

CARLOS BENAVIDES

Professor of Spanish & Linguistics
Chairperson, Department of Global Languages and Cultures
University of Massachusetts Dartmouth
North Dartmouth, MA 02747
cbenavides@umassd.edu
Office: 508-910-6469; Cell: 508-241-2414

EDUCATION

Ph.D., Linguistics, University of Iowa, 1999.

M.A., Linguistics, University of Texas at El Paso (UTEP). 1993.

B.A., Business Administration (Licenciatura en Administración de Empresas),
Universidad Nacional Autónoma de Honduras (UNAH), Tegucigalpa, Honduras, 1986.

PROFESSIONAL EXPERIENCE

UMass Dartmouth, Department of Global Languages and Cultures (GLC)

- Chairperson, January 2012-present.
- Associate Professor of Spanish and linguistics, 2004-present.
- Assistant Professor of Spanish and linguistics, 1999-2004.

University of Iowa

- Graduate Instructor of Spanish, Department of Spanish and Portuguese, 1993-1999.
- Teacher of English, University of Iowa Intensive English Program (IIEP). 1997. Taught English as a Second Language to native speakers of Korean, Japanese, Chinese, Turkish, Arabic, Spanish and Portuguese.

UTEP, Languages and Linguistics Department

- Graduate Instructor of Spanish, 1991-1993.

UNAH, Foreign Languages Department

- Chairperson, 1990-1991.
- Coordinator, English section, 1989.
- Teacher of English as a Foreign Language, 1984-1991.

SPECIALIZATION AND RESEARCH INTERESTS

- Hispanic linguistics
- Morphology, lexical semantics
- *Voseo* in Latin America
- Corpus linguistics
- Conceptual Structure

BOOKS

- “The Semantics of Spanish Morphology: The Slot Structure Model.” 2009. Saarbrücken: VDM Verlag.

PEER-REVIEWED ARTICLES

- “Spanish Verbs of Becoming and Cluster Concepts.” 2023. *Borealis* 12.2: 255-285. <https://doi.org/10.7557/1.12.2.7207>.
- “Morphology Within the Parallel Architecture Framework: The Centrality of the Lexicon Below the Word Level.” 2022. *Isogloss. Journal of Romance Linguistics* 8(1)/7: 1-87. DOI: <https://doi.org/10.5565/rev/isogloss.200>.
- “Response to ‘Alternative theories of morphology in the Parallel Architecture: A reply to Benavides 2022’.” 2022. *Isogloss. Journal of Romance Linguistics* 8(1)/15: 1-15. DOI: <https://doi.org/10.5565/rev/isogloss.264>. (Reviewed by editors).
- “The Historical Present in Spanish and Semantic/Pragmatic Structure.” 2019. *Pragmatics* 29:1: 7-31.
- "Using a Corpus in a 300-level Spanish Grammar Course." 2015. *Foreign Language Annals* 48.2: 218-235.
- "Lexicalization and Spanish Derivational Morphology." 2014. *Research in Corpus Linguistics (RiCL)* 2: 1-14.
- “El componente semántico *Trayectoria* y los verbos de movimiento en español.” 2010. *Southwest Journal of Linguistics (SWJL)* 28.2: 67-82.
- “El clítico ‘se’ en español y la estructura léxico-conceptual.” 2010. *RILCE: Revista de Filología Hispánica* 26.2: 261-288.
- “Faculty Perceptions and Use of Instructional Technology in the College Classroom.” 2005, with Omar Khalil and Susanne Scott. *Journal of Instruction Delivery Systems (JIDS)* 19.2: 6-11.
- “Lexical Conceptual Structure and Spanish Derivation.” 2003. *Journal of Language and Linguistics* 2.2: 163-211. (www.jllonline.net)
- “La distribución del voseo en Hispanoamérica”. 2003. *Hispania* 86.3: 612-623.
- "Headedness in Endocentric Spanish Compounds." 1996. *Torre de Papel* 6.2: 29-60.

Expert Scholar Response

"Forms of Address in Historical and Geographical Context." 2016. *Forms of Address in the Spanish of the Americas*, ed. by María Irene Moyna and Susana Rivera-Mills, 119-124. Amsterdam/Philadelphia: John Benjamins.

The edited volume "Forms of Address in the Spanish of the Americas" is part of the series *Issues in Hispanic and Lusophone Linguistics*. The expert scholar response analyzes the contributions of four articles that comprise one of the book's sections, titled "Diachronic Change and Regional Variation."

RESEARCH ARTICLES IN PROGRESS

- “Compounding in the Slot Structure Model”
- “Processing for Second Language Acquisition and the Parallel Architecture Framework”
- “Word Formation in HPSG and the Dual-route Approach”

CONFERENCE PRESENTATIONS

- “Compounding in the Slot Structure Model.” 2023. International Symposium of Morphology (ISMo). (ATILF, University of Lorraine, Nancy, France).
- “Using Cluster Conditions to Determine the use of *ser/estar* and preterite/imperfect in Spanish,” 2023. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (Salamanca, Spain).
- “Processing for Second Language Acquisition and the Parallel Architecture Framework,” 2019. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (San Diego, CA).
- “Spanish Verbs of Becoming and Cluster Concepts,” 2019. 12th Northeast Regional Conference, AATSP.
- “Implementing Service Learning Projects in our Spanish Courses,” 2018. Massachusetts Foreign Language Association (MaFLA) (Springfield, MA).
- “Morphology within the Parallel Architecture Framework,” 2016. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (Miami, FL).
- “The Historical Present in Spanish and Semantic/Pragmatic Structure,” 2014. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (Panama City, Panama).
- “Using a Corpus Effectively in a Spanish Grammar Course.” 2012. American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention (Philadelphia, PA).
- “El uso de corpus en un curso de gramática en español,” 2012. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (San Juan, Puerto Rico).
- “Lexicalization and Spanish Derivational Morphology,” 2011. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (Washington, D.C.).
- “El componente semántico *Manera* y los verbos en español.” 2008. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (San José, Costa Rica).
- “La importancia de la Estructura Conceptual para el análisis lingüístico.” 2006. American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (Salamanca, Spain).
- “Issues in the Teaching of the Spanish Clitic *se*.” 2005. AATSP Annual Conference (New York, NY).

- “The evolution of Spanish *voseo*: From Rome to Latin America.” 2004. Department of Spanish and Portuguese, UMass Amherst. Invited by Professor Francesco D’Introno (November 2004).
- “La Estructura Léxico-Conceptual y el clítico *se* en español”. 2004. AATSP 10th Biennial Northeast Regional Meeting, Yale University (September 11, 2004).
- “Faculty Perception and Use of IT-Mediated Classrooms,” with Omar Khalil and Susanne Scott. 2004. Society for Advancement of Management (SAM) International Business Conference, Baltimore, Maryland (March 19, 2004). Paper published in the SAM Conference Proceedings.
- “Lexical Conceptual Structure and Verbal Polysemy.” 2002. University of North Carolina (UNC) at Chapel Hill Spring Linguistics Colloquium (April 27, 2002).
- “Lexical Conceptual Structure and Spanish Derivation.” 2001. LACUS Annual Forum (Montreal, Canada).
- “La distribución del *voseo* en Hispanoamérica.” 2001. AATSP 2001 Annual Conference (San Francisco, CA).
- “Morphological Constraints and Parasynthesis.” 1997. University of Iowa Linguistics Department Colloquium.
- "Headedness in Endocentric Spanish Compounds." 1996. University of Iowa Linguistics Department Colloquium.

PROFESSIONAL ACTIVITIES

- 50+ book and manuscript reviews for *Routledge*, *John Benjamins*, *Hispania*, *Foreign Language Annals*, *Southwest Journal of Linguistics*, *Hispanic Studies Review*, *Transmodernity Journal*, and others. Some examples listed below.
- Participated in a project to create a Spanish Social Media Glossary. The project involves corpus linguistics methods, including data collection, annotation, and translation to English. JTG Inc. May-July, 2023.
- Book review: “Palabras que cambiaron (en) la historia” (‘Words that changed (in) history.’), by Francisco Carriscondo, Ediciones Trea. 2019, *Hispania* 102(1), 151-2.
- Book review: “Problemas de demarcación en morfología y sintaxis del español” (‘Demarcation problems in the morphology and syntax of Spanish’), ed. by Elena Felú Arquiola, Peter Lang (publisher). 2019 *Hispania* 102(3), 440-441.
- Two book reviews for Routledge: monographs on methods based on linguistic theory for the teaching of Spanish.
- Served as College/University Representative, AATSP Board of Directors, three years (2018-2020). Continue to serve on several committees (Finance, Mentorship).
- Conducted Spanish language proficiency evaluations for Fulbright Program applicants, including students and professors (2019-2020).
- Panelist and consultant, Spanish standard-setting study hosted by the Defense Language Institute and a language services firm (2010).

- Legal interpretation consultant for a language services firm. Determined passing score for a major court interpreting testing program (2009).
- Reviewer, manuscript for *Writing with a Purpose* (“La escritura paso a paso”), an advanced Spanish composition textbook (2006) (published in 2008 by Pearson Education).
- Facilitator, workshop on Foreign Language Immersion at a conference titled Practitioners Recognizing Exemplary Practices (PREP), organized by SABES (System for Adult Basic Education Support), New Bedford High School (2007).
- Panelist, Service Learning Conference, Center for the Improvement of Teaching (CIT) Conference on Teaching for Transformation, UMass Boston (2005).
- Panelist, conference on *Facilitating Difficult Dialogues: Strategies for Encouraging Diverse Student Voices*, UMass Boston (2005).
- Panelist, Service Learning, New England Center for Inclusive Teaching (NECIT) Conference for Diversity and Inclusive Teaching, UMass Boston (2004).
- Session organizer, Linguistics, AATSP 10th Biennial Northeast Regional Meeting, Yale University (2004). Contributed to the overall planning and preparation of the Regional Meeting.
- Facilitator, workshop on How to Use the *Puntos de Partida* Website in our Spanish Classes, Rhode Island Foreign Language Association (RIFLA) Conference (2002).

CREATIVE WRITING

- “Transporte urbano,” short story evaluated by a panel of judges; one of the winners in writing contest sponsored by Ediciones Nuevo Espacio. May, 2004, anthology.

PUBLICATIONS IN NEWSPAPERS, WEBSITES

- “Latino Empowerment.” 2002. *IMDiversity* (online magazine; www.IMDiversity.com)
- “Poder latino.” 2002. *Vocero Hispano* (New Bedford newspaper).
- Syllabus for Spring 2003 Business Spanish service learning project. Posted since March, 2004. National Campus Compact website (www.compact.org).

COURSES TAUGHT

Courses at the 500-level or higher are offered to graduate students pursuing a Master of Arts in Teaching (MAT) degree.

- Applied Linguistics for Teachers of Spanish (FLL/GLC 676)
- Spanish for Portuguese Speakers (SPA 410)
- Seminar in Spanish: History of the Spanish Language (SPA 482/582)
- Seminar in Spanish: English to Spanish Translation (SPA 481/581)
- Seminar in Spanish: Latin American Literature and Linguistic Analysis (SPA 481/581)
- Sociolinguistics (FLL/GLC 450/550)
- Origin and Evolution of Romance Languages (FLL/GLC 425)

- Language and the Mind (Introduction to Linguistics) (FLL/GLC 350)
- Representative Authors of Spanish American Literature I, II (SPA 333, 334)
- Advanced Spanish Grammar and Syntax (SPA 300, formerly SPA 325)
- Culture and Civilization of Latin America (SPA 314)
- Culture and Civilization of Spain (SPA 312)
- Medical Spanish (SPA 306, SPA 481)
- Business Spanish (SPA 305)
- Advanced Spanish Composition and Conversation (SPA 304)
- Spanish Composition and Conversation I, II (SPA 301, 302)
- Spanish Literature in Translation (SPA 209)
- Intermediate Spanish I, II (SPA 201, 202)
- Elementary Spanish I, II (SPA 101, 102)
- Introduction to Hispanic Linguistics (substitution) (University of Iowa)
- Independent studies (10; SPA 495, FLL/GLC 495), Directed studies (19; SPA 301, SPA 302, SPA 312, SPA 314, SPA 396, SPA 496, SPA 596), Experience programs (3; SPA 298)

SERVICE LEARNING

As of Spring 2022, have implemented service learning projects for 29 semesters (since Spring 2003) in courses such as Medical Spanish, Business Spanish, Culture and Civilization of Latin America, and Spanish Composition and Conversation I, II. On the basis of figures estimated by the UMass Dartmouth Leduc Center for Civic Engagement (based on number of student-hours invested), this amounts to approximately \$100,000-\$150,000 in contributions to the community.

AWARDS AND RECOGNITIONS

- *2018 Faculty Civic Leadership Award*, Leduc Center for Civic Engagement, UMass Dartmouth, April 17, 2018.
- Nominated (by a student) for the campus-wide *2018 Manning Prize for Excellence in Teaching*, for “your unique teaching strategies and your great enthusiasm for education and multiculturalism.” UMass Dartmouth.
- *Recognition for Sustained Contributions in Service Learning*, Leduc Center for Civic Engagement, UMass Dartmouth, 2017.
- *Outstanding Teacher Award*, May, 2004 (Educational Leadership for Civic Responsibility, ELCR – Service learning).
- *Certificates of Recognition for Community Service/Service Learning*: 2003, 2004, 2005, 2006, 2010 (Community Service Program, UMass Dartmouth).

ACADEMIC SERVICE

Department of Global Languages and Cultures, UMass Dartmouth

- Chair, Search and Screen Committees for Assistant Professor of Spanish.
- Member, Search and Screen Committees for Assistant Professor of French.

- Chair, Search and Screen Committees for Part Time Lecturers (Chinese, German, Italian, Spanish).
- Member, Assessment Committee.
- Member, Curriculum Mapping-Assessment Committee.
- Member, Search and Screen Committee for Director of Language Lab (Language Learning and Multimedia Center, LLMC).
- Member, LLMC Renovations Planning Committee.
- Member, Faculty Evaluation Committee.
- Member, Tenure and Promotion Standards/Guidelines Committee.
- Member, Humanities Academic Council.

College and University Service, UMass Dartmouth

- Chair, Humanities Academic Council.
- Co-Chair, Service Learning Task Force.
- Member, College of Arts and Sciences (CAS) Curriculum Committee.
- Member, University Curriculum Committee.
- Member, Public Safety Advisory Board.
- Member, Martin Luther King Multicultural Celebration Steering Committee.
- Member, Search and Screen Committee for Assistant Vice Chancellor for Diversity and Inclusion.
- Member, Search and Screen Committee for College of Nursing.
- Member, Center for Teaching Excellence Board of Directors.
- Member, Student Financial Aid Committee.
- Member, Faculty Federation Working Conditions Committee.
- Member, Student-Faculty Academic Affairs Committee.
- Member, Faculty Senate.
- Member, Diversity Committee.
- Member, General Education Committee.
- Member, Global Awareness Working Group.
- Member, Building Community Committee.
- Member, Computer Users Committee.
- Member, Committee for the Increase of International Awareness.
- Member, Strategic Planning Committee.
- Member, Program Enhancement Awards Committee.
- Member, UMass Dartmouth Community Advisory Board.
- Interpreter for Nobel Peace Prize winner Rigoberta Menchu at a speech given at UMass Dartmouth, 2009.

PUBLIC SERVICE

- President, Board of Directors, Community Economic Development Center (CEDC) of Southeastern Massachusetts, a non-profit organization (2009-present).
- Member, Board of Directors, CEDC (2003-present).
- Facilitator, series of three workshops on improving cultural competence of school personnel, New Bedford High School (2013).

- Member, Evaluating Committee for The Kingston-Mann Student Achievement Prize for Excellence in Diversity & Inclusion Scholarship (2004-2006).
- Occasionally provide pro bono Spanish/English interpretation services at Immigration Offices in Boston for individuals applying for permanent residence, as well as translation of official documents for Hispanic students and immigrants.

PROFESSIONAL ORGANIZATIONS

- American Association of Teachers of Spanish and Portuguese (AATSP)
- Linguistic Society of America (LSA)
- The American Council on the Teaching of Foreign Languages (ACTFL)

LANGUAGES

- Spanish (native speaker)
- English (native-like proficiency)
- German (Intermediate-Advanced)
- Portuguese (Intermediate-Advanced)