. Still, our PB3 focus will be to empower students and faculty by promoting their native or heritage language (Spanish) in philosophy, both in introductory general education courses and advanced courses for PHIL majors and minors. UTRGV's B3 Scholar Seal, designed to appear as an honor upon graduation and be listed on undergraduate transcripts, will provide the institutional infrastructure to ensure that graduate programs and employers will recognize our students' bilingualism, biculturalism, and biliteracy.

The fact that U.S. students who speak languages besides English receive far fewer opportunities to academically develop their bilingualism and explore their bicultural identities—especially in an institution like ours—is a form of linguistic and cultural inequality that our project aims to reverse. While much of our students' meaningful experiences (i.e., family life, friendship, recreational time, etc.) are lived in Spanish, their academic life is in English. In other words, there is a gap between some of their most meaningful experiences and their academic means of engagement and expression. This gap is not experienced by students whose existential experiences are only in English and whose only academic language is English because they can express themselves wholly in their only existential and academic language (English). In contrast, while our students are prima facie linguistically and culturally competent in two languages (English and Spanish), their formal education excludes much of their lived experiences, their abilities in Spanish and Spanglish, and their bicultural communities. For many, academic discourse does not function as a means of illuminating their daily lives but as a blade cutting their lives in two. Academic, English-only discourse serves as a formal, culturally valued, and authoritative body of knowledge that excludes Spanish and overlooks Mexican American and Latino/a/x cultures. For bilingual and bicultural students and faculty,
it further suggests that Spanish (and especially Spanglish) is not fit to be spoken in a classroom in order to intellectualize their experiences, and that their cultures are unworthy of philosophical examination or even a place in the broader American culture. Our project, in sharp contrast, promotes cultural pluralism and existential diversity via linguistic inclusion by establishing a PB3 faculty community to engage in professional development and establish the departmental infrastructure to offer a PB3 education to the historically minoritized majority of our bilingual and bicultural students.

Our project will impact diversity and inclusion in philosophy at multiple levels: 1) local, 2) state, 3) national, and 4) transnational. At the local campus level, we expect our new Spanish and Bilingual PHIL course rotation to reach roughly 500 students each year, roughly half of them PHIL majors or minors; it will also engage the participating members of the philosophy faculty who share in these academic experiences, minoritized in the discipline yet living in bilingual and bicultural homes and communities. At the state level, other institutions located in similar communities and/or serving similar students, especially the seven other UT System Academic Institutions that are similarly governed and administrated, will have a blueprint for PB3 education. At the national level, our project might inspire philosophy programs at any of the more than 500 Hispanic-Serving Institutions nationwide to build bilingualism and biculturalism into their programs to broaden student engagement and success. The fact that UTRGV routinely ranks among the Top ten institutions each year for the number of undergraduate Philosophy degrees awarded to Hispanic or Latinx students also makes us a good model. And since our department regularly places one or more alumni into M.A. and/or Ph.D. programs in Philosophy each year, our project will begin making an impact at the national graduate and professional levels as well. Finally, at the transnational level, many of our students are dual residents of Mexico and the USA or have ties to Puerto Rico, Latin American and Caribbean countries; the PB3 course offerings will also make our program more welcoming to international students. Our faculty also have professional connections to philosophers in Latin America. This project will establish an important PB3 groundwork to facilitate future exchanges and collaboration.

**Project Goals**

- Promote diversity and inclusion within philosophy by creating an academic infrastructure and regular rotation of approximately ten Spanish (E) and Bilingual (X) courses in support of our students’ right to access Philosophical Bilingualism, Biculturalism, and Biliteracy (PB3).
- "Naturalize," “normalize,” or “deminoritize” bilingual and bicultural approaches to philosophizing by building a culturally sustaining bilingual faculty learning community.
- Support extracurricular events, outreach activities, and a recruitment program encouraging bicultural and bilingual faculty members and students to deploy and develop their diverse cultural identities, languages, and philosophical perspectives.
- Demonstrate “proof of concept” for a PB3 program that will serve as a model at the local, state, national, and transnational levels.

**Project Timeline**

This project has three milestones:

1) Spring 2024 (January 15 to May 15): Begin naturalizing bilingual and bicultural approaches to philosophizing among our faculty and students generally, while building an intellectual community of professional support for our bicultural and bilingual faculty members specifically. We will begin by presenting this project to our twenty-plus faculty members at an event highlighting the importance of this
work for our students, faculty, and university. After this kickoff event, which will include a keynote speaker and dinner, we will start a faculty reading group in Spanish that meets every other week for our bilingual faculty members to deploy and develop their PB3 capabilities (all seven Spanish-English bilingual philosophy faculty have already agreed to participate). We will also insert philosophically engaging and culturally relevant movies in Spanish into our standing Philosophy Movie Night series that meets weekly with students. The movies will be played with English subtitles, followed by a philosophical discussion in Spanish, Spanglish, and English. In terms of outreach beyond our institution, we will present our project at the annual meeting of the New Mexico Texas Philosophical Society, which UTRGV is hosting in April 2024.

2) Summer I 2024 (June 3 to July 10): Conduct an intensive five-week bilingual philosophy seminar and course development workshop designed and led by the Project Coordinators and Steering Committee. The bilingual philosophy seminar will build community and help our seven PB3 faculty experience what it is like to be in a PB3 learning environment. All texts to be read and discussed in this seminar will be in Spanish to help the five participants who did not complete graduate degrees in Spanish boost their philosophical confidence in Spanish. The bilingual course development workshop will provide our seven PB3 faculty with the time, team, and pedagogical framework to advance our department’s bilingual, bicultural and biliterate curriculum in philosophy. Each participant will develop a specific course to include our culturally and linguistically diverse students in philosophy. These courses will include peer-reviewed, discipline-specific student learning objectives that are integral to our degree existing philosophy programs. This will enable us to finalize our PB3 course rotation. Essentially, grant-supported faculty will learn and work together over the summer to develop Philosophically Bilingual, Bicultural, and Biliterate (PB3) courses and establish a regular Spanish (E) and (X) course rotation.

3) Fall 2024 (September to December): Begin our newly developed course rotation of ten Spanish (E) and Bilingual (X) PHIL courses. This will enable our majors and minors to earn a B3 Scholar Seal that will serve as an official marker of how their bilingualism, biculturalism, and biliteracy have been included in their philosophical education. It will also empower our faculty members to display their cultural and linguistic diversity while teaching philosophy and engaging with students in a more inclusive and diverse fashion. As we begin implementing our PB3 course rotation, we will also shift our attention to outreach and leadership activities designed to multiply the effects of our project beyond our home department.

Project Outreach

Multiple audiences, to different degrees, will benefit from our project. Our seven bilingual and bicultural faculty members will receive support to work as a team to develop a PB3 curriculum and course rotation tailored to our majority population of bilingual and bicultural students. All 21 full-time philosophy faculty will expand their horizons as we naturalize bilingual and bicultural approaches to philosophy in our department. As our bilingual and bicultural students gain access to a more existentially engaging and life-changing philosophical education, everyone else teaching these students will also benefit. The most important beneficiary of our project is our diverse students—over 250 philosophy majors and minors—who will enjoy having more of their languages, cultures, and identities included in a bilingual, bicultural, and biliterate philosophical education. We will introduce the project and PB3 curriculum to students at our annual Philosophy Mixer during the second half of Spring 2024. We will also work through our department's standing Outreach and Recruitment committees to inform UTRGV's student advisers and faculty members outside our department about the program. Funding permitting (see the last line item of
our budget), we will host one of our alumni who recently earned a PhD in Philosophy to speak at the informational session we host each year for students interested in graduate school.

Beyond our department, our project will serve as a model for the other thirteen academic departments and programs in the College of Liberal Arts, where Project Coordinator Stehn serves as chair of the B3 Subcommittee for Undergraduate Enhancement and Growth. We will showcase the philosophy department's work as an example of how to realize UTRGV's ambition of becoming a bilingual public university. Since we are conceptualizing our project in conversation with the scholarly literature on "servingness" at Hispanic Serving Institutions, we also look forward to presenting at conferences and publishing our efforts to serve our country's growing Hispanic population in a way that includes Spanish as their native or heritage language. For instance, the Executive Director of the Texas Association for Bilingual Education (TABE) has already invited us to speak at their annual Higher Education Roundtable. Many of us will also submit individual or panel proposals about our project to the philosophy conferences where we regularly present our work as we develop future publications. These presentations and publications would occur after completing the one-year grant we are requesting from the APA. However, we plan to leverage our project's three main deliverables—1) a PB3 faculty learning community, 2) a PB3 curriculum, and 3) a PB3 course rotation—to secure a larger grant to research, present, and publish the transformative effects of PB3 teaching and program development on students and faculty.

Accessibility Plan

Dr. Shawn Saladin is the designated Accessibility Coordinator who will serve as a point person for accessibility issues. The attached letter he wrote as UTRGV’s Assistant Dean/Director of Student Accessibility Services indicates that his office will be responsible for the cost of potential accommodations.

Here is a list of the major activities we have proposed and our plans for addressing potential accommodations:

Kick-off Speaker: The event will be held on university premises that satisfy mobility and access to specific location, restroom, and seating; access to bilingual sign-language interpreters/CART will be available upon request made fifteen days before the event.

Kick-off Dinner: Most likely to be held and catered on university premises that satisfy mobility and access to specific location, restroom, and seating, but if off-campus location then the selection will ensure accessible access and other required accommodations as requested.

Film Showing & Discussions: To be held on university premises that satisfy mobility and access to the specific location, restroom, and seating; subtitled; individualized electronic/streaming access for Spanish language subtitles; access to bilingual sign-language interpreters/CART will be available upon request made fifteen days in advance of the event.

Reading Group Meetings: To be held on university premises that satisfy mobility and access to specific locations, restroom and food service, and seating or held via university electronic communication resources that satisfy video and bilingual captioning accessibility, i.e., Microsoft Teams, or CART (if requested).

Reading Materials: Alternate Formats for texts will be processed upon request made seven days in advance. Enrollment invitations and event announcements will be disseminated in accessible reading formats with
enough advance notice to accommodate requests for accessibility and clear instructions and the names of our Accessibility Coordinators for prompt response.

Summer Seminar/Workshop: To be held on university premises that satisfy mobility and access to the specific location, restroom, and seating; access to bilingual sign-language interpreters/CART will be available upon request made fifteen days in advance of the event. Alternative formats for reading and other materials will be processed upon request made seven days in advance. The syllabi and content generated by the faculty in this workshop will also become subject to our institutional compliance guidelines for accommodation.

Note: Our institution addresses various aspects of accessibility compliance:
The Program that handles accommodations will independently evaluate all online materials.

A sample sentence to be included in print materials describing how to request accommodations will read as follows: “For accommodations please call (956) 665-7005 or email accessibility@utrgv.edu”

Our expert resources available for consultation regarding local disability accessibility and accommodation include:

Shawn P. Saladin, Ph.D., CRC, CPM, Assistant Dean/Director of Student Accessibility Services

Florence Nocar, J.D.,SPHR, SHRM-SCP, Chief Equity and Diversity Officer in the Office of Institutional Equity & Diversity

Aubrey Murray, Electronic Information Resource Coordinator (EIR), Human Resources Office

**Evaluation Plan**

This project’s successful progress and execution will be assessed at the following checkpoints:

(1) Launching the project at a well-attended event with a keynote speaker and dinner.

“Well-attended” = at least 2/3rds of the philosophy faculty as well as UTRGV’s Provost, College of Liberal Arts Dean, and/or other targeted invitees from university and community leadership

(2) Completing a well-attended Spring 2024 philosophy reading group in Spanish that meets every other week

“Well-attended” = seven bilingual philosophy faculty attend at least 75% of the time

(3) Hosting at least five well-attended bilingual movie sessions in Spring 2024 as part of our department’s weekly Philosophy Movie Night series with students and faculty members.

“Well-attended” = fifteen or more students and faculty

(4) Completing a PB3 seminar with at least seven faculty members in Summer 2024.

Faculty participants in the seminar will include the three Project Coordinators, two Steering Committee Members, and at least two additional philosophy faculty who have already committed themselves.
(5) Seven faculty completing a PB3 course development workshop in Summer 2024, resulting in seven new Spanish (E) or Bilingual (X) PHIL courses.

The three Project Coordinators, two Steering Committee Members, and at least two additional philosophy faculty who have already committed themselves will each develop one new Spanish (E) or Bilingual (X) course. With faculty approval, the syllabi for these courses will be provided as an appendix in the required evaluation report.

As many of these courses as possible will be taught using a culturally sustaining pedagogy, since at least one such courses constitutes the minimum for UTRGV's B3 Scholar Seal.

(6) Designing a regular Spanish (E) and Bilingual (X) course rotation in philosophy. Half will be general education courses for all students; half will be upper-division courses designed for philosophy majors and minors.

We plan to design and implement a rotation of ten courses, tentatively listed here:

i. PHIL 1300: Critical Thinking
ii. PHIL 1301: Intro to Philosophy
iii. PHIL 1305: Intro to Latin American Philosophy
iv. PHIL 1310: Ethics, Happiness, and The Good Life
v. PHIL 1362: Race, Sexuality, and Class
vi. PHIL 3365: Chicana and Latin American Feminisms
vii. PHIL 3380: Philosophy of Education
viii. PHIL 4305: Special Topics in Latin American Philosophy
ix. PHIL 4345: Mexican/Mexican American Philosophy
x. PHIL 43xx: Special Topics in Philosophy of Law (course number TBA upon approval from UTRGV's Undergraduate Curriculum Committee)

(7) Begin implementing the new PB3 course rotation in Fall 2024.

The finalized course rotation will be provided in the required evaluation report.

**Online Presence**

Our department regularly publicizes events as well as faculty and student accomplishments on our department's website, Facebook, and Instagram accounts. Using these channels, we will publicize the kickoff event, bilingual movie nights, Spanish philosophy seminar, and bilingual course development workshop, and upcoming Bilingual (X) and Spanish (E) philosophy courses.
Budget Narrative

The first listed expenditures are related to the kickoff event dinner and keynote speaker, pizza for Bilingual Movie Nights, coffee/snacks for the ten face-to-face meetings of our bilingual philosophy seminar and course development workshop, and Spanish-language books/materials for the summer seminar/workshop (note that Spanish-language philosophy materials tend to be more difficult and costly to acquire in the U.S. than English-language materials). The remainder and bulk of our project budget supports seven faculty stipends to support the professional development necessary for all seven of our Spanish-English bilingual faculty to offer PB3 courses. The $5,000 stipends we have proposed will partially offset the opportunity cost for the faculty who have committed to forgoing lucrative summer teaching during Summer I in order to participate in our project’s intensive 5-week bilingual philosophy seminar and bilingual course development workshop.

At UTRGV, faculty are on nine-month appointments. Faculty may choose to earn 1/12th of their base salary for each summer course they teach and typically teach two courses. For the seven PB3 faculty participating in our project over the summer, this would total between $8,504 (at the lowest rank of Lecturer I) and $13,563 (at the highest rank of Full Professor). Instead, the seven members of our faculty learning community will be simultaneously participating in a bilingual philosophy seminar and designing a new Spanish (E) or Bilingual (X) course for AY 23-24. Based on the principle that faculty should be paid equal stipends for this work regardless of rank, our proposed budget funds seven stipends at $5,000 each ($35,000 total, of which we are asking the APA to fund $17,500). In return, each PB3 faculty member participating in the bilingual philosophy seminar and course development workshop will work at least as hard as they would to teach one summer course at UTRGV, where summer courses meet 1.5 hours a day, five days a week, for five weeks.

If the APA funds our project at the $20,000 level, we will be able to fully pay the seven faculty stipends and still have enough matching funds ($1,500) to host a UTRGV alumni who recently earned a PhD in Philosophy to talk about PB3 and their experiences in graduate school at our yearly graduate school recruiting session.

Other Funding Sources

We have requested $21,500 in funding from sources other than the APA. All $21,500 has been confirmed if the APA approves our proposal. $19,500 would come from various units at UTRGV. The other $2,000 will come from the Society for the Advancement of American Philosophy (SAAP). Here is a more specific breakdown:

UTRGV College of Liberal Arts: $7,000 requested; $7,000 confirmed, contingent upon APA funding.

UTRGV Philosophy Department: $7,000 requested; $7,000 confirmed regardless of APA funding.

UTRGV Office of Faculty Success and Diversity: $3,500 requested; $3,500 confirmed, contingent upon APA funding.

Society for the Advancement of American Philosophy: $2,000 requested; $2,000 confirmed regardless of APA funding.

UTRGV Bilingual, Bicultural, Biliterate (B3) Institute: $1,000 requested; $1,000 confirmed, contingent upon APA funding.
UTRGV Center for Bilingual Studies: $1,000 requested; $1,000 confirmed, contingent upon APA funding.
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<th>Estimated Cost</th>
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<td>Keynote honorarium for kickoff (includes travel expenses)</td>
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<td>Honorarium for UTRGV alumn with recent PhD speaking at recruiting event (includes travel expenses)</td>
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Total: $41,500.00 | $21,500.00 | $20,000.00 | $9,999.99

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Alexander V. Stehn  alex.stehn@utrgv.edu  Curriculum Vitae

Professor of Philosophy
Associate Director of Center for Bilingual Studies
Faculty Affiliate in Mexican American Studies
University of Texas Rio Grande Valley

AREAS OF SPECIALIZATION AND COMPETENCE

AOS: Latin American Philosophy, American Philosophy, Ethics
AOC: Philosophy of Education, Social and Political Philosophy, Philosophy of Religion

EDUCATION

The Pennsylvania State University, (University Park, PA)

BILINGUAL TEACHING EXPERIENCE

PHIL 1305X (taught bilingually)—Intro to Latin American Philosophy (Fall 2022, 2021, 2020, 2019; Spring 2018)
PHIL 3380X (taught bilingually)—Philosophy of Education: Special Focus on B3 Education (Fall 2022)
PHIL 4345X/6345X (taught bilingually)—Mexican/Mexican-American Philosophy (Fall 2021; Fall 2019)
PHIL 4305X (taught bilingually)—Philosophies and Theologies of Liberation in the Americas (Fall 2020)

SELECTED PUBLICATIONS


RECENT CONFERENCE PAPERS & PRESENTATIONS

“(Re)claiming Language and Identity at a Border HSI. Is a Bilingual, Bicultural, and Biliterate (B3) University (Im)Possible?” Panel presentation with Stephanie Alvarez, Joy Esquierdo, and Dania López García. *National Symposium on Spanish as a Heritage Language.* Harvard University (April 2023).


“Why Should UTRGV be a Bilingual, Bicultural, Biliterate (B3) University?” *Center for Bilingual Studies Scholar Series,* Brownsville, TX (December 2022).


“Philosophic Dialogues from la Frontera” (Episode #9) con Mariana Alessandri hosted by Kim Diaz (*El Paso Community College*) and Jules Simon (*University of Texas at El Paso*). Aired on local TV station in El Paso (January 2022). Also available on YouTube: https://www.youtube.com/watch?v=Z3pECOXpNeY

“Sí se PUEDE: Padres Unidos para una Educación Dual Excelente,” 5° *Instituto Annual del Título III: Colaboración con padres de familia, enlace familiar, y participación comunitario.* Online event hosted by Region One Education Service Center (5 de Mayo, 2021).

SELECTED HONORS, GRANTS, AWARDS, & LEADERSHIP

- **Faculty Excellence Award in Teaching**, University of Texas Rio Grande Valley College of Liberal Arts (2023)
  - Teaching award from the largest college at UTRGV with over 300 full-time faculty.

- **Bilingual, Bicultural, & Biliterate General Education Core Course Designation Workshop**, UTRGV (Summer 2022)
  - Led 12 UTRGV faculty in redesigning their gen ed core course to be taught bilingually or in Spanish.

- **Finalist for Prize for Excellence in Philosophy Teaching**, American Philosophical Association (2022)
  - Named as one of five finalists but did not receive the award.

- **Mellon Philosophy as a Way of Life Project Seed Grant**, Mellon Foundation & Univ. of Notre Dame (2021-2022)
  - To redesign PHIL 1310: Ethics, Happiness, & The Good Life with 4 other UTRGV faculty.

- **2020 Inter-American Philosophy Award**, SAAP (Society for the Advancement of American Philosophy)
  - For “La Mexicana en la Chicana: The Mexican Sources of Anzaldúa’s Inter-American Philosophy”

- **2019 Distinguished Community Advocate Honoree**, RGV-TABE (Texas Association for Bilingual Education)
  - For support of linguistically diverse children and their families in the field of bilingual education.

- **UT Regents’ Outstanding Teaching Award**, University of Texas System (2014)
  - Highest teaching honor offered to faculty at University of Texas System institutions.

SELECTED ACADEMIC SERVICE

- Associate Director, UTRGV’s Center for Bilingual Studies (2018–present)
- Executive Board Member, Society for the Advancement of American Philosophy (2019-2022)

SELECTED COMMUNITY ENGAGEMENT & SERVICE

Co-Founder and President of RGV PUEDE (Padres Unidos para una Educación Dual de Excelencia / www.rgpuede.org) which organizes parents to support, improve, and extend dual language (Spanish-English) PK-12 programs across the Rio Grande Valley.
EDUCATION
PhD in Philosophy, University of Arkansas, Fayetteville, United States, 2014
MA in Philosophy, University of Arkansas, Fayetteville, United States, 2011
LLM, Universidad Nacional de Colombia, Bogotá, Colombia, 2005
Bachelor’s Degree in Law, Universidad de Los Andes, Bogotá, Colombia, 2006
Bachelor’s Degree in Philosophy, Pontificia Universidad Javeriana, Bogotá, Colombia, 2000

RELEVANT PROFESSIONAL EMPLOYMENT HISTORY
Recent Academic Positions
Assistant Professor, Philosophy Department, Salem State University, 2021-2022
Course Director, Critical Thinking, Verto Education, 2020
Senior Researcher & Coordinator, Program of Basic Training for Prosecutors, Department of Advanced Studies, the Colombian Office of the Attorney General, Bogotá, Colombia, 2016-2018
Associate Professor, Department of Humanities, Universidad Jorge Tadeo Lozano, Bogotá, Colombia, 2005-2015

Consultancy Experience
Director, Project of Virtualization of the Basic Training of Colombian Prosecutors. The Colombian Office of the Attorney General, 2020

RELEVANT PUBLICATIONS
Book

Edited Books

Book Chapters
Translatis


RELEVANT PRESENTATIONS

RELEVANT GRANTS, AWARDS AND RECOGNITION
Faculty Seed Research Grant 2022-2023, University of Texas Rio Grande Valley. Spring 2022-2023
Writing Fellowship, North Star Collective Faculty Fellowship, New England Board of Higher Education, Spring 2022
Visiting Expert, Symposium on Transitioning to the Accusatorial Model: Addressing Challenges for Legal Education and Training in Latin America, Bureau of International Narcotics and Law Enforcement Affairs (INL) and the Rule of Law Collaborative at the University of South Carolina, 2018

RELEVANT COURSES TAUGHT
Graduate Seminars
Academic Legal Writing (on-line, in Spanish), Doctoral Program in Juridical Science, School of Law, Pontificia Universidad Javeriana, Bogotá, Colombia, I-2022

Undergraduate
Epistemology, University of Texas Rio Grande Valley, United States, Spring-2022.
Critical Thinking (in Spanish), University of Texas Rio Grande Valley, United States, Spring-2022.
Philosophy of Law (2 Sessions), University of Texas Rio Grande Valley, United States, Fall-2022.

RELEVANT RESEARCH PROJECTS
Principal Investigator, Arguments from the Future: Future Generations as Agents of Environmental Activism, The University of Texas Rio Grande Valley, 2023

RELEVANT DEPARTAMENTAL/UNIVERSITY SERVICE
Program Director Pre-law Concentration Program, Department of Philosophy, University of Texas Rio Grande Valley, Present
Cynthia María Paccacerqua, Ph.D.
Associate Professor of Philosophy
Affiliate Faculty in Mexican American Studies & Gender and Women’s Studies
The University of Texas Rio Grande Valley

**AOS/AOC**
- Theoretical Philosophy (Kant & Modern)
- Feminist and Women of Color Philosophy
- Latin American/Latino/Decolonial Philosophy
- 20th Century Continental Philosophy
- Political and Cultural Philosophy

**Education**
Ph.D. in Philosophy & Women’s Studies Certificate from SUNY, New York 2010
M.A. in Latin American Studies from Stanford University 2000
B.A. with Honors in Philosophy and Political Science from Goucher College, Baltimore 1998
*Bachiller* [High School] with Communications Concentration from *Centro Educativo Latinoamericano*, Rosario, Argentina 1994.

**Languages**
- Bilingual English-Spanish
- German reading and oral comprehension; intermediate writing and oral expression
- French reading

**Select Awards**
Excellence in Teaching Award, University of Texas – Pan American, May 2015

**Invited Lectures, Colloquia, Keynote Addresses & Plenaries**
- 15th Annual Begemann-Gordon Lecture in Women’s Studies, November 2017
  Georgia College & State University, Milledgeville, GA
  Latina Feminism and Internal Borders: Placing Ourselves in-Between
- Don Shula Chair in Philosophy, Critical Book Reception, John Carroll University, Ohio May 2017
  Colloquia Speaker: Mariana Ortega’s *In Between: Latina Phenomenology, Multiplicity, and the Self.*

**Publications & Translations**
- “Teaching Philosophy at a Hispanic Serving Institution: A Pedagogical Intervention Inspired by Anzaldúa” in *El Mundo Zurdo* 4, 2015
- Guest Editor *APA Newsletter on Hispanic/Latino Issues in Philosophy* Vol. 12, no. 2, Spring 2013
- “Latina Feminism in Philosophy.” *APA Newsletter on Hispanic/Latino Issues in Philosophy* Vol. 12, no. 2, Spring 2013
Book Review: Kant, Foucault, and Forms of Experience by Marc Djaballah. *Foucault Studies*, No 7, September 2009


**Select Conference Papers/Talks**

- **Society For Phenomenology And Existential Philosophy (SPEP) Annual Conference, September 2022**
- **Association for Environmental Studies and Sciences (AEES) Annual Conference, June 2022**
  - "Gloria Anzaldúa, the Land Ethic, and Hopeful Strategies for the Anthropocene"
- **AEES Annual Conference, June 2022**
  - Guest Panelist “Thinking BEYOND Diversity in ESS”
- **SPEP 2020 Conference Panel: Mexican American Feminist Philosophy Today: Diverse Lineages in Afro-Mexicana, Xicanisma, and Hemispheric Indigenous Feminisms**
- **Causes for a New Political Science, February 25, 2019**
  - “Revolution and Spirit”
- **American Philosophical Association (APA), February 20, 2019**
  - On Linda Martín Alcoff’s *Rape and Resistance*
- **Strategies of Resistance, Radical Philosophical Association (RPA), November 9, 2018**
  - "In Search of Another Continent of Thought: On Amy Allen's The End of Progress”
- **American Philosophical Association (APA), January 2017**
  - Author Meets Critic Panel with Linda Alcoff on “Mariana Ortega’s *In Between: Latina Feminist Phenomenology, Multiplicity and the Self*”

**Select Professional Development: 2016-Present**

- Conexión 2-Week Teaching Workshop Participant, May 16-24th 2022
- Bi-Lingual/Bi-Cultural Pedagogy Workshops, UTRGV, Spring 2017

**Select Professional Academic Service: 2017 - Present**

- Racial and Ethnic Diversity Committee Member, Society for Phenomenology and Existential Philosophy (SPEP), 2023-2026
- American Philosophical Associations’s Committee on the Status of Hispanics, 2017 – 2018

**Select Faculty Governance Leadership & Service: 2020 - Present**

- UTRGV Bilingual, Bicultural, Biliterate Taskforce Member, 2023 - 2024
- UTRGV FS Representative, UT Faculty Advisory Council | May 2020 - present
- UTRGV Faculty Senate President (2023-2024) (2020-2021)
- UTRGV Faculty Senate President-elect (2022-2023) (2019-2020)
- Faculty Senator Philosophy Representative (2019-2022) (2022-2024)
- Vice President for South-Central Region, Texas Council of Faculty Senates | May 2021 - 2023
- AAUP At-Large Delegate to the Biannual Meeting in DC, June 2022 | National

**Select Courses**

Graduate Seminar on Gloria E. Anzaldúa | Modern Philosophy | Political Philosophy | Chicana and Latin American Feminisms | Introduction to Philosophy | Special Topics in Latin American Philosophy: Decoloniality | Special Topics in Philosophy: Materialism | Feminist Theory | Race, Class, and Sexuality | 19th Century | Capitalism and Philosophy of Economics |