TABLE OF CONTENTS

Undergraduate Major and Minor Requirements and Curriculum Rationale………3
Catalog Page………………………………………………………………………………11
Two-Year Staffing and Curriculum Plan………………………………………16
Departmental Memos……………………………………………………………19
The Assessment Plan…………………………………………………………….24
Undergraduate Major and Minor Requirements and Curriculum Rationale

Vanderbilt Latina/o Studies (LATS) focuses on cultural production and political and socio-economic experiences of people inculcated with the U.S. experience, self-identifying as Latinas/os and communicating primarily in English and sometimes in Spanish. The LATS major and minor will examine this enduring and dynamic population that crosses and re-crosses borders constructed by geography, linguistics, class, race, and gender. This program of study is designed to accommodate a range of voices and multiple manifestations of Latina/o identity and cultural expression in historical and contemporary contexts to fill in this vital but often overlooked component of our national identity and discourse.

Students pursuing a LATS major or minor are expected to obtain language competence in Spanish before completing the program, though they do not need to meet this requirement when declaring the major or minor. Students may satisfy this requirement by completing SPAN 203, or any other course with a higher number taught in Spanish.

Major in Latina/o Studies Program (LATS): Core Requirements

The interdisciplinary major in Latina/o Studies consists of thirty-six (36) credit hours.

LATS 201: Introduction to Latino and Latina Studies
SPAN 203: Introduction to Spanish and Spanish American Literature
SPAN 203 requires up to 19 prerequisite credit hours of Spanish language instruction through SPAN 202, depending on departmental placement.
ENGL 275: Latino-American Literature
LATS 280: Senior Seminar
ELECTIVE COURSES: Eight elective courses (24 credit hours) with at least two from Group A (Latina/o Culture) and two but no more than four from Group B (Historical Context), if not already applied to satisfy above requirements.

Minor in Latina/o Studies (LATS): Core Requirements

Students pursuing the interdisciplinary minor must complete eighteen (18) credit hours. The specific requirements are as follows:

LATS 201: Introduction to Latino and Latina Studies
SPAN 203: Introduction to Spanish and Spanish Literature OR ENGL 275: Latino-American Literature. If both courses are taken, only one may be applied as elective credit.
LATS 280: Senior Seminar
ELECTIVE COURSES: Three other courses (9 credit hours) with at least one from Group A (Latina/o Culture) and one from Group B (Historical Context), if not already applied to satisfy above requirements.
Criteria for Selection of Approved Courses for Latina/o Studies:

Courses approved as electives for Latina/o Studies are selected on the basis of content that (A) Latina/o Culture: Courses that contain significant content that directly addresses or pertains to the Latina/o culture; (B) Historical Context: Courses that provide a cultural, historic, linguistic, or geographic background for Latinidad (to exemplify this, we consider the way in which British literature enhances the acquisition of knowledge about American literature and the way in which the courses currently taught in Latina/o literature are crosslisted as electives for Latin American and American Studies to comprise valid and pragmatic pedagogical choices); and (C) Critical Perspectives: Courses that enable a critical perspective on Latina/o culture through transference of significant concepts, such as double-consciousness, cultural nationalism, and civil rights activism of other marginalized groups. Furthermore, crosslisted elective courses must have been offered within the past three years and must now be taught by faculty members willing to make their courses available for students in this proposed program of study.

*Elective Courses and Course Descriptions:

**CATEGORY A: LATINA/O CULTURE**

**ENGL 275: Latino-American Literature.**
Texts and theory relevant to understanding constructs of Latino identity, including race, class, gender, and basis for immigration, in the context of American culture. The course focuses on the examination of literature by Chicano, Puerto Rican, Cuban, Dominican, and Latin American writers living in the United States and writing in English.

**HIST 272c: Race, Power, and Modernity.**
Historical approaches to race as a modern system of power and difference. The United States experience in comparative and transnational perspective. Race as an historical and socially-constructed ideological system. Race intersecting with nationality, region, class and gender. Race in the making of space, citizenship, and economic institutions.

**HOD 2510 Health Service Delivery to Diverse Population.**
This course focuses on the study of value systems of diverse groups, as well as variables related to gender, age, lifestyle, religion, social class, race, geography, and developmental state, and how these relate to health status and health service needs. This course provides students with a basic knowledge and understanding of diversity so that they may be more effective in serving the needs of all people.

**SOC 255: Racial and Ethnic Minorities in the United States.**
Status of blacks, Asians, Hispanics, and other minorities. Migration, identity and association, and strategies to improve group status and reduce intergroup tensions. Comparisons to other countries.

**SOC 274: Immigration in America.**
Theories of international migration, with an emphasis on migration as a social process. Economic and social impact, including assimilation, immigrant incorporation, and the second

**SPAN 202: Spanish Oral Communication through Cultural Topics.**
Development of speaking skills through the study of Spanish and Hispanic culture, and Spanish and Spanish-American current affairs. Texts drawn from contemporary articles, short stories, TV news, documentaries, and Web materials. Different registers of spoken Spanish. The development of effective strategies for oral communication. Offered on a graded basis only.

**SPAN 203: Introduction to Spanish and Spanish American Literature.**
Critical reading and methods of literary analysis. Selections cover all genres in several periods. Prerequisite: 201W and 202.

**SPAN 206: Spanish for Business & Economics.**
Linguistic skills and cultural information for conducting business in the Spanish-speaking world. Basic syntactic and phonological structures within the context of business. Activities to develop written, oral, and aural skills in several areas, including finance, management, marketing, and tourism. Not available on a P/F basis. Prerequisite: 201W and 202; closed to native speakers of Spanish.

**SPAN 211: Spanish for the Medical Profession.**
Advanced conversation course incorporating linguistic skills and cultural information necessary for dealing with medical issues in the Hispanic world. Service learning with the Latino community as an important component.

**SPAN 213: Translation and Interpretation.**
The art and practice of translation and interpretation dealing with materials from science, economics, politics, belles lettres, etc. Prerequisite: 201W and 202.

**SPAN 243: Latino Immigration Experience.**
Literature and film that depict the immigration and assimilation experiences of the main Latino groups. Service to the Latino community integral part of course work.

**SPAN 244: Afro-Hispanic Literature.**
The African presence in Spanish America represents an important and indispensable part of this region’s history. However, Afro-Hispanic literature embodies a different aspect of the same history, one that is written not from the view of the master, but that of the slave and his descendants. This literature can be traced to the early nineteenth century, when the slave poet Juan Francisco Manzano wrote his autobiography and poems, and antislavery writers in Cuba documented the evils of slavery. With the end of slavery, authors continued to write about slavery, but also about life after emancipation. In this course we will study Afro-Hispanic literature, from its inception to the present, written in countries like Cuba, Colombia, Costa Rica, Uruguay, Panama, Peru, and (with a growing Afro-Latino population) the United States. We will also study Negrismo and other Afro-Caribbean poetry movements. Some of the readings may include Manzano’s *Autobiografía*, Gertrudis Gómez de Avellaneda’s *Sab*, Alejo Carpentier’s *El reino de este mundo*, Miguel Barnet’s *Biografía de un cimarrón*, Manuel Zapata
Olivella’s *Changó, el gran putas*, Carlos Guillermo Wilson’s *Los nietos de Felicidad Dolores*, Quince Duncan’s *Los cuatro espejos*, Pedro Pérez Sarduy’s *Las criadas de La Habana*, and Tato Laviera’s poems.

**SPAN 275: Latina and Latin American Women Writers.**
Contemporary writing of women in Latin America and of Latinas in the United States. Representation of sexuality and the maternal body.

**CATEGORY B: HISTORICAL CONTEXT**

**AADS 220: Colonialism and After.**

**ANTH 210: Culture and Power in Latin America.**
Survey of native cultures and Spanish and Portuguese heritage. Fundamental traditions, including marriage and the family, the relationship between men and women, racial and ethnic identity, social class, and religion. Peasant communities and contemporary urban life.

**ANTH 212: Ancient Mesoamerican Civilizations.**
Development of pre-Hispanic civilization in Mesoamerica from the beginnings of village life to the rise of the great states and empires: Olmec, Maya, Toltec, and Aztec civilizations.

**ANTH 213: The Archaeology of the Ancient Maya Civilization**
Case study in cultural evolution. Archaeological evidence and social theory on the enigmatic origins, complex nature, and sudden collapse of the ancient Maya civilization.

**ANTH 215: The Collapse of Civilizations**
Causes of the decline or collapse of complex societies. Old World and New World examples. Historical, anthropological, and paleoecological theories and controversies.

**ANTH 231: Colonial Encounters in the Americas.**
Theoretical discussion of colonialism as a sociocultural process. Comparative colonialism in pre- and post-Hispanic contexts. Methodological consideration of archaeological and archival analyses and their complementary epistemological statuses. Pan-American case studies.

**ANTH 247: The Aztecs.**
Origins of the Aztec peoples of central Mexico and their culture; history and structure of the Aztec empire; pre-Columbian social, political, and economic organization; warfare and religion; the Spanish conquest; colonial society in central Mexico; ethno-graphic study of modern descendants of the Aztecs.
ANTH 281: Classic Maya Religion and Politics.
Anthropology of politics and religion in Classic Maya culture, A.D. 100-1000. Interpretation of Classic Maya iconography and epigraphy.

ENGL 271: Caribbean Literature.
Caribbean literature from 1902 to the present. Emphasis on writing since 1952, which marks the beginning of West Indian nationalism and the rise of the West Indian novel.

HIST 138: Modern Latin America.
A survey of Latin American history from the early nineteenth century to the present. Wars for independence; rise of new nations and export-oriented economies; case studies in revolution, nationalism, and reform in the twentieth century; U.S.-Latin American relations. Serves as repeat credit for students who completed 161 prior to fall 2008.

HIST 245: Decline of Iberian Atlantic Empires, 1700-1820.
Reorganization of the Spanish and Portuguese empires, maturation of transatlantic societies; revolutions for independence. Serves as repeat credit for students who completed 259 prior to fall 2008.

HIST 248: Central America.
Iberian and Amerindian background, colonial society; independence; growth of the plantation economy; the U.S. presence; political and social revolutions in the twentieth century. Serves as repeat credit for students who completed 265 prior to fall 2008.

Amerindian society; age of encounter; imperial contest; slavery and abolition. U.S. influence; independence movements; cultural movements; invasion of Grenada. Serves as repeat credit for students who completed 260 prior to fall 2008.

HIST 258: American Indian History before 1850.
Indian nations’ interaction with each other and with European colonies. Resistance and adaptation to colonialism. Early development of United States Indian policy. Remember: Most native Hispanics/Latinas/os descend from American Indian ancestry.

HIST 259: American Indian History since 1850.
American Indians in the United States and Canada. Their responses to government policies and other forces. Cultural, socioeconomic, and political change among Indian communities. Remember: Most native Hispanics/Latinas/os descend from American Indian ancestry.

HIST 286B: US and Caribbean Encounters.
The social, political, and cultural history of United States-Caribbean encounters from the Haitian Revolution to the Grenada invasion. Empire, expansion, and American exceptionalism; finance, debt, and banking. Military strategy and small wars; gender, sexuality, and bio-politics; racial ideology and racial science; sovereignty and international law; African American and Afro-Caribbean interaction.
LAS 201: Introduction to Latin America.
A multidisciplinary survey of Latin America from pre-Columbian times to the present emphasizing culture, economic and political patterns, social issues, literature, and the arts in a historical perspective.

MUSL 250: Music in Latin America and Caribbean.
An introduction to a wide variety of musical genres and traditions in Latin America and the Caribbean. Indigenous, folk, popular, and art music forms and their social function, meaning, historical development, cultural blending, and cross-hybridization.

SPAN 240: The Contemporary Novel.
New forms in the twentieth-century novel in Spain and Spanish America.

SPAN 247: Spanish-American Literature of the Boom Era.
The Boom novel of the 1960s: Carlos Fuentes’ La muerte de Artemio Cruz, Julio Cortázar’s Rayuela, Mario Vargas Llosa’s La ciudad y los perros, Guillermo Cabrera Infante’s Tres triste tigres, and Gabriel Garcia Marquez’s Cien años de soledad.

SPAN 274: Literature and Medicine.
Modern intersections of literature and medicine in Latin America. From the social hygiene literature of the nineteenth century to the autobiographical disease narrative of the late twentieth century. Prerequisite 203.

SPAN 281: The Theory and Practice of Drama.
Critical works and plays from different periods. Introduction to principles of dramaturgy.

SPAN 295: Special Topics in Hispanic Literature.
Art and literature in Spanish America. Prerequisite: SPAN 203.

CATEGORY C: CRITICAL PERSPECTIVES

AADS 101: Introduction to African American and Diaspora Studies.
Foundations of African American culture from ancient African history and through contemporary issues in the African American experience and the larger diaspora. The characteristics, developments, and dynamics of diaspora culture in the Americas, with a particular focus on the United States.

PHIL 246: Philosophy of Language.
Philosophical problems in the methodology of linguistics, relations between thought and language, theories of meaning and symbolism, the nature of metaphor, the philosophical implications of theories of language acquisition.

PSCI 217: Latin American Politics.
Cross-national analysis of political institutions, cultures, and processes of change in Latin America.
PSCI 219: Politics of Mexico.
A survey of contemporary Mexican politics from a comparative perspective. Interaction of economic, social, and political forces that led to the demise of one of the world’s most durable one-party political regimes and the prolonged transition to democracy.

PSCI 228: International Politics of Latin America.
Examination of Latin America’s role in the international and inter-American system. Special attention to the international response to revolutionary change in the area, and to the region’s major actors and their changing relationship with the United States, with other major powers, and with other actors such as multinational corporations and international financial institutions.

PSCI 251: The Politics of U.S. and Global Immigration
Political, philosophical, and moral issues.

PSCI 264W: Global Feminisms.

SOC 221: Environmental Inequality & Justice.
Relationships between social inequalities and environmental degradation, both in the U.S. and internationally. Distribution of environmental hazards across race and class, natural resource rights and management, urban health and sustainability, climate injustices, and environmental justice movements.

SOC 236: Class, Status, and Power.
Analysis of the competition for jobs, advancement, and income. The influence of social background, education, politics, race, sex, changes in national economy and other factors will be considered. Theoretical and empirical analysis focusing on the United States.

SOC 253: Racial Domination, Racial Progress.

SOC 279: Contemporary Mexican Society.
Sociological understanding of contemporary Mexican society. The historical roots of Modern Mexican state. Economic, political, and social institutions operating in Mexico and informal structures and their consequences.

WGS 150: Sex and Gender in Everyday Life.
Sex and gender roles in culture and society. Gender, race, and class. Women and men in literature, art, culture, politics, institutions.

WGS 201: Women and Gender in Transnational Context.
Gender as a social construction. Feminist critiques of knowledge, family and work, sexuality, health and medicine, and the women's movement. The future of feminism in global context.
*Other courses, including independent study courses, related to Latina/o Studies also may be counted as electives subject to the connection to Latina/o Studies and the approval of the director.
LATINA/O STUDIES

DIRECTOR  William Luis
ASSOCIATE DIRECTOR Lorraine López

Affiliated Faculty

PROFESSORS
Katharine Donato (Sociology), Marshall Eakin (History), Edward Fischer (Anthropology), Gary Gerstle (Political Science), Ruth Hill (Spanish and Portuguese), Jane Landers (History), Dana Nelson (English and American Studies), Philip Rasico (Spanish), Tracy Sharples-Whiting (French and African American and Diaspora Studies), Keivan Stassun (Physics and Astronomy), Benigno Trigo (Spanish)

ASSOCIATE PROFESSORS
Susan Berk-Seligson (Spanish), Laura Carpenter (Sociology), Teresa Goddu (English and American Studies), Richard Lloyd (Sociology), William Fowler (Anthropology), Lorraine López (English), José Medina (Philosophy), Ifeoma Nwankwo (English), Tiffany Patterson (African American and Diaspora Studies), Edward Wright-Rios (History), Elizabeth J. Zechmeister (Political Science)

ASSISTANT PROFESSORS
Celso Castilho (History), Anastasia Curwood (African American and Diaspora Studies), Peter Hudson (History), Paul Miller (French), Jemima Pierre (African American and Diaspora Studies), Richard Pitt (Sociology), Frank Robinson (History), Helena Simonett (Latin American Studies)

SENIOR LECTURERS
Rory Dicker (Women’s and Gender Studies), Robert Fry II (Music), Jennifer Gunderman (Music), Elena Olazagasti-Segovia (Spanish), Cynthia Wasick (Spanish)

The Latina/o Studies is a multidisciplinary program that considers the presence of Latinas/os and Hispanics as an integral part of U.S. culture and history. It is also an integral part of Vanderbilt University and the institution’s effort to diversify its curriculum. The curriculum considers courses that explore the Latina/o and Hispanic experience, mainly in the United States, but also as it intersects with other national and geographic boundaries across the disciplines. The program’s mission is to study the many manifestations of the Latina/o experience and sustain an ongoing conversation with traditional departments, such as History, English, Spanish and Portuguese, Sociology, and Religious Studies, but also programs such as American Studies, Latin American Studies, African American and Diaspora Studies, and Women’s and Gender Studies. The program seeks to understand the contributions of Latinas/os and how they represent a central pillar for intellectual reflection and production.
Program of Concentration in Latina/o Studies Program

Latina/o Studies focuses on cultural production and political and socioeconomic experiences of people inculcated with the U.S. experience, self-identifying as Latinas/os and communicating primarily in English and sometimes in Spanish. The LATS major and minor will examine this enduring and dynamic population that crosses and re-crosses borders constructed by geography, linguistics, class, race, and gender. This program of study is designed to accommodate a range of voices and multiple manifestations of Latina/o identity and cultural expression in historical and contemporary contexts to fill in this vital but often overlooked component of our national identity and discourse.

Students pursuing a LATS major or minor are expected to obtain language competence in Spanish before completing the program, though they do not need to meet this requirement when declaring the major or minor. Students may satisfy this requirement by completing SPAN 203, or any other course with a higher number taught in Spanish.

Major in Latina/o Studies Program

CORE REQUIREMENTS

The interdisciplinary major in Latina/o Studies consists of thirty-six (36) credit hours. The specific requirements are as follows:

1. LATS 201 (Introduction to Latina and Latino Studies) - (3 credit hours)
2. SPAN 203 (Introduction to Spanish and Spanish American Literature) - (3 credit hours)
   SPAN 203 requires up to 19 prerequisite credit hours of Spanish language instruction through SPAN 202, depending on departmental placement.
3. ENGL 275 (Latino-American Literature) - (3 credit hours)
4. LATS 280 (Senior Seminar), which is taken in the senior year. - (3 credit hours)
5. Eight elective courses (24 credit hours) with at least two courses from Group A (Latina/o Culture) and two courses from Group B (Historical Context), if not already applied to satisfy above requirements.

Minor in Latina/o Studies program

CORE REQUIREMENTS

Students pursuing the interdisciplinary minor must complete eighteen (18) credit hours. The specific requirements are as follows:

1. LATS 201 (Introduction to Latina and Latino Studies) - (3 credit hours)
2. SPAN 203 or ENGL 275 - (3 credit hours)
   If both courses are taken, only one may be applied as elective credit.
3. LATS 280 (Senior Seminar) - (3 credit hours)
4. Three other courses (9 credit hours), with at least one course from Group A (Latina/o Culture) and one course from Group B (Historical Context), if not already applied to satisfy above requirements.
LATS Approved List of Courses

CATEGORY A: LATINA/O CULTURE

ENGL 275: Latino-American Literature.
HIST 272c: Race, Power, and Modernity.
HOD 2510: Health Service Delivery to Diverse Population.
SOC 274: Immigration in America.
SPAN 202: Spanish Oral Communication through Cultural Topics.
SPAN 203: Introduction to Spanish and Spanish American Literature.
SPAN 206: Spanish for Business & Economics.
SPAN 211: Spanish for the Medical Profession.
SPAN 213: Translation and Interpretation.
SPAN 243: Latino Immigration Experience.
SPAN 244: Afro-Hispanic Literature.
SPAN 275: Latina and Latin American Women Writers.

CATEGORY B: HISTORICAL CONTEXT

AADS 220: Colonialism and After.
ANTH 210: Culture and Power in Latin America.
ANTH 212: Ancient Mesoamerican Civilizations.
ANTH 213: The Archaeology of the Ancient Maya Civilization.
ANTH 231: Colonial Encounters in the Americas.
ANTH 247: The Aztecs.
ANTH 281: Classic Maya Religion and Politics.
ENGL 271: Caribbean Literature.
HIST 138: Modern Latin America.
HIST 245: Decline of Iberian Atlantic Empires, 1700-1820.
HIST 248: Central America.
HIST 258: American Indian History before 1850.
HIST 259: American Indian History since 1850.
HIST 286B: US & Caribbean Encounters.
LAS 201: Introduction to Latin America.
MUSL 250: Music in Latin America and Caribbean.
SPAN 240: The Contemporary Novel.
SPAN 247: Spanish-American Literature of the Boom Era.
SPAN 274: Literature and Medicine.
SPAN 281: The Theory and Practice of Drama.
SPAN 295: Special Topics in Hispanic Literature.
CATEGORY C: CRITICAL PERSPECTIVES

AADS 101: Introduction to African American and Diaspora Studies.
PHIL 245: Philosophy of Language.
PSCI 217: Latin American Politics.
PSCI 219: Politics of Mexico.
PSCI 228: International Politics of Latin America.
PSCI 264W: Global Feminisms.
SOC 221: Environmental Inequality & Justice.
SOC 236: Class, Status, and Power.
SOC 253: Racial Domination, Racial Progress.
SOC 279: Contemporary Mexican Society.
WGS 150: Sex and Gender in Everyday Life.
WGS 201: Women and Gender in Transnational Context.
Two-Year Staffing and Curriculum Plan

Year One (Fall 2013 & Spring 2014):

LATS 201: Introduction to Latino and Latina Studies (Luis)
SPAN 203: Introduction to Spanish and Spanish American Literature (Core requirement for the Spanish major offered annually)
ENGL 275: Latino-American Literature (López)
ELECTIVE COURSE(S)

Year Two (Fall 2014 & Spring 2015):

LATS 201: Introduction to Latino and Latina Studies (Luis)
LATS 280: LATS Senior Seminar OR: ENGL 275: Latino-American Literature (López), if the program—in the second year—has insufficient seniors, in which case LATS 280 can be offered as independent study, if necessary. Until staffing by post-graduate students is approved, ENGL 275 will alternate as a core course offering with LATS 280, from year to year, subsequent to this.
SPAN 203: Introduction to Spanish and Spanish American Literature (Core requirement for the Spanish major offered annually)
ELECTIVE COURSE(S)

In the years that the program’s authors are unavailable to offer core courses, Ifeoma Nwankwo in English has agreed to teach ENGL 275 and/or LATS 201 for Lorraine López, and Benigno Trigo will offer LATS 280 for William Luis when he is unavailable. In the meantime, Lorraine López has adapted English 350 as a graduate independent study in LATS pedagogy, in which Claire Jimenez, rising second-year MFA, was trained to teach ENGL 275 to undergraduates. The adaptation of this course has successfully prepared Bryn Chancellor (MFA 2008) to teach Latina/o literature courses in her current tenure-track position as assistant professor at Montevallo University. Further, Gretchen Selcke (ABD Spanish and Portuguese) is yet another instructor with significant experience who is also willing to offer courses in LATS 201. The authors of this plan are confident core courses will be available on a regular basis to majors and minors in the Latina/o Studies Program.

*Authors of the program anticipate low initial enrollment in these courses, but as interest grows and resources become available, the permanent director would typically teach such courses.

*Confirmed Faculty to Teach LATS

Brooke A. Ackerly
Joe Bandy
Susan Berk-Seligson
Richard Blackett
Tyson Brown
Celso Castilho
Lorraine Catanzaro
Arthur A. Demarest
Rory C. Dicker
Markus Eberl
Leonard Folgarait
William R. Fowler
Leigh Gilchrist
Jonathan Hiskey
Peter Hudson
Paul Kramer
Vera Kutzinski
Lorraine López
William Luis
José Medina
Paul Miller
Ifeoma Nwankwo
Elena Olazagasti-Segovia
Jemima Pierre
María Paz Pintané
Richard Pitt
Frank Robinson
Sergio Romero
David Rubin
Mariano Sana
Tracy Sharples-Whiting
Helena Simonett
Benigno Trigo
Daniel Usner
Cynthia Wasick
Steven Wernke
Elizabeth Zechmeister

*Confirmation received by email January 31, 2012

*Confirmed Faculty Willing to Serve on the Advisory Committee

Susan Berk-Seligson
Celso Castilho
Katharine Donato
Marshall Eakin
Gary Gerstle
Ruth Hill
Peter Hudson
Jane Landers
Lorraine López
William Luis
Paul Miller
MEMOS OF DEPARTMENTAL COMMITMENT
Memo

To: Faculty Council, David Zald

From: Mark Schoenfield, Chair

CC: Lorraine Lopez

Date: 3/15/2013

Re: LS Studies

This is just a quick email to confirm that it will be possible for Lorraine Lopez to meet her teaching obligations and the needs of our department while teaching one course a year in the Latino/a Studies course, and I am happy to guarantee a release for that purpose. Our department recognizes the important intersection between English and LS and are grateful for the chance to foster its development.
Dear Professor Luis,

As you know, the Department of Spanish and Portuguese has endorsed the Latino Studies proposal. As part of that endorsement, we are prepared to release you to teach LATS 201 one year and LATS 280 the other year, starting in 2013-2014. I must state, however, two provisos: 1) during the semester that you teach LATS 201 or LATS 280, your second course will be one of the advanced-level courses that you offer to our majors or our graduate students and 2) if many of our colleagues in the Department are on leave, you may have to make other arrangements.

Wishing you and the program great success,
Cathy L. Jrade

Cathy L. Jrade
Chancellor's Professor of Spanish
Chair of the Department of Spanish and Portuguese
VU Box 351617, Station B
Vanderbilt University
Nashville, Tennessee 37235-1617
Telephone: 615-322-6919, 322-6930
FAX: 615-343-7260
No problem, Lorraine. Feel free to list me.

best wishes,
Ifeoma

Ifeoma Kiddoe Nwankwo, Ph.D.
Associate Professor
Department of English

Director
Voices from Our America (TM)

615 322-2329 (o)
615 343-8028 (f)

From: Lopez, Lorraine
Sent: Friday, April 06, 2012 9:07 AM
To: Nwankwo, Ifeoma
Subject: RE:

Dear Ifeoma,

How is it we keep missing each other this semester? Many, many thanks for agreeing to have your course crosslisted with Latino Studies, and now I have another favor to beg. The strategic plan was bounced back by the CEP last week with a few concerns that Willie and I feel confident we can address to resubmit it in time for the next CEP meeting (Apr. 13), but one of these is related to covering core courses while we are on leave. Clearly you are the person most qualified—if you are willing—to cover Latino Literature (with a Caribbean focus to accommodate your area of concentration) or Intro. to Latino Studies (again, Caribbean style). Below are the course descriptions for both. Again, this would only be one course per AY when I am on leave, and the next time I will be eligible for leave is 2015-2016. William Luis is doing the same in his department, finding a generous soul to cover a core course while he is on leave. Please consider this, and let me know at your earliest convenience. We hope to resubmit the plan to Michael Muise by Thursday (4/12), so he can reformat it for the CEP by Friday.

Mil gracias y mas!
Lorraine
From: "Trigo, Benigno" <benigno.trigo@Vanderbilt.Edu>
Date: April 20, 2012 11:49:57 AM CDT
To: "Luis, William" <william.luis@Vanderbilt.Edu>
Subject: LATS 280

Dear William,

I would be able, willing, and happy to teach a seminar in Latino Studies (LATS 280), should you be unable to teach it.

Cheers,

Benigno Trigo
Professor of Latin American Literature
Vanderbilt University
615 343-4347
ASSESSMENT PLAN

Learning Outcomes:

LO 1: Students will demonstrate the ability to think critically and write analytically about Latino/a identity.

Criteria:
1. Comprehends and applies key concepts and terminology appropriately
2. Conceptualizes Latina/o identity as an articulation of U.S. identity
3. Apprehends multiple constructs of identity within cultural diversity
4. Identifies and analyzes connections between various Latina/o peoples
5. Contextualizes cultural identity within historic, geographic, socio-economic, and ideological frameworks

LO 2: Students will acquire familiarity with and understanding of major sources of cultural production by Latinas/os in their historical, political, and social contexts.

Criteria:
1. Displays range of knowledge in two of three areas: artistic, literary, and/or musical production by Latina/o artists
2. Places Latina/o cultural production by various artists within historic, geographic, socio-economic, and ideological contexts
3. Analyzes impact of such production within Latina/o and U.S. culture
4. Interprets and evaluates such cultural production within and beyond its milieu

LO 3: Reading and writing proficiency in Spanish

Criteria:
1. Produces primary and secondary source research paper in Spanish for final portfolio, and a faculty committee of the Latina/o Studies program determines that the paper demonstrates proficiency in the Spanish language.

LO 4: Students will apply concepts and information acquired in Latina/o Studies to enhance academic and professional opportunities and to enrich human interactions in post-graduate experiences.

Assessment Methods:

LO 1-2: Senior majors will present a portfolio of written work from various courses, including one or more papers on Latina/o cultural production composed in LATS 280 (Senior Seminar). The program director and another faculty member will evaluate the portfolio using rubrics of standards provided on the following pages. Every two to three years, a rotating committee of faculty will review a sampling of portfolios to determine that students are attaining the standards of comprehension stated in the learning outcomes.
**LO 3:** Senior majors will produce a researched synthesis paper in Spanish that presents primary and secondary source textual evidence for evaluation by program director and another faculty member for evaluation using rubric of standards provided.

**LO 4:** Graduating majors will be tracked and contacted at five-year intervals for completion of a brief questionnaire/survey (provided here) designed to assess usefulness of Latino Studies, academically, professionally and personally, in the post-graduation years.
### LATS Latina/o Cultural Identity rubric

<table>
<thead>
<tr>
<th>Criteria/ Objectives</th>
<th>High Competence 4 Points</th>
<th>Competent 3 Points</th>
<th>Min. Comp. 2 Points</th>
<th>Not Competent 1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehends and applies key concepts</td>
<td>Directly defines terms and concepts, provides examples, and consistently uses these correctly</td>
<td>Defines terms and concepts, consistently using these correctly</td>
<td>Understands terms, but may apply these inaccurately</td>
<td>Shows no knowledge of terms, often using these incorrectly</td>
<td></td>
</tr>
<tr>
<td>Conceptualizes Latina/o identity as an articulation of US identity</td>
<td>Clearly configures Latina/o identity in the context of US cultural identity</td>
<td>Articulates knowledge that Latina/o identity is part of US identity</td>
<td>May show awareness of concept, but does not develop the idea fully</td>
<td>Writing reflects fundamental confusion with regard to this idea</td>
<td></td>
</tr>
<tr>
<td>Apprehends multiple constructs of identity within cultural diversity</td>
<td>Demonstrates comprehension of complexity of cultural identity by comparing and contrasting various subsets within Latina/o culture</td>
<td>Generally discusses multiple and varied constructs of identity</td>
<td>Indicates awareness of such diversity within the culture</td>
<td>Displays limited and/or superficial knowledge of such diversity</td>
<td></td>
</tr>
<tr>
<td>Contextualizes cultural identity within historic, political, socio-economic, and ideological frameworks</td>
<td>Configures cultural identity within context of historic, political, sociological, and economic contexts</td>
<td>Considers such context in less comprehensive and more general, but nonetheless accurate way</td>
<td>Exhibits some knowledge of contexts but may be inaccurate presenting this</td>
<td>Fails to consider such contexts</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**
### LATS Latina/o Cultural Production rubric

<table>
<thead>
<tr>
<th>Criteria/ Objectives</th>
<th>High Competence 4 Points</th>
<th>Competent 3 Points</th>
<th>Min. Comp. 2 Points</th>
<th>Not Competent 1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays range of knowledge</td>
<td>Identifies a variety of Latina/o artists, displays nuanced knowledge of various works</td>
<td>Identifies key works of cultural production within contexts</td>
<td>Identifies well-known works of cultural production</td>
<td>Exhibits little familiarity with cultural production</td>
<td></td>
</tr>
<tr>
<td>Contextualizes cultural production within historic, political, socio-economic and ideological frameworks</td>
<td>Reveals clear understanding of varied contexts for cultural production and articulates the ways in which assumptions shape such production</td>
<td>Reflects knowledge of contextual factors on cultural production and assumptions in a less-specific way</td>
<td>May show limited knowledge of contexts and assumptions with regard to cultural production</td>
<td>Makes no reference to contexts for cultural production</td>
<td></td>
</tr>
<tr>
<td>Analyzes impact of cultural production</td>
<td>Clearly analyzes identity-shaping impact of cultural production in a detailed and specific way</td>
<td>Provides a generalized analysis of impact</td>
<td>Reflects awareness of impact but without much analysis</td>
<td>Shows limited awareness of or may fail to discuss this impact</td>
<td></td>
</tr>
<tr>
<td>Interprets and evaluates such production within Latina/o and US culture</td>
<td>Discusses Latina/o cultural production in comparison and contrast to cultural production by various groups and articulates an understanding of how such production is received by mainstream and other groups in US</td>
<td>Compares and/or contrasts Latina/o cultural production to that of other cultural groups less specifically</td>
<td>Mentions receptivity to this cultural production in a general and underdeveloped way</td>
<td>Fails to consider or discuss various perspectives</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**
## LATS Spanish Reading and Writing Fluency rubric

<table>
<thead>
<tr>
<th>Criteria/ Objectives</th>
<th>High Competence 4 Points</th>
<th>Competent 3 Points</th>
<th>Min. Comp. 2 Points</th>
<th>Not Competent 1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary and Mechanics</strong></td>
<td>Uses a range of vocabulary and sentence structures correctly, as well as properly presenting punctuation and accents</td>
<td>Vocabulary and sentence structures show some range, but lapses may occur in mechanics</td>
<td>Vocabulary and sentence structures reveal some limitations, though writing is coherent</td>
<td>Limitations interfere with coherence in places or throughout paper</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Structure of paper clearly benefits its content and shows keen attention to hierarchy of ideation as well as strong transitions</td>
<td>Structure befits content and transitions are capably managed</td>
<td>Structure may not always befit content but does not interfere with clarity</td>
<td>Structural problems tend to compromise clarity</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Essay covers topic uses primary and secondary source evidence to support claims appropriately</td>
<td>Essay covers topic with adequacy and supports claims with evidence</td>
<td>Essay may not cover topic fully or fail to support claims with evidence</td>
<td>Essay does not cover topic or support claims</td>
<td></td>
</tr>
</tbody>
</table>

| Total Points                  |                                                                                          |                                                                                   |                                                                                 |                                                                                   |       |
LATS POST-GRADUATION QUESTIONNAIRE

Information to be filed separately from Part Two: Post Graduation Survey.

Part One—General Information: Fill in information required below.

Name (as it appears on your VU record): ____________________________ (Please print)

Mailing Address and phone # (after graduation):

_______________________________________
_______________________________________
_______________________________________

Permanent address and phone # (if different):

_______________________________________
_______________________________________
_______________________________________

E-mail address (after graduation): ________________________

Website (if you have one): ______________________________

Year of Graduation: ________

Check one: LATS Major ___  Minor: ____
RATIONALE AND OVERVIEW

March 2013
NASHVILLE, TENNESSEE
TABLE OF CONTENTS

Mission Statement ........................................................................................................3

Rationale ......................................................................................................................4

Overview ....................................................................................................................5

Leadership Structure .................................................................................................8

Departmental Support ...............................................................................................10

Program Impact and Budget Draft ............................................................................11

Plan Development and Goals ...................................................................................12

Graduate Education ..................................................................................................15

Timeline ....................................................................................................................16

Letters of Support ....................................................................................................17
Mission Statement

Vanderbilt Latina/o Studies (LATS) is a multidisciplinary program that considers the presence of Latinas/os and Hispanics as an integral part of US culture and history. Latinas/os and Hispanics are a critical component of our expanding and growing nation, from the early nineteenth century to the present. In the contemporary period, Latinas/os and Hispanics represent significant social, economic, and political groups that contribute to the nation and concepts of the national. The curriculum considers courses that explore the Latina/o and Hispanic experience, mainly in the United States, but also as it intersects with other national and geographic boundaries across the disciplines. The program’s mission is to study the many manifestations of Latina/o culture and identity and to sustain an ongoing conversation with traditional departments, such as Anthropology, English, History, Philosophy, Political Science, Spanish and Portuguese, Sociology, and Religious Studies, along with programs such as African American and Diaspora Studies, American Studies, Latin American Studies, and Women’s and Gender Studies. The program seeks to understand the contributions of Latinas/os and how they represent a central pillar for intellectual reflection and cultural production in this nation.
Program Rationale

Latina/o Studies (LATS) focuses on cultural production and political and socio-economic experiences of people inculcated with the US experience, self-identifying as Latinas/os and/or Hispanics, who communicate primarily in English and sometimes in Spanish. The LATS major and minor will examine this enduring and dynamic population that crosses and re-crosses borders constructed by geography, linguistics, class, race, and gender. This program of study is designed to accommodate a range of voices and multiple manifestations of Latina/o identity and cultural expression in historical and contemporary contexts to fill in this vital but often overlooked component of our national identity and discourse.

Latina/o Studies is not Latin American Studies, though this is a common misconception due to some intersection with regard to cultural context-building and the confusion caused by the similarity between the words Latino and Latin. Despite this, scholar and critic Maria DeGuzmán observes that the two programs "diverge geographically, linguistically, and ideologically." While Latin American Studies focuses on geographies, histories, and cultures outside of the United States and located in Latin America, Latina/o Studies concentrates on the Hispanic or Latina/o people living within this country, addressing the concerns of the second largest Spanish-speaking population in the world. As such, Latin American Studies programs and centers are typically funded by organizations looking to expand beyond US borders for resources and opportunities. Such support typically restricts Latin American Studies from interfacing with people of Hispanic heritage living within US borders, including Puerto Ricans residing in the US territory of Puerto Rico. Unlike Latin American Studies, Latina/o Studies Programs do not offer enterprising organizations the promise of resources and opportunities outside of this nation, so they are not similarly endowed. Supporting an interdisciplinary focus on a cultural group that historically has been marginalized and discriminated against, a cultural group that tends toward poverty, low levels of education, and liberal politics just does not appeal to those who invest in Latin American Studies.

Despite this, the Hispanic and Latina/o population continues to gain momentum in this country. In 2008, the Census Bureau reported that Hispanics are the largest minority group in the U.S., and they are the fastest growing minority. The Pew Research Center predicts the US population will grow to 438 million during the next four decades, and eighty-two percent of that growth will be due to immigrants and their US-born descendants. "Hispanics in the U.S. will triple over that same period, to about twenty-nine percent of the American population, while whites will become a minority," the Washington, D.C.-based nonpartisan group said. In addition, the United States houses the second largest Spanish-speaking population in the world, an event that has not been adequately addressed by academic departments. This is the future for which forward-thinking colleges and universities must prepare graduates. As educators and scholars, our foremost commitment is to equip students to seize opportunities in the professional and interpersonal spheres they are poised to enter after graduation. Implementing Latina/o Studies is a clear and necessary move in that direction.
Overview of Latina/o Studies (LATS)

All Latinas/os share some Latin American or Iberian heritage. Latinas/os live and work in the United States or they are based in the United States but also migrate between the United States and the rest of the Americas. Latinas/os share some connection to the Spanish language, but usually they communicate in English and sometimes in Spanish. Furthermore, many such people readily self-identify as Latinas/os. Apart from these, there is no essential or singular trait of Latina/o identity. As such, Latina/o Studies is of necessity characterized by heterogeneity. This field includes Chicana/o Studies, Puerto Rican Studies, Cuban American Studies, Dominican American Studies, and Central American Studies. Latina/o Studies encompasses the cultural production and the socio-economic and political experiences of a richly diverse group of people residing in various locations in the U.S., and not just in the Southwest borderlands, though those are of prime significance due to this nation’s past and present relationship with Mexico.

According to the U.S. Census Bureau, the estimated Latina/o (referred to by the Census Bureau as “Hispanic” since the term was coined for census-taking purposes by the Nixon Administration in 1970) population of the United States as of July 1, 2009 is 48.4 million, making this demographic group the largest ethnic or racial minority. Latinas/os and Hispanics constitute sixteen percent of the nation’s total population; additionally, there are approximately four million residents of Puerto Rico, a US Caribbean territory.

More than one of every two people added to the nation’s population between July 1, 2008 and July 1, 2009 was Hispanic (an increase of 3.1%), making this the fastest-growing minority group. According to the Census Bureau, the projected Hispanic population of the United States on July 1, 2050 is 132.8 million, constituting nearly 30% of the nation’s overall population by that date. As of 2009, the United States ranks second in the world in terms of the size of its Hispanic population; only Mexico (111 million) had a larger Hispanic population than the U.S. (48.4 million). Of this group, sixty-six percent are of Mexican background, nine percent of Puerto Rican background, 3.4 percent of Cuban background, 3.4 percent of Salvadoran and 2.8 percent of Dominican background. The remainder is comprised of people from other Central American or South American or other Hispanic or Latina/o origin. The relevance and significance of Latina/o Studies is not only demographic, but cultural and historical; it is not merely about immigration, but it is about momentum and synergy of people who have long been within the United States of America and whose numbers are clearly and rapidly on the rise.

Along with the rest of the nation, the South is a steadily changing region in terms of demographics with regard to the increasing Latina/o population. The U.S. Census shows the region has had the nation’s fastest growing immigrant populations since the 1990s. By 2006, six Southern states (Arkansas, Alabama, Georgia, North Carolina, South Carolina, and Tennessee) reported tremendous growth in their Hispanic populations, having added some 1.6 million Latinas/os. As such, response to this expanding population is imminent if not incumbent upon forward-thinking businesses, human service organizations, and educational institutions. To exemplify this, Latina/o Studies programs have mushroomed in universities nationwide, indicating a clear direction for relevant scholarship in the twenty-first century. A survey of over thirty-six programs nation-wide, including peer institutions such as Columbia, Princeton, Brown, Rutgers, University of Chicago, Cornell, and University of Notre Dame, reveals a variety of programs of study, including graduate programs, major and minor concentrations of study, and certification programs, as well as multiple cultural centers devoted to Latina/o Studies.
Regionally, the University of North Carolina at Chapel Hill and Duke University have both implemented Latina/o Studies programs within the past decade that offer students a minor concentration and certification program respectively. In addition to this, both institutions house cultural centers. (See LETTERS OF SUPPORT.)

In view of overwhelming evidence of a burgeoning Latina/o population, especially in the Southeastern United States, along with its attendant cultural production and the socio-economic and political considerations relevant to this nation’s shifting demographics, the time is now to develop a program of scholarship devoted to Latina/o studies at Vanderbilt University. As this institution is “a center for scholarly research, informed and creative teaching, and service to the community and society at large,” initiating a Latina/o Studies program is necessary if not critical to this institution’s goals and objectives as presented in the university’s mission statement. A center for scholarly research must appropriately recognize the fastest-growing minority group in the nation through programmatic studies that will ultimately provide students at the graduate and undergraduate levels with the informed and creative instruction necessary for them to be competitive and successful professionally in this rapidly changing nation. More and more in this country and in this region of the United States, service to the community and society at large will entail negotiating change brought about by the aforementioned demographic shift and dealing closely with a population significantly comprised of Latinas/os. Finally, inaugurating a Latina/o Studies program at Vanderbilt University by definition satisfies the institutional quest for new knowledge through scholarship, dissemination of such knowledge through teaching and outreach to a particularly relevant community and to society at large, as well as creative experimentation of ideas and concepts heretofore under-represented by the university’s current programs of study.

In 2009, Vanderbilt University reported an eighteen percent increase in Latina/o applicants, but only a two percent increase in Latina/o students in undergraduate admissions. That significantly more sought-after and highly qualified Hispanic/Latina/o students apply and are accepted than ultimately enroll at Vanderbilt University strongly suggests some reaction to what is likely perceived as the institution’s lack of investment in this student population. This problem is further exemplified by Vanderbilt University’s notable absences from The U.S. News and World Report’s recent ranking of the top twenty-five colleges for Hispanics that lists peer institutions, including Rice, Brown, Columbia, and New York University, institutions with demonstrable investment in this student demographic that is evinced through dedicated space, programs of study, or annual conferences—in many cases all three. Despite this, the percentage of Hispanic or Latina/o undergraduate students at Vanderbilt has increased from 2.3% in 2000 to 8.1% of the student population in 2009, and in that same period of time, the percentage of Latina/o or Hispanic graduate students has risen from 1.5 to 3.9, while the percentage of self-identified Latina/o or Hispanic faculty members in 2006 was at 2.5. These statistics show progress, but the increase does not address the needs of a growing population that has been identified as the second largest Spanish-speaking community in the world and the largest minority in the United States.

Inaugurating a Latina/o Studies program at Vanderbilt presents the opportunity to address this increasing academic population and to counter negative perceptions of the university by Latina/o applicants for undergraduate and graduate studies thereby increasing enrollment of such students. Beyond demonstrating investment in Latina/o students, scholars, and faculty members and
providing support to the current Latina/o population on campus, this program will offer much-needed resources to existing departments and programs on campus by disseminating information and facilitating outreach to the growing Hispanic/Latina/o population in this community and region. Furthermore, scholarship in Latina/o Studies offers Vanderbilt students a marketable edge as they seek professional opportunities working with and among the growing Latina/o population. This, in turn, promises to attract distinguished scholars and professors in this dynamic and rapidly expanding field, thus significantly altering the demographic features of this university in such a way that it more clearly resembles the changing face of this nation.
Leadership Structure

The authors of this plan propose that Latina/o Studies (LATS) at Vanderbilt University be directed in the first three years by Professor William Luis with assistance from Associate Professor Lorraine López; in the next three years, the program will be directed by Associate Professor Lorraine López, assisted by Professor William Luis. The authors of this plan are hopeful that a permanent director will be sought once resources become available for such an appointment. In the interim, the program director will work in concert with the associate director, the advisory committee, and affiliated faculty following a collaborative leadership model to move the program forward in directions that best serve the undergraduate majors and minors. Director, associate director, and advisory committee are, of course, accountable to the leadership structure established within the College of Arts and Science at Vanderbilt University.

Program Director:
William Luis (Professor of Spanish and Portuguese)

Associate Director:
Lorraine López (Associate Professor of English)

Advisory Council:

PROFESSORS
Katharine Donato (Sociology)
Marshall Eakin (History)
Gary Gerstle (History)
Jane Landers (History)
Susan Berk-Seligson (Spanish and Portuguese)
Ruth Hill (Spanish and Portuguese)
Tracy Sharpley-Whiting (French and African American and Diaspora Studies)
Keivan Stassun (Physics and Astronomy)
Benigno Trigo (Spanish and Portuguese)

ASSOCIATE PROFESSORS
Ifeoma Nwankwo (English)
Edward Wright-Ríos (History)

ASSISTANT PROFESSORS
Celso Castilho (History)
Peter Hudson (History)
Paul Miller (French and Italian)

Additional Affiliated Faculty:

PROFESSORS
Edward Fischer (Anthropology), Dana Nelson (English and American Studies), Philip Rasico (Spanish and Portuguese), and Hortense Spillers (English)
ASSOCIATE PROFESSORS
Laura Carpenter (Sociology), William Fowler (Anthropology), Teresa Goddu (English and American Studies), Richard Lloyd (Sociology), Tiffany Patterson (African American and Diaspora Studies), and Elizabeth J. Zechmeister (Political Science)

ASSISTANT PROFESSORS
Anastasia Curwood (African American and Diaspora Studies), Jemima Pierre (African American and Diaspora Studies), Richard Pitt (Sociology), Frank Robinson (History), and Helena Simonett (Latin American Studies)

SENIOR LECTURERS
Rory Dicker (Women’s and Gender Studies), Robert Fry II (Music), Jennifer Gunderman (Music), Elena Segovia (Spanish and Portuguese), and Cynthia Wasick (Spanish and Portuguese)

Advising

Undergraduate majors and minors will be advised twice each academic year by either the program director or the associate director in alignment with Arts and Science departmental advising periods that precede the availability of course requests on YES. Students will be advised during one-on-one meetings with the director or associate director, who will guide them toward courses that satisfy university requirements as well as credit hours toward the major or minor. Both the director and associate director have many years of experience advising undergraduate majors and pre-majors.
**Departmental Support**

February 21, 2011, the Department of Spanish and Portuguese conducted a tallied vote on this proposed program. Of eleven faculty members present, all eleven voted in support of inaugurating a Latina/o Studies Program (LATS) at Vanderbilt University. On February 8, 2012, the Department of English conducted a tallied vote on the proposed program. Of the twenty-seven faculty members present, all twenty-seven voted in support of inaugurating Latina/o Studies, and four proxy votes were submitted that also supported the program for a total of thirty-one votes, a unanimous vote in favor of inaugurating Latina/o Studies (LATS) at Vanderbilt University.

Letters of support have been received from the Departments in English, History, and Sociology as well as from the Center for Latin American Studies, African American and Diaspora Studies, and Women and Gender Studies programs. Further support of the program has been extended by directors of Latina/o Studies programs at Duke University and the University of North Carolina at Chapel Hill. (See LETTERS OF SUPPORT.)
Program Impact and Budget Draft

A detailed program budget, including discussion of the proposed program’s impact on university resources has been submitted to Dean Carolyn Dever.

To summarize the impact of the program on factors including staffing, space, computing facilities, and the library, the authors of this program foresee minor initial impact as it is predicted the program will start small, with under a dozen estimated majors and minors combined at the outset. Half-time staff support along with work-study assistants, designated office space, computing and communication facilities befitting programs such as African American and Diaspora Studies or Women and Gender Studies in their initial stages should suffice. As the program grows, the authors expect resources to increase to meet the needs of the student population, as is the case in any program of study.

Top ranked post-secondary institutions at attracting high-level Latina/o undergraduates, graduate students, and faculty evince significant investment in this often underrepresented demographic group through administrative investment in the form of funded programs of study, cultural centers, and/or annual conferences—oftentimes all three. As such, funding is critical to the success of a program such as this; without funding this program cannot be implemented to attract significant Latina/o scholarship.
Plan Development and Goals

The LATS Strategic Plan entails developing an interdisciplinary major and minor in the first year. The authors of this plan are hopeful that a dedicated space will be provided by the university to house an office for the director and an administrative assistant. In the first three years, Professor William Luis will direct the program, and in the next three years, the program will be directed by Associate Professor Lorraine López, or another suitable internal candidate. Directorship will transfer every three years among faculty teaching in the program until such time that resources become available to seek a permanent director who will steer the program and teach core courses. Authors of the plan are prepared to alternate the directorship between one another until funding becomes available. After the first two years, LATS will explore implementation of an interdisciplinary graduate certification option (subject to future approval) and determine the feasibility of opening a student cultural center.

Short-term Goals:

- Implementation of a major and minor in LATS; formation of an internal steering committee
- Program promotion: development of external resource opportunities and community partnerships, vigorous outreach to Latina/o and Hispanic students
- Establishment of official mentoring services for Latina/o and Hispanic students that will be available to students in all schools, and not just Arts and Science
- Development of service-learning component of program
- Development of graduate-level seminars in the program
- Acquisition of office space for LATS program
- Acquisition of administrative support and necessary materials

Long-term Goals:

- Implementation of service-learning component of the program
- Implementation of graduate-level seminars in the program
- Expansion of program resources by partnering with existing departments to acquire additional faculty lines through joint appointments
- Inauguration of a cultural space for students
- Development of a Latina/o Studies Program of distinction among the highly ranked programs in the United States
- Search for a permanent director, should funding become available for a faculty line. Since the authors of this plan cannot predict when such a time will occur, it is impossible to clarify the timing of the external hiring of a director. The earliest availability of resources would signal the opening of this search.
Undergraduate/Graduate Education

Develop Undergraduate Major and add Graduate Program
Develop new and innovative courses (team-teaching, off-campus study etc.)
Develop a relationship with the Commons, including working in conjunction with Heads of Housing to offer mentoring to underserved Latina/o students
Promote the Latina/o Studies Major (undergraduate/graduate brochure)
Facilitate student organization and involvement
Partner with student groups on campus (ASB, VAHS, etc.)
Create opportunities for student research (VUSRP, VURJ, etc.)
Develop outcomes program (Alumni database/roundtables)

Program Structure

Define role and responsibilities of Affiliated Faculty
Continue to build steering committee
Create Standing and Ad Hoc Committees
Develop Latina/o Studies handbook (policies, procedures, calendar)

Estimated Enrollment

Ten to fifteen majors and minors in the first year of the program
Fifteen to twenty majors or minors in the next few subsequent years
Rate of future growth depends on a variety of factors, but if university demographics are indicators, we might expect as much as a five percent increase in enrollment of majors and minors over the next nine years

Impact on Existing Departments and Programs

Ten to fifteen, even as many as twenty students in the LATS program should have a negligible impact on existing departments and programs as we anticipate such students will be double majors, mainly from the Department of Spanish and Portuguese
Faculty necessary to teach LATS courses already offer classes on the LATS approved list of courses, so this should require no more than cooperative organization in terms of scheduling these course offerings

Program Visibility

Website design and maintenance
Provide information on Latina/o Studies throughout university
Logo development
Invite presentations from renowned Latina/o Studies scholars and artists
Develop newsletter
Prepare annual reports
Sponsor and co-Sponsor Events
Faculty Development

- Increase participation of affiliated Faculty
- Conduct seminars led by experts in the field and/or key faculty
- Link faculty interested in similar issues
- Facilitate cross-school involvement and appointments
- Greater involvement in departmental searches that touch on LATS mission

Local, Regional, National, International Partnerships

- Partner with programs with similar or overlapping missions (African American and Diaspora Studies, American Studies, Women’s and Gender Studies, Film Studies, Latin American Studies, Medicine, Health and Society).
- Partner with Centers that intersect with the LATS mission (Curb Center, Center for Latin American and Iberian Studies, Black Cultural Center, Center for Teaching)
- Partner with student organizations such as the Hispanic Students Association (VAHS) to sponsor key events and presentations
- Develop inter-institutional partnerships
- Partner with local institutions/groups (provide speakers to public schools/invite community members to speak at Vanderbilt)
- Develop a regional consortium of Latina/o Studies programs
- Sponsor a biennial national conference/publish an edited volume

Fundraising

- Seek independent funding sources as well as internal Vanderbilt Grants (Commons, Venture Fund, EGE) and national grants (NEH, foundations etc.)
- Create “Friends of Latina/o Studies” (Local partners/yearly luncheon)
- Partner with Alumni
- Develop partnership and affiliation with Nashville Hispanic Chamber of Commerce
- Cultivate major gift donors
Graduate Education

While not being proposed at this time, the Vanderbilt Latina/o Studies (LATS) Program plans to in the near future initiation of a Graduate Certificate in Latina/o Studies, as this would prove a worthy and desirable addition to the graduate curriculum. In addition to this, such certification will render graduate students more viable, diverse, and competitive candidates for academic positions.

Upon initiation of the Graduate Certification Program, LATS will offer an interdisciplinary program in Latina/o Studies. The certificate program will provide graduate students with training across an array of disciplines significantly connected to Latina/o Studies; will award graduate students a valuable professional credential; and augment their ability to compete for sought-after positions, as well as national fellowship and postdoctoral awards.

Applicable courses taken at Vanderbilt University prior to admission to the program may be counted toward the certification program with the approval of the steering committee. Any student enrolled in graduate studies at Vanderbilt University will be eligible to apply for LATS Graduate Certification, provided that students has earned a minimum GPA of 3.5 and the approval of his or her adviser and the director of Latina/o Studies.

Requirements

Certificate (13 credit hours)

Courses

TBA

Research and Funding:

The LATS resources will be used to support administrative staffing, secure suitable space with appropriate equipment and necessary furniture, as well as sponsor and cosponsor academic and social activities. The program will support research on the topic of Latinas/os, leading to conference participation and/or publication. The program will award funds for faculty, graduate, and undergraduate students to support travel associated with research or conference participation. LATS also aims to provide funding to conduct faculty development through seminars held among faculty teaching in the program and/or led by experts in the field. Furthermore, the program anticipates offering course development incentives to faculty who introduce team-taught or interdisciplinary classes. Other sources of funding must be exhausted before the application process. The Program Director and members of the faculty will review all applications.
**Latina/o Studies Timeline**

1873  Founding of Vanderbilt University
1883  Founding of Modern Language Association
1884  Founding of American Historical Association
1929  Founding of American Literature Association
1947  Founding of First Institute of Brazilian Studies at Vanderbilt University
1968  Initiation of Chicano/a Studies program at California State University, Los Angeles.
1969  Founding of Chicano Studies Research Center (CSRC), which engages in the development and articulation of Chicano/Latino intellectual perspective, recognizing and fostering creative, professional, and social potential of Chicanos and Latinos.
1970  Founding of *Aztlan*, the first interdisciplinary, refereed journal of Chicano Studies, issued from the University of California, Los Angeles.
1984  Founding of Latino Studies at the University of Michigan.
1987  Founding of Latino Studies Program at Cornell University
1988  Founding of Center for Latino Policy Research at UC Berkeley
1990  Founding of Chicano/Latino Research Center at UC Santa Cruz
1991  Founding of Centro de Estudios Puertorriqueños at CUNY Hunter College
1991  Founding of Cuban Research Institute at Florida International University
1994  Founding of Dominican Studies Institute at CUNY City College
1994  Founding of Afro-Latin American Research Association
1996  Founding of Latino/Latina Studies Program at University of Illinois, Urbana-Champaign
1998  Founding of Center for Latino Initiatives at Smithsonian Institution
1999  Founding of Institute of Latino Studies at University of Notre Dame
2001  Founding of Pew Hispanic Center
2004  Founding of Latino/a Studies Program at University of North Carolina, Chapel Hill
2004  Vanderbilt University adopts and begins publishing *Afro-Hispanic Review*
2006  Initiation of Latino Studies and the Global South at Duke University
2007  Initiation of Chicano/Latino Studies PhD Program at Michigan State University
2010  Drafting of Vanderbilt Latina/o Studies Strategic Plan for review by internal steering committee
2012  Submission of LATS Strategic Plan for approval

**Contingent upon program approval:**

2013-14  Determination of dedicated space for LATS offices
2013-14  Inauguration of LATS directed by VU faculty until resources become available to begin search for director
2014-15  Development of the graduate certification program
LETTERS OF SUPPORT
To: Professors William Luis and Lorraine Lopez  
From: Cathy L. Jrade, Chair  
Re: Vanderbilt Latino/a Studies (LATS)

It is with great pleasure that I write to inform you of the Department of Spanish and Portuguese’s enthusiastic endorsement of your proposal for LATS. We met on Monday, February 21, to discuss both the proposed program and our role in it. There was a great deal of discussion at the end of which all present felt confident that LATS would add an important ingredient to the Vanderbilt experience that has been missing up to this point. There were eleven faculty members present and all eleven voted in favor of supporting the course of study that you have outlined.

We are particularly pleased that the knowledge of Spanish and the works of those Latinos writing in Spanish play a crucial role in the proposed program. We are eager to collaborate with you and trust that the College and the University will provide the financial backing need to make this program excel.

Please contact me if you have questions or concerns.
Dear William Luis,

I apologize for the tardiness of this message to you. Each of our faculty in WGS has read and responded to your LATS Proposal. Please let the deans know that we in Women's and Gender Studies support your proposal and petition to be acknowledged as a Program in Latino Studies. We think that LATS would be a fine addition to our Vanderbilt offerings. We do ask that you consider adding one of our core courses: WGS 201 -- "Women and Gender in Transnational Context." We would be pleased to confer with you about the details of this course. Thank you for the consideration.

We all wish you a fine outcome with your proposal.

Charlotte Pierce-Baker  
Director, Women's and Gender Studies  
Professor, English/WGS
March 29, 2011

William Luis
Chancellor’s Professor of Spanish
Editor, Afro-Hispanic Review
Department of Spanish and Portuguese
Vanderbilt University
HB 1617
Nashville, Tennessee 37235

Dear Professor Luis:

I am writing to express my enthusiastic support for a Program on Latino Studies at Vanderbilt. In Sociology, faculty teach a number of courses that are relevant to such a program including a new course entitled Immigration, a second entitled Contemporary Mexican Society, and a third entitled Population and Society. Going forward, the department plans to regularly offer these courses for our majors as well as other undergraduates, including those in your program.

I look forward to hearing more about the program as it develops.

Best wishes,

Katharine M. Donato
Professor and Chair
Editor, American Sociological Review
Department of Sociology
Vanderbilt University
4 March 2011

TO: William Luis and Lorraine Lopez, Co-Directors, LATS
FROM: T. Sharpley-Whiting, Director of African American and Diaspora Studies
RE: Establishment of LATS

I am writing this memo to support your valiant and much-needed efforts to establish LATS. The proposal itself is well-developed, coherent, and demonstrates how LATS would complement existing academic departments and programs.

I am especially excited about how AADS fits into your course offerings and strategic development. I have no doubt LATS would be an academically rich and culturally vibrant contribution to the intellectual life at Vanderbilt. I wholeheartedly support this initiative and look forward to working with you both in anyway you see fit.
3 March 2011
Prof. Lorraine Lopez
Department of English
Prof. William Luis
Department of Spanish and Portuguese

**Letter of support for the Latino Studies proposal**

I write to express my support for the proposal to create a Latino Studies program at Vanderbilt. This is an increasingly important field of study, one in which Vanderbilt has considerable faculty strength, and yet one that could benefit from a more formal structure.

The proposal is well thought through, starting off gradual to build up support and taking advantage of the resources on campus. The proposal is particularly strong in its attention to the social, political, and economic conditions of migration and the latina/latino experience. Vanderbilt is in the particularly strong position of being able to bring together the traditional Latino Studies focus on the humanities and cultural studies with social science perspectives. This combination will complement other Latino Studies programs around the country, creating a niche for the Vanderbilt program.

The new classes the proposal puts forth are well planned and the proposed curriculum builds on the many existing courses that are offered in the College. This is wise to work with existing course offerings, strengthening enrollments in existing departments and programs while building up Latino studies.

The Latino Studies program will be positioned to help Vanderbilt recruit more latino students while making existing students aware of the complex issues surrounding the latino/a experience.

Finally, this is a timely proposal. Issues of immigration, integration, and the latino experience in the United States are ever more important in political public discourses. This program can help bridge the divide between humanities and social science approaches to the issues, educate students in the complexities of the topic, and strengthen Vanderbilt’s commitment to inclusiveness.

Edward F Fischer
Director, Center for Latin American Studies
Professor of Anthropology
8 February 2011

William Luis, Chancellor's Professor of Spanish
Department of Spanish and Portuguese

Dear William,

Thank you for sharing the strategic plan that you and Professor López have so thoroughly developed for initiating a Latino Studies Program at Vanderbilt. The case you make is a strong one, and the possibilities you outline are exciting. The impact in terms of teaching undergraduate and graduate students, as well as on faculty research and development, would be great as Vanderbilt looks to its future.

The History department has a strong interest, of course, in Latin American Studies, and the study of race, ethnicity, and gender in the United States. A program such as you propose would undoubtedly enhance our mission, helping to prepare students for a changing world, as well as to recruit and place top graduate students.

We are therefore keen to lend our support to your efforts in any way that we can.

Best regards,

Jim Epstein, Acting Chair, History Department.
March 15, 2013

William Luis and Lorraine Lopez, Co-Directors,
Vanderbilt Program in Latino Studies (proposed)

Dear Lorraine and Willy,

As the chair of English, a department whose faculty and core mission has deep investments in the Latinos/as encounters in language and culture, I am pleased to endorse your plan for the development of a Program, with an attendant major and minor. I believe the minor will attract many English majors, and that ultimately the department and program may well share many double-majors. I also applaud your attention to community outreach, and the grounding of it on intellectual and pedagogical grounds. This is a highly ambitious program, and I am impressed with the incremental approach to its development.

I am pleased to see that a number of English courses are already considered as options for the major, and I can well imagine that a certificate program at the graduate level will attract a number of our graduate students.

Sincerely,

Mark Schoenfield
Professor
Chair of the Department of English
Dear Professor Lorraine Lopez and Professor William Luis,

The Program in Latino/a Studies in the Global South at Duke University applauds your efforts to establish the Vanderbilt Latino/a Studies (LATS) multidisciplinary program in recognition of the role that Latino/as and Hispanics play in US culture and history. This field of study deserves a presence in academia, and slowly programs such as ours are gaining a foothold, becoming recognized for the cutting-edge research and intellectual reflection that we contribute. As you know, Latino/as currently constitute sixteen percent of the US population, and this number is growing across all US States. Latino/as are an integral part of the University, and local, state, and national communities. Interdisciplinary programs such as the one proposed at Vanderbilt allow Latino and non-Latino students to expand on their knowledge of Latino/a communities in the United States by combining courses across the humanities and social sciences. Such programs also provide mentoring and academic support to Latino/a students, many of whom may be first-generation college students. Finally, Latino/a Studies programs offer not only students, but also administrators, faculty, staff, and community members opportunities to learn from and about Latino/as as US citizens, residents, immigrants, contributors, and as the faces of our future.

In the academy today, Latino/a Studies stands at the forefront of critical interpretations of United States identity formation. Latino/a Studies critiques and contributes to the formerly prevalent black/white binary division of racial formation, particularly in areas such as the Southeast, while at the same time focusing on the material conditions of the socio-historical construction of race and ethnicity in the US society. The LATS program mission to study the many manifestations of the US Latino/a experience, in conversation with traditional departments, as well as “sister” programs such as African American and Diaspora Studies, Latin American Studies, American Studies, and Women’s and Gender Studies is in line with Programs such as ours here at Duke University. We support the efforts at Vanderbilt to establish this important program and we look forward to possible collaborations in the future.

All the best in your pursuit of the LATS program establishment,

Jenny Snead Williams
Executive Director
Program in Latino/a Studies in the Global South
Duke University, Box 90441
122 Friedl Building, East Campus
Durham NC 27708
jennysw@duke.edu
http://latino.aas.duke.edu/
919-684-4375
Dr. Maria DeGuzmán
Director of Latina/o Studies
Department of English & Comparative Literature
University of North Carolina at Chapel Hill
Email: deguzman@email.unc.edu or mdeguzman@earthlink.net

Thursday March 10, 2011

Dear Committee on Educational Programs at Vanderbilt University,

As Director of Latina/o Studies at the University of North Carolina at Chapel Hill (2004 onwards), I write in full support of the strategic plan for Vanderbilt’s Program in Latino Studies that Associate Professor of English Lorraine M. López and Chancellor’s Professor of Spanish William Luis have drafted along with the steering committee for this very necessary endeavor.

March 1, 2004 the UNC — Chapel Hill Undergraduate Curriculum Committee, the Office of Undergraduate Curricula, and the Administrative Boards approved our UNC Program in Latina/o Studies. Spring 2008 Duke University officially established its Latino/a Studies in the Global South. I am very elated by the prospect that there will soon be a third distinguished Latina/o Studies Program in the Southeast and one that is designed to commit the resources for the first undergraduate major and minor in Latina/o Studies. Let me say that the stated rationale for creating such a program is impeccable and has been tested and verified in all of its corresponding particulars here at UNC — Chapel Hill over the past seven years since we created our Program in Latina/o Studies.

I have read through the Vanderbilt University strategic plan carefully and am impressed by its thorough and far-reaching conception of an integrated major, minor, graduate certificate, and plan for the fomentation of research at all levels including that of faculty in addition to a wide-ranging roster of courses that have received pre-approval, list of willing faculty teachers and mentors, dedicated space, cultural programming plans, and reasonable fund-raising tactics. By the way, dedicated space of one kind or another is crucial not only to the running of such a multi-dimensional program but also for the message of “solid” institutional commitment it sends to all prospective faculty and students (both undergraduate and graduate) an institution wishes to recruit and retain.

I am also especially excited by the prospect of the development of “a regional [Southern and/or Southeastern] consortium of Latina/o Studies Programs.” Such a consortium is very much needed in this part of the country — North Carolina, Tennessee, Georgia, Arkansas, etc. — given that this region has seen the largest percentage increases of Latina/os nationally. The formation of this sort of consortium would put the South / Southeast most definitely “on the map” with regards to a new and evolving kind of Latina/o Studies bridging the Caribbean-inflated Eastern seaboard with the Mexican inflected Southwest and West not to mention the growing presence of Latina/os from South American countries here in the South.

The UNC Program in Latina/o Studies at UNC — Chapel Hill would be honored to be one of your partners in the Southeast.

Saludos cordiales,

Dr. Maria DeGuzmán
March 17, 2011

Dr. Lorraine M. López
Associate Professor of English
Benson Hall 425
Vanderbilt University
Nashville, Tennessee 37240

Re: Vanderbilt University Program in Latino Studies

Dear Prof. López:

It was with great pleasure that I reviewed the strategic plan for the proposed Vanderbilt University Program in Latino Studies (VILAS). Due to the continued expansion of the Latino population over the past decades, and the fact that the Southeastern United States is emerging as an important focus of this population, this is a very timely project. The creation of a Latino Studies Program now would certainly help strengthen the academic relevance of the University across a variety of disciplines.

The plan demonstrates evidence of considerable thought and consultation, and to a great degree mirrors our experience with creating and consolidating the programs of the Institute for Latino Studies at the University of Notre Dame over the past dozen years. Moreover, the scope of the work necessary is such that the creation of sister institutions is an event to be celebrated. We will certainly be happy to share our experience and contacts whenever you wish.
Also, I am sure that the Inter-University Program for Latino Research (IUPLR), a consortium of 24 university-based research centers currently headquartered at Notre Dame, would be pleased to welcome the nascent program. IUPLR has a number of programs, national conferences and working groups focusing on a variety of topics, and would provide VLAS with access to colleagues and institutional contacts throughout the country.

Congratulations once again for your and Prof. William Luis’ efforts to create this new program. It would give me a great deal of pleasure to host you on a visit to our Institute should you ever have the opportunity. Please do not hesitate to contact me if I can be of further assistance in this, or any other matter, or if you should have any other questions.

Sincerely,

Gilberto Cárdenas