PROGRAM IN LATINO STUDIES
VANDERBILT UNIVERSITY

STRATEGIC PLAN & RATIONALE

31 March 2011
NASHVILLE, TENNESSEE
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Program Plan

Mission Statement

Overview of Latino Studies

Plan Development and Goals

Undergraduate Major and Minor Requirements and Curriculum
  Rationale
  Degree Requirements

The Latino Studies Role in Graduate Education
  The Graduate Certificate in Latino Studies
    Requirements
    Courses
  Graduate Research and Funding

Program Objectives and Initiatives
  Undergraduate/Graduate Education
  Program Structure
  Program Visibility
  Faculty Development
  Local, Regional, National, International Partnerships
  Fund Raising

Latino Studies Timeline

Program Assessment/Evaluation

Appendix
Program Rationale

Vanderbilt Latino Studies (LATS) focuses on cultural production and political and socio-economic experiences of people inculcated with the U.S. experience, self-identifying as Latinos/as 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 Latino identity and cultural expression in historical and contemporary contexts to fill in this vital but often overlooked component of our national identity and discourse.

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 Latino Studies Program (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 and African American and Diaspora Studies and Women and Gender Studies programs. (See APPENDIX.)

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.
Mission Statement

Vanderbilt Latino Studies (LATS) is a multidisciplinary program that considers the presence of Latinos/as and Hispanics as an integral part of US culture and history. Latinos/as and Hispanics are an important component of an expanding and growing nation state, from the early nineteenth century to the present. In the contemporary period Latinos/as 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 Latino/a 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 Latino/a 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 Latinos/as and how they represent a central pillar for intellectual reflection and production.
Overview of Vanderbilt Latino/a Studies (LATS)

All Latinos/as share some Latin American or Iberian heritage. Latinos/as 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. Latinos/as share some connection to the Spanish language, but usually they communicate in English and sometimes in Spanish. Finally, many such people readily self-identify as Latinos/as. Apart from these, there is no essential or singular trait of Latino/a identity. As such, Latino 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. Latino 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 Latino/a (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. Latinos/as and Hispanics constitute sixteen percent of the nation’s total population; additionally, there are approximately four million residents of Puerto Rico, a Caribbean U.S. 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 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 Latino/a origin. The relevance and significance of Latino 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 Latino/a 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 Latinos/as. As such, institutional response to this expanding population is imminent if not incumbent upon forward-thinking business, human service organizations, and educational institutions. To exemplify this, Latino 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 Latino Studies. Regionally, the University of North Carolina at Chapel Hill and Duke University have both implemented Latino 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 APPENDIX.)

In view of overwhelming evidence of a burgeoning Latino/a 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 Latino 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 Latino 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 level with the informed and creative instruction necessary for them to be professionally competitive and successful 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 Latinos/as. Finally, inaugurating a Latino 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 society at large, and 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 Latino/a applicants, but only a two percent increase in Latino/a students in undergraduate admissions. That significantly more sought-after and highly qualified Hispanic/ Latino/a students apply 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 visible investment in this student demographic that is exhibited through dedicated space, programs of study, or annual conferences—in many cases all three. Despite this, the percentage of Hispanic or Latino/a undergraduate students 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 Latino/a or Hispanic graduate students has risen from 1.5 to 3.9, while the percentage of self-identified Latino/a 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. Also, it falls short of the sixteen percent national average. Inaugurating a Latino Studies program at Vanderbilt presents the opportunity to address this increasing academic population and to counter negative perceptions of the university by Latino/a applicants for undergraduate and graduate studies and to increase enrollment of such students. Beyond demonstrating investment in Latino/a students, scholars, and faculty members and providing support to the current Latino/a population on campus, this program will offer much-needed resources to existing departments and programs on campus by Latino/a disseminating information and facilitating outreach to the growing Hispanic/Latino/a population in this community and region. Furthermore, scholarship in Latino Studies offers Vanderbilt students a marketable edge as they seek professional opportunities working with and among the growing Latino/a population. This, in turn, promises to attract distinguished scholars and professors in this dynamic and rapidly expanding field, thus significantly altering the demographic face of this university in such a way that it more clearly resembles the changing face of this nation.
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 next year, LATS will seek a permanent director for the program. 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 Latino/a students
- Establishment of official mentoring services for Latino/a students
- 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
- Search for a permanent director

Long-term Goals:

- Implementation of service-learning component of the program
- Implementation of graduate-level seminars in the program
- Expanding the 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 Latino Studies Program of distinction among the best programs in the United States
Undergraduate Major and Minor Requirements and Curriculum Rationale

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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 Vanderbilt Latinos Studies Program (LATS)

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

Core Requirements

LATS 201: Introduction to Latino Studies
SPAN 203: Introduction to Spanish and Spanish American Literature
ENGL 275: Latino Literature
LATS 280: Undergraduate Seminar
LATS 250/Service Learning

Seven elective courses (21 hours) distributed among three different departments or programs, from the approved list of courses.

LATS Minor

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

LATS 201: Introduction to Latino Studies
SPAN 203: Introduction to Spanish and Spanish Literature OR: ENGL 275: Latino Literature
LATS 280: Undergraduate Seminar

Three other courses (9 hours) distributed among three different departments or programs, from the approved list of courses.
LATS Approved List of Courses

AADS 101: Introduction to African American and Diaspora Studies.
AADS 120: Diaspora Feminisms.
AADS 200: Popular Culture and Black Sexual Politics.
AADS 235: African American Spirits in Exile.
AADS 260: Black Diaspora Women Writers.

AMER: 202: Global Perspectives on the U.S.

ANTH 205: Race in the Americas.
ANTH 210: Peoples and Cultures of Latin America.
ANTH 266: Gender and Cultural Politics.

ENGL 115F-19: Growing up Latino/a.
ENGL 246: Feminist Theory.
ENGL 263W: African American Literature.
ENGL 271: Caribbean Literature.
ENGL 272W: Problems in American Literature.
ENGL 275: Latino/a Literature.
ENGL 276: Anglophone African Literature.

HIST 115F-14: Women in the Civil Rights Movement.
HIST 138: Modern Latin America.
HIST 184-185: Women and Gender in the U.S. to and from 1865.
HIST 244: Rise of Iberian Atlantic Empires, 1492-1700.
HIST 245: Decline of Iberian Atlantic Empires, 1700-1820.
HIST 247: Modern Mexico.
HIST 248: Central America.
HIST 253a: Latin America and the United States.
HIST 257: Caribbean History 1492-1983.
HIST 269: The Civil Rights Movement.
HIST 287d: Immigration, Race, and Nationality: The American Experience.
HIST 288W: Blacks and Money.

HOD 2510 Health Service Delivery to Diverse Population.

LAS 231: Music of Protest and Social Change.
LAS 235: Gender, Ethnicity, and Language in the Americas.

MUSL 148: Jazz.
MUSL 160: Global Music.
MUSL 250: Music in Latin America and Caribbean.
MUSL 261: Music, Identity, and Diversity.

PSCI 217: Latin American Politics.
PSCI 219: Politics of Mexico.
PSCI 228: International Politics of Latin America.
SOC 220: Population and Society.
SOC 226: Gender, Race, and Class.
SOC 228: Cultural Consumption.
SOC 229: Cultural Production.
SOC 232: Delinquency in the Juvenile Justice.
SOC 235: Contemporary American Society.
SOC 239: Women, Gender and Globalization.
SOC 240: Law and Society.
SOC 248: Popular Culture Dynamics.
SOC 250: Gender in Society.
SOC 257: Gender, Sexuality, and the Body.
SOC 265W: Sociology thru Baseball.
SOC 268: Race, Gender, and Health.
SOC 269: Ethnic American University Journeys.
SOC 277: Contemporary Latin America.
SOC 279: Contemporary Mexican Society

SPAN 203: Introduction to Spanish and Spanish American Literature.
SPAN 243: Latino Immigration Experience.
SPAN 244: Afro Hispanic Literature.
SPAN 275: Latina and Latin American Women Writers
SPAN 278: US in Latin American Literature.
SPAN 283: Spanish in Society.
SPAN 285: Discourse Analysis.
SPAN 294: Special Topics in Hispanic Literature.
SPAN 295: Special Topics in Hispanic Linguistics.
SPAN 296: Special Topics in Hispanic Culture.

WGS 150: Sex and Gender in Everyday Life.
WGS 201: Women and Gender in Transnational Context.
WGS 240: Introduction to Women’s Health.
WGS 250: Contemporary Women’s Movements.
Confirmed Faculty to Teach LATS *

Laura Carpenter
Frank Robinson
Jon Hiskey
Liz Zechmeister
Ifeoma Nwankwo
Marshall Eakin
Ronnie Steinberg
Jane Landers
Edward Right-Ríos
Edward Fischer
Susan Berk-Seligson
Benigno Trigo
Elena Olazagasti-Segovia
Tracey Sharpley-Whiting
Tiffany Patterson
Peter Hudson
Katharine Donato
Helena Simonett
Cynthia Wasick
Robert Fry II
Jennifer Gunderman
Anastasia Curwood
Rory C. Dicker
Richard Douglas Lloyd
Lorraine López
William Luis

Confirmed Faculty to Participate in the Steering Committee *

Susan Berk-Seligson
Celso Castilho
Gabriel Cervantes
Katharine Donato
Marshall Eakin
Gary Gerstle
Peter Hudson
Jane Landers
Lorraine López
William Luis
Paul Miller
Ifeoma Nwankwo
Tracey Sharpley-Whiting
Benigno Trigo
Edward Wright-Ríos

* Confirmations received by email before March 29, 2011.
The Latino Studies Role in Graduate Education

The Vanderbilt Latino/a Studies (LATS) Program plans to in the near future initiation of a Graduate Certificate in Latino 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.

The Graduate Certificate in Latino Studies

Upon initiation of the Graduate Certification Program, LATS will offer an interdisciplinary program in Latino Studies. The certificate program will provide graduate students with training across an array of disciplines significantly connected to Latino 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 Latino/a 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 Latinos/as, 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 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.
Program Objectives and Initiatives

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 Latino/a students
- Promote the Latino 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
- Select Program committee
- Create Standing and Ad Hoc Committees
- Develop Latino/a 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 Latino Studies throughout university
- Logo development
- Invite presentations from renowned Latino 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 Latino/a Studies programs
Sponsor a biennial national conference/publish an edited volume

Fund Raising

Seek independent funding sources as well as internal Vanderbilt Grants (Commons, Venture Fund, EGE)
National Grants (NEH, foundations etc.)
Create “Friends of Latino/a Studies” (Local partners/yearly luncheon)
Partner with Alumni
Develop partnership and affiliation with Nashville Hispanic Chamber of Commerce
Cultivate major gift donors
Latino 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 Puertoriqueños 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 Latino Studies Strategic Plan for review by internal steering committee
2011    Submission of LATS Strategic Plan for approval

Contingent upon program approval:
2011    Determination of dedicated space for LATS offices (Summer 2011)
2011    Inauguration of LATS directed for two years by VU faculty (Fall 2011)
2011    Search for LATS director for AY 2012/13
2012    Installation of new director and development of the graduate certification program
Program Assessment/Evaluation

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 Latino/a identity as an articulation of US identity
3. Apprehends multiple constructs of identity within cultural diversity
4. Identifies and analyzes connections between various Latino/a 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 Latinos/as 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 Latino/a artists
2. Places Latino/a cultural production by various artists within historic, geographic, socio-economic, and ideological contexts
3. Analyzes impact of such production within Latino/a and US 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 Latino Studies program determines that the paper demonstrates proficiency in the Spanish language.

LO 4: Students will apply concepts and information acquired in Latino/a 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 Latino cultural production composed in LATS 280 (Undergraduate Survey). 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.
<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 Latino/a identity as an articulation of US identity</td>
<td>Clearly configures Latino/a identity in the context of US cultural identity</td>
<td>Articulates knowledge that Latino/a 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 Latino/a 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>
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## LATS Latino/a 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 Latino/a 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 Latino/a and US culture</td>
<td>Discusses Latino/a 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 Latino/a cultural production to that of other cultural groups less specifically</td>
<td>Mentions receptivity to this cultural production in a general and under-developed 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>Vocabulary and Mechanics</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>Organization</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>
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<td>Content</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>
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| Total Points |       |       |       |       |

LATS Strategic Plan – Page 23
LATS POST-GRADUATION QUESTIONNAIRE

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: ____

Part Two—Post-Graduation Survey: Complete survey below.

Use a 1-4 scale as indicated below to respond to assess usefulness of this program of study in responding to the following statements:

5 = Agree strongly
4 = Agree
3 = No opinion
2 = Disagree
1 = Disagree strongly

My major or minor in Latino studies has expanded opportunities for me in the following areas:
• Academic endeavors ___
• Professional advancement ___
• General intellectual development ___
• Personal enhancement ___

In general terms, I made the correct choice in opting for the LATS minor/major: ___

Once in the program, I was received effective advising and support from faculty: ___

The LATS program has influenced my career choices: ___

The LATS program has made me more competitive professionally and academically: ___

I would recommend this program of study to undergraduates at Vanderbilt University: ___

Part Three—Short-answer questions: Based upon your experiences in the LATS program, briefly answer questions below.

1. What are your future plans and how has the LATS program prepared you, or might have prepared you better, for them?

2. From your perspective, what are some of the strengths and weaknesses of the LATS program? And what are your ideas for capitalizing on strengths more and/or eliminating weaknesses?

3. Which LATS courses do you feel best prepared you for facing post-graduation career or academic opportunities?

4. Which courses do you feel prepared you least for post-graduation career or academic opportunities?

5. What recommendations would you make to faculty for improving the LATS program?
Appendix

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.
From: Pierce-Baker, Charlotte  
Sent: Monday, March 07, 2011 9:39 PM  
To: Luis, William  
Cc: Dicker, Rory C; Kaeser, Barbara R; Fesmire, Julia A; Rubin, David A  
Subject: RE: LATS  

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.
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.
April 4, 2011

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 is 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
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 Luís 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-inflected 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 (VLAS). 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
PROGRAM IN LATINO STUDIES (LATS)

DIRECTOR  William Luis
ASSOCIATE DIRECTOR Lorraine López

Affiliated Faculty

PROFESSORS
Katharine Donato (Sociology), Marshall Eakin (History), Edward Fischer (Anthropology), Gary Gerstle (History), Jane Landers (History), William Luis (Spanish), Ronnie Steinberg (Sociology), Tracy Sharples-Whiting (African American and Diaspora Studies)

ASSOCIATE PROFESSORS
Susan Berk-Seligson (Spanish), Laura Carpenter (Sociology), Richard D. Lloyd (Sociology), Lorraine Lopez (English), Ifeoma Nwankwo (History), Tiffany Patterson (African American and Diaspora Studies), Benigno Trigo (Spanish), Elizabeth J. Zechmeister (Political Science)

ASSISTANT PROFESSORS
Celso Castilho (History), Anastasia Curwood (African American and Diaspora Studies), Peter Hudson (History), Paul Miller (French), Frank Robinson (History), Helena Simonett (Music), Edward Wright-Rios (History)

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

POSTDOCTORAL FELLOW
Gabriel Cervantes (English)

The Latino Studies is a multidisciplinary program that considers the presence of Latinos/as and Hispanics as an integral part of US culture and history. It is also an integral part of Vanderbilt University and the institution’s effort to diversity its curriculum. The curriculum considers courses that explore the Latino/a 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 Latino/a 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 Latinos/as and how they represent a central pillar for intellectual reflection and production.

Program of Concentration in Latino Studies

Latino Studies focuses on cultural production and political and socioeconomic experiences of people inculcated with the U.S. experience, self-identifying as Latinos/as 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 Latino 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 Vanderbilt Latinos/as Studies Program (LATS)**

The interdisciplinary major in Latino Studies consists of thirty-six (36) hours.

**CORE REQUIREMENTS**

1. LATS 201 (Introduction to Latino Studies) - (3 hours)
2. SPAN 203 (Introduction to Spanish and Spanish American Literature) - (3 hours)
3. ENG 275 (Latino/a Literature) - (3 hours)
4. LATS 280 (LATS Seminar), which is taken in the senior year. - (3 hours)
5. LATS 250 (Service Learning) - (3 hours)
6. Seven elective courses (21 hours) distributed among three different departments or programs, from the approved list of courses.

**LATS Minor**

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

1. LATS 201 - (3 hours)
2. SPAN 203 or ENG 275 - (3 hours)
3. LATS 280 - (3 hours)
4. Three other courses (9 hours), distributed among three different departments or programs, from the approved list of courses.

**LATS Approved List of Courses**

AADS 101: Introduction to African American and Diaspora Studies.
AADS 120: Diaspora Feminisms.
AADS 200: Popular Culture and Black Sexual Politics.
AADS 235: African American Spirits in Exile.
AADS 260: Black Diaspora Women Writers.

AMER: 202: Global Perspectives on the U.S.
ANTH 205: Race in the Americas.
ANTH 210: Peoples and Cultures of Latin America.
ANTH 266: Gender and Cultural Politics.

ENGL 115F-19: Growing up Latino/a.
ENGL 246: Feminist Theory.
ENGL 263W: African American Literature.
ENGL 271: Caribbean Literature.
ENGL 272W: Problems in American Literature.
ENGL 275: Latino/a Literature.
ENGL 276: Anglophone African Literature.

HIST 115F-14: Women in the Civil Rights Movement.
HIST 138: Modern Latin America.
HIST 184-185: Women and Gender in the U.S. to and from 1865.
HIST 244: Rise of Iberian Atlantic Empires, 1492-1700.
HIST 245: Decline of Iberian Atlantic Empires, 1700-1820.
HIST 247: Modern Mexico.
HIST 248: Central America.
HIST 253a: Latin America and the United States.
HIST 257: Caribbean History 1492-1983.
HIST 269: The Civil Rights Movement.
HIST 287d: Immigration, Race, and Nationality: The American Experience.
HIST 288W: Blacks and Money.

HOD 2510 Health Service Delivery to Diverse Population.

LAS 231: Music of Protest and Social Change.
LAS 235: Gender, Ethnicity, and Language in the Americas.

MUSL 148: Jazz.
MUSL 160: Global Music.
MUSL 250: Music in Latin America and Caribbean.
MUSL 261: Music, Identity, and Diversity.

PSCI 217: Latin American Politics.
PSCI 219: Politics of Mexico.
PSCI 228: International Politics of Latin America.

SOC 220: Population and Society.
SOC 226: Gender, Race, and Class.
SOC 228: Cultural Consumption.
SOC 229: Cultural Production.
SOC 232: Delinquency in the Juvenile Justice.
SOC 235: Contemporary American Society.
SOC 239: Women, Gender and Globalization.
SOC 240: Law and Society.
SOC 248: Popular Culture Dynamics.
SOC 250: Gender in Society.
SOC 257: Gender, Sexuality, and the Body.
SOC 265W: Sociology thru Baseball.
SOC 268: Race, Gender, and Health.
SOC 269: Ethnic American University Journeys.
SOC 277: Contemporary Latin America.
SOC 279: Contemporary Mexican Society

SPAN 203: Introduction to Spanish and Spanish American Literature.
SPAN 243: Latino Immigration Experience.
SPAN 244: Afro-Hispanic Literature.
SPAN 275: Latina and Latin American Women Writers
SPAN 278: US in Latin American Literature.
SPAN 283: Spanish in Society.
SPAN 285: Discourse Analysis.
SPAN 294: Special Topics in Hispanic Literature.
SPAN 295: Special Topics in Hispanic Linguistics.
SPAN 296: Special Topics in Hispanic Culture.

WGS 150: Sex and Gender in Everyday Life.
WGS 201: Women and Gender in Transnational Context.
WGS 240: Introduction to Women’s Health.
WGS 250: Contemporary Women’s Movements.
Date: 4/3/2011
From: David Zald, Ph.D. Chair, Committee on Educational Programs
To: Faculty Council
Re: New Latino Studies Major and Minor

The Committee on Educational Programs has approved a proposal for a new program in Latino Studies. The committee reviewed the proposal on March 22, 2011. After receiving revisions, the committee voted by email on April 1st, 2011 to unanimously approve the program.

Sincerely,

[Signature]
David H. Zald, Ph.D.
Associate Professor of Psychology, Psychiatry
& Integrative Neuroscience Program