

**Damián Vergara Wilson**  
**University of New Mexico**  
**Department of Spanish and Portuguese**  
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Albuquerque, NM 87131

**CV Updated: 9.28.2022**

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### **Educational History**

- Ph.D. in Spanish & Portuguese, Hispanic Linguistics, University of New Mexico, 2009
- MA, Spanish & Portuguese. Hispanic Linguistics, University of New Mexico, 2003
- BA, University of New Mexico, 1999 (Magna Cum Laude)

### **Employment History**

Department of Spanish and Portuguese, University of New Mexico, ABQ, NM 87131:

- Aug. 2017 to present: Associate Professor of Spanish: Faculty in Hispanic Linguistics and Hispanic Southwest Studies
- 2011 to 2017: Assistant Professor of Spanish
- 2013 to present: Educational Linguistics Affiliated Faculty Member.
- 2009 to present: Coordinator, Sabine Ulibarrí Spanish as a Heritage Language Program
- 2010, 2011, 2017: Co-Director, Conexiones Spanish Immersion program (Fieldsites: Granada, Nicaragua, 2010; Trujillo, Spain, 2011; Cáceres, Spain, 2017)
- 2010-2011: Lecturer III

### **Publications**

#### MONOGRAPH

Wilson, Damián V. 2014. *Categorization and Constructional Change in Spanish Expressions of 'Becoming'*. In Brill's Studies in Historical Linguistics, 4. Leiden, Netherlands, and Boston, MA: Brill Academic Publishers.

#### BOOK, COAUTHORED

Showstack, Rachel, Damián Vergara Wilson, Diego Pascual y Cabo. Under Contract: Draft due Dec. 2022. *Language Ideologies and Linguistic Identity in Heritage Language Learning*. London: Routledge Press.

#### EDITED JOURNAL ISSUES

Wilson, Damián and Mary Hudgens-Henderson (Eds). 2021. Selected papers from the 7th National Symposium on Spanish as a Heritage Language. In a special issue of *Spanish as a Heritage Language Journal*, 1(2).

Holguín Mendoza, Claudia, Damián Vergara Wilson, and Julia Oliver Raján (Eds). 2017. Proceedings for the 3rd Symposium on Spanish as a Heritage Language in *Hispanic Studies Review* 2, (1).

#### ARTICLES IN REFEREED JOURNALS

Wilson, Damián V. and Marisol Marcín. 2022. Building connections and Critical Language Awareness between learning communities collaborating across two distant states. *Special Issue on Critical Language Awareness*. Ed. by Sara Beaudrie. *Languages*, 7(4): 257

- Hudgens-Henderson, Mary, Damián V. Wilson, and Michael Woods. 2020. How Spanish course level and students' ethnic identity interact with attitudes towards their heritage language. *Hispania* 103 (1): 27–42.
- Wilson, Damián V and Christian Koops. Published in 2020/Editors maintained the date 2015 to maintain journal sequence. Norteños sing their words and Sueños Mexicanos: bilingualism and attitudes in the perceptual dialectology of New Mexico. Special issue: *Festschrift in honor of Garland Bills*. ed. by Daniel Villa. International Journal of the Linguistic Association of the Southwest. 34 (1–2): 168–88.
- Wilson, Damián V. and Diego Pascual y Cabo. 2019. Linguistic diversity and student voice: the case of Spanish as a heritage language. *Journal of Spanish Language Teaching*. 6:(2).70-181.
- Pascual y Cabo, Diego and Damián V. Wilson. 2019b. Teaching Spanish as a heritage language for the first time: Ten suggestions. *American Association for Applied Linguistics, Public Affairs & Engagement Committee Briefs*, 12.9.2019. <https://www.aal.org/news/teaching-spanish-as-a-heritage-language-for-the-first-time-ten-suggestions>
- Dumont, Jenny, and Damián V. Wilson. 2016. The role of language contact in the variation of analytic and periphrastic verbs in Spanish. *Spanish in Context*. 13(3).394-419.
- Wilson, Damián V., and Carlos E Ibarra. 2015. Understanding the Inheritors: The Perception of Beginning-Level Students toward Their Spanish as a Heritage Language Program. *EuroAmerican Journal of Applied Linguistics and Languages*, Special Issue. 2.85-101
- Wilson, Damián V., and Jenny Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* 'do' with a bare English infinitive. *International Journal of Bilingualism*, Special issue "Gauging convergence on the ground: Code-switching in the community ", Rena Torres Cacoullous and Catherine E. Travis (eds.). 19.444-458.
- Wilson, Damián V. 2013. One Construction, Two Source Languages: *Hacer* with an English Infinitive in Bilingual Discourse. *Proceedings from the 6th International Workshop on Spanish Sociolinguistics*, ed. by Ana Carvalho and Sara Beadrie, Somerville, MA: Cascadilla Proceedings Project.123–134.
- Wilson, Damián V. 2012b. The Intersection of Identity, Gender, and Attitudes Toward Maintenance Among Beginning Spanish as a Heritage Language Students. *International Journal of the Linguistic Association of the Southwest* 31.177–97.
- Wilson, Damián V. 2012a. Developing a placement exam for Spanish heritage language learners: Item analysis and learner characteristics. *Heritage Language Journal* 9.27–50.
- Wilson, Damian V., and Ricardo Martínez. 2011. Diversity in Definition: Integrating History and Student Attitudes in Understanding Heritage Learners of Spanish in New Mexico. *Heritage Language Journal* 8.115–132.

#### ARTICLES APPEARING AS CHAPTERS IN EDITED VOLUMES (PEER REVIEWED)

- Wilson, Damián V. Forthcoming. Grammaticalization and usage-based approaches. *Handbook of Usage-Based Approaches to Romance Linguistics*. Edited by Manuel Díaz-Campos and Zonia Balasch. Cambridge: Cambridge University Press.
- Wilson, Damián V. 2022. Es porque some parents los hacen spoil: Perceptual Dialectology and media depictions of bilingualism in New Mexico. *Communicative Spaces in Bilingual Contexts: Discourses, Synergies and Counterflows in Spanish and English*. Ed. by Sánchez-Muñoz, A. & J. Retis. London: Routledge Press: 77-90.

- Beaudrie, Sara, and Damián Vergara Wilson. 2022. Reimagining the Goals of HL Pedagogy through Critical Language Awareness. *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy*. Ed. by Sergio Loza and Sara M. Beaudrie. London: Routledge Press: 63-79.
- Wilson, Damián V. 2022. Incorporating our own traditions and our own ways of trying to learn the language: Beginning-level Spanish as a Heritage Language Students' perception of their SHL learning experience. *Outcomes of University Spanish Heritage Language Instruction in the United States*. Ed. by Melissa Bowles. Washington DC: Georgetown University Press: 129-147.
- Showstack, Rachel, and Damián Vergara Wilson. 2021. Pragmatics and heritage speakers: Research, teaching, and curricula. *The Routledge Handbook of Spanish Pragmatics*. Ed. by César Felix-Brasdefer & Dale Koike. London: Routledge Press: 455-468.
- Wilson, Damián V and Sarah Schulman. 2021. El entrenamiento de instructores en programas de español como lengua de herencia. *Aproximaciones al estudio del español como lengua de herencia*. Ed. by Julio Torres and Diego Pascual y Cabo. London: Routledge Press: 209-220.
- Wilson, Damián V. and Devin Jenkins. 2020. *Estas palabras están conmigo: The Spanish Language of the San Luis Valley*. *The San Luis Valley: Its Geology, Ecology, and Human History*. Ed. by Jared M. Beeton, Charles N. Saenz, and Benjamin J. Waddell. Denver, CO: University of Colorado Press: 415-441.
- Wilson, Damián V. 2018. Gradient conventionalization of the Spanish expression of 'becoming' *quedar(se) + ADJ* in seven centuries. *Functionalist and Usage-based Approaches to the Study of Language: In honor of Joan L. Bybee*. Ed. by K. Aaron Smith and Dawn Nordquist. Companion to Studies in Language series. Philadelphia: John Benjamins: 175-198.
- Wilson, Damián V. 2009. From "remaining" to "becoming" in Spanish: The role of prefabs in the development of the construction *quedar(se) + ADJECTIVE*. *Formulaic language: distribution and historical change*, ed. by Roberta Corrigan, Moravcsik Edith A., Hamid Ouali, and Kathleen M. Wheatly, Typological Studies in Language 82. Philadelphia: John Benjamins: 273-295

#### INVITED ARTICLES

- Wilson, Damián V. and Mary Hudgens Henderson. 2021. Selected Papers from the 7th National Symposium on Spanish as a Heritage Language: Introduction to the Special Issue of the SHL Journal. *Spanish as a Heritage Language*. 1(2): 117-120.
- Pascual y Cabo, Diego, Elena Foulis, Josh Prada & Damián Vergara Wilson. 2021. Editorial Letter. *Spanish as a Heritage Language*. 1(1): 1-4
- Holguín Mendoza, Claudia, Damián Vergara Wilson, and Julia Oliver Raján. 2017. Nuevas perspectivas hacia la enseñanza, preservación y mantenimiento del español como una lengua de herencia en los Estados Unidos. Introduction to the Proceedings for the 3rd Symposium on Spanish as a Heritage language in special issue (Holguín Mendoza, Wilson, and Oliver Raján, Eds.) of *Hispanic Studies Review*. 2(1):1-9.
- Wilson, Damián V. 2015. Panorama del español tradicional de Nuevo México / Panorama of Traditional New Mexican Spanish. *Informes del Observatorio*, Instituto Cervantes at Harvard: <http://cervantesobservatorio.fas.harvard.edu/es/informes/informes-del-observatorio-observatorio-reports-012-062015sp-panorama-del-espa%C3%B1ol>.

#### WORKS IN PROGRESS

Koops, Chris and Damián Vergara Wilson. In Prep. Mapping attitudes and perceptions of language variation in New Mexico.

Wilson, Damián V. In Prep. Haiga: transnational attitudes and diachrony of a sociolinguistic stereotype.

#### Presentations at Professional Meetings

##### PLENARIES / KEYNOTES

Is Critical Language Awareness critical enough? Expanding the bilingual range and the teaching of prestige varieties. XXIV Biennial Graduate Colloquium. UT Austin, Austin TX. Feb 24, 2021.

Esperanzas del maestro y dudas del estudiante: rectificando nuestro campo con las experiencias educativas del estudiante de lenguas heredadas. Céfiro, XXII annual conference. Texas Tech University, Lubbock, TX. April 16, 2021.

El español que se habla aquí: Sociolinguistics in Spanish as a Heritage Language. 6<sup>th</sup> Symposium on Spanish as a Heritage Language. University of Texas Río Grande Valley, McAllen TX. Feb. 23, 2019.

##### INVITED TALKS / PANELS

Norteños sing their words and Sueños Mexicanos: Mapping the perceptions of borders and language attitudes in New Mexico. Hosted by the Borders and Languages program and the Center of Southwest Studies. Fort Lewis College, Durango, CO. Oct. 13, 2022.

Voces Múltiples y huellas sobre activismo. Panel with Eva Rodríguez-González, Gaby Hernández, Alejandra Acuña and Fredy Mendieta. UNM. April 29, 2022.

Panel Presentation on Sephardic Culture. Panel Moderator. Sephardic Poetry Sukkot. Nahalat Shalom, NM. Sept. 25, 2021.

Leer y escribir así: Producing and Using Bilingual Books at Home and in the Classroom. Children's Bilingual Book Festival. Presented with Enrique Lamadrid. National Hispanic Cultural Center. Albuquerque, NM, April 16, 2021.

Pavos, guajalotes y torques: Spanish language diversity and stories of migration. Amig@s Latin@s: Employee organization for Flatiron Health Inc. New York and San Francisco. Oct. 9, 2020.

S is for SHL and Sociolinguistics: The tale of two fields in Spanish as a Heritage Language program implementation. University of Florida. Department of Spanish and Portuguese Studies. Gainesville, FL. Nov. 13, 2018.

New Mexican Spanish and judeoespañol: Is there linguistic evidence to support a connection? with Naomi Lapidus Shin. Festival Djudeo-Espanyol. Nahalat Shalom, NM. May 2017.

The heritage language as a complex adaptive system: Applying notions of usage-based linguistics to heritage language instruction. Pennsylvania State University, Department of Spanish, Italian, and Portuguese. College Station, PA. March 3, 2017.

The heritage language as a complex adaptive system: Applying notions of usage-based linguistics to heritage language instruction. University of New Mexico, Department of Educational Linguistics Brown Bag series. Albuquerque, NM, Feb. 27, 2017

- Mapping attitudes in the Land of EEE!! -Perceptions of language variation in New Mexico. Presented with Chris Koops. LAII Interdisciplinary Lecture Series in Linguistics. UNM, Feb 2, 2016.
- Identity Labels, Proficiency, and Attitudes Toward Maintenance: A look at UNM SHL students. SOLAS Brown Bag talk delivered at UNM Latin American Iberian Institute (LAII). Presented with Miguel Woods and Mary Hudgens Henderson. March 21, 2012.
- Which came first, the speaker's grammar or the linguistic form?: a 'lay' explanation of usage-based linguistic research. The Mellon Foundation Lecture Series. UNM, Albuquerque, NM. November 16, 2009.
- Semantic categories of adjectives used with the Spanish expression of 'becoming' quedar(se) + ADJ: Past and present. The Mellon Foundation Symposium. UNM, Albuquerque, NM. April 29, 2009.

#### INVITED WORKSHOPS

- Critical Language Awareness through Sociolinguistics-based activities: Taller de actividades y sugerencias prácticas para aumentar la concientización crítica en el aula. 10<sup>th</sup> International Workshop on Spanish Sociolinguistics. Georgia Tech, Atlanta, GA. April 17, 2022.
- Compartiendo nuestra visión: Taller de actividades y sugerencias prácticas para aumentar la concientización crítica en el aula. Céfiro, XXII annual conference. Texas Tech University, Lubbock, TX. April 17, 2021.
- Bringing critical sociolinguistics into the Spanish as a Heritage Language classroom: A hands-on workshop. University of Florida. Department of Spanish and Portuguese Studies. Gainesville, FL. Nov. 13, 2018.
- ¡Sí se puede!: Bringing sociolinguistics and critical pedagogy into the Spanish as a Heritage Language classroom. Hispanic Linguistics Symposium, Texas Tech, Lubbock, Texas, Oct. 26-28, 2017. Presented with Sarah Schulman
- Taller: El español de herencia. Centro Español de Recursos, National Hispanic Cultural Center, Albuquerque, NM. May 17, 2013.
- ¡A mantener nuestro idioma!: A workshop on teaching Spanish as a Heritage Language at the college level. Metropolitan State College, Denver, CO. April 2, 2010.

#### REFEREED CONFERENCE PAPERS

- Haiga*: Attitudes and ideologies toward a transnational sociolinguistic stereotype in an educational setting. 51<sup>st</sup> Meeting of the Linguistics Association of the Southwest (LASSO). Cleveland State University, September 22-24, 2022. (with Fatima Dutra).
- Me permite registrar vehículo*: ambiguity of requests to gain consent to search in interactions between English dominant police and Spanish speakers. 25th Annual Ohio State University Congress on Hispanic and Lusophone Linguistics. OSU, March 25-26, 2022
- Me permite registrar* + NP: Confusion or consent to search when deployed by English-dominant police in high-stakes interactions with Spanish speakers? 4<sup>th</sup> annual Querencias Conference. University of New Mexico, April 22-23, 2022.
- A Manito curriculum: Working to create a culturally connected curriculum to teach Spanish in the San Luis Valley of Colorado. Hispanic Linguistics Symposium. University of Texas at El Paso. Oct. 24-26, 2019. (with Len Beké).

- Language Attitudes in New Mexico through Surveys and Perceptual Dialectology: a triangulation of methods. Hispanic Linguistics Symposium. University of Texas at El Paso. Oct. 24-26, 2019.
- The sociolinguistic situation in New Mexico through the lens of Perceptual Dialectology. 11th Heritage Language Research Institute Heritage Languages in Unexpected Places. University of New Mexico, June 10-13, 2019
- Killer Crónica: Solitary Dissection or Shared Feast?* Translanguaging, code-switching and integration. 2<sup>nd</sup> Annual Querencias Conference. University of New Mexico, April 12-13, 2019. (Member of panel organized by Kathryn McKnight).
- Beyond the MA: Teaching in the local context. 2<sup>nd</sup> Annual Querencias Conference. University of New Mexico, April 12-13, 2019. (Presented by Mónica Mancillas and Felipe Ruibal, organized by Damián V. Wilson).
- Teaching Applied Linguistics in the Study Abroad Context. Hispanic Linguistics Symposium. University of Texas Austin. October 25-27, 2018. (with Rachel Showstack).
- Estas palabras están conmigo: The Spanish language of the San Luis Valley of Colorado.* LASSO, Linguistics Association of the Southwest. Brigham Young University. Aspen Grove, UT. October 11-14, 2018. (with Devin Jenkins).
- The Enduring but Tenuous Legacy of Traditional San Luis Valley Spanish. 1<sup>st</sup> Annual Querencias Conference. University of New Mexico, April 13-14, 2018. (With Devin Jenkins).
- Formulaic language and receptive bilinguals: What constructions do beginning Spanish as a Heritage Language learners know? 3<sup>rd</sup> International Conference on Heritage/Community Languages. UCLA, Los Angeles, CA. Feb 16-17, 2018.
- Norteños sing their words and Sueños Mexicanos: bilingualism and attitudes in the perceptual dialectology of New Mexico. 46<sup>th</sup> Meeting of the Linguistics Association of the Southwest (LASSO). New Mexico State University, Las Cruces, NM. Oct. 5-6, 2017 (with Chris Koops).
- The best Spanish here we speak: Mapping attitudes and perceptions of language variation in New Mexico. 45<sup>th</sup> Meeting of the Linguistics Association of the Southwest (LASSO). University of Texas at Austin, TX. Sept. 15-17, 2016 (with Chris Koops).
- The heritage language as a complex adaptive system: Practical applications of usage-based linguistics to heritage language instruction. III National Symposium on Spanish as a Heritage Language. University of Oregon, Eugene, OR. Feb. 18-20, 2016.
- Language contact, gender, and progressive constructions in Spanish. 8<sup>th</sup> Workshop on Spanish Sociolinguistics. Universidad de Puerto Rico, Río Piedras, PR, April 13-16, 2016 (with Jenny Dumont).
- Progressive constructions in two contact varieties of Spanish. Paper presented at the 25th Conference on Spanish in the US. The City College of New York (CUNY), March 26-29, 2015 (with Jenny Dumont).
- Understanding the inheritors: The perception of beginning-level students toward their SHL program. Paper presented at the Second Symposium on Spanish as a Heritage Language. Texas Tech, Lubbock, Feb 12-14, 2015 (with Carlos Enrique Ibarra).
- English, Spanish, Texas Twang and Spanglish: A bilingual perceptual dialectology of New Mexico. Paper presented at the 43<sup>rd</sup> Meeting of the Linguistics Association of the Southwest (LASSO). California State University, San Marcos CA. September 18-20, 2014 (with Chris Koops).

- El mitotero, la jura, y la movida: Spanish as a Heritage Language Learner Typology through Placement Exam Data. Paper presented at the Second International Conference on Heritage/Community Languages. University of California, Los Angeles, CA. March 7-8, 2014.
- De cabo a rabo: Teaching Spanish as a Heritage Language in a large lower-division program”. Panel Organizer, Presenter, and Moderator at the Second International Conference on Heritage/Community Languages. University of California, Los Angeles, CA. March 7-8, 2014.
- English / Spanish: Neither or Both in the Creation of a New Chican@ Grammar. Paper presented at the 60<sup>th</sup> annual meeting of the Rocky Mountain Conference for Latin American Studies. Santa Fe, NM. April 3-6, 2013.
- The emergent grammar of bilinguals: The Spanish verb *hacer* with a bare English infinitive. New Mexico Spanish/English Bilingual Survey (NMSEB) Panel. Paper presented at the 24th Conference on Spanish in the United States. McAllen, TX. March 6-9, 2013 (with Jenny Dumont).
- Formulaic language in bilingual discourse: The case of Spanish *hacer* with a borrowed English verb. Paper presented at the High Desert Linguistic Society. UNM. Albuquerque, NM. November 1-3, 2012.
- One prefab, two languages: *Hacer* with a borrowed English verb in bilingual discourse. Paper presented at the 6<sup>th</sup> International Workshop on Spanish Sociolinguistics. Tucson, AZ. April 12-14, 2012.
- Linguistic attitudes and language proficiency: the correlation of level and attitudes toward maintenance among Spanish as a Heritage Language students. Paper presented at the American Association of Applied Linguistics (AAAL). Boston, MA. March 24-27, 2012 (with Miguel Woods and Mary Hudgens-Henderson).
- Being Bilingual in New Mexico: Identity labels and attitudinal dimensions of Spanish language maintenance. Paper presented at the American Association of Teachers of Spanish and Portuguese, 94th Annual Conference. San Juan, PR. July 7-10 (with Miguel Woods and Mary Hudgens-Henderson).
- “The Spanish language is a big part of my...”: Attitudes toward maintenance among first and fourth semester Spanish as a Heritage Language students. Paper presented at the Linguistic Association of the Southwest (LASSO) XL. South Padre, TX. Sept. 29-Oct. 1, 2011.
- “To be more in tune with my culture...”: The intersection of identity and attitudes toward maintenance among beginning Spanish as a Heritage Language students. Paper presented at the 23rd Conference on Spanish in the US / 8th Spanish in Contact with Other Languages. Sacramento, CA. March 17-20, 2011.
- Órale* in oral production: revisiting the issues of ‘standard’ Spanish in the SHL classroom. Paper presented at the Linguistic Association of the Southwest (LASSO) XXXIX. Las Cruces, NM. October 7-9, 2010.
- Moving Along but Not Forgotten: Methods for Attending to Heritage Learner Needs in Upper-Division Classes with Mixed Learner Groups. First International Conference on Heritage/Community Languages. UCLA. Feb. 19-21, 2010.
- Our heritage language brings us together; Creating student cohesion in a diverse heritage language program. Panel organizer, moderator, and presenter. First International Conference on Heritage/Community Languages. UCLA. Feb. 19-21, 2010.

Understanding Language Communities Through Research. Panel presenter. First International Conference on Heritage/Community Languages. UCLA. Feb. 19-21, 2010.

Prefabs at the center for centuries; The persistence of formulaic sequences in the Spanish change-of-state construction *quedar(se)* + ADJECTIVE. Paper presented at the 12<sup>th</sup> Hispanic Linguistics Symposium (HLS). San Juan, PR. October 21-24, 2009.

From 'Remaining' to 'Becoming' in Spanish: the analogical extension of *quedar(se)* + ADJ. Paper presented at the University of Wisconsin Milwaukee Linguistics Symposium on Formulaic Language. Milwaukee, WI. April, 2007.

From 'Remaining' to 'Becoming' in Spanish: A diachronic usage-based approach. Paper presented at the High Desert Linguistics Society (HDLS) 7, Albuquerque. November 9-11, 2006.

How do we fight history?: Language Trauma, Historical Factors, and Linguistic Consequences. Paper presented at the The Politics of Language, University of New Mexico. October, 19-21, 2006.

Heritage Language Placement Exams, Self-esteem and Attitudes. Paper presented at Spanish in the U.S., Chicago, March 24-26, 2005.

Local patterns, discourse function and semantic class: A usage based approach to tense and aspect in Spanish. Paper presented at Spanish in the U.S., Chicago. March 24-26, 2005 (with Jenny Dumont).

*Señor, yo tengo que hazer. Suplícote no me detenga*: The development of tener que + infinitive as a modal expression of obligation. Paper presented at the High Desert Linguistics Society (HDLS) 6, Albuquerque. November 4-6, 2004.

Repetition of borrowings in Spanish/English bilingual discourse. Paper presented at the Linguistic Association of the Southwest (LASSO) XXXIII, New Orleans. September 10-12, 2004.

Tesoros de nuestra cultura: Chicano language competency in heritage language classes. Paper presented at the National Association for Chicana and Chicano Studies (NACCS), Albuquerque, NM. March 31-April 4, 2004.

Visual Recognition of Semantic, Lexical and Syntactic Information. Paper presented at the 4th International Symposium on Bilingualism at Arizona State University, May 3, 2003 (with Nuria Sagarra, Patricia Morales Cano & Margarita Torres-Keller).

### **Professional Recognition and Honors**

- Sigma Delta Pi, La Sociedad Nacional Honoraria Hispánica: Capítulo Mu Alpha. Selected by students as honorary member in Spring 2016.
- New Teacher of the Year Award. Spring 2015. Nomination.
- Nominated for Faculty of Color Award, Spring 2011, Project for New Mexico Graduates of Color (PNMGC)
- Dissertation nominated for Tom L. Popejoy Dissertation Prize, Spring 2011
- Member of the Southwest Hispanic Research Institute (SHRI), 2010-present.
- Dissertation awarded with distinction, 2009, UNM Dept. of Spanish & Portuguese.
- Susan Deese-Roberts 2007-2008 Outstanding Teaching Assistant of the Year Award, UNM OSET.

### **Research Funding**

**Project Title:** *Stories of Migration: Conceptions of Home and Place.*



**Principal investigator:** Melissa Axelrod

**Funding organization:** UNM Research Office.

**Awarded:** \$9,950.12. Submitted: Feb 2, 2016. Received: Feb 22, 2016.

**Result of funding:** In response to the NEH “The Common Good: Humanities in the Public Square” initiative, the project focuses on how stories of migration allow people to conceptualize their home and their place in the political, social, and linguistic communities of the United States. HWGI funding will allow us to identify what grant ‘products’ lie at the intersection of our different disciplines in order to submit a larger grant proposal to the NEH. I was solely responsible for the budget and collaborated in the writing of the grant.

## Teaching

### Doctoral Advisement

#### Chair of Doctoral Dissertation Completed

Aubrey Healey (UNM); May 2017; *Evolution of complex predicates with cuenta expressing semantic events of cognition in Spanish.*

Mary Hudgens Henderson (UNM); January 2016; *Sociolinguistics for Kids: A Dialect Awareness Curriculum for Bilingual Students.*

#### Reader of Doctoral Dissertation Completed

Priscilla López-Beltrán Forcada; Penn State; June, 2021; *Heritage Speakers Online Processing of the Spanish Subjunctive: A comprehensive usage-based study.*

Marian Giráldez Elizo; June, 2020; *The Effects of Semantic Neighborhood Density on Vocabulary Learning in Spanish as a Second Language and as a Heritage Language.*

Molly Perara-Lunde; October 2019; *Using the Linguistic Experiences of Youth and Their Families as Curriculum: The Language Box Project.*

Sarah Schulman; March 2019; *Learning how to teach: an exploration on how Spanish language teaching assistants come to understand and enact SLA/HLA theory into practice.*

Jackelyn Van Buren; December 2017; *Cuasi nomás ingles: Prosody at the Crossroads of Spanish and English in 20<sup>th</sup> Century New Mexico.*

Lauren Perrotti (Pennsylvania State University); April 2017; *Investigating community norms and linguistic mechanisms in codeswitching: Bridging linguistic theory and psycholinguistic experimentation.*

Adrienne Gonzales (UNM); defended July 2012; *Interlanguage pragmatic development in native speaker/nonnative speaker participatory online environments.*

Víctor Valdivia (UNM); defense anticipated May 2014; *Verbs of Speech and Cognition: Structural Patterns in New Mexican Spanish.*

#### Chair of Doctoral Dissertation in progress

Carlos Enrique Ibarra; Title TBA—Proposal defended in May 2018

Len Beké. Title TBA—proposal defended in November 2019

Mario del Angel Guevara . Title TBA—Proposal defended in March, 2020

#### Committee member (reader) Doctoral Dissertations in progress

Desiré Ramírez Urbaneja; Title TBA

### **Masters Advisement**

Chair of MA Thesis for Brandon Martínez, Dept. of Linguistics, UNM. Graduated May 2020.

### **Committee member for MA Comprehensive Exams**

Exam reader in Hispanic Linguistics and SW Spanish MA exams from fall 2009 onward.

### **Undergraduate Student Mentoring**

Cinthia Herrera; August 2020-December 2021; UNM McNair scholar.

Cinthia Herrera; August 2019-May 2020; UNM El Centro de la Raza, El Puente Internship.

Katrina Gallegos; August 2019-December 2020; UNM McNair scholar

Leslie A. Alvarado; October 2013-May 2014; seeking BA, double major Spanish & Foreign Languages; UNM El Centro de la Raza, El Puente Internship.

Rhi Diem; Fall 2012; Reader of INTS Capstone Project.

*Resolanas*; Student Organization Faculty Mentor. Oversee MA and PhD TAs in creating cultural events for lower-division Spanish students, both SHL and SSL.

*UNM Mountain Biking*; Student Organization Faculty Mentor.

### **Classroom Teaching**

2022; Spring; History of the Spanish Language; Span 549; 12 students

2021; Fall; Spanish of the Southwest; Span 371; 12 students

2021; Spring; Seminar: Southwest Spanish; Span 547/549; 18 Students

2020; Fall; Research on Teaching Spanish; Span 541; 19 Students

2020; Spring; Spanish of the Southwest; Span 371; 18 students

2019 Fall; Seminar on Spanish as a Heritage Language; Span 549; 15 students

2019 Spring; Seminar: Spanish of New Mexico; Span 547; 14 Students

2018 Fall; Spanish of the Southwest; Span 371; 15 students

2018 Spring; Spanish of the Southwest; Span 371; 16 students

2017 Fall; Sabbatical

2017 Spring; Seminar on Spanish as a Heritage Language; Span 549; 21 students

2016 Fall; Spanish of the Southwest; Span 371; 21 students

2016 Spring; Spanish of the Southwest; Span 371; 24 students

2015; Fall; Seminar: Spanish of New Mexico; Span 547; 13 Students

2015; Spring; Spanish of the Southwest; Span 371; 25 students

2014; Fall; Seminar: Southwest Spanish; Span 547; 17 Students

2014; Spring; Seminar: History of the Spanish Language; Span 549; 12 Students

2013; Fall; Research on Teaching Spanish; Span 541; 19 Students

2013; Fall; Graduate Problems; Span 551; 1 Student

2013; Summer; Graduate Problems; Span 551; 1 Student

2012; Fall; Seminar: Intro to Sociolinguists; Span 546; 13 Students

2012; Spring; Undergraduate Problems; Span 497; 3 Students

2012; Spring; Seminar: Southwest Spanish; Span 547; 10 Students

2011; Fall; Undergraduate Problems; Span 497; 4 Students

2011; Fall; Seminar: Seminar: History of the Spanish Language; Span 549; 14 Students

2011; Summer; Topics: Spanish Conversation (Conexiones-Trujillo, Spain); Span 203; 1 student

2011; Summer; Topics: Spanish Culture (Conexiones-Trujillo, Spain); Span 301; 9 students  
2011; Summer; Topics: Spanish Literature (Conexiones-Trujillo, Spain); Span 429; 6 students  
2011; Spring; Seminar: Southwest Spanish; Span 547; 16 students  
2011; Spring; Undergraduate Problems; Span 497; 1 student  
2011; Spring; Topics: Intro to Sociolinguistics; Span 449; 24 students  
2010; Fall; Undergraduate Problems; Span 497; 2 students  
2010; Fall; Topics: Intro to Sociolinguistics; Span 449; 5 students  
2010; Fall; Seminar: Intro to Sociolinguistics; Span 546; 9 students  
2010; Fall; Spanish of the Southwest; Span 371; 19 students  
2010; Summer; Contemporary Lit of Mexico (Conexiones-Granada, Nicaragua); Span 439; 3 students  
2010; Summer; Spanish Conversation (Conexiones-Granada, Nicaragua); Span 203; 2 students  
2010; Spring; Advanced Grammar; Span 352; 26 students  
2010; Spring; Seminar: Southwest Spanish; Span 547; 10 students  
2009; Fall; Spanish Phonetics; Span 350; 28 students

### **Curriculum Development or Teaching Administrative Positions**

Coordinator of the Sabine Ulibarrí Spanish as a Heritage Language Program, Aug. 2009-Present. This program is one of the largest Spanish as a Heritage Language (SHL) program in the country with a range of approximately 150-300 students per semester and four levels. The overarching goal is to draw upon bilingual skills and cultural competency of students from traditionally bilingual communities in order to enhance language acquisition. Duties include (but are not limited to): Coordination and supervision of all sections of SHL I, II, III and IV; Supervision and mentoring of 3-10 graduate TAs per semester; Program promotion and recruitment among undergraduates to bolster enrollment; Development, administration, and maintenance of Lower-Division Spanish placement exam; Coordinating textbook selection including the formation of selection committees; Coordinating the implementation of open access materials; Conducting classroom observations; Writing and administering exams; Creating syllabi and course schedules; Creating pedagogical materials for use in the classroom and for homework; Design of final projects that connect students to the local Spanish-speaking community; Conducting weekly practicum meetings with TAs in each Lower-Division level; Creation and updating a TA Manual addressing SHL theory and practice; Coordination of week-long TA orientation for fall and two-day orientation for spring; Assess TA evaluation forms in order to provide feedback; Conduct program assessment and prepare reports for General Education Assessment Office; Maintain knowledge of current SHL pedagogical research; Conduct research on SHL students for program improvement and dissemination of findings in the SHL community; Faculty mentorship of *Resolanas* student organization.

### **Curricular Development Funding**

**Project Title:** Yo Soy Porque Tú Eres: recursos para el aprendizaje de Español en contexto (resources for teaching Spanish in context) (\$4,000).

**Principal Developer:** Janine Fitzgerald (Fort Lewis College)

**Funding organization:** National Endowment for the Humanities Office of Digital Humanities \$4,000 awarded

Result of funding: Create community-engaged activities for a free digital platform that promotes U.S. Hispano/Latinx texts as resources to learn Spanish in the undergraduate classroom. Part of a larger grant of \$99,981 to create an open educational resource on PressBooks.

**Project Title:** Spanish as a Heritage Language Curriculum (\$2,000).

**Principal Developer:** Kim Potowski (UIC)

**Funding organization:** Andrew W. Mellon Foundation Officer's Planning Grant  
\$4,000 to be awarded in 2022

Result of funding: Create a series of reports that examine Spanish as a Heritage Language programs at R1 HSIs. This will feed a larger grant to develop curriculum at a national level.

**Project Title:** San Luis Valley Spanish Language Curriculum (\$11,658). Granted by the Colorado Trust Foundation / Adelante San Luis

**Principal Developer:** Damián Vergara Wilson

**Funding organization:** Adelante San Luis / Colorado Trust Foundation  
\$11,658 from Sept. 2019 to May 2020

Result of funding: Develop culturally engaged curriculum for high schools in the San Luis Valley of Colorado.

**Project Title:** Learning Improvement Award (\$1,000). Granted by the UNM Assessment

**Principal Developer:** Damián Vergara Wilson

**Funding organization:** Granted by the UNM Assessment Organization:  
\$1,000 awarded from July, 2014 to Dec. 2014

**Result of funding:** Developing and assessing pedagogical materials for Span 111.

**Project Title:** Learning Improvement Award (\$1,000). Granted by the UNM Assessment

**Principal Developer:** Damián Vergara Wilson

**Funding organization:** Granted by the UNM Assessment Organization:  
\$1,000 awarded from July, 2015 to Dec. 2015

**Result of funding:** Developing and assessing pedagogical materials for Span 112.

**Project Title:** The online Spanish placement exam: an innovative approach for Heritage Learners and Second Language Learners

**Principal investigator:** Damián Vergara Wilson

**Funding organization:** UNM Office for the Support of Effective Teaching (OSET)  
**Awarded:** \$5,000 awarded from Feb. 7, 2010 to Dec. 20, 2010

**Result of funding:** Funding was used to pay a team of four Graduate Research Assistants to create items for the placement exam and to collect data for analysis by the principal investigator. The items were administered in two rounds of pilot studies on over 600 participants in lower-division Spanish. After statistical item analysis was conducted, the most discerning items were used in an online placement exam that identifies and places both Spanish as a Heritage Language students and Spanish as a Second Language students. The research process was the subject of Wilson (2012), above.

## Service

### Associate Editor

2020-present. Associate Editor of the *Spanish as a Heritage Language Journal*.

### Conference organization

2023, Apr. 13-15. 10<sup>th</sup> National Symposium on Spanish as a Heritage Language at Harvard University. Advisory Committee.

2020, Feb. 27-29. 7<sup>th</sup> National Symposium on Spanish as a Heritage Language at UNM. Primary Organizer. This national conference offered 81 presentations, 4 panels, 4 workshops and 3 plenary speakers.

2018, Nov. 8. Celebrate Bilingualism and New Mexican Spanish. Primary Organizer with Naomi Shin. Event coordinated with High Desert Linguistics Symposium to launch *Bilingualism in the Community* (R. Torres Cacoullos & K. Travis. Cambridge University Press, 2018) and raise funds through UNM Alumni Association.

### Editor of selected conference papers in special issues of journals

2017. *Hispanic Studies Review*. Special issue: Proceedings for the III National Symposium on Spanish as a Heritage Language. Ed. by Julia Oliver Rajan, Claudia Holguín, and Damián Vergara Wilson.

2021. *Spanish as a Heritage Language Journal*. Proceedings for the 7th National Symposium on Spanish as a Heritage Language.

### Editor of textbook (revision)

2015. María Dolores Gonzales & Celia Tucker de Gonzales. *Español, Nuestra Herencia, Nuestro Tesoro: Spanish as a Heritage Language*, 2<sup>nd</sup> Edition. Revised by Damián Vergara Wilson and Carlos Enrique Ibarra. Los Angeles: Pearson Custom Publishing.

### Reviewing for journals and chapters in edited volumes

2021. *Heritage Language Journal*: 1 article

2021. *Spanish in Context*: 1 article

2020. *Language & Communication Journal*: 1 article

2020. *Sociolinguistic approaches to sibilant variation in Spanish* (edited volume): 2 chapters

2020. *Critical Multilingualism Studies*: 1 article

2020. *Linguistic Landscape in the Spanish-speaking World*. John Benjamins. 1 chapter.

2019. *E-JournALL*. 1 article.

2019. *Proceedings for the 47<sup>th</sup> Hispanic Linguistics Symposium*. 1 chapter.

2019. *Journal of Critical Inquiry into Language Studies*. 1 article.

2019. *Journal of Language, Identity & Education*. 1 article.

2019. *Heritage Language Journal*. 1 article.

2019. *International Journal of Bilingualism*. 1 article.

2019. *EuroAmerican Journal of Applied Linguistics and Languages*. 1 article.

2019. *The Handbook of Variationist Approaches to Spanish*. 1 chapter.

2019. *Heritage Speakers of Spanish in Study Abroad (Routledge)*. 1 chapter.

2018. *Spanish in the US Conference proceedings*, John Benjamins. 1 chapter.

2018. Routledge. 2 monograph proposals.

2017. *Language Learning*. 1 article.  
 2016. *John Benjamins*. 1 chapter.  
 2016. *John Benjamins*. 2 chapters.  
 2016. Routledge. 1 textbook proposal and 1 monograph proposal.  
 2016. *Spanish in Context*. 1 article  
 2016. *International Journal of Bilingualism*. 1 article.  
 2016. *International Journal of the Linguistic Society of the Southwest*. 1 article.  
 2016. *Bulletin of Hispanic Studies*. 1 article.  
 2016. *CogniTextes*. 1 article.  
 2015. *Lengua y Migración*. 1 article.  
 2015. *Languages*. 1 article.  
 2015. *International Journal of the Linguistic Society of the Southwest*. 1 article.  
 2014. *Heritage Language Journal*. 1 article.  
 2013. *Current Issues in Language Planning*. 2 articles  
 2013. *CogniTextes*. 1 article.  
 2011. *Heritage Language Journal*. 1 article.

### **Reviewing for textbooks**

2021. *Perspectivas*. 1<sup>st</sup> Ed. Vista Higher Learning. Authors not listed.  
 2018. Maria Gonzalez-Aguilar, Marta Rosso-O'Laughlin. *Atando cabos: Curso intermedio de español*, 5th Edition. 6<sup>th</sup> ed. New York: Pearson/Prentice.  
 2013. Alonso-Lyrintzis, Deana, and Brandon Zaslow. 2014. *Entre mundos: An Integrated Approach for the Native Speaker*. 2nd ed. New York: Pearson/Prentice.

### **Reviewing for scholarly books**

2022. Lina Reznicek-Parrado. *The Peer Effect-Non-Traditional Modelos of Instruction in Spanish as a Heritage Language*. Routledge Publishing.  
 2019. Rebecca Pozzi, Tracy Quan, and Chelsea Escalante. *Heritage Speakers of Spanish and Study Abroad*. Routledge Publishing.  
 2016. Kate Bellamy, Michael Child, Paz González González, Antje Muntendam, and María del Carmen Parafita Couto (Eds.). 2017. *Multidisciplinary Approaches to Bilingualism in the Hispanic and Lusophone World*. Series in *Issues in Hispanic and Lusophone Linguistics*. Philadelphia: John Benjamins.  
 2014. Marta Fairclough and Sara Beaudrie (Eds.) 2016. *Innovative Approaches in Heritage Language Teaching: From Research to Practice*. Washington D.C.: Georgetown.  
 2014. Diego Pascual y Cabo (Ed.). 2016. *Advances in Spanish as a Heritage Language*. Edited volume in John Benjamins Series: *Studies in Bilingualism*. Philadelphia: John Benjamins.  
 2013. Sara Beaudrie, Cindy Ducar, and Kim Potowski. 2014. *Heritage language teaching: Research and practice*. New York: McGraw Hill.  
 2013. Joan Bybee. 2015. *Language Change*. Cambridge: Cambridge University Texts.

### **Reviewing abstracts for conference proceedings**

2010. Hispanic Linguistics Society proceedings for HLS 2009 conference. Cascadilla Press.

**Reviewing abstracts for professional conferences** [Note: I do this for at least one conference a year, more than I remember to document]

2015. III National Symposium on Spanish as a Heritage Language. University of Oregon, Eugene, OR, Feb. 18-20, 2016.
2015. 25th Conference on Spanish in the US, March 26-29, 2015. The City College of New York (CUNY).
2014. Second Symposium on Spanish as a Heritage Language. Texas Tech, Lubbock, Feb 12-14, 2015.
2012. 24th Conference on Spanish in the United States. UT Pan Am. March 6-9, 2013. McAllen, TX, USA.

**External reviewer for tenure and promotion:** 12 different dossiers for promotion to tenure for candidates outside of UNM since being awarded tenure in 2017. Names and institutions omitted for anonymity.

### **Administrative work in Department, College, University committees**

- Advisory Committee to the Chair of Spanish and Portuguese. Fall 2021-Spring 2023.
- Head of Southwest Studies Program, Dept. of Spanish and Portuguese. Fall 2021-present.
- Departmental IRB chief, Fall 2021-present.
- Undergraduate committee, for placement only. Dept. of Spanish and Portuguese. Fall 2021-present.
- Search Committee member for French Lecturer, Dept. of FLL. Oct-Dec. 2020.
- Head of Hispanic Linguistics Program, Dept. of Spanish and Portuguese. Fall 2019-Spring 2020.
- Chief Organizer of the 7<sup>th</sup> National Symposium on Spanish as a Heritage Language. Feb. 2019-March 2020 (on national organizing committee since 2014).
- Chair of Southwest Hispanic Research Institute's Operations Committee. 2018 to present.
- Graduate Committee. Fall 2009- Spring 2016; Fall 2018 to Spring 2022.
- Executive Committee. Linguistics Association of the Southwest. Fall 2018 to 2021.
- Placement Exam Committee. Research, design, and implementation of placement exam for lower-division Spanish students. Ad Hoc committee Fall 2009-present
- Search committee for Assistant Coordinator lecturer of Spanish as a Second Language program. Fall 2018 – Spring 2019.
- Undergraduate Committee. Fall 2016-Spring 2018; Fall 2020-Spring 2021; Fall 2022.
- Advisory board member. UNM Mellon Advisory Board Member: Andrew W. Mellon Foundation of our Doctoral Fellowship Program. May 2015- May 2018.
- NM Higher Education Department Common Course Numbering Committee. SLOs developed for Spanish as a Second Language, Spanish as a Heritage Language, and Portuguese. Fall 2016-Fall 2017.
- Evaluator of Statewide Core Curriculum. Comments prepared for UNM Task Force on General Education regarding. September-October 2016.
- Co-organizer. Talk by Kim Potowski, "Soy los dos": Spanish and Identity among "Mexiricans". Interdisciplinary Lecture Series in Linguistics. Sponsored by Dept of Spanish and Portuguese, LAII, and SHRI. 11/2/15.

- Co-organizer. Campus visit by two potential PhD students in Hispanic Linguistics program. This recruitment visit was successful and both accepted the offer. 3/23-3/26/16.
- Mentor. Educational Linguistics program. PhD students: Molly Perara-Lunde, Sarah Schulman, Jorge Guillem. 2015-2019.
- Member. Provost's Committee on Writing. Subcommittee on Writing Intensive Courses. Nov 2014-May 2015.
- Promotion File Reviewer. Reviewed promotion file for promotion to Senior Instructor of Spanish for Oregon State University School of Language, Culture, and Society, Sept 2014.
- College Assessment and Review Committee. Reviewer of assessment reports. Fall 2013.
- Educational Linguistics. Faculty member beginning Fall 2013.
- Search committee for tenured or tenure-track faculty in Hispanic Linguistics/Spanish language coordinator. Fall 2013 – Spring 2014.
- Homecoming Committee. *Celebrating Varieties of New Mexican Spanish*. Organized fundraising homecoming symposium with scholarly presentations. Spring-Fall 2013.
- Search committee for tenured or tenure-track faculty in Southwest Studies. Fall 2011- Spring 2012.
- Search committee for tenured or tenure-track faculty in Hispanic Linguistics. Fall 2011- Spring 2012.
- Search committee for SHL/SSL program Admin II. Spring 2012.
- Website Committee. Fall 2011- Spring 2012.
- Departmental Assessment Coordinator. Spring 2011-Fall 2012.
- Departmental Assessment Committee. Fall 2009-2012/Fall 2016-present.
- MA and PhD Admissions Committee. Fall 2009-present.

### **Community Service (academic)**

- *Spanish Summer Immersion Institute for Bilingual Teachers*. Workshop on New Mexican Spanish. Dolores Gonzales Elementary School, Albuquerque, NM. June 20, 2016.
- Evaluator. Bilingual Seal Portfolios by Seniors at Atrisco Heritage. Feb 2019 & Feb 2020.
- Evaluator. Bilingual Seal Portfolios by Seniors at Albuquerque High School. March 12, 2016.
- Brief article, "Encouraging Multilingualism" for Escuela del Sol Montessori's monthly newsletter, *Buenos Días*, March 2014.
- Consultant on the implementation of a Spanish as Heritage Language. Bosque School. Fall 2014.
- *Taller: El español de herencia*. Workshop for professional development and continuing education of primary and secondary school teachers. Centro Español de Recursos, National Hispanic Cultural Center, Albuquerque, NM. May 17, 2013.

### **Expert Witness on Languages in Federal and District Court**

Certified as Expert Witness in Pragmatics, Sociolinguistics and Language Acquisition. USA Federal Court.

- Santa Fe, NM, certified December 13, 2019
- Mobile, AL, certified November 19, 2021



- Santa Fe, NM, case plead before hearing and after my report  
Expert Witness in Pragmatics. NM District Court. Two cases in 2022.

### **Press and Publicity**

Interviewed by Monica Torres for “In Heritage Classes, The Spanish You Grew Up With Is Welcome”. *HuffPost*. September 29, 2021: [https://www.huffpost.com/entry/spanish-heritage-classes-reclaim-language\\_1\\_614ce3ade4b01dff4b6b49b1](https://www.huffpost.com/entry/spanish-heritage-classes-reclaim-language_1_614ce3ade4b01dff4b6b49b1)

Interviewed by Luis Fajardo for “¿Hablas español? | "No somos mexicanos sino los europeos más antiguos de EE.UU.": la comunidad hispana que quiere diferenciarse de los latinos en ese país”. *BBC News Mundo*, ¿Hablas español?. November 14, 2019:

<https://www.bbc.com/mundo/noticias-50413938>

Recorded video by Luis Fajardo for “Hablas español? | El español de Nuevo México”. *BBC News Mundo*, ¿Hablas español?. November 14, 2019:

<https://www.facebook.com/656405462/videos/10162464087345463/?idortvanity=959663797731276>

Interviewed by Gene Grant for “A discussion about domestic abuse in Indian Country, a look at bilingual education in New Mexico, and the Line panel”. Television show, *New Mexico in Focus* on KNME, PBS. September 22, 2017:

<https://www.newmexicopbs.org/productions/newmexicoinfocus/september-22-2017/>

Interviewed by Simón Romero for “ Savoring the Spanish of My Youth, as the Language Marches On”. *New York Times*, Times Insider. August 23, 2017:

<https://www.nytimes.com/2017/08/23/insider/savoring-the-spanish-of-my-youth-as-the-language-marches-on.html?smid=fb-share&fbclid=IwAR1rZGn3kX0QZkGcv9tSRg5hyEwy04QoFcyfcIy2vafoQWx4kUadN1CNWI>

Interviewed by David Romero for “[Legendary New Mexico: The great debate: farolito vs. luminaria](#)”. *KRQE News*. November 27, 2016: <https://www.krqe.com/news/legendary-new-mexico-the-great-debate-farolito-vs-luminaria/?fbclid=IwAR13CrYH7hwVZtaVKNMhb-e5lo-AiARdC0XCZeXNEgCJYYXRhwViGE1BoiU>