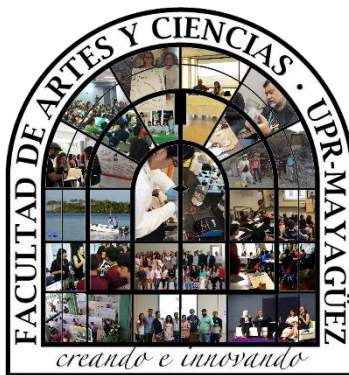




Descargas otorgadas

Primer Semestre 2026-2027

Dr. Eric Lamore
Departamento de Inglés

Revising a Life: Authorial Revisions in The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African. Written by Hims

I respectfully request a research release for the Fall 2026 semester to study multiple authorized editions of the autobiography of Olaudah Equiano. Equiano first published his best-selling life story, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself*, in London in 1789. However, the Afro-British writer and anti-slave-trade/anti-slavery activist continued to revise his narrative as his life unfolded and the arguments on dismantling the transatlantic slave trade and institution of slavery in Britain and its colonies evolved. Nine authorized editions were printed from 1789 to 1794, and Equiano made hundreds of revisions in these editions. With a descarga, I will map, for the first time, how and why Equiano consistently revised his life story. Importantly, biographers, historians, and literary scholars typically examine the authorized first edition or ninth edition, which means they have consistently positioned the life story as a stable text and neglected to examine the autobiography as a book that consistently transformed throughout its publishing history. This work forms part of my monograph, *Unstable as Water: Early Black Atlantic Literature and Textual Fluidity*, in which I utilize methodologies from the fields of book history and print cultures to examine books orally related or written by individuals of African descent first printed before 1800. For this research, I have been awarded numerous fellowships, including two funded by the National Endowment for the Humanities, and selected several times for the Scholar Remote Fellowship at New York University.

Dra. Sara Gavrell
Departamento de Humanidades

Desaprendiendo la cultura obstétrica (libro)

Este proyecto nació de mi blog, Vivir, Sentir, Pensar, con las “gotitas” sobre filosofía/ética del parto llamadas Desaprendiendo la cultura obstétrica (2025). Hay un enlace a

mi blog desde el Departamento de Humanidades, UPRM: <https://www.uprm.edu/humanidades/2025/04/27/la-cultura-obstetrica-en-la-que-vivimos-ensayos-por-sara-gavrell/>. La cultura obstétrica en la que nos criamos, vivimos, y parimos domina el discurso del parto y nos crea una realidad epistémica, ética, estética, y metafísica que ahora forma parte de nuestro imaginario sociocultural. Nos cuesta imaginar el parto de otra manera que no sea el modelo tecnocrático con manejo médico. Pero esa no es LA realidad. Las gotitas son para ir des-aprendiendo -- que es más difícil que aprender -- la cultura obstétrica.

Mi libro comienza con una introducción a la filosofía del parto, e incluye la historia de mi parto en casa con parteras y doula. al principio, y la historia de mi pos-parto, al final. El corazón del libro son las “gotitas”, entradas cortas sobre temas de filosofía o ética del parto, algunas que han sido publicadas en Claridad, 80 Grados, y TodasPR. Cada gotita gira en torno a una pregunta y está diseñada para leerse en menos de diez minutos para retener la atención y motivar a los y las lectoras a buscar las referencias citadas en las gotitas. Es un libro para entender y des-aprender nuestra realidad en la cultura obstétrica y abrir los ojos a nuevas realidades posibles.

Dr. Ramón Álvarez
Departamento de Kinesiología

Creación de un modelo de predicción de factores de riesgo en Atletas Escolares mediante Machine Learning para la red social TÁLANTOS

El deporte escolar enfrenta una crisis silenciosa: alta incidencia de lesiones prevenibles, presiones indebidas de los tutores y malas prácticas deportivas, que truncan carreras prometedoras y tienen consecuencias para la salud a largo plazo. Investigaciones demuestran que factores como los desequilibrios musculares, la falta de sueño, la mala nutrición y las cargas de entrenamiento inadecuadas aumentan significativamente este riesgo. Sin embargo, actualmente no existe una herramienta que integre y analice todos estos factores de forma simultánea para alertar al atleta escolar en torno a su nivel de riesgo a una posible lesión.

Este proyecto propone llenar ese vacío mediante la creación de un modelo de predicción de riesgo de lesiones para la red social TÁLANTOS, la primera plataforma especializada en conectar atletas escolares con oportunidades de becas universitarias. Utilizando técnicas de Machine Learning (aprendizaje automático), el modelo analizará los datos que los atletas escolares registran en la plataforma—calidad del sueño, hábitos nutricionales (Hidratación) y carga de entrenamiento en unión a pruebas físicas y datos antropométricos para identificar patrones de riesgo y generar un “Índice de Lesión” personalizado (bajo, moderado o alto).

Durante el semestre de descarga académica, se realizará una revisión sistemática de la literatura para identificar los factores de riesgo más críticos. Con esta información se creará un modelo capaz de analizar un dataset y categorizar los indicadores en niveles de riesgo. El resultado será un prototipo funcional integrado a TALANTOS con tres niveles de riesgo; Bajo,

Moderado y Alto. Logrando así transformar la red social especializada de una vitrina para el talento escolar a una herramienta proactiva de salud. De manera tal que se logre democratizar el acceso a la medicina deportiva preventiva y proteger el futuro de nuestros atletas escolares.

Dr. Cristopher Font
Departamento de Inglés

Hybrid-Architecture Parser with Neural Lexicon (HASPNeL) Project

This proposal is for a course release request of three credits for the finalization of the HASPNeL project and the development of a number of project deliverables focusing on the development of a hybrid-architecture symbolic parser that detects structural ambiguity in grammatical inputs. Ambiguity, the possibility of multiple mental representations and/or interpretations for one utterance, is a necessary and intrinsic feature of natural language that allows for efficient communication. As such, it is a pervasive feature in language use and performance. Despite the pervasiveness of ambiguity in natural language, we have not found a natural language parser that can accurately handle ambiguity. HASPNeL consists of two core components: a symbolic decoder, and a lexicon, which is, in turn, developed from a corpus that is representative of a large variety of possible types of syntactic structures in the English language. The paper being finalized for this project expands on the purpose and role of the corpus. The synthetic HASPNeL corpus totals at 2,020 sentences in English, which includes 320 unambiguous and 1,700 differentially ambiguous entries. While the corpus is not entirely exhaustive of all possible structures in the English language, it provides the parser with numerous test and training cases, ranging from simple declarative clauses to long wh-movement and subordination, in a combination of controlled structurally and lexically ambiguous samples. The HASPNeL parser, as a computational cognitive model of human language, is expected to be the first hybrid architecture ambiguity-detecting system.

Dra. Ángela Valentín
Departamento de Estudios Hispánicos

Manual de trabajo sobre empoderamiento a través de la poesía

Se propone la creación de un Manual de Trabajo para los Talleres de Empoderamiento a través de la Poesía para aquellos investigadores y docentes interesados en utilizar las herramientas que combinan el uso del discurso poético en conjunto con prácticas de mindfulness, microconsejería y ejercicios de teatro del oprimido (Augusto Boal), como estrategias para el desarrollo e integración de comunidades de aprendizaje informal y situado.

Desde esa premisa, la creación de este manual responde a la necesidad de recoger el modelo de intervención educativa y psicológica diseñado y ejecutado por las doctoras Ingrid Rodríguez-Ramos y Ángela Valentín-Rodríguez. La iniciativa combinó estrategias basadas en la terapia de grupo (Yalom & Leszcz, 2020), metodologías participativas de empoderamiento (Zimmerman, 1995; Maton, 2008) y fundamentos del aprendizaje situado (Lave & Wenger, 1991) para fomentar experiencias de reflexión, creatividad y cohesión social que fueron ejecutadas en los talleres ofrecidos en las comunidades de Adjuntas (Centro Paz para ti, Barrio Yahuecas) y Lajas (Comunidad Calle Abajo), parte del proyecto subvencionado por la Fundación Humanidades Puerto Rico en 2025.

Se propone, por consiguiente, utilizar la descarga académica para comenzar los procesos de organización del material, las referencias y la preparación de dicho manual antes descrito.

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Dr. Sean Locke
Departamento de Biología

Further studies on mitonuclear conflict in the evolutionary histories of parasitic flukes (Platyhelminthes, Digenea)

This request for teaching release will allow continued work on an evolutionary puzzle by a faculty member with record of publishing, training graduate and undergraduate students, and obtaining external funding support. The project centers on digeneans—parasitic worms that infect virtually all vertebrates, including humans. In 2003, the class Digenea was split into two orders based on analysis of short (≈ 2400 bp) DNA sequences. In 2018 the applicant published a test of this division with two genomic analyses. The first—based on 14000 bp of mitochondrial DNA, i.e., much more genetic information than the 2003 benchmark analysis—indicated the two-order scheme does not reflect natural relationships. However, the second analysis, based on 235,000 bp of nuclear DNA, supported the classification proposed in 2003. This contradiction in evolutionary signals between mitochondrial and nuclear genomes of digeneans has since been observed in other papers by the applicant and others. These works are incremental, adding data from just one or few species at a time. The applicant aims to comprehensively address this question with new data from dozens of

unsequenced species, particularly those that occupy key positions in evolutionary trees. Release time will be used to submit a related manuscript to a peer-reviewed journal, as well as at least one other, additional manuscript, on a different topic in parasitology; to support mentorship of and publication by graduate students in related side-projects; and to submit at least one proposal for external funding.

Dra. Joselyn Del Pilar
Departamento de Química

UPRISE Partnership: Undergraduate Pathways for Research Immersion and STEM Excellence

In the 2025-2026 academic year, over 60% of students from Puerto Rico enrolling in graduate programs did so at institutions on the mainland United States. However, funding cuts to STEM workforce and broadening participation programs since 2025, along with the ending of many educational initiatives, have made admissions highly competitive. Consequently, many students are unable to participate in STEM education for at least a year. This situation offers an opportunity to attract local talent to our graduate programs by leveraging the expertise and resources of partner institutions. Three credit hours of release are requested to lead the development of a research proposal to create pathways to graduate education, with a particular focus on promoting the chemistry MS program. The proposal will be submitted to a nonprofit organization that has shown interest in institutions where more than 40% of students receive Pell grants.