

SILVIA PEREZ-CORTES

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EDUCATION

- 2016 **Ph.D. in Bilingualism and Second Language Acquisition**
Rutgers, the State University of New Jersey, New Brunswick, NJ.
Dissertation: “Acquiring obligatory and variable mood selection: Spanish HS and L2 learners’ performance in desideratives and directives”
Committee: Liliana Sánchez (chair), José Camacho, Jennifer Austin;
External reader: Alejandro Cuza (Purdue University).
- 2012 **MA in Hispanic Linguistics and Literatures**
University of Massachusetts, Amherst, MA.
Concentration: Second Language Acquisition and Sociolinguistics
- 2005- 2009 **BA in Spanish Philology**
University of Barcelona, Barcelona, Spain.
Concentration: Syntax, History of language and SLA

RESEARCH INTERESTS

- Language acquisition and linguistic development in heritage populations
- Spanish Second Language Acquisition
- Bilingual education
- Language attrition, variation and contact

FACULTY/TEACHING APPOINTMENTS

- 2016-present **Assistant Professor of Bilingualism and SLA**
Rutgers, the State University of New Jersey, Camden NJ.
Department of Foreign Languages and Literatures.
- 2015 **Visiting Assistant Professor**
Rutgers, the State University of New Jersey, Camden NJ.
Department of Foreign Languages and Literatures.

PUBLICATIONS

Peer-reviewed articles:

- Syrett, K., Lingwall, A., **Perez-Cortes, S.**, Austin, J. & Sánchez, L. (2017). Differences between Spanish monolingual and Spanish-English bilingual children in their calculation of entailment-based scalar implicatures, *Glossa: a journal of general linguistics*, 2(1), 1–19.
- Syrett, K., Austin, J., Sánchez, L., Germak, C., Lingwall, A., **Perez-Cortes, S.**, Arias-Amaya, A., & Baker, H. (2017). The influence of conversational context and the developing lexicon on the calculation of scalar implicatures: Insights from Spanish-English bilingual children, *Linguistic Approaches to Bilingualism*, 6(6), 1-35.

Perez-Cortes, S. (2012). The Interpretation of Present Progressive aspectual features by L2 Spanish Learners and Heritage Language Speakers, *Arizona Working Papers in SLA Teaching*, 19, 36-55.

Peer-reviewed proceedings:

Perez Cortes, S. (2011). The Acquisition of idiomatic expressions through a Cognitive Linguistics-based instruction: a pilot study, *Actas del IX Congreso Internacional de Lingüística General*, Universidad de Valladolid, 21-23 Junio, 2010.

Forthcoming:

Austin, J., Sánchez, L., **Perez-Cortes, S.** (accepted). Null subjects in the early acquisition of English by child heritage speakers of Spanish. In Perpiñán, S., Heap, D., Moreno-Villamar, I. & Soto-Corominas, A. (Eds.) *In Romance Languages and Linguistic Theory 11. Selected papers from the 44th Linguistic Symposium on Romance Languages (LSRL)*, London, Ontario. Amsterdam/Philadelphia: John Benjamins Publishing Co.

Manuscripts under review:

García P.N. & **Perez-Cortes, S.** (Submitted, under review). Heritage learners and the internalization of grammatical categories: A Vygotskian approach to teaching and learning.

Putnam, M., **Perez-Cortes, S.** & Sánchez, L. (Accepted with changes). Feature Reassembly Hypothesis in Language Attrition Contexts. In Schmid, M., & Kopke, B. (Eds.), *Oxford Handbook of Language Attrition*.

In preparation:

Perez-Cortes, S., Putnam, M. & Sánchez, L. (in progress). An activation model on Heritage Language Acquisition (To be submitted to *Studies in Second Language Research*).

Perez-Cortes, S. (in progress). Proficiency and Age Effects in the Interpretation and Production of subject plural NP/DP's by Heritage Speakers of Spanish (To be submitted to *Bilingualism Language and Cognition*).

Perez-Cortes, S. (in progress). Mood distinctions in non-obligatory contexts: a study on Spanish heritage speakers' comprehension and production.

Perez-Cortes, S. (in progress). The acquisition of mood selection in child and adult heritage bilinguals.

Perez-Cortes, S. & Rogers, M. (in progress). Early uses of subjunctive in child heritage speakers of Spanish.

CONFERENCES and POSTERS

García, P. N. & **Perez-Cortes, S.** (2017). Heritage Language Learners and the internalization of grammatical categories in the language classroom, 4th Annual Symposium of Spanish as a Heritage Language, February 16th - 18th, 2017.

Austin, J., Syrett, K., Sanchez, L., Lingwall, A. & **Perez-Cortes, S.** (2016). Morphological Development and the Acquisition of Quantifiers in Child L2 Spanish. *41st Boston University Conference on Language Development (BUCLD41)*, November 4th-6th, 2015.

Austin, J., Sánchez, L., **Perez-Cortes, S.** & Giancaspro, D. (2016). Morphological attrition and development in the languages of child heritage speakers of Spanish learning English as a second language. Hispanic Linguistics Symposium (HLS), *Georgetown University*, October 7-9th, 2016.

- Perez-Cortes, S.** (2016). Modeling subjunctive production in Spanish-English bilinguals: the role of proficiency, age and frequency of language use. *Hispanic Linguistics Symposium (HLS), Georgetown University*, October 7-9th, 2016.
- Perez-Cortes, S.** (2016). Charting the development of subjunctive production in Spanish Heritage Speakers and Second Language Learners. *Second Language Research Forum (SLRF), Columbia University*, September 22nd-25th, 2016.
- Perez-Cortes, S.** (2016). The effects of activation, proficiency and age in subjunctive selection: The case of Spanish Heritage Speakers and L2 learners, 2016 American Association for Applied Linguistics Conference in *Orlando, Florida*, April 9-12th, 2016.
- Austin, J., Sanchez, L., Syrett, K., Lingwall, A. & **Perez-Cortes, S.** (2015). Quantity implicatures in English monolingual and Spanish-English bilingual children, *40th Boston University Conference on Language Development (BUCLD40)*, November 13th-15th, 2015.
- García, P. N. & **Perez-Cortes, S.** (2015). A conceptual approach to fostering critical language awareness in the heritage language, *XXII Sociocultural Theory & Second Language Learning Research Working Group Meeting*, October 1st-October 3rd, 2015.
- Perez-Cortes, S.** (2015). Obligatory and variable mood selection in Heritage Speaker and L2 learners: the case of directives and verbs of communication, *Hispanic Linguistics Symposium (HLS), University of Illinois at Urbana-Champaign*, September 24-27, 2015.
- García, P. N. & **Perez-Cortes, S.** (2015). Verbalizing as a tool to promote conceptual development in heritage learners, *10th International Symposium on Bilingualism (ISB10), Rutgers University*, May 20-24, 2015.
- Perez-Cortes, S.** (2014). Mood alternations in non-obligatory contexts: Spanish heritage speakers' interpretation and use, *Hispanic Linguistics Symposium (HLS), Purdue University*, November 13-16, 2014.
- Perez-Cortes, S.** (2014). The effects of age, proficiency and syntactic flexibility in Heritage Speakers' Spanish and English performance, *Second Language Research Forum (SLRF), University of South Carolina*, October 23-25, 2014.
- Perez-Cortes, S.** (2014). Heritage speakers' interpretation and production of Spanish polarity subjunctive, *UIC Bilingualism Forum (BilForum), University of Chicago-Illinois*, October 2-3, 2014.
- Austin, J., Sánchez, L., **Perez-Cortes, S.** (2014). Null subjects in the early acquisition of English by Spanish Heritage bilingual children, *44th Linguistic Symposium on Romance Languages (LSRL), University of West Ontario*, May 2-4, 2014.
- Syrett, K., Lingwall, A., **Perez-Cortes, S.**, Baker, H., Germak, C., Sanchez, L. & Austin, J. (2013). Investigations into the calculation of scalar implicatures by Spanish-English bilingual preschoolers, *Hispanic Linguistics Symposium (HLS), University of Ottawa, Ottawa*, October 17-20, 2013.
- Syrett, K., **Perez-Cortes, S.**, Lingwall, A., Austin, J., Sanchez, L., Baker, H., Germak, C., Arias-Amaya, A. (2013). How Spanish-English bilingual children approach entailment-based scalar implicatures, *Workshop on the acquisition of quantification, University of Massachusetts-Amherst, Amherst, MA*, October 5-6, 2013.
- Perez-Cortes, S.** (2012). La alternancia modal en las oraciones condicionales potenciales en el español de Nueva Inglaterra, *II ALFALito, Cuestiones lingüísticas en relación con la diáspora latinoamericana, CUNY, Graduate Center, New York*, September 28th, 2012.

Perez-Cortes, S. (2010). The acquisition of idiomatic expressions through a Cognitive linguistics-based instruction: a pilot study, IX Congreso Internacional de *Lingüística General*, Universidad de Valladolid, 21-23 June, 2010.

INVITED LECTURES

Perez-Cortes, S. (2017). Analyzing the linguistic development of Spanish-English bilinguals in the Camden community, *St. Anthony of Padua school*, Camden, NJ.

Perez-Cortes, S. (2016). Bilingualism in NJ: Linguistic, educational and social perspectives, Department of Spanish, *Drew University*, Madison, NJ.

Perez-Cortes, S. (2015). Differences in subjunctive production and interpretation in early and late bilinguals (*SPAN362: Bilingualism*), Department of Foreign Languages, *Rutgers University*, New Brunswick.

Perez-Cortes, S. (2015). The bilingual continuum: the role of age effects in language development (*SPAN391: Honors topics in Spanish literature in English translation*), Department of Foreign Languages, *Rutgers University*, Newark.

Perez-Cortes, S. (2015). Investigando en el campo de la adquisición de lenguas, lecture at the Spanish MAT class (*SPAN515: the Acquisition of Spanish as a Second Language*), Department of Foreign Languages, *Rutgers University*, Camden.

Perez-Cortes, S. (2014). Spanglish: ¿variación dialectal, lengua o cambio de código?, lecture at the Spanish MAT class (*SPAN513: Introduction to Spanish Sociolinguistics*), Department of Foreign Languages, *Rutgers University*, Camden.

Perez-Cortes, S. (2014). The role of feedback in the L2 Spanish classroom, lecture at the Spanish MAT class (*SPAN515: the Acquisition of Spanish as a Second Language*), Department of Foreign Languages, *Rutgers University*, Camden.

Lingwall, A. & **Perez-Cortes, S.** (2014). “How Spanish-English bilingual children approach entailment-based scalar implicatures”, Department of Spanish and Portuguese Brown Bag Lunch series, *Rutgers University*, New Brunswick.

Perez-Cortes, S. (2013). Doing quantitative research in SLA, lecture at the Spanish MAT class (*SPAN419: Spanish Grammar and Linguistics*), Department of Foreign Languages, *Rutgers University*, Camden.

INVITED WORKSHOPS

Darriba, P., Kinsella, B., Mathison, L., Marull, C., Lingwall, A., **Perez-Cortes, S.** (2015). The Benefits of Bilingualism: a workshop for parents/guardians and children, Highland Park Public Schools, May 5th, Highland Park, NJ.

Darriba, P., Kinsella, B., Mathison, L., Marull, C., Lingwall, A., **Perez-Cortes, S.** (2014). Growing up with two languages: a workshop on understanding and promoting bilingual literacy, Rutgers Graduate and Family Residence Life, April 14th, Piscataway, NJ.

García, P. N. & **Perez-Cortes, S.** (2013). Early dual language immersion: tools for helping our children succeed, preschool teacher’s PDI session, October 11th, 2013, Camden, NJ.

GRADUATE AND UNDERGRADUATE TEACHING

2016-present **Assistant Professor of Bilingualism and SLA- Rutgers University**, Camden.
Creator, developer and instructor of the following undergraduate courses:

SPAN 292: Speaking Latino: Spanish in the US
SPAN 204: Spanish composition and Conversation II
SPAN 203: Spanish Composition and Conversation I
SPAN 121: Intermediate Spanish I

- 2015 **Visiting Assistant Professor of Spanish - Rutgers University, Camden.**
 Creator, developer and instructor of cross-listed courses for graduate (Spanish MAT) and undergraduate students:
SPAN 540/491: Bilingualism in the US: from the theory to the classroom
SPAN 541/391: The Scientific Method
- 2013 –2016 **Spanish Teaching Associate- Rutgers University, New Brunswick, NJ.**
 Full responsibility for planning, teaching, and assessment of student work in all the following courses:
SPAN 261: Introduction to the study of language (hybrid course)
SPAN 201: Spanish for Native Speakers II (course developer)
SPAN 139: Spanish for Native Speakers I (course developer)
SPAN 132: Intermediate Spanish II
- 2010 –2012 **Spanish Teaching Associate- University of Massachusetts, Amherst, MA.**
SPAN 311: Spanish Grammar and Composition for Majors
SPAN 120: Spanish for beginners II
SPAN 110: Spanish for beginners I
- 2009- 2010 **Spanish Language Assistant**
Amherst College, Amherst, MA.
SPAN 9: Spanish for Heritage Speakers
SPAN 7: Spanish grammar and Composition
SPAN 6: Spanish Conversation
SPAN 3: Intermediate Spanish
SPAN 1: Spanish for beginners

CURRICULUM DEVELOPMENT

- 2016-present **Design of Basic and Intermediate Spanish Language Sequence**
Department of Foreign Languages and Literatures; Rutgers University, Camden, NJ.
 In charge of developing and re-designing the basic and intermediate sequence of Spanish language courses (Spanish 101-122) updating proficiency standards, learning objectives and methodological implementations).
- 2014- 2016 **Co-creator of the Heritage Language Track**
Department of Spanish; Rutgers University, New Brunswick, NJ.
 In charge of developing the new Heritage Language Track (curriculum design, proficiency standards, pedagogical implementation and syllabus creation) with Dr. Villalba-Rosado.

ACADEMIC AND RESEARCH MENTORSHIP

Mentoring of student research

Spring 2017

“El rol de la película West Side Story (1961) en la caracterización de la cultura y la lengua de los hispanos”

Nicole Estrella (MAT student) - Lecture at the *Greater Philadelphia Latin American*

Studies Consortium (GPLASC) 2017 Annual Conference at the UPenn, Phila, PA.

“Spanglish in NJ: examining Latino’s perception and usage”

Giselle Ramos ('17 –Spanish, Sociology)- Poster presented at the *Celebration of Undergraduate Research and Creative Activity (CURCA)* at Rutgers University, Camden.

Ind. Studies

Spring 2017

The study of Spanish-English bilinguals in New Jersey

Evelyn Orantes ('17- Psychology, Childhood studies)

Research

Assistants

2016- present

The linguistic development of heritage Latino children in Camden

RA: Madison Rogers, MAT student.

2013-2016

Subject expression in Spanish-English child bilinguals in North Jersey

RAs: Kaitty Reyes, Marlene Garzona, Wanda Quintanilla, undergraduate students in Spanish and Psychology.

MAT exams

2017

Yordanka Guilarte: MAT exit exam committee [Spring 2017]

Nidza Resto-Bruno: MAT exit exam committee [Spring 2017]

2016

Krysta Herrera: MAT exit exam committee [Fall 2016]

Andrew Tsahakis: MAT exit exam committee [Fall 2016]

AWARDS, GRANTS AND HONORS

Fellowships

2017

Civic Engagement Faculty Fellow Rutgers University- Camden.

Member of the 2017 community committed to creating mutually-beneficial, transformative partnerships and civic engagement initiatives between the students, staff, and faculty of Rutgers-Camden with communities beyond our campus.

2014-2016

Pre-Doctoral Leadership Fellowship- Rutgers University- NB.

(\$2,000 fellowship to train doctoral students for future leadership positions in academia. 10-12 fellows are selected every year from applicants enrolled at all campuses of Rutgers University).

2012-2013

Graduate Excellence Fellowship- - Rutgers University-NB.

(Tuition and \$24,000 stipend)

Grants

2015

Mellon Summer Research Grant- Rutgers University-NB.

(\$4,000 towards the advancement of dissertation, on the basis of academic excellence and timely progress to degree).

2013

NSF i-cubed grant- Rutgers University.

The Graduate School of Rutgers University, New Brunswick, NJ.

(\$3000 award conferred to support the project developed by the association RUBilingual).

Awards

2016

TA-GA Professional Development Fund Award- Rutgers University.

(\$300 to get certified to administer the SOPA/ELOPA assessment in the K-8 setting to ELLs of Spanish).

Conference travel award- Rutgers University.

(\$385 for travel expenses and professional activities).

2015

Conference travel award- Rutgers University.

(\$250 for travel expenses at a conference presentation).

- 2014 **Conference travel award-** *Rutgers University.*
(\$980 for travel expenses at a conference presentation).
Conference travel award- *Rutgers University.*
(\$250 for travel expenses at a conference presentation).
Adolfo Snaidas Essay Prize- *Rutgers University.*
(\$500 conferred annually for the best research paper written by a graduate student).
- 2013 **Academic sponsorship-** *Rutgers University.*
(\$300 to support the II Annual Bilingualism and SLA talk series).
Academic Sponsorship- *Rutgers University.*
(\$250 to support the II Annual Bilingualism and SLA talk series).
Sponsorship Enrichment- *Rutgers University.*
(\$440 to support the II Annual Bilingualism and SLA talk series).

COLLABORATIVE RESEARCH PROJECTS

- 2016-present **Research collaborator**
Heritage bilinguals' linguistic representations.
With Michael T. Putnam (Penn State) & Liliana Sánchez (Rutgers NB)
- 2013- 2016 **Research Assistant and Project coordinator**
Rutgers, the State University of New Jersey, New Brunswick, NJ.
Null/Overt subjects in English/Spanish Bilingual children.
Subject dislocation in heritage children's English.
P.I. Jennifer Austin and Liliana Sánchez
- 2012- 2016 **Graduate Research Assistant**
Rutgers Lab of Developmental Studies, New Brunswick, NJ.
Acquisition of Scalar Implicatures by Bilingual children.
P.I. Kristen Syrett
- 2013 **Independent Researcher**
Rutgers University, NJ – CEIP Lorenzo Novo Mier, Oviedo, Spain
Interpretation of genericity and specificity by monolingual and bilingual preschoolers.
P.I. Silvia Perez-Cortes, Co-P.I. Liliana Sánchez

SERVICE TO THE UNIVERSITY

University-wide

Fall 2016-present

Admitted students' day. Representative of the World Languages and Cultures department.

Discover Rutgers Camden Day Committee. Member.

Faculty Senate. Senator representing the Department of World Languages.

Raptor Welcome. Participation in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship at *Rutgers University, Camden, NJ*

Discover Rutgers Camden. Participation in session to orient new students, to provide them with guidance and mentorship at *Rutgers University, Camden, NJ.*

Department

Fall 2016- present

Online Language Placement Test Committee.

Design, implementation and oversight of the Spanish online placement.

Redesign of Basic and Intermediate Spanish Language sequence.

Creation and development of 4-sequence language course.

Website design and social network management.

Regular updates of content and design of the Spanish program website and management of RU-Spanish Camden Facebook site.

At other institutions

2016

Graduate representative in the committee for human subjects

2015-2016

Judge at the Aresty Undergraduate Research Symposium.

Graduate member of the International Symposium on Bilingualism (ISB 10, 2015) organizing and scientific committee.

2013- 2016

Mentor and Supervisor of Undergraduate Research Assistants

2013

President of the Spanish and Portuguese Graduate Student Association.

2012- 2016

Member of the organizing committee of the “Bilingualism and SLA” annual talks.

SERVICE TO THE PROFESSION

Invited Session chair

2015

Hispanic Linguistics Symposium (HLS), *University of Chicago-Urbana Champaign*, September 24-27, 2015.

2014

Hispanic Linguistics Symposium (HLS), *Purdue University*, November 13-16, 2014.

Bilingualism Forum, *University of Chicago*, October 2-3, 2014.

Abstract reviewer

2017

Hispanic Linguistics Symposium (HLS), *Texas Tech University*, October 26-28, 2015.

Generative Approaches to Language Acquisition (GALA), *Universitat de les Illes Balears*, Palma de Mallorca, September 7-9, 2018.

2016

Bilingualism Forum (BilForum), *University of Illinois, Chicago*.

IV Symposium on Spanish as a Heritage Language, *University of California*, Irvine, February 18-20, 2017.

2015

III Symposium on Spanish as a Heritage Language, *University of Oregon*, February 18-20, 2016.

10th International Symposium of Bilingualism (ISB10), *Rutgers University*, May 20-24th, 2015.

2014

II Symposium on Spanish as a Heritage Language, *Texas Tech University*, February 21-22, 2015.

Manuscript reviewer

2017-present

Linguistic Approaches to Bilingualism (LAB). Academic peer-reviewed journal dedicated to the study of bilingualism and second language acquisition.

2012- present

Hispania. Academic peer-reviewed journal dedicated to the study of Spanish linguistics and literature.

SERVICE TO THE COMMUNITY

2016-present

Bilingual Specialist and Committee Advisor. Member of the Dual Language Task Force to implement a bilingual program on *Catholic Partnership Schools* at Camden, NJ.

ACADEMIC & PROFESSIONAL DEVELOPMENT

- 2016 *Linguistic Landscapes and the Language Classroom: Opportunities for Critical Engagement with Society, Technology, and Place*, sponsored by Latin American and Iberian Cultures (Columbia University) and of Spanish (Barnard), New York, 14 October, 2016.
- SOPA and ELOPA assessment training for Early English Language Learners.*
NJTESOL/NJBE Spring Conference, Rutgers University, 1-3 June, 2016.
- 2015 *Methodological Developments of Teaching of Spanish as a Second Language: IX Workshop for Teachers*, sponsored by Latin American and Iberian Cultures (Columbia University) and of Spanish (Barnard), New York, 17-18 April, 2015.
- 2012 *Pearson Seminar on Online course development*, Rutgers University, NJ, 15 November, 2012.
- Conference on Formal Approaches To Heritage Languages (FAHL)*, UMass Amherst, MA, 21-22 April, 2012.
- 2011 *Jornadas de formación de competencia digital docente*, Cervantes Institute, NY, 29 October 2011.
- Workshop on trends and future directions in bilingual acquisition* (by Silvina Montrul) co-sponsored by LARC (Language Acquisition Research Center) with The Center for Latin America, Latino, and Caribbean Studies (CLACLS), UMass Amherst, MA, 14 - 15 October, 2011.
- Methodological Developments of Teaching of Spanish as a Second Language: V Workshop for Teachers*, sponsored by the departments of Latin American and Iberian Cultures (Columbia University) and of Spanish (Barnard College), New York, 25-26 February, 2011.
- 2008 *XVIII Encuentro práctico de profesores de E/LE* (Workshop for teachers of L2 Spanish), International House ed. Difusión, Barcelona, Spain, December, 2008.

ADMINISTRATIVE POSITIONS

- 2012- present **Co-founder and co-director of the association “RUBilingual”**
Rutgers, the State University of New Jersey, New Brunswick, NJ.
Community outreach organization aimed at providing linguistic advice and information on child bilingualism and current language research in NJ.
- 2011 **Assistant Director for the Salamanca Summer Program**
University of Massachusetts, Amherst, MA – Salamanca, Spain.

MEMBERSHIPS

- 2016-present NJ Association for Teachers of English as a Second Language and Bilingual Education (NJTESOL/NJBE)
Member of the American Association of Teachers of Spanish and Portuguese (AATSP)
- 2011- 2016 Graduate member of the Laboratory for Developmental Language Studies at RUCCS, Rutgers University.
- 2010-2012 Graduate member of the Language Acquisition Research Group (LARC) at UMass-Amherst
- 2008-2016 Member of the Asociación para la enseñanza del español leng. extranjera (ASELE)

OTHER SKILLS

Languages:

Spanish & Catalan: native speaker

English: near-native proficiency

French & German: reading proficiency

Technology:

Teaching: Blackboard, Centro, MySpanishLab.

Research: SPSS, ELAN, Praat, CLAN.

REFERENCES

Dr. Liliana Sanchez

Professor of Spanish

Rutgers University

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New Brunswick, NJ 08901-1414

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Dr. José Camacho

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Rutgers University

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Dr. Jennifer Austin

Associate Professor of Spanish

& Chairperson

Rutgers University, Newark

413 Conklin Hall

Newark, NJ 07102

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Dr. James Rushing

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& Chairperson

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