

**LATIN AMERICAN STUDIES  
SELF STUDY**

**COLLEGE OF ARTS AND SCIENCES  
UNIVERSITY OF SAN FRANCISCO**

**Cecília MacDowell Santos**  
Director, Latin American Studies Program  
College of Arts and Sciences

with the assistance of

LAS Advisory Board members (Fall 2016):

**Lucia Cantero**  
**Kathleen Coll**  
**Luis Daniel Gascón**  
**Karina Hodoyán**  
**Christopher Loperena**  
**Susana Kaiser**  
**Nadina Olmedo**  
**Michael Edward Stanfield**  
**Roberto Gutierrez Varea**

**Gladys Perez**  
(Program Assistant)

and LAS Core Faculty:  
**Elisabeth Jay Friedman**  
**Christina Garcia Lopez**  
**Julio Moreno**  
**Lois Ann Lorentzen**

**Written in Fall 2016  
for Spring 2017 Academic Program Review Visit**

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## **I. Mission and History**

### **A. Mission**

The Latin American Studies Program embodies the University of San Francisco's mission to provide a rigorous, world-class education to a new generation of leaders, who will work to create a more humane and just world. The Latin American Studies major prepares students for a global and transnational "America" by providing sophisticated, hands-on, innovative courses. With its emphasis on interdisciplinary studies, immersion experiences, and second-language proficiency, the Program enables students to understand the historical, cultural, economic, political and social conditions that shape contemporary Latin America.

### **B. Program Goals**

Students who complete the B.A. in Latin American Studies will be able to:

1. Integrate perspectives from multiple disciplines to understand the diversity of the Latin American region and its peoples.
2. Understand and critically analyze the major economic, social, and political processes that have shaped the lives of Latin Americans using a variety of research tools and methodologies.
3. Communicate effectively in Spanish and/or Portuguese and demonstrate familiarity with the region's cultural and literary production.
4. Communicate knowledge about the Latin American region and be able to generate independent knowledge.
5. Be socially responsible citizens of the Americas.

### **C. History**

The major started in Fall 2001 in order to better address the academic and professional needs of USF students and to further the University's mission of training leaders for a more humane and just world. The growing economic, political, and technological integration of the Americas, as well as the important presence of Latin@s in the United States made an in-depth understanding of Latin America highly salient. We believed that graduates with a degree in Latin American Studies would be in demand in teaching, government agencies, non-governmental organizations, service agencies, and the business world. In addition, the program sought to expand and enhance the ways in which USF could serve San Francisco by offering an academic program that addressed one of the most important aspects of the city's identity, its Latin American history. The Latin American Studies program would also serve the fastest-growing demographic group in the State of California (approximately one out of every three Californians is a Latin@).

The then-Latin American Studies Certificate had grown in size and sophistication since its inception five years previously; in 2001 it ranked as one of the largest certificate programs on campus, due largely to increased student interest in Latin American Studies stimulated by excellent faculty and exciting new courses. USF had added several Latin Americanists to its faculty in departments including Economics, History, Modern and Classical Languages, Philosophy, Physics, Politics, Psychology, Sociology, and Theology and Religious Studies. These faculty members provided USF with a "critical mass" to offer an integrated and interdisciplinary program in Latin American Studies. USF had built exchange programs with the Jesuit university system in Mexico, opening exchange and research opportunities for students and faculty alike. By implementing a new major and building more exchange programs with Jesuit universities in Latin America, USF could emerge as a leader in hemispheric international programs. Moreover, the Center for Latino Studies in the Americas (CELASA), created in 1997, added institutional

support for Latin American Studies both on and off campus.

At its inception, we saw our program differing from other local universities in a number of areas, especially the inclusion of a required immersion experience in Latin America, often through the Jesuit network, and the concern for social justice in core course offerings. The initial course offerings have expanded as more Latin Americanists have joined the faculty in the past 15 years. The number of majors and minors had an increase of over 300% from 2004 to 2009, totaling over 100 students. Although this number declined in 2010 to 70 majors and minors, it has remained almost the same in the last 6 years (please see below, in the next section on Curriculum, tables and charts on LAS enrolled majors and minors from 2010 to 2016). The major currently has a strong interdisciplinary direction, a required immersion experience in Latin America, and regional language proficiency as its foundation. The excellence and breadth of the program's course offerings, appealing interdisciplinary structure, and excellent faculty have continued to attract students, especially minors, over the years.

In Fall 2010, the curriculum was revised to further ensure interdisciplinarity and expand the program's coverage of language proficiency in either Spanish or Portuguese. New courses in the fields of literature and religious studies taught in Spanish were added to the curriculum. The elective course list was reorganized within four required perspectives: religious and philosophical; historical; cultural; and social. These revisions were planned during the preparation for the last academic program review, which took place in Spring 2010. The external review team endorsed our proposed curriculum revisions. In addition, following the review team's recommendation, the program also revised the Latin American component of some of our electives and now indicates in the course list what counts as "partial" coverage. Only two partial coverage classes can be taken for LAS credit.

Latin American Studies (LAS) is a stand-alone undergraduate program in the College of Arts and Sciences. It works very closely with CELASA, an umbrella organization that brings together people and units working on Latin American and Latin@ issues at USF. The LAS director serves on the CELASA board and works closely with the CELASA director on programming. In the past, the LAS director was involved in developing an international service-learning program in collaboration with the Leo T. McCarthy Center for Public Service and the Common Good. The LAS director and the program's core faculty have also worked on other study abroad opportunities in conjunction with the Provost's office.

LAS has a close relationship with the Department of International Studies. Latin American Studies is currently the largest regional track/minor (among five) within the BA in International Studies, on par with European Studies, which used to be the most popular. The majority of our double majors are majors in International Studies, Sociology, and Politics. The large majority of our minors are International Studies majors (see below, in the next section on Curriculum, tables that depict LAS double majors and minors by programs). The LAS director serves on the faculty advisory board of the International Studies Department. Until Spring 2016, the LAS director advised all of the International Studies majors with LAS minors. In Fall 2016, a faculty member housed in the International Studies Department and who is also a member of LAS Advisory Board advised all BAIS majors with LAS minors. This was needed to allow the LAS director more time for the preparation of this Self Study. In Spring 2017, half of International Studies majors with LAS minors will be advised by the LAS director and the other half will be advised by the same faculty in the International Studies Department. The LAS director also works closely with the director of the Chican@-Latin@ Studies (CLS) Minor and is a judge for the yearly Esther Madríz Prize for Social Justice.

LAS is composed of associated faculty. The "core" associated faculty are those who often teach courses that count for LAS, have been former directors, or have served on the Advisory Board in the past. The Advisory Board includes associated faculty who are responsible to come to meetings and directly participate in planning, programming and decisions related to the program. They normally offer LAS

courses and mentor Latin@ student groups. The Advisory Board forms a tight-knit group that works together to support a common endeavor.

LAS associated faculty have home departments across the arts, humanities, and social sciences. This year, the core, associated faculty are chairing their home departments, directing master programs, or on leave. Some of the Advisory Board members are also serving as directors or coordinators of other programs or chairing a search committee, as the tables below indicate.

<b>LAS Advisory Board (Fall 2016)</b>	<b>Appointments</b>	<b>Main service position</b>
Cecilia MacDowell Santos	Sociology	Director of LAS
Lucía Cantero	International Studies	
Kathleen Coll	Politics	
Karina Hodoyán	Modern and Classical Languages	Director of CELASA
Luiz Daniel Gascón	Sociology (on leave in Spring 2017)	
Christopher Loperena	International Studies	Academic Director of Master in International Studies
Susana Kaiser	Media Studies	Chair of Search Committee for Media Studies and Director of Cine Acción at USF
Nadina Olmedo	Modern and Classical Languages	Curator of Latin Horror Film Festival at USF
Michael Edward Stanfield	History	
Roberto Gutierrez Varea	Performing Arts and Social Justice	Theater Program Coordinator

<b>LAS Core Associated Faculty (Fall 2016)</b>	<b>Appointments</b>	<b>Main service position</b>
Jorge Aquino	Theology and Religious Studies (on leave in 2016-2017)	
Elisabeth Friedman	Politics	Department Chair
Christina Garcia Lopez	English (on leave in Fall 2016, will return to LAS Advisory Board in Spring 2017)	Coordinator of Chican@-Latin@ Studies (CLS) Minor
Julio Moreno	History (on leave in 2016-2017)	
Pedro Lange-Churión	Modern and Classical Languages	Acting Director of Urban Studies
Lois Ann Lorentzen	Theology and Religious Studies	Academic Director of Master in Migration Studies
Francesca Rivera	Performing Arts and Social Justice	Music Program Coordinator

The atmosphere within the program is collegial and characterized by solidarity among faculty members. Historically, morale has been high in terms of faculty commitment to the subject, the students, and the mission of the program. But faculty experience tension around how to contribute to an interdisciplinary program that offers little external recognition in terms of service and support, unlike their home departments. Given the high demands placed on our faculty for service to other units, primarily home departments, it has become difficult to expect them to contribute to LAS matters on a regular basis. This puts additional pressure on the director and program assistant, particularly in their efforts to carry out student advising, recruitment, and other services, such as assessment.

Since the last program review in Spring 2010, LAS has had the following directors: Professor Susana Kaiser (2010-2013); Professor Pedro Lange-Churión (Fall 2013 and 2014-2015; he was unable to contribute to this Self Study due to additional service as acting director of Urban Studies in Fall 2016);

Professor Elisabeth Friedman (Spring 2014, replaced Prof. Lange-Churion when he was on sabbatical leave); Professor Cecilia Santos (since Fall 2015). In the last five years, LAS has had the following program assistants: Marissa Litman (resigned in Spring 2015); Valerie Marckwordt (hired in July 2015, resigned in September 2015 due to the commute to San Francisco); Gladys Perez (since October 2015).

Below are the external review committee's main observations and recommendations, followed by LAS Advisory Board responses and actions.

1. The review committee rated the Latin American Studies program as "very good." Furthermore, the review team believed that the potential exists for LAS to reach a level of excellence such that it becomes a model for LAS programs at other institutions and the University would be well served to promote LAS as a "major flagship program."

LAS Response: LAS at USF boasts a fine faculty but we have not blossomed into a "major flagship program" for lack of administrative support and the heavy service and teaching obligations of our faculty to their home departments.

2. Structural problems and reviewers' recommendations

The review team considered that the fact that LAS is a program not a department poses real constraints on its future development particularly in terms of its inability to function as a hiring unit, disparity in advising loads and having required courses that sacrifice depth for breadth due to staffing issues. They also considered that the structural solutions to the current problems faced by LAS do not require significant additional resources.

LAS Response: These insights proved prescient as the structural issues faced by LAS intensified since the last review. As a program rather than a department, LAS lacks the firm foundation for growth and development. Administrative support has weakened and gone to other growing programs, like International Studies, as the service demands of the more corporate management of the university overwhelmed and disheartened a faculty already overstretched by demands from their own departments. We have lost our center as a community of LAS scholars as service and bureaucratic duties intensified.

3. Specific recommendations for improving the program's quality

#### Administrative Support

- The reviewers recommended course release for the program director on a par with that given to department chairs.
- The reviewers considered that many LAS faculty have de facto joint appointments and the University may want to recognize this situation formally whereby the contributions of faculty to LAS and their home departments are formally stipulated. Failing that, departmentalization should be considered. They also recommended formal recognition of LAS advising and service by home departments of active LAS faculty.

LAS Response: The rationale for course release for department chairs/interdisciplinary program directors is based on many factors, largely about program size and number of majors. However, beyond the size of the program, the nature of interdisciplinary programs requires coordinating efforts with various programs and other types of work that are unique and need to be considered. Because members of the Advisory Board are housed in other departments where they have to perform numerous service responsibilities, LAS director ends up taken on practically all of the tasks needed to run the program.

Since the creation of the LAS program in 2001, the director (and formerly the “chair,” as heads of both departments and interdisciplinary programs were called) has not received course release on a par with that given to department chairs. This was the case even in 2009, when LAS had more majors than several departments. Following the last review, as the number of LAS majors declined, the director of LAS was once again threatened with losing course release on par with department chairs. The fact that the director needs to actively serve on the Advisory Board of three programs (LAS, her home department, and International Studies) is not taken into consideration.

Currently, the director has one course release per year, whereas department chairs have two course releases per year. In the last three years, LAS has had three different directors. The fact that the program director receives only one course release per year has been a strong non-incentive for LAS faculty to take on the position of LAS director. This has created a discontinuity in the leadership of the program, making it even more difficult to implement all of the recommendations made by the last reviewers. Furthermore, the University has not formally recognized faculty teaching and service relationships between LAS and home departments, as it has done with the International Studies program, which has been restructured into a department. We understand the challenges facing all parts involved. The College of Arts and Sciences is discussing interdisciplinary appointments, and International Studies may be the first program with such appointments. LAS faculty are not necessarily proposing a similar solution. Our main concern is that home departments should be officially aware of faculty serving in LAS Advisory Board and the related extra service load that this implies. Advisory Board composition keeps changing every semester depending on LAS faculty that can commit to attending meetings and participating in decisions regarding daily operation and future development of the program.

- The reviewers recommended a direct development office liaison between LAS and CELASA.

LAS Response: CELASA has continued to develop its relationships outside the university with community organizations and consulates, although this is constantly in flux. The relationship to LAS remains close with frequently co-sponsored events, shared administrative assistance, and significant overlap of faculty. CELASA's programming of a series of events takes some of the pressure of LAS director and the Advisory Board, allowing LAS faculty to focus on curriculum development, teaching, and mentorship of our students.

- The reviewers considered that many of the immersion opportunities and service learning initiatives are “exemplary and are the envy of many colleges and universities.” They noted, however, that increasing financial aid will be needed for students unable to finance their immersion experience abroad.

LAS Response: Financial aid for immersion programs has not been forthcoming. The post-9/11 security concerns plus the post-2009 Great Recession have cut programs while creative administrative solutions to lower costs have ceased. Private donors have subsidized some short-term immersion programs, but one of our hallmark curricular requirements, an immersion experience in Latin America, has increased in cost over time. Besides the cost of studying abroad or short-term immersion programs, the University has cut some programs.

- The reviewers recommended that there should be a dedicated administrative assistant for LAS, CELASA and Chican@-Latin@ studies minor.

LAS Response: Eventually, the LAS program assistant did have responsibilities for just the three programs delineated above. However, starting in 2014, as reported by the Dean’s office, LAS program assistant was placed on a “performance plan due to improper reporting of her work hours,” even though LAS faculty were highly satisfied with the performance of this program assistant. In our view, she provided all possible assistance to the program, working during the day and supporting all evening events

that we organized. We believe that the draconian bureaucratic oversight of her work hours contributed to push the program assistant to resign at the end of Spring 2015. The new program assistant hired in the summer of 2015 resigned in the first week of classes in Fall 2015. She resigned due to commuting difficulties which she had not anticipated when she accepted the job. In October 2005, we hired a new program assistant who has been serving the three programs since then.

#### Faculty Resources

- The review team recommended that in the short term, the University hire at least one Chican@-Latin@ scholar with focus on Chican@-Latin@ issues and with a specialization on migration, urban studies, border studies, community development, or race and ethnicity.

- In the medium term, reviewers recommended hiring a Brazilianist with a focus in cultural studies, anthropology, or media studies, etc. that could possibly support the development of a Brazilian Studies minor in the future.

LAS Response: As an interdisciplinary program, LAS cannot hire its own faculty and the implementation of these recommendations depended on the availability of lines and the willingness of departments to make new hires in these areas. In the last five years, the Department of Sociology hired a Chicano scholar specializing in criminal justice, urban studies, and Chican@-Latin@ studies. The Department of Politics hired a white scholar specializing on migration, citizenship, and Latin@s in the United States. However, there has been no tenure-track position open in any departments for a Brazilianist. The only full-time professor specializing in Brazilian studies on campus is housed in the Department of Sociology and teaches a Brazilian Culture and Society course every year. She drafted a proposal for a Brazilian Studies minor, but this was not submitted to the College Curriculum Committee due to anticipated lack of sustainability of such minor (see the proposal in the Appendix).

#### Curriculum

- The review team fully endorsed the curricular revisions outlined in the Latin American Studies Self-Study.

- In addition, the reviewers recommended that one or two theory and methods courses be developed as part of the required course sequence.

- The review team also felt that the program should increase the level of competency required in Spanish.

- The reviewers considered that there should be a Chican@-Latin@ course requirement either as part of the required course or as an elective.

LAS Response: Attempts to develop and deliver a theory course in LAS were discussed in 2010. But they failed as faculty were overcommitted to teaching responsibilities in their home departments or to new programs, such as Critical Diversity Studies, International Studies, Migration Studies, Film Studies, Urban Studies, and so on. Since the last program review, the level of competency required in Spanish has significantly increased as new courses taught in Spanish were added to the LAS curriculum and offered on a regular basis. The new courses are mostly focusing on literature and cultural studies. A new course on Liberation Theology taught in Spanish was also added to the curriculum under the “religious and cultural perspectives.” Regarding the Chican@-Latin@ course requirement, we decided not to follow this recommendation and instead count all Chican@-Latin@ courses as electives for LAS. They are listed in the LAS course checklist.

#### Structure

- The reviewers recommended formal implementation of the November 2009 By-laws in reference to the equitable distribution of faculty participation. This was particularly urgent given the increasing number of Latin American Studies majors and minors in 2009.



- It was recommended that the program assign a member of the Modern and Classical Languages faculty to the LAS Advisory Board as soon as possible.
- In the future, the review team recommended that the LAS director write a letter on service for all LAS faculty that could be used in personnel reviews.

LAS Response: LAS By-laws were revised in 2009 and, following the reviewers' recommendation, updated again in 2011 (see Appendix). The Advisory Board needs to further the implementation of the By-laws. However, it is difficult to establish a system on faculty's participation, including advising, with an Advisory Board that changes every semester. Formal recognition of this extra service by home departments will help to secure a more stable board. In Fall 2010, there were three faculty members of the Modern and Classical Languages Department serving on LAS Advisory Board. But this participation has fluctuated over time. Currently, there are two faculty representing that department in LAS Advisory Board. LAS directors have written letters to LAS faculty applying for tenure and promotion. We will consider implementing a system by which the director writes an annual letter on service for LAS faculty serving on the Advisory Board.

All of the abovementioned insights and recommendations by the last external review committee proved prescient as the structural issues faced by LAS intensified since the last review. Administrative support has weakened as service demands of the more corporate management of the university overwhelmed and disheartened a faculty already overstretched by demands from their own home departments. Lack of administrative action to formally delineate service and teaching duties between LAS and home departments, extended service and bureaucratic requirements, restrictions on and cancellations of immersion programs, increased cost or lack of financial support to study abroad, and lack of course release to LAS director on a par with that given to department chairs, are on the short list of structural difficulties.

We would like to note that USF has a unionized faculty (USF Faculty Association (USFFA)) currently engaged in drawn out negotiations for a new contract with the Administration. The faculty and our USFFA face a crisis in labor relations with the Administration. Most of the structural changes recommended by the last program reviewers, as outlined above, were not implemented by the Administration, and the LAS program has suffered for it. In the future, we hope that the Deans can work with the Provost to provide the necessary support for the growth and development of what could be a "top-tier program" in Latin American Studies.

## **II. Curriculum**

### **A. General Overview**

The Latin American Studies (LAS) program offers a BA in Latin American Studies and a minor in Latin American Studies. The minor also serves as one of the regional tracks (minors) of the BA in International Studies. The program has a close relationship to the minor in Chican@-Latin@ Studies, which has its own Coordinator. The LAS program embodies the USF mission to educate students to promote a more just world through a structured approach to interdisciplinary studies; integration of study abroad experiences; and regional language competence.

As the table (below) of LAS enrolled students in 2010-2016 indicates, the total number of LAS majors and minors was 70 in 2010 and has remained more or less the same over the past six years. Yet, since 2011, there has been a shift in student preferences from first majors to secondary majors and minors in LAS. In response to this shift, the program has tried to recruit double majors from International Studies, and to a smaller degree from Politics, Sociology and Spanish. Half of our majors and several minors graduated in May 2016, and that is why the size of the program was reduced in Fall 2016. Besides our

regular outreach and recruitment efforts, the Advisory Board is discussing a plan to further attract more majors and minors by the end of Spring 2016.

The 2016 data below on the headcounts by Major Rank has us with the 31<sup>st</sup> largest major on campus. In the past five years, we have been ranked between the 28<sup>th</sup> and the 31<sup>st</sup> position. The USF data on minors has us with the eleventh largest minor program on campus (there are 64 in total).

**LAS enrolled students, 2010-2016\***

Year	LAS 1 <sup>st</sup> major	LAS 2 <sup>nd</sup> major	LAS 1 <sup>st</sup> minor	LAS 2 <sup>nd</sup> minor	LAS 3 <sup>rd</sup> minor	Total (majors & minors)
2010	13	15	35	7	0	70
2011	7	16	34	8	0	65
2012	7	11	39	3	0	60
2013	6	5	49	5	1	66
2014	5	12	46	6	1	70
2015	4	15	44	6	1	70
2016 (Fall)	5 (actual 6)	11	36 (actual 38)	2 (actual 3)	0	54 (actual 58)

\* Data provided by the Center for Institutional Planning and Effectiveness (CIPE) and updated as of 11/28/2016. Fall 2016 numbers in parenthesis are based on LAS records as of 12/09/2016.

**LAS double majors by programs, January 2017\***

BAIS	SOC	POLS	MS
3	3	2	1

\* Data source: Latin American Studies Program. Last updated 1/26/2017.

**LAS minors by programs, January 2017\***

	BAIS	SOC	CS	ADVT	MS	ARCD	SPAN	URBS	PASJ
<b>Major 1</b>	33	3	1	1	1	1			
<b>Major 2</b>							2	1	1

\* Data source: Latin American Studies Program. Last updated 1/26/2017.

## Fall 2016 Headcounts by Major Rank

Headcounts by Major Rank		
Major Desc	Major	Fall 2016
Psychology	PSYC	1
Biology	BIOL	2
Computer Science	CS	3
Communication Studies	COMS	4
Kinesiology	KIN	5
Media Studies	MS	6
International Studies	BAIS	7
Politics	POLS	8
Sociology	SOC	9
English	ENGL	10
Advertising	ADVT	11
Economics	ECON	12
Design	DSGN	13
Undeclared Arts	UNLA	14
Undeclared Sciences	UNSC	15
Chemistry	CHEM	16
Architecture & Communit..	ARCD	17
Environmental Studies	ENVA	18
History	HIST	19
Perf. Arts & Soc. Justice	PASJ	20
Mathematics	MATH	21
Data Science	BSDS	22
Environmental Science	ENVS	23
Art History/Arts Manage..	ARTM	24
Physics	PHYS	25
Critical Diversity Studies	CDS	26
Philosophy	PHIL	27
Fine Arts	FNAR	28
Spanish	SPAN	29
Japanese Studies	JNST	30
	JAPN	
Latin American Studies	LAS	31
Theology & Religious Stud..	THES	32
Urban Studies	URBS	32
Comparative Lit. & Culture	CMPL	34
French Studies	FNST	35
Asian Studies	ANST	36
Chemistry - ACS Certified	CHMN	37
Intl & Development Econ (..	IDEF	37
Computer Science (4+1)	CSF	39
Economics (4+1)	ECNF	39

Data is refreshed each morning. (12/2/2016 12:07:42 PM)

## Fall 2016 LAS Minor, ranked against other College of Arts and Science minors, abridged\*

1	Legal Studies	97
2	Child and Youth Studies	81
3	Music	78
4	Chemistry	75
5	Health Studies	67
	Neuroscience	67
6	European Studies	53
7	Design	51
8	Fine Arts	48
9	Computer Science	45
10	Psychology	40
11	Latin American Studies	38 (actual 41)

12	Economics	35
	Film Studies	35
13	Gerontology	34
14	Asian Studies	31
15	Middle Eastern Studies	30
16	Chinese Studies	29
17	Japanese Studies	28
	Spanish Studies	28

*\* This table includes only the 20 highest enrolled minors in the College of Arts and Sciences. There are 64 total minors in the College of Arts and Sciences. Data last refreshed November 28, 2016. Please note that according to LAS office records, we have 41 minors as of 12/09/2016.*

The data indicates that while the number of minors has remained relatively stable, the number of majors has declined over the years. One possible factor contributing to this trend may be the cost of fulfilling the Latin American immersion experience requirement. Majors are required to spend a semester in study abroad or a short intensive summer immersion. This may pose both financial and immigration documentation disincentives to major in LAS, especially for first generation college students, immigrants or students on financial aid. The immersion requirement was highly praised in the last program review and is also consistently cited by current students and alumni as a transformative personal experience and a defining academic component of their studies at USF and in LAS. However, the University has cut some study abroad programs and has not fully supported the existing programs (see in the Appendix the list of study abroad programs sponsored by the Center for Global Education).

The declining number of LAS first majors may also be related to a discontinuity in the program administration in recent years. LAS had three different directors and three different program assistants in the last three years. Sabbatical leaves played a role in changing directors in Spring 2014. But the difficulties in finding a director willing and able to serve beyond one year term also relate to the increasing service demands at USF. LAS faculty members have had little incentives to serve as LAS directors. As noted above, department chairs have one course release per semester, whereas directors of interdisciplinary programs have only up to one course release per year, depending on the number of majors. LAS core faculty who founded and built the program until 2009 are now serving their home departments or new interdisciplinary undergraduate and graduate programs where they perform leadership roles. The not-yet tenured faculty cannot take on the leadership responsibilities of LAS because they also have to serve on committees in their home departments and need to focus on their teaching and research activities.

The structure of the major and minor is decided upon by the LAS Advisory Board. In our last curriculum revision process we surveyed programs at comparable Jesuit institutions and several local institutions. We found that our program compared favorably in terms of the breadth of our course offerings and the organization of our core courses. However, some programs required proficiency in more than one regional language, and several had a capstone experience for their senior majors. While we did not create a capstone course, we added Portuguese as an option, besides Spanish, for fulfilling the regional language requirement.

Nearly all of the core courses for the major are part of the university core, as are many of the electives. The program does not offer service courses for other departments. It is particularly important to note that the program itself has relatively little control over course offerings in a particular semester, since all courses are decided upon by the home departments in which their faculty are located. We do not offer courses that are limited to majors and/or minors; all courses include students from LAS program as well as other programs.

## **B. Undergraduate Program**

The Program Goals were mentioned above. The Program Learning Outcomes derive from these goals (see below under section III, Assessment of Student Learning). Please find attached the Curriculum Map aligned with the program learning outcomes (see Appendix). In order to establish standards and measure success in achieving the program goals, in conjunction with a university-wide assessment plan for all majors, we have developed a rubric for assessing each learning outcome (please see Appendix). We discuss our learning outcomes at program meetings; the assessment process has also enabled professors to consider how their courses respond to the program's learning outcomes. Course content is far from standardized, again given the very different departments or programs contributing to the LAS major, such as Economics, History, Media Studies, Modern and Classical Languages, Performing Arts and Social Justice, Philosophy, Politics, Sociology, Theology and Religious Studies. However, in the LAS core courses syllabi are shared among professors.

The major and minor requirements are fairly coherent. There is an interdisciplinary core course (Latin American Perspectives) that students are urged to take first. All courses speak to the central arena of study, although students have a fair amount of latitude in selecting the different approaches they will take. We require that they have an interdisciplinary experience that includes spreading the electives out among four broad groups of disciplines or perspectives: religious and philosophical, historical, cultural, and social. Moreover, students are exposed to the history and current trends of different areas of Latin American studies in their respective courses.

**The Latin American Studies Major requires the completion of 40 units.**

**The Core requirements (12 units) for the major are:**

**Regional Introduction:**

LAS 376/HIST 140 - Latin American Perspectives (4 units, Core C2 (History), and CD)

**Regional Linguistic Competence:**

SPAN 202 - Fourth Semester Spanish (4) OR

SPAN 222 - Spanish for Bilinguals (4) OR

PORT 202 - Fourth Semester Portuguese (4)\*

**Regional Immersion Experience:**

LAS 330 Program in Latin America (4)

**Seven elective courses (28 units), four of which must be from the following perspectives:**

Religious and Philosophical Perspectives (4)

Historical Perspectives (4)

Cultural Perspectives (4)

Social Perspectives (4)

### **Additional elective courses in any area (12 units)**

**The Latin American Studies Minor requires the completion of 20 units.**

**The Core requirements for the minor are:**

#### **Regional Introduction:**

LAS 376/HIST 140 - Latin American Perspectives (4 units, Core C2 (History), and CD)

#### **Regional Linguistic Competence:**

SPAN 202 - Fourth Semester Spanish (4) OR

SPAN 222 - Spanish for Bilinguals (4) OR

PORT 202 - Fourth Semester Portuguese (4)\*

### **Three electives courses from at least TWO perspectives (12 units)**

(\* The Department of Modern and Classical Languages currently offers two semesters of Portuguese (398) in Fall and Spring, each of which are six units; by the end of the year students complete three semesters of the language.)

The Chican@-Latin@ Minor is a separate program, but it is closely linked to our major, as noted above. At the moment, we do not have any concentrations or specialty areas, though there has been interest in adding a Brazilian Studies track. In response to the last program reviewers' recommendations, we developed a proposal to create a minor in Brazilian Studies (please see it in the Appendix). The main reason we decided not to submit the proposal to the College Curriculum Committee was the scarcity of full-time faculty who could ensure Brazilian and Portuguese courses could be provided regularly. We currently have only one full-time, tenured faculty member specializing in Brazilian Studies on campus.

Core courses and electives are offered on a regular basis. Students are advised to take Latin American Perspectives before their other courses. The Spanish and Portuguese sequences are pre-determined, although students can test into (and out of) particular levels. We offer at least two sections of Latin American Perspectives each semester. Fourth Semester Spanish is offered both semesters. Fourth Semester Portuguese is offered every Spring. Students' study abroad is, of course, individually decided upon. The electives are offered at the decision of the faculty in consultation with their home departments. However, regularly offered electives with full coverage of Latin America and Latin@-Chican@ content include: Latin American Theology in Spanish; Liberation Theology; Religion in Latin America; Modern Latin America; Colonial Latin America; Latino/as in the US; Gender and Sexuality in Latina Literature; Literature of US-Mexico Borderlands; Divisadero Publication; Latin@ America Performance and Culture; Latin American Politics; Brazilian Culture and Society; Latin@-Chican@ Culture and Society; and Building Bridges. A range of elective courses with partial coverage of Latin American content are also offered on a regular basis, including: Feminist Theology from the Third World; Music of the Americas; Human Rights and Film; Gender and Politics in Comparative Perspective; Immigration and Citizenship in the US; Political Economy of Developing Nations; Gender, Development and Globalization; and Global Inequalities and Social Justice.

In general, students do not experience difficulty in meeting graduation requirements for the program. However, some students cannot afford study abroad. At the director's discretion, other experiences (such as immersions with University Ministry or extended family visits) have served the same purpose, if students have written thoughtfully about those experiences. While we are unwilling to reconsider the centrality of first-hand experience of Latin America to our major, we would like a more systematic way to address the resources needs of our students for whom in-depth study abroad is currently an impossibility.

We mainly offer upper-division courses, although the individual departments that contribute to the major offer lower-division courses (such as the 200-level Spanish courses). In terms of class size, core courses such as Latin American Perspectives vary from low 20s to 40 students. Given that they also fulfill a college-wide core requirement (history), they are comparable to similar courses, and appropriate for learning objectives. The mix of majors to non-majors is disproportionately in favor of non-majors. This is not surprising given the small size of the major, although we have a significant number of minors taking our courses, given the popularity of the BA in International Studies.

While the quantity and type of writing assignments is determined by individual faculty members, most faculty in the College of Arts and Sciences offer writing-oriented courses. All courses in the LAS major require research papers and/or a number of other substantial writing assignments.

We currently have no final, “integrative” experience. However, we considered adding one in our last curriculum revision, as noted above. It would consist of a single unit added to a Latin American Studies course through which seniors would complete an independent project under supervision of the professor, with a presentation of senior projects in the Spring semester. However, this would increase the number of units to complete the major. In addition, as service responsibilities for all faculty increased in the last six years, the Advisory Board was unable to implement this plan. Faculty have reported at the Advisory Board meetings that they have served on more committees at their home departments and at the College. In Fall 2016, one of the former LAS program directors was so overwhelmed with service that he was unable to contribute to this Self Study, as noted above.

We offer a Latin American Studies Paper Prize at the end of the year. In Spring 2016, LAS received 10 submissions to this prize. This was a significant increase in comparison with previous years, attesting to the continued student interest in Latin American Studies. The academic quality of the papers impressed the jury, composed of three members of LAS Advisory Board (the director always serves on this committee). Several LAS majors and minors have been recipients of the Esther Madriz Prize for Social Justice, as well. This prize was created by the Department of Sociology to recognize the ability of graduating seniors from the College of Arts and Sciences to link their academic career with social justice work.

In addition to the LAS paper prize, we regularly offer several service-learning courses through which students can support local community organizations, which focus on the Latin@ community in San Francisco. Students undertaking their required immersion experience regularly participate in service-learning and/or internships while doing so. Until 2013, students could apply to participate in the CELASA Seminar, which included an immersion experience during Spring break or in the summer. Students could also participate in the Summer Service Learning Seminar in Nicaragua, run through the McCarthy Center. Unfortunately, these two seminars were discontinued due to lack of funds.

Our student employees for the LAS program are all majors or minors. They have contributed directly to our mission through their work on the posters of our program’s events. In the past they contributed to the program’s publication, *Divisadero*. This is currently produced by students taking the *Divisadero* Publication course.

Involvement in undergraduate research is important to student academic success but this is largely dependent on the research agendas of individual faculty and is not assessed at the departmental level. LAS faculty have taken advantage of competitive faculty/undergraduate student research grants to focus on Latin American issues. Again, we would mention the program’s publication, *Divisadero*. Mainly student-run with faculty supervision, this publication allows students to publish their research and other writing in both English and Spanish, as well offering faculty an opportunity to share current projects with

the campus and local community. The *Divisadero* publication is now on its tenth year. It started as a hard copy publication produced by LAS student assistants under the supervision of the LAS director and the program assistant, as noted. Since 2011, the Spanish program offers the course *Divisadero Publication* on a regular basis. Students taking this course conceptualize, write, and produce a digital, bilingual journal (see all *Divisadero* issues in the Appendix).

In general, we would argue that our majors are well prepared for graduate study in the field. LAS majors and minors have pursued graduate degrees at the top programs in the country, including the University of Texas at Austin, Stanford University, the University of California at Berkeley, and Columbia University. Two of them are currently assistant professors of Latin American history at the University of Cincinnati and University of St. Thomas in St. Paul, Minnesota, respectively. In addition, our students enter non-profit organizations, government work, and positions in both business and social service in Latin America and in the United States. We are pleased to see how many of our graduates go on to social justice-oriented work. These have included graduate work at Tufts (History/Museum Studies) and the European University (Frankfurt; MA in International Law and Human Rights & Humanitarian Law); working for organizations that promote peace and justice in Latin America (Witness for Peace in Colombia); working for immigration law firms (East Bay Sanctuary Covenant in Berkeley, LGBT asylum team); volunteering with the Jesuit Volunteer Corps (focusing on immigrant workers and refugees in Houston and Santa Clara); health care positions; pro bono paralegal work; and catering that features sustainably produced food. The preference for social justice-oriented work is clearly illustrated by the following positions of some of our most recent graduates:

- Legislative Assistant at California Immigrant Policy Center (major '16)
- Global Education Program Director, Viviendas León (major '16)
- Legal Assistant for an immigration law firm downtown San Francisco (major '16)
- AmeriCorps Member for San Francisco Unified School District (major '16)
- Legislative Aide, California State Assembly (minor '16)
- College Affordability Advisor, uAspire (major '15)
- CalPREP College and Career Readiness Coordinator, Inland Empire United Way (major '15)
- BIA Accredited Representative, La Raza Centro Legal (minor '15)

### **C. International and Online Programs**

Our students take regular advantage of the USF-sponsored study-abroad opportunities in Latin America (see in the Appendix the list of programs currently sponsored by the Center for Global Education). Faculty have travelled to Argentina, El Salvador, Mexico, Peru, Costa Rica, and Nicaragua to lead study abroad experiences ranging from a week to a month. LAS used to offer one summer course led by a USF faculty member: *Central America Today*. Its distinguishing feature was the intense immersion experience: students participated in service learning, visited historical, cultural, and contemporary sites, and were taught by local faculty. The program included summer trips to El Salvador and Guatemala. The *Border Issues* course included a similar immersion experience in Tijuana. The *CELASA Seminar*, offered from 2008 until 2013, featured a 10-day immersion experience in Latin America. These immersion courses, where readings were reinforced by immersion, made the experience more powerful and educational for students. Support services were offered through the Center for Global Education.

Currently, some LAS majors have had the opportunity to participate in the Privett Global Service-Learning Program and its summer abroad experience that takes place in Bolivia. This is an intensive interdisciplinary, year-long program funded by the McCarthy Center. As stated in the website of USF, this program “combines community-based sustainable development projects abroad with intensive educational programming on campus.” In the spring students take two courses (4 and 2 units each) focusing on development in the region and country of their choosing (Bolivia or India). The summer abroad experience is facilitated by the Foundation for Sustainable Development. “Students live in



homestays and engage in full-time internships with grassroots organizations where they develop a proposal for a sustainable development project.” In the fall they take a 2-unit course that allows them to reflect on their internships.

Notwithstanding the excellent opportunity offered by the Privett Global Service-Learning Program, funds to support study abroad and summer immersion initiatives have been gradually reduced at USF. Some options for study abroad in Latin America have been cut altogether. The administration has also increased the cost making it very difficult for students to study abroad. The USF sponsored programs in Central America were cancelled due to security concerns. The CELASA Seminar was discontinued due to lack of funds. In Spring 2010, the external reviewers’ assessment of our program was positively impacted by their meeting with students who had just returned from a CELASA Seminar field experience in Argentina. However, this was the last fully funded CELASA Seminar. The Border Issues course in Tijuana was also discontinued for financial reasons. Furthermore, there is hardly any administrative support if a faculty member wants to take students abroad – they are generally on their own in making the arrangements.

Preliminary assessment of our study abroad opportunities has been positive though it has so far rested on observations of students at campus “report-backs” of their immersion experience.

#### **D. Admission and Transfer Policies**

The LAS program does not have unique admission requirements and follows the general USF requirements for undergraduate admission and for the transferring of credits from other institutions. Once admitted, LAS majors and minors meet with the program director to determine which courses count towards the major or minor.

In the case of study abroad, every effort is made through advising to determine what courses will count for before students leave, and adjusted as necessary upon their return. Students often send e-mail messages from abroad to confer about any changes with the director. As soon as they return from studying abroad, they meet with the director to go over their course checklist. We also give credit for experiences other than traditional instruction largely through our internship course (though this is not offered on a regular basis). Some students carry out research and internships under the supervision of individual faculty members (as “directed study”).

#### **F. Advising**

All formal academic advising of LAS majors and minors (except BAIS majors with LAS minors in Fall 2016 and half of these majors in Spring 2017) is done by the LAS director. Besides advising students during the registration period twice a year, the director meets with LAS majors and minors on a regular basis to go over their study abroad plans and degree evaluations. Before and after LAS majors study abroad or return from a summer immersion experience, the director meets with students to approve courses taken abroad. The director submits all of the substitution requests of these courses and other courses taken at USF that are not automatically cross-listed with the LAS program. There is no reward for advising, beyond the single course release per year given to the director for all LAS-related duties. While advising students is part of the core value of USF and all faculty are expected to perform this task as part of their regular service obligations, directors of interdisciplinary programs, as in the case of LAS, advise all students enrolled in the program.

Due to the amount of time spent in the administrative work of submitting numerous substitution requests online and because of the preparation of this Self Study, in Fall 2016 LAS minors with a major in International Studies received academic advising by a faculty member in the Department of International

Studies who is also a member of LAS Advisory Board. The course substitution requests for International Studies majors do not need to be submitted online by faculty advisors. They are hand written on the student file and sent to the degree evaluation office. Although all departments and programs in the College of Arts and Sciences are moving to online substitution/waiver requests, we have experienced that online requests take more time than using paper forms. In Spring 2017, when the LAS director will have completed the Self Study, half of BAIS majors with a minor in LAS will be advised by LAS director and the other half will receive academic advice by the same faculty member housed in International Studies.

The advising process has not been evaluated by the LAS program. Since Fall 2016, LAS director and the International Studies faculty advisor have been working closely to make sure that all Latin American Studies students receive similar advice. If International Studies majors express interest in declaring LAS as a second major, they are referred to LAS director.

Individual faculty also do informal advising and mentoring when sought out by LAS students. Faculty have mentored students through independent studies and senior theses. LAS faculty have also mentored students' participation in academic panels, discussion forums, performances, film festivals, art exhibits or other activities that faculty have organized and that greatly contribute to student learning. Moreover, LAS faculty have taken students on field trips to film festivals, conferences, and community events in the larger Bay Area.

Informal interactions are also important in the advising and mentoring process. The program has created less formal opportunities for faculty/student interaction through a series of events organized or co-sponsored by LAS with CELASA and other programs throughout the year. Every year, LAS organizes a party or a dinner to honor its graduates. At least once a year, the program organizes social gatherings, serving food from different Latin American countries to bring together students, faculty, and staff. Since 2015, LAS Food Festival takes place in the Spring semester. In Fall 2016, LAS faculty, staff, and students had a table reserved by LAS and CELASA to attend the annual Chicana/Latina Foundation dinner.

## **G. Academic Quality**

The faculty consider that the LAS program is of high quality. Our program compares favorably with several Latin American Studies programs at other institutions similar to USF. The curriculum includes courses from a variety of disciplines (history, politics, sociology, media studies, performing arts, visual arts, literature, theology, religious studies) on a wide range of topics. The program's requirement that students study abroad or have an immersion experience in Latin America adds a field experience on the themes covered in these courses. Furthermore, cultural competence and language proficiency in one of the major regional languages, such as Spanish or Portuguese, enhance students' abilities to interact with and appreciate the peoples and cultures of the region.

In addition to the curriculum, the program is also very active in promoting events on campus and the work of student organizations (see in the Appendix a list of LAS events and poster samples from recent years). Students are usually very involved with the program, have their own organizations, and seem to be very enthusiastic about their studies and extra-curriculum activities. Another important aspect of the program is its coverage of Latin@ studies in the United States, connecting well the issues facing immigrant and Latin@ communities with the history of Latin America and its relations with the United States.

As an interdisciplinary major, the Latin American Studies Program stands firmly on two pillars: a deeply committed core of faculty and staff, and an engaged group of majors and minors.

Faculty members' expertise and research interests guarantee that students study with instructors who study Latin America, publish about Latin America, and attend Latin American Studies professional meetings. We complement what we do not teach by hiring adjunct faculty with comparable professional credentials.

The program helps prepare LAS students to become activists and intellectuals with meaningful knowledge of Latin American history, culture, politics, and social structures. LAS students are passionate and committed, even beyond students from some of our home departments. The camaraderie and support students give to each other comes through in their willingness to try new things and respond to faculty feedback and suggestions, which makes classes more interesting.

LAS is well-integrated within the larger mission of the University. LAS operates in league with several other program units in a particularly harmonious way, and embodies in ideal fashion the vision of quality interdisciplinary curriculum and pedagogy. Given the inherent difficulties present in running a program with faculty physically dispersed throughout campus, and with a varied range of disciplinary backgrounds (including several who are chairing their respective home departments), the quality of academic engagement and collegiality is vibrant, highly stimulating, and above the norm for our University.

In size, wide course offerings, immersion requirement, and the diversity and breadth of our excellent faculty, our LAS program gives students as good a preparation in the field as any small or medium-sized program at even larger institutions. Besides the study abroad requirement, we have many experiential elements, some of which are available through the service-learning requirement of USF (which can be carried out through several courses in the major). Another plus is the relationship to programs with other Jesuit universities in the Americas. Jesuit universities in Latin America are often the very best universities in their respective countries, but not many programs can count on this network. Students benefit from studying at these universities (and USF financial aid applies to these study abroad opportunities).

Our program is particularly strong in Spanish, History, Theology and Religious Studies, and Performing Arts & Social Justice offerings, with multiple LAS-affiliated faculty in each of those areas. As noted above, unique features of the program include a regional immersion experience, which students can carry out through different options, ranging from short summer courses to semester-long programs. Those programs include traditional university experiences as well as more field-research/experiential learning situations.

Thanks to support from CELASA, we offered the CELASA Seminar from 2008 to 2013. This seminar included an immersion experience during Spring break or in the summer for no charge to the students. Due to the interests and networks of several of our LAS-affiliated faculty as well as our location in the San Francisco Bay Area, a special research emphasis on campus has focused on the Latin@ immigrant experience. We have also engaged with issues including globalization, human rights, women's human rights, and alternative media.

The program expanded its offerings steadily from 2001 to 2009, mainly because of new hiring, and the numbers of majors and, especially, minors increased, in great part due to the then booming International Studies major. Since the last program review in 2010, departments in our college hired four new tenure-track and full-time term professors who teach courses for LAS and the Chican@-Latin@ Studies minor. Our program expanded its offerings especially in Spanish and literature courses. However, the program has suffered from insufficient lack of institutional support to make the recommended changes since the last review. In 2010, the number of majors and minors declined by over 30%, and there was a shift from LAS first majors to secondary majors and minors, as noted above. Since then the total number of LAS students has overall remained the same until Spring 2015, declining once again in Fall 2016. Thus, the new hires and the expansion of course offerings did not translate into more LAS majors and minors. Since

2014, one new hire and many old core LAS faculty have been pulled out from the program to meet the increasing service and leadership demands in their home departments, or work for and serve as leaders of new interdisciplinary programs, such as Critical Diversity Studies, Urban Studies, Film Studies, and the Master in Migration Studies.

In light of the last program reviewers' recommendations and the current structural difficulties facing our program, the Advisory Board discussed the following areas for improvement:

*1) Improving LAS structure and advising.* We have been fortunate to have excellent LAS chairs/directors. However, their task is harder than that of many department chairs. As an interdisciplinary program, rather than a department, "buy-in" is at the discretion of the associated faculty members. Since the last three years, three of our core faculty have been chairing their home departments and the new Master in Migration Studies, making it extraordinarily difficult for them to devote time to LAS, even during a year when we are carrying out an external program review. We have been blessed with the term faculty who has made LAS and CELASA a priority for their service energies. But effectively, LAS is overload service for everyone but the director. In years where only normal departmental business was on the agenda and the advising load was under 70, this situation was nearly tenable. But in years such as this one, with a new assessment report and Curriculum Map to prepare, an Academic Program Review report to write, and around 70 (Spring 2016) and 58 (Fall 2016) students to advise, the service load is unsustainably heavy. It also results in only brief opportunities to connect with individual majors and minors for academic and related advising. Recently the International Studies Department proposed to also advise LAS minors with a major in BAIS. This helped to reduce the advising load of LAS director. But the number of advisees for the two faculty advisors is still very large (. Moreover, the director continues to spend a significant amount of time submitting all waiver/substitution requests for all LAS majors and non-BAIS minors, and also oversees all waiver/substitution requests for LAS minors with a major in International Studies. With the current director's term expiring in Spring 2017, it is not clear who will replace her, particularly given the current and future service commitments of the most historically committed of the faculty members.

After the last program review, we revised our By-laws (please see in the Appendix). But we were not able to fully implement them due to structural challenges facing our program. We hope that more explicit discussion with college administrators will institutionalize service loads in such a way as to encourage more regular participation by faculty and more support for the director. We propose an interlocked set of changes.

*First*, equalize the LAS director's course releases on a par with that of department chairs on campus. Consider the specificity of the work carried out by interdisciplinary program directors, not only the number of majors. At present, the LAS director is released from one course every year; department chairs are usually ensured one course release per semester.

*Second*, distribute major advising to the faculty advisory board, so that each member advises a small number of minors, and can develop personal relationships with them that include but could go beyond the required 1x/semester academic advising. Allow all LAS faculty advisors to submit course waiver/substitution requests. The program director would remain responsible for advising all majors, all final approval of waivers/substitutions, and all other director-specific duties.

*Third*, raise the profile of the faculty advisory board service so that college administrators recognize it as bearing the same "service weight" as participation in other departmental or college-wide committees.

*2) Designing and implementing a plan for improving enrollment of majors.* The preparation of this Self Study allowed us to visualize and reflect on the declining number of majors since the last academic program review. Besides improving the structure of the program, the Advisory Board has discussed an

internal plan of action to improve enrollment of majors. We will continue to participate in recruitment events organized by the university. We also plan to further promote and better capitalize the events organized by CELASA so they can serve to attract more majors. These events are well attended and are linked to our classes. But they can be better connected to LAS as a major in order to serve as a catalyst for improving the major enrollment. We will consider organizing a LAS career panel once a year, similar to the one organized by the Sociology Department, inviting alumni to share their academic experience and how LAS helped them to achieve their professional goals. We plan to reach out to students who have already completed some of the major and minor requirements but for some reason have not declared LAS as a major or minor. We will continue to work closely with the International Studies Department and try to identify potential double majors. The program director and program assistant will prepare a package including all relevant information on the major and guidelines for the Advisory Board members to promote the major and reach out to prospective majors.

*3) Simplifying University administrative procedures for course recognition and degree evaluation in the Banner system.* As an interdisciplinary program, we face an extra administrative burden for the director in getting our students' academic work recognized, from the start to the finish of their majors and minors. Many new courses listed in the current LAS checklist do not automatically appear on the degree evaluation of our students. The director has to submit course syllabi and fill out online forms for each course to request that they appear on the Banner system as LAS courses. The program assistant is not allowed to submit these requests on behalf of the program. Because we administer an interdisciplinary program in which many students study abroad, there will always need to be human intervention in explaining certain waivers or substitutions, but our director and our students are effectively trapped by this system. We have had to spend twice the time normally needed to advise students due to the number of substitution requests, or simply to make sure that LAS elective courses are recognized in the Banner system. We would appreciate that the University simplify the procedures and the online forms to have our course list updated in the Banner system.

*4) Providing financial support to enable our students to complete the immersion requirement for the major and reviving immersion programs that were cancelled by the University.* Many of our students are first-generation children of immigrant families, and have to work while going to school. For a number, extensive travel abroad is prohibitively expensive. In the past, LAS benefited from models such as that used for the Summer Service Learning in Nicaragua course – which had three years of funding from the Sarlo Foundation to provide full scholarships, including travel, lodging, and course enrollment at USF; the El Salvador (now Central America) Today course – benefited from access to USF scholarships from University Ministry that covered two of the four course units; and the CELASA Seminar that was created in 2008, offering full scholarship for a short-term trip (during the Spring break or in the summer) to a country in Latin America. But the economic crisis of 2008 hit these programs and they are no longer available. LAS immersion courses have not been offered since 2013. One of the few options available for our students is the Privett Global Service Learning Program, which provides full scholarship for students to spend the summer in Bolivia as part of a year-long seminar with courses taken at USF. However, longer-term immersion experiences remain out of reach for some of our students. Even when the programs are sponsored, students have to pay during their study abroad. In addition, the University has cancelled all of the sponsored programs in Central America due to financial and security concerns. Some sponsored semester-long programs in South America have been cancelled, as well.

In Fall 2016, LAS Advisory Board discussed this situation with the current senior vice-provost for academic affairs and the representative of the Center for Global Education. We hope that some programs in Central America and in South America will be revived. We also plan to revive the CELASA Seminar through a partnership with the Arrupe Immersion Program, which offers scholarships and provides students with short-term opportunities to live, work, and reflect in economically marginalized communities domestically and internationally.

5) Broadening our offerings in Brazilian studies and adding African diaspora studies to our curriculum.

We have in the past considered the idea of adding a Brazil-focused track to our major. As recommended by the last program reviewers, we also developed a proposal for the creation of a Brazilian Studies Minor (see the proposal in the Appendix). But currently we have only one Brazilianist on faculty, and our Portuguese language offerings are given by an adjunct. We would greatly benefit from a full-time hire who could offer Portuguese as well as Brazilian studies courses, with a focus in literature, cultural studies, or media studies, like our many talented Spanish language professors who deliver courses on Latin American and Chican@ literature, culture, and cinema. Our curriculum also lacks coverage of African diaspora studies. We would greatly benefit from a full-time hire of a specialist in the African diaspora in Latin America and/or in the Caribbean to improve and expand our regional coverage and make transnational connections with the African diaspora in North America.

6) Keeping Latin@-Chican@ Studies Minor closely linked to Latin American Studies and emphasizing the “transnational” connections of Latin@ American Studies. The Chican@-Latin@ Studies (CLS) Minor was created by faculty from the Latin American Studies program and CELASA. The three programs are well connected. LAS allocates part of its budget to CLS and CELASA. The CLS director serves on LAS Advisory Board. The directors of the three programs also work together in planning their activities and programming. The three programs share the same office and administrative support from our program assistant Gladys Perez. In addition to these administrative and financial links, the three programs share a critical view of Latin@ America studies. We see the three programs as intrinsically connected by a history of colonialism, imperialism, and migration throughout the Americas. Most of the courses for the Latin@-Chican@ minor count as electives for the LAS major.

We would like to keep these links and emphasize the transnational and historical connections between the three programs. Some faculty in the CLS minor have even suggested that we consider rebranding the two programs as “Latin@ and Latin American Studies” and encourage our students to think about Latin@s on both sides of the border at once. However, we fear that CLS may be academically separated from LAS in the future. The CLS is now a track/minor for the newly created Critical Diversity Studies (CDS) program. Instead of being reviewed together with LAS, the CLS Minor will be part of the external review of CDS. We would like to keep the Chican@-Latin@ Studies Minor linked to LAS and have this minor reviewed together with our program in the future. We believe this makes more sense for both programs because of their intrinsic structural and academic connections.

7) Exploring connections with the new Master in Migration Studies (MiMS) program and a LAS + Law Proposal. The new MiMS program was initiated by LAS faculty. This program includes one semester of study abroad at the Universidad Iberoamericana in Mexico City and a summer immersion experience. LAS Advisory Board would be happy to explore ways to link our students with this program. In addition, LAS has received a proposal by USF Law School for a dual degree LAS + Law program. We discussed the proposal but had doubts about it because our required immersion experience was not included in the proposal (see the proposal in the Appendix). We plan to continue to discuss it with the Law School in Spring 2017.

### **III. Assessment of Student Learning**

The Program Learning Outcomes derive from the general program goals outline above. For each program goal, we developed a set of learning outcomes.

- 1a. Students can describe and contrast patterns of geographic and sociocultural diversity in the region.
- 2a. Students can identify, classify and analyze the main historical periods of Latin American development.

- 2b. Students can define, differentiate and assess the central economic and political models that have been used in the region, including their impact on the social relations of power.
- 2c. Students can describe and analyze the complex relationships between the United States and Latin America, including how Latin Americans and Latin@s have influenced different aspects of American society and culture.
- 3a. Students can read advanced texts; write about daily activities; and communicate with native speakers about everyday topics and personal opinions.
- 3b. Students can describe, appraise and criticize major literary and other cultural works from the region, including how they reflect their historical period and illuminate systemic inequalities.
- 4a. Students can craft a well-organized and clearly written multi-page essay.
- 4b. Students can express themselves clearly, coherently and thoughtfully in discussions and presentations.
- 4c. Students can demonstrate the research skills necessary to make original contributions to the study of Latin America.
- 5a. Students can summarize and critically assess current social, political, and economic issues in the region.
- 5b. Students can describe and critically appraise their academic and extra-curricular experiences in Latin America.
- 5c. Students can promote understanding of Latin America in educational, service, social, or employment contexts.

Since the last program review, LAS has conducted three years of assessment of student learning outcomes. We have made a few revisions on the language of some learning outcomes, but the content has remained the same. The rubrics to assess these learning outcomes were created in 2008 and have not been changed. We recently revised our Curriculum Map and aligned all courses with the program learning outcomes. We also aligned our program goals and learning outcomes with the Institutional learning outcomes (see these documents in the Appendix). We have relied primarily on one source for assessment: coursework from appropriate classes. Based upon our initial analysis of the data from the assessment carried out last year and in 2012, the program learning goals are being partially achieved (please see the reports in the Appendix). Whether individual courses are meeting their stated learning goals is determined by the individual instructor. Program expectations are communicated to the students through program literature. As yet, we do not have a systematic way to inform students of their progress vis-à-vis particular learning outcomes beyond their course grades. We received very positive feedback from the College on our 2015-2016 yearly assessment report. We plan to discuss the recommendations for the next assessment plan in Spring 2016.

#### **IV. Faculty**

##### **A. Demographics**

Any discussion of demographics must begin with the caveat that LAS does not do its own hiring, but is dependent on the hiring priorities of other departments and the college as a whole. Our faculty is relatively balanced with regards to gender and includes significant numbers of professors from Latin America. However, we lack representation of Afro and Asian-descendant Latin Americans. In the past five years, LAS has benefitted from the hiring of two U.S. Latin@ faculty (tenure-track, assistant professors) in the Departments of Sociology and English, respectively. They teach elective courses (with full coverage) for the LAS program regularly. They also serve on LAS Advisory Board. The Master in International Studies, now merged with the BA in International Studies in the new Department of International Studies, has hired two full-time (one tenure-track and one term) U.S. Latin@ faculty in the last four years. Their research and teaching interests relate to Latin America. They joined LAS Advisory Board in Fall 2016. They would like to develop and teach courses that can count for LAS. However, they are required to teach courses at the graduate level that are not accessible to undergraduate students.

## **B. Teaching**

We believe that LAS faculty possess the appropriate background and expertise to deliver the current curriculum. Teaching assignments are not controlled by the LAS program but by the faculty member's home department. As a result, all LAS courses are cross-listed with the faculty member's home department, and regularly taught LAS core courses form part of the faculty member's teaching portfolios in those departments. If needed, the program director contacts individual departments to make sure that required courses are offered regularly. The curriculum is flexible to allow innovation in teaching methods, and the program welcomes the development of new courses. The program does not monitor its overall teaching effectiveness because this is done by faculty's home departments.

Everyone enjoys teaching their LAS courses. Many faculty find that LAS major and minor present them with an ideal venue to teach from their strengths and passions, as well as explore new areas of research. LAS students, particularly those with senior standing, are highly motivated and a pleasure to work with. Some find them more enthusiastic and sophisticated in their understanding of the issues raised in class than their departmental majors. Because faculty have a great deal of discretion over their course design and execution, they generally do not wish to teach different courses or teach existing courses differently.

The major challenge to LAS faculty is that of "multiple audiences" in the classroom, particularly given the large number of courses that also fulfill college or university core requirements. Students who enroll to "knock off a core requirement" may be less than enthusiastic, and can detract from the experience of the more engaged and focused students there for the subject matter. In addition, some faculty's home department teaching obligations mean that they are not able to teach LAS courses as often as they would like.

New technologies have made some difference to the way in which courses are taught. Our faculty make regular use of the features of the "smart" classrooms on campus and find students are now used to the presence of technology. Videos, DVDs, YouTube clips, and PowerPoint are widely used, and enhance the students' experience of studying a region to which they cannot easily gain regular access. Faculty also use Canvas to publish course readings, assignments and other course materials, as well as promote online discussion forums, communicate with students, and grade assignments.

Beyond the classroom teaching, LAS faculty are highly involved in student learning and development through the organization of events on campus, independent study, mentorship, academic advising, and artistic activities. Many give public presentations on campus, whether brown bag talks, teach-in forums, or guest lectures in each other's classrooms; others bring outside speakers – academics, activists, artists, policy-makers, politicians – to campus; others organize film series or women's rights and critical diversity forums on campus that involve student participation; others mentor student performances and photography exhibits. We honor our graduating students at a final reception in May. We used to showcase their study abroad experiences in a Fall presentation. As the number of majors reduced and students began to also travel in fall, we were unable to continue organizing this presentation. In Fall 2015, we organized an informal session for students to share their knowledge about the study abroad program they had selected, the challenges they faced and what they learned from studying abroad.

Since the last program review, LAS faculty have made an effort to accompany students on immersion trips to Latin America. Some have taught LAS immersion courses and accompanied students to Nicaragua, El Salvador, Costa Rica, Mexico, Peru, and Colombia.

LAS faculty and our program assistant have supported and attended students' initiatives. Some faculty have advised student clubs. Many LAS faculty are regularly consulted by students working in projects



related to their areas of expertise. Faculty have been interviewed several times by students for a variety of projects. In addition, faculty provide academic advice and write letters of recommendations for our majors and minors.

Many faculty would appreciate the opportunity to connect the students with other faculty and each other to give more of a sense of community. There are plenty of events organized by CELASA, LAS faculty and students going on at which this connection could, and does, take place. However, the community can feel dispersed. In Fall 2010, USF established a new teaching schedule matrix due to space constraints on campus in the context of growing student body. The teaching schedule leaves little time for students and faculty to interact outside of the classroom. Combining the teaching schedule constraints with the increasing service demands and commute distances of several of our faculty, it is hard to promote more frequent casual interaction with our students and faculty. That said, the students who are integrated into the program as assistants are a great presence and useful resource to others!

Below is the list of LAS core faculty who regularly teach for the program and their respective LAS courses (in alphabetical order by their last names).

**Jorge Aquino** teaches courses in the Department of Theology and Religious Studies. He has developed and taught the following courses that count as LAS electives (full coverage): Religion in Latin America; Liberation Theology; Panamerican Saints: Hagiography and Politics; Liberation Theology in Spanish. All of these courses count for four units.

**Pedro Lange Churión** teaches courses in the Department of Modern and Classical Languages, Film Studies, and Urban Studies. He has developed numerous courses in film, literature and urban studies. The courses he has most recently developed and taught for LAS are: Subversive Feminine Enjoyment in Film and Literature; and The Latin American City in its Cinema: Urban Spaces and Living Practices. Both courses count for four units and are listed as LAS electives (full coverage) within “cultural perspectives.” In 2013, he taught the course Bogotá/San Andrés: Urban Spaces, Plural Identities as part of the USF-Pedro Arrupe Summer Immersion Program in Bogotá/San Andrés, Colombia at Universidad Piloto de Colombia. His course on Photography: Literature & Visual Image has benefitted from the participation of a visiting photographer from Argentina and has attracted many LAS students. At the end of the course students showcase their photography work in an exhibit open to the university.

**Kathleen Coll** teaches courses in the Department of Politics and the MA in Migration Studies with emphasis on transnational Latina/o and Latin American issues. Her undergraduate courses include Politics of Immigration & Citizenship (4 units, partial coverage) and Latino Politics in the U.S. (4 units, full coverage). Her graduate courses in Migration Studies include Research Methods, Urban & Public Affairs, and The Immigrant City. These courses have significant Latina/o and Latin American studies content but are not currently accessible to undergraduate students.

**Elisabeth Jay Friedman** teaches courses in the Department of Politics and the Privett Global Scholars program. She regularly teaches Latin American Politics (4 units, full coverage) and Gender and Politics in Comparative Perspectives (4 units, partial coverage). She also teaches the Global Service Learning Sustainable Development Seminar under the Privett Global Service-Learning Program at the Leo T. McCarthy Center for Public Service and the Common Good. This year-long program includes one 4-unit course on global sustainable development, a 2-unit course on the specific host country (Bolivia or India), a 2-unit internship in the selected country over 10 weeks in the summer, and one 2-unit course focusing on reflections about the summer field experience. All units count for LAS elective courses. Professor Friedman often has LAS minors or double majors as her advisees. She advocates for students in her department who have taken a course or two in LAS to consider adding at least the minor. She has mentored students’ senior theses who are double majors in Politics and LAS.

**Luis Daniel Gascón** has taught and developed courses that are cross-listed with the Department of Sociology and Criminal Justice and Legal Studies programs. These courses include: Latin@/Chican@ Culture & Society (full coverage); Latin@s, Crime, & Justice (full coverage); and Juvenile Justice (partial coverage). All of these are four-unit courses. Beyond curricular development, Professor Gascón currently serves as a faculty advisor to Sociology students groups (STEP and AKD) and has served as a panel chair during the annual undergraduate research conference at Santa Clara University.

**Karina Hodoyán** developed and teaches courses that are cross-listed with the Spanish, Chican@-Latin@ Studies and Latin American Studies programs: Spanish for Heritage Language Speakers; Gender & Sexuality in Latina Literature; US-Mexico Border Studies; Divisadero Journal; Building Bridges (service learning class); First-Year Seminar in Latinx Cultures in San Francisco; Literature and Film on Rebellion and Revolution in Mexico; and Latin/x American Feminist Studies. All of these courses have “full coverage” of Latin American content. Except for the Divisadero course (1-4 units), all of these courses count for four units. She worked on the Cultural Expressions track for the Masters in Migration Task Force, developing the course Narratives of Migration. She also served on the Critical Diversity Studies Task Force, developing the course Narrative Identities of US America. She led immersion trips to Nicaragua and Costa Rica in 2011. As part of a CELASA Seminar, she taught the course Cultural Heritage, Natural Resources, and Gender Issues, taking students on an immersion trip to Cuetzalan, Puebla in Spring 2013. As part of the Esther Madrí Diversity Scholars living-learning community program, she accompanied students to an immersion experience in Nicaragua (2014).

**Susana Kaiser** developed and teaches courses that are cross-listed with Media Studies (her home department): LAS full coverage: Latin American Cinema and Latin@s in the U.S. Media. LAS partial coverage: Human Rights and Film; Media, Memory, History; Human Rights Film Festival. All of these are 4-unit courses. New technology has affected pedagogy and how courses are taught. In addition to technology in the classroom (Powerpoint presentations, online videos), she uses Canvas for organizing course materials and posts there: readings, links to websites, videos, announcements, discussion forums, and guidelines for assignments. All assignments are submitted and graded electronically. Beyond course planning and teaching, advising and mentorship include: study abroad programs, coordinating internships (e.g., at the Argentine Ministry of Justice and Human Rights), graduate school applications, writing recommendation and support letters, outreach events and family weekends for Latin@ students.

**Christina Garcia Lopez** teaches courses in the English Department. She has developed and regularly teaches the course Introduction to Chicano/a Literature (ENGL 212), which counts as LAS elective (4 units, full coverage) within “cultural perspectives.” Beyond her teaching, Professor Garcia Lopez advises the minors in Chican@-Latin@ Studies, many of whom are majors in LAS.

**Lois Ann Lorentzen** is a professor in the Theology and Religious Studies and director of the newly-created Master Program in Migration Studies. Until Spring 2016, she taught courses for the Erasmus Community (Service Learning) every year. She also offered study abroad trips to El Salvador and Mexico, including Border Studies courses. The curriculum in all cases was as rigorous or more rigorous than courses offered on campus but had the advantage of offering first-hand experience in addition to the readings and lectures by the professor.

**Julio Moreno** teaches courses in the History Department. He teaches the required LAS and History core course Latin American Perspectives every semester. He also teaches LAS and History elective courses, including Modern Latin America, History of Central America and the Caribbean, and Latinos/as in the U.S. All of these courses count for four units and have full coverage of Latin American content.

**Nadina Olmedo** teaches in the Spanish Program housed in the Department of Modern and Classical Languages. She teaches the course Confluences and Conflicts in the Hispanic/Latino World (SPAN 206), which is a cross-listed course for Spanish and LAS students (4-unit, full coverage elective, under “cultural perspectives”).

**Francesca Rivera** is an ethnomusicologist, teaching courses in the Department of Performing Arts and Social Justice. Her courses focus on Music, Cultural Anthropology, and Latin American Studies. She has developed and teaches the following courses for LAS: Music of the Americas; Music and Social Protest. These are 4-unit elective courses, with Cultural Diversity attributes, and partial coverage of Latin American content. Both are listed under “cultural perspectives” in the LAS course checklist.

**Cecilia MacDowell Santos** teaches in the Department of Sociology. She developed and teaches the course Brazilian Culture and Society every Spring (4 units, full coverage elective for LAS). In addition, she developed and teaches the following Sociology elective courses that meet the partial coverage and elective requirements: Gender, Development and Globalization, Global Inequalities and Social Justice, Resistance to Corporate Globalization, and Sociology of Human Rights. All of these courses count for four units. Beyond the classroom, she has served as faculty advisor of the student club Viva Brasil (2011-2015). She has also provided mentorship to LAS and Sociology double majors and LAS minors through directed studies and their presentations at the annual undergraduate research conference at Santa Clara University. In Fall 2016, she invited and mentored a senior major in LAS and Sociology to participate as co-panelist in a book discussion with a Mexican author who visited USF.

**Michael Edward Stanfield**, a professor in the History Department, developed and teaches the required LAS core course, Latin American Perspectives each semester. That course has been a recruiting tool for LAS over the last two decades. He generally teaches one upper division survey course that counts as LAS elective each semester, including Colonial and Indigenous Latin America, Modern Latin America, Andean Nations, Brazil and Amazonia, The Southern Cone, and Imperial San Francisco. All the above courses count for four units. In the past, he has taught immersion courses in Latin America (“Border Issues” at the Universidad Iberoamericana in Tijuana, Mexico, and “El Salvador Today” at the Universidad Centroamericana in San Salvador, but both programs were cancelled because of security or financial concerns).

**Roberto Gutierrez Varea** has developed, taught and teaches courses that are cross-listed with Performing Arts and Social Justice (his home department), Critical Diversity Studies, and Chicanx-Latinx Studies. His ongoing, full coverage course for LAS is Latin/@ America: Performance & Culture (4 units, Core F, Service Learning -SL- and Cultural Diversity -CD- attributes), as well as the partial coverage course Performance and Cultural Resistance (4 units, Core F, SL and CD). He has taught Study Abroad immersion courses in Peru (4 years), Mexico (2 years), Argentina, and El Salvador. He served as co-director and sole director of CELASA where he developed and implemented the CELASA Seminar model.

### **C. Research**

Recent LAS faculty research includes an impressive list of titles and projects, as indicated below by their research bios. Our faculty vary considerably in their needs and search for research support. Some are not doing funded research, or rely on internal funds (the USF Faculty Development Fund) for their research and conference support. Recent larger grants include Lois Lorentzen’s \$25,000 two-year (2013-2015) grant (co-investigator) from the Louisville Institute for a study of the role of the Catholic Church in assisting migrants in transit and deported migrants. Cecilia MacDowell Santos co-coordinated a two-year (2012-2014), \$79,980 grant from Portugal’s National Foundation of Science and Technology for the project “Human Trafficking for the Purpose of Labor Exploitation: Challenges to Law and Rights,”

administered at the Center for Social Studies (CES), University of Coimbra. She has also participated as co-investigator in other large research projects at CES. Kathleen Coll has a \$109,000 grant proposal (co-investigator) under review at Arca Foundation for the project, "Democracy For All" Immigrant Voting Right Project.

Below we list our core faculty research bios (in alphabetical order by their last names).

**Jorge Aquino** earned his PhD from The Graduate Theological Union and came to USF in 2005. His specialties include Latin American theology and religious history, liberation theology, race theory and faith-based social movements. He is currently finishing a book on the Christian roots of racism in the history of the Americas. Some of his recent publications include: "Mestizaje: The Latina/o Religious Imaginary in the North American Racial Crucible," in the *Wiley-Blackwell Companion to Latino/a Theology*, edited by Orlando O. Espín (Oxford: John Wiley & Sons Ltd., 2015), pp. 283-311; "Latin American Liberative Theologies," in *Introducing Liberative Theologies*, edited by Miguel A. De La Torre (Maryknoll: Orbis Books, 2015), pp. 3-25; and "Historia, Poder, Ideología: La ideología racial como producción del sistema-mundo capitalista," *Horizontes Decoloniales*, 1#1:103-142 (2015).

**Lucia Cantero** (A.B, A.M University of Chicago 2001, Ph.D. Yale University, Anthropology and African American Studies, 2015) is an anthropologist concerned with the intersection of aesthetics, politics and identity. She is an Assistant Professor in the Department of International Studies. Her areas of research include Latin America and the Black Atlantic, political economy, visual culture, urban ethnography, transnationalism and globalization, media and cultural studies and critical theory. She is particularly drawn to issues of branding, advertising and markets as sites for the construction of political subjectivity and the ways this process inflects constructions of race, class, and sexuality. Some of her forthcoming publications include "Canned Latinx: Goya Products and the Branding of Diaspora," "The Waste of Accumulation: Mega-Events and the Shock of Order in Rio de Janeiro" and an adaptation of her doctoral dissertation, "Specters of the Market: Consumer-Citizenship and the Visual Politics of Race and Inequality in Brazil." This recent research examines the role that global development projects, mega-events like the Olympics and the World Cup, have on local subjects, public space and economies. Her work has been supported by the Mellon Foundation, the Woodrow Wilson Foundation and the Social Science Research Council.

**Pedro Lange Churión** received his PhD in Literature from the University of Cincinnati (1996). He is both an academic and a visual artist. He has written and directed various films, including *Crocodile* (USA, 2000). This film received a Remmy Bronze award for best dramatic adaptation at the Houston International Film Festival (2001). He also wrote and directed *Visitas* (Colombia, 2005), a full-feature narrative film that explores violence in Colombia. He has directed various documentaries and produced experimental videos for The Urban Unseen, a multimedia exhibit organized by the Architecture Program for the Thatcher Gallery at USF. Currently he works on a large-format photography project for an exhibit in Madrid that will feature victims and activists from the Stolen Children crisis in Spain. His academic areas include Latin American Literature and Culture, Film Studies, Urban Studies, Comparative Literature and Critical Theory with an emphasis on Psychoanalytic Critical Theory. Current research includes a collaboration with USF Professor Tanu Sankalia on Epistemologies of the Global South and a book manuscript: *Usurped: The Cinema of Shifting Identities*. His articles have been published in refereed journals and magazines in the US, Europe and Latin America. He has co-authored and co-edited *Postmodernity in Latin America: a Reader* (Humanity Books, 2001). In 2013, he won the USF Sarlo Prize for excellence in research.

**Kathleen Coll** received her PhD in Anthropology from Stanford University (2000). She is an Assistant Professor in the Department of Politics. Professor Coll is a political anthropologist whose research and teaching focuses on immigration politics and policies, cultural citizenship, and grassroots community

organizing in the U.S., with special emphasis on the Bay Area. In addition to journal articles, chapters in edited volumes, and editing special journal issues, she has completed three book projects. *Remaking Citizenship: Latina Immigrants and New American Politics* (Stanford University Press, 2010) is an ethnography of San Francisco immigrant women's experiences and activism in the context of hostile national immigration, welfare, and labor policies. *Disputing Citizenship* (Policy Press, 2014) is the result of a seven-year collaboration with colleagues from the UK, France and Brazil and reflects her current interests in the efforts to regain local voting rights for non-citizens in the US and the domestic workers rights movement. *Gendered Citizenships* (Palgrave, 2009) is a co-edited volume featuring ethnographic research on cultural citizenship and women of color in the US, UK, Brazil, and Central America.

**Elisabeth Jay Friedman** received her PhD in Political Science at Stanford University (1997). Professor Friedman has published extensively in the area of gender politics, as well as on sexuality politics, in Latin America and globally. Her published works include *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America* (UC Press, December 2016); *Unfinished Transitions: Women and the Gendered Development of Democracy in Venezuela, 1936-1996* (Penn State Press, 2000); *Sovereignty, Democracy, and Global Civil Society: State-Society Relations at UN World Conferences* (SUNY Press, 2005; with Kathryn Hochstetler and Ann Marie Clark), and articles in journals including *Politics & Gender*, *Latin American Politics and Society*, *Signs*, *Women's Studies International*, and *Comparative Politics*.

**Luis Daniel Gascón** received his PhD from in Criminology, Law, & Society from the University of California, Irvine. He is an assistant professor in the Sociology Department. His research uses cultural approaches to critically examine the dynamics of race and power in criminal and juvenile justice institutions. This work has appeared in *Social Problems* and *Race & Justice*. His forthcoming co-authored book, *Communities Policing: Race, Crime, and Social Control in the Age of Colorblindness*, argues that LAPD's current community policing efforts do more to reify and amplify existing conflicts than resolve them and leave the concerns that exploded in 1992 largely unaddressed. LAPD is able to retain a free hand in policing practice, backed by a discourse of community engagement, while advancing its political legitimacy. At a time when departments across the country are embracing community partnership rhetoric to strengthen relationships with communities of color, we show that in practical terms police do little to change the established order and instead work to reinforce police authority, leaving little room for marginalized groups to impact and impede police action.

**Karina Hodoyán** received her Masters in Comparative Literature at San Francisco State University and her PhD from the Department of Spanish & Portuguese at Stanford University. Her areas of focus include Mexican, Border and Chicana/o Literary and Cultural Studies, with an interest in Feminist and Performance Studies. Amongst other artistic and literary collaborations, she worked with the Mexican Consulate of San Francisco in the exhibition and wrote the introduction to the published catalogue titled, "The Belly of the Beast: Exonome and Immigration." *Exonome Catalogue* (2009). She has been an active participant and collaborator of the NYU based International "Encuentro," first in Buenos Aires, where she published a report on the performance of troupe *Secos y Mojados*, "Keeping it Together: 'The Body of Remembrance' and the Re-enactment of the Migrant Experience," *e-misférica 4.2*, New York University (2008) and "Violeta Luna: Requiem," in *Narcomachine e-misférica 8.2* (2010). In the last NYU Encuentro in Vancouver, she performed a "Round Dance Revolution" in collaboration with Idle No More. She also published a chapter on the history of performance art in the Californias, "La Fronteras del Performance Latino en California" in *Antología de Performance en Latinoamérica*, ed. Josefina Alcázar, México D.F.: México (2004) and another co-publication with CITRU and CELASA titled, *Performance y Arte Acción en los muchos Méxicos* with Josefina Alcázar (to be published in 2017). She is currently working on two collaborative projects—a manuscript translation on the life stories of Translatina Immigrants in California and a Mexican Feminist collection on responses to violence in Mexico.

**Susana Kaiser**, MA in Communications, Hunter College, NY (1993); PhD in Latin American Studies with an emphasis on Media, University of Texas at Austin (2000). Her research focuses on communications/ media, cultural/political memories, and human rights. Before coming to USF she was a Rockefeller Postdoctoral Fellow at the University of California, Berkeley. She has published about the communication strategies developed by the Mothers, Grandmothers, and the children of disappeared people in Argentina, her country of origin; the role of film, popular music, and the ongoing trials to torturers and assassins in writing memories about Argentina's last dictatorship. Her book *Postmemories of Terror: a New Generation Copes with the Legacy of the "Dirty War"* (Palgrave Macmillan, 2005) explores young Argentines' memories of the dictatorship. Her current research focuses on visitors' experiences to former centers of torture and extermination turned into spaces for memory. Recent publications include: "Argentinean Trials: New Ways of Writing Memory," *Latin American Perspectives*, Vol. 42(3), 2015; "Argentinean Torturers on Trial: How Are Journalists Covering the Hearings' Memory Work?" in *Journalism and Memory*, B. Zelizer and K. Tenenboim-Weinblatt (Eds), (Palgrave Macmillan, 2014); "Memory Inventory: The Production and Consumption of Memory Goods in Argentina," in *Accounting for Violence: Marketing Memory in Latin America*, K. Bilbija and L.A. Payne (Eds) (Duke, 2011); "Human Rights Media;" "Mothers of the Plaza de Mayo;" "Abuelas of the Plaza de Mayo;" "H.I.J.O.S." in *Encyclopedia of Social Movement Media*, J. Downing (Ed) (SAGE, 2011). "Singing, Dancing and Remembering: The Links Between Music and Memory," in *Inhabiting Memory: Essays on Memory and Human Rights in the Americas*. M. Agosin (Ed) (WingsPress, 2011); "Escribiendo memorias de la dictadura: las asignaturas pendientes del cine argentino," *Revista Crítica de Ciências Sociais*, Coimbra, No.88, 2010.

**Chris Loperena** received his PhD in Social Anthropology at the University of Texas at Austin, 2012. He is an Assistant Professor in the Department of International Studies and Academic Director of the Master in International Studies. He was the César Chávez Fellow at Dartmouth College before assuming his position at the University of San Francisco. During the 2015-2016 academic year, Professor Loperena took a sabbatical leave and was a Visiting Researcher at CIESAS-Pacífico Sur in Mexico (Center for Research and Advanced Studies in Social Anthropology). His scholarly interests include indigenous and black struggles for autonomy in Central America, ethicality and subject formation, race, diaspora, and critical development studies. In addition to his academic work, he has collaborated on several studies with OFRANEH (Organización Fraternal Negra Hondureña) and CCARC (Caribbean and Central America Research Council) in support of Garifuna territorial rights in Honduras. He has received additional support for his research from the Andrew W. Mellon Foundation and the Inter-American Foundation. His current book project is titled: "A Fragmented Paradise: Race, Territory and Black Autonomy on Honduras's Emerald Coast." His publications include: "Conservation by Racialized Dispossession: The Making of an Eco-destination on Honduras's Caribbean Coast," Vol. 69:184-193, *Geoforum* (2016) and "A Divided Community: The Ethics and Politics of Activist Research," *Forum on Public Anthropology, Current Anthropology*, Vol. 57(3) (2016).

**Christina Garcia Lopez** received her PhD in American Studies at the University of Texas at Austin, 2012. She is an Assistant Professor in the Department of English, specializing in Chicana/o Literature. In her 4<sup>th</sup> year at USF, Professor Garcia Lopez has two publications completed and one currently under review, as well as a completed book review. The first of the two publications is an article recently published in the *Journal of Transnational American Studies* (JTAS) vol. 7.1, and is entitled "'This Land Is Holy!' Intersections of Politics and Spirituality in Luis Alberto Urrea's *The Hummingbird's Daughter*." The second is a chapter in a new collection published through Palgrave, *(Re)Mapping the Latina/o Literary Landscape: New Works and New Directions*, edited by Cristina Herrera and Larissa M. Mercado-López. The chapter is entitled, "Creating a More Compassionate Narrative: Undoing Desconocimiento through Embodied Intimacy in Helena María Viramontes' *Under the Feet of Jesus* and Luis Alberto Urrea's *The Devil's Highway*." Professor Garcia Lopez also has an article under review with *MELUS*, for a special issue, Twenty-First Century Perspectives on U.S. Ethnic Literatures. That article is

entitled “With the Sacredness of a Priest: Centering the Body as Ritual Site of Feminist Knowledge in Viramontes’ ‘The Moths.’” Additionally, she has published a book review on Richard Rodriguez’ *Darling: A Spiritual Autobiography* in *Latino Studies*, vol. 13.3. Currently, she is working on a book proposal on the topic of embodied spiritual epistemologies in Chicana/o literature. Finally, Professor Garcia Lopez has several articles planned that correspond to these issues.

**Lois Ann Lorentzen** received her PhD in Social Ethics at the University of Southern California in 1989. Professor Lorentzen's research and teaching interests include: immigration, environmental ethics, gender and religion. She has conducted research in El Salvador and Mexico. Professor Lorentzen is the author of *Etica Ambiental* (Environmental Ethics) and *Raising the Bar*, editor of *Hidden Lives and Human Rights in the United States: Understanding the Controversies and Tragedies of Undocumented Immigration*, and co-editor of *On the Corner of Bliss and Nirvana: the intersection of religion, politics, and identity in new migrant communities; Ecofeminism and Globalization: Exploring Culture, Context, and Religion; Religion/Globalization: Theories and Cases; The Women and War Reader; Liberation Theologies, Postmodernity and the Americas*; and, *The Gendered New World Order: Militarism, the Environment and Development*. She is Associate Editor for the *Encyclopedia of Religion and Nature* and the *Encyclopedia of Violence, Peace and Conflict*, and has written numerous articles in the fields of women and war, religion and violence, religion and immigration, and gender and the environment.

**Julio Moreno** received his PhD in History from the University of California, Irvine, 1998. He is the recipient of distinguished awards that include visiting scholar research fellowships at the Library of Congress and the Institute for Historical Studies at the University of Texas in Austin. Both of these awards illustrate his research and expertise on globalization and American business, diplomacy, and culture abroad. Professor Moreno has authored articles and books, including *Yankee Don't Go Home*, a book on Mexican nationalism and American business culture in Mexico. He is also co-author of *Reflections*, a Harcourt Publishers’ six-volume book series for elementary schools in California, and contributing author and co-editor of *Beyond the Eagle's Shadow*, a book that looks at new interpretations of Latin America's Cold War. He is currently writing two books: One is on the history and evolution of Coca-Cola's corporate expansion abroad and the other looks at the intersection of business and diplomacy in Latin America.

**Nadina Olmedo** received her PhD in Hispanic Studies (University of Kentucky, 2010) with an emphasis in Latin American Literature and Film. Her research interests focus on gothic Literature, emergent horror cinemas and women and gender studies. She is the author of *Ecos góticos en la novela del Cono Sur* (Juan de la Cuesta-Hispanic Monographs, 2013) which explores gothic allegories and metaphors to unveil social anxieties and fears during turbulent times in the Southern Cone region, such as dictatorships. She is the co-author of *Negrótico* (Editorial Pliegos, Madrid, 2015) which analyzes a new trend in transatlantic literature and film that hybridize criminal fiction with gothic figures and forms to highlight otherwise violence, prostitution and police and political corruption in Hispanic countries. Her current research is particularly drawn to issues of women trafficking, prostitution and domestic violence in Latin America and its representation in popular genre, particularly telenovelas and graphic novels.

**Francesca Rivera** received her BA from Sarah Lawrence College, MA from UC Berkeley, and is a PhD candidate at UC Berkeley completing a dissertation about Panamanian music and community-based *conjuntos de proyecciones folklóricas*. Her research areas include: genre labeling in expressive cultures, culture bearers, post-colonial nationalist movements, mestiz@/mixed-race identity formations, and alternative music pedagogies that maximize the agency of young musicians.

**Cecilia MacDowell Santos**, PhD in Sociology, University of California, Berkeley (1999) and Master in Law, University of São Paulo (1991), joined USF in 2001, and since 2006 she is also a research member of the Center for Social Studies at the University of Coimbra in Portugal. Her current research interests

focus on transnational legal activism, practices of human rights (particularly women's rights, indigenous rights, and the right to political memory), the State, gendered violence and justice. She has conducted research in Brazil and in Portugal. She is the author of *Women's Police Stations: Gender, Violence, and Justice in São Paulo, Brazil* (Palgrave, 2005), co-editor of *Desarquivando a Ditadura: Memória e Justiça no Brasil* (Hucitec Press, 2009) and *Repressão e Memória Política no Contexto Ibero-Brasileiro: Estudos sobre Brasil, Guatemala, Moçambique, Peru e Portugal* (Brazilian Ministry of Justice, 2010), and editor of *A Mobilização Transnacional do Direito: Portugal e o Tribunal Europeu dos Direitos Humanos* (Almedina Press, 2012). Recent journal articles include "Legal Dualism and the Bipolar State: Challenges to Indigenous Human Rights in Brazil," *Latin American Perspectives*, 43(2): 172-189 (2016), and "Curto-Circuito, Falta de Linha ou Na Linha? Redes de Enfrentamento à Violência contra Mulheres em São Paulo" [Short Circuit, No Line, or Online? Networks Confronting Violence against Women in São Paulo], *Revista Estudos Feministas*, 23(2): 577-600 (2015). In 2015, she received the USF Post-Sabbatical Merit Award for "exceptional productivity in scholarly work."

**Michael Edward Stanfield**, PhD in History, University of New Mexico, 1992, is an historian of modern Latin America, focusing on topics in the social and cultural history of various South American nations. A Spanish translation of his first book (*Red Rubber, Bleeding Trees: Violence, Slavery and Empire in Northwest Amazonia, 1850-1933* (UNM Press, 1998)) was published by Ediciones Abya-Yala, titled *Caucho, conflicto, y cultura en la Amazonía Noroeste: Colombia, Ecuador, y Perú en el Putumayo, Caquetá, Napo, 1850-1933*, in 2009. The University of Texas Press published his cultural history of beauty in Colombia in 2013, *Of Beasts and Beauty: Gender, Race, and Identity in Colombia*. He is currently engaged in researching "The Politics of Popular Music in Argentina, Chile, and Uruguay" for his next book project.

**Roberto Gutierrez Varea** holds an MFA in Theater, Directing, from the University of California, San Diego. His writing and creative work focuses on live performance as means of resistance and peacebuilding in the context of social conflict and state violence. He regularly presents on this research and conducts workshops in academic and community forums around the world. His stage work in the United States includes a particular focus on Chicana/Latina works. His socially-engaged practice includes the founding and artistic direction of community-based companies *Soapstone Theatre Company*, a collective of male ex-offenders and women survivors of violent crime, *El Teatro Jornalero!*, a performance company of Latin American immigrant workers, and the performance artist's collective *Secos & Mojados*, which engages with issues of migration, transnationalism, and displacement. He is a regular contributor and guest editor to journals in performance, politics, and peacebuilding and is co-editor and co-author of the two-volume anthology *Acting Together: Performance and the Creative Transformation of Conflict* (New Village Press, Oakland - NYC; 2011-12). Varea is a founding faculty of the Department of Performing Arts and the Critical Diversity Studies Program at USF, where he also served as director of the Center for Latino Studies in the Americas. He is a twice recipient of the Latino Faculty of the Year Award (2003, 2013).

#### **D. Service**

The range of the LAS faculty service to the university, to their disciplines, and to the wider community is as broad as their passions and areas of expertise. Their main contributions to the LAS program include the following.

**Jorge Aquino** served as director of the Chican@-Latin@ Studies minor from 2010 to 2012.

**Pedro Lange Churión** served as director of the Latin American Studies program in Fall 2013 and the 2014-2015 academic year. He is currently acting director of the Urban Studies program.



**Kathleen Coll** is faculty in the Politics Department and is a core faculty member in the Master in Migration Studies (MiMS) Program. She has made significant contributions to curriculum redesign for the Politics major and the design and implementation of the new curriculum in the MiMS program. She has also served on the advisory boards for the Urban and Public Affairs Master program, the undergraduate major in Urban Studies, and the organizing committees for the annual Fall Critical Diversity Studies campus-wide Forum and Spring Global Women's Rights Forum. She also represents USF as an active member of the Central American and North American Jesuit Migrants Network (Red Jesuita con Migrants Centroamérica Norteamérica), has co-authored op-eds and signed *amici* briefs about key Latin American immigration and immigrant rights concerns. She served for seven years on the board of directors of key USF community partner Mujeres Unidas y Activas, is a former member of Immigrant Rights Commission of the City and County of San Francisco, appointed by the Board of Supervisors, and currently volunteers with the FREE SF coalition of grassroots organizations advocating for community safety, transformative justice and immigrant rights in San Francisco.

**Elisabeth Jay Friedman** is Professor and Chair of the Politics Department. She has served as former director of LAS for a three-year term (2006-2009) and in Spring 2014. She continued to serve on LAS Advisory Board until Fall 2015. She stepped back from direct LAS service due to other service obligations (chairing a department, co-coordinating the Global Women's Rights Forum).

**Luis Daniel Gascón** is faculty in the Department of Sociology, and currently serves on the Criminal Justice, Legal, Chican@-Latin@, Latin American, and Urban Studies advisory boards. He has made several contributions to the curriculum of these programs by developing new course offerings, and organizing film screenings and speaking events. He serves with the Law & Society Association in various capacities. As a board member for the Diversity Committee he has implemented initiatives to expand participation among students and faculty from underrepresented groups. As an organizer of the collaborative research network "Critical Research on Race & the Law" he has organized numerous panels examining the intersection of race and the administration of law enforcement throughout the Americas. His community service includes ongoing work to advance social justice through soccer with the Left Wing Football Club, an anti-imperialist, anti-racist, anti-sexist soccer team/community in Oakland.

**Karina Hodoyán** is an Associate (Term) Professor in the Spanish Program in Modern & Classical Languages. She is currently the Director of the Center for Latina/o Studies in the Americas (CELASA). Furthermore, she has been Coordinator of the Chican@-Latin@ Studies and Esther Madríz Program, member of the Diversity Task Force, and the Critical Diversity Studies Program. She is currently member of the Undocumented Student Taskforce, as well as the Latin American, Chican@-Latin@, Masters in Migration, and Gender & Sexuality Studies Executive Boards. She is currently serving as a faculty mentor with Stanford PhD graduates in the Preparing Future Professors program.

**Susana Kaiser** is faculty in the Media Studies Department. She was director of Latin American Studies for a three-year term (2010-2013). During that period, she was LAS representative in College Council and Arts Council and member of the Advisory Board of the International Studies minor; she prepared the response to the last program external reviewers; coordinated curriculum revisions based on reviewers' recommendations; prepared two annual assessment reports; advised all LAS students; represented LAS at Major/Minor fairs; attended events organized by LAS students and/or honoring them; was editor of the LAS newsletter *Divisadero*; and was a regular panelist at *Bienvenidos* (now discontinued), an annual weekend event for admitted Latin@ students and their families. Since co-founding the USF Human Rights Film Festival in 2003, she has been organizing this annual event and working with other departments and programs regarding: programming, funding, and the inclusion of the festival as co-curricular activity. Kaiser is the director of *Cine Acción* at USF (CA), a project of Latin@ filmmakers and producers that has been housed at the University in the past five years. Starting a new phase, CA presents now the festival and organizes other screenings with the aim of becoming an outlet for

showcasing and discussing films addressing human rights and activism. Beyond the university, the film festival and other screenings are key activities for networking with Bay Area communities, including links with Cine + Festival Latino and the San Francisco Film Society. She is involved in the organization of events ranging from talks by filmmakers and human rights activists to forums to discuss issues such as violence in the Americas or teach-ins—e.g. to discuss Arizona’s proposed law banning Ethnic Studies.

**Christopher Loperena** is faculty in the International Studies Department, and currently serves as the Academic Director for the MA in International Studies Program. In this role, he has made substantial contributions to program development and curricular design. Professor Loperena is committed to making sure his research has a scholarly impact beyond the academy. Most recently, he provided expert testimony for a Garifuna land rights case before the Inter-American Court of Human Rights. Additionally, he has written affidavits for asylum cases, and he sits on the Board of Directors for Refugee Transitions—a local community-based nonprofit agency serving high-need, low-income refugee, asylee, and immigrant newcomers.

**Christina Garcia Lopez** is an Assistant Professor in the English Department. She has served as director of the Chican@-Latin@ Studies (CLS) Minor in the 2015-2016 academic year. She has also served on the Advisory Board of LAS during the same period. She is on sabbatical leave in Fall 2016 but will return to her service as director of the CLS minor in Spring 2017.

**Lois Ann Lorentzen** is Professor of Social Ethics in the Theology and Religious Studies Department and Academic Director of the Master in Migration Studies Program. She was Interim Associate Dean of Arts and Humanities for the College of Arts and Sciences (2010-2011). Until Fall 2016, she served on LAS Advisory Board for many years and regularly attended meetings. She has organized and co-sponsored a number of LAS events when she was co-director and director of the Center for Latina/o Studies in the Americas (CELASA) (2007-2010).

**Julio Moreno** is Professor and Chair of the Department of History. He has served as director of the Center for Latino Studies in the Americas, executive Director of the Pan-American Society, and faculty director of the Privett Global Service-Learning Program at the University of San Francisco. Professor Moreno is a noted presenter of topics related to Latin America, U.S. Diplomacy and business abroad, and of pressing issues dealing with the Latin(a)o community in the United States. He has granted numerous interviews to various television and radio stations that include CNN, ABC, CBS, NBC, Univisión, and Telemundo. Professor Moreno has also offered many interviews to U.S. and Latin American newspapers and news agencies. He has also served as a marketing consultant for Harcourt Publishers and a subject matter expert for The Coca-Cola Company.

**Nadina Olmedo** is faculty in the Spanish Studies Program and joined LAS Faculty Board in Fall 2016 to serve as the liaison between Spanish Studies and LAS. Since then, she has been conducting Oral Proficiency Interviews to LAS Majors and Minors who are fluent in Spanish either for placement purposes or to process a waiver in their foreign language requirement. Prof. Olmedo is the curator of the Latin Horror Film Festival that takes place every fall semester at USF.

**Francesca Rivera** is faculty in the Department of Performing Arts and Social Justice, where she coordinates the Music Program.

**Cecilia MacDowell Santos** is a faculty in the Department of Sociology, which she chaired in 2009-2012, and is currently LAS program director since Fall 2015. She has been a member of LAS Advisory Board since 2001. She has served as advisor of student clubs centered on Brazilian culture, such as Viva Brasil (2011-2015). She has organized numerous lectures by mostly Brazilian scholars and activists on campus. She has served as liaison between the USF community and various Brazilian and other communities in

San Francisco. In 2011-2013, she coordinated an international community-in-conversation project bringing to USF two Brazilian educators working in the periphery of São Paulo who gave lectures and met with our students and local community organizers. In 2011, she co-organized the first conference of Brazilian immigrant women in the West coast of the United States. The conference took place at USF and was part of the activities of the Global Women's Rights Forum, which she co-founded and has co-coordinated in different years. In 2011-2013, she facilitated the contact between members of Viva Brasil and the Brazilian student club of City College of San Francisco. Viva Brasil then organized the First Encounter of Brazilian Student Clubs in San Francisco. She also facilitated internships of Viva Brasil members with Brazilian-centered non-profit organizations in the Bay Area. She has given presentations to the Brazilian immigrant community and interviews to radio and television networks. In 2016, she gave two live interviews for Aljazeera and Rising Up with Sonali Radio and Television show on the impeachment of Brazil president Dilma Rousseff.

**Michael Edward Stanfield** is faculty in the History Department and contributed to its Program Review and subsequent curriculum revisions. He served on the Arts and University Peer Review Committees in 2012-2014, and serves on the Advisory Board for the Latin American Studies Program.

**Roberto Gutierrez Varea** is faculty in the Department of Performing Arts and Social Justice, which he co-founded, chaired, and where he currently coordinates the Theater Program, directs a major theater production yearly, and serves in several committees. He is founding faculty of the Critical Diversity Studies program (CDS), where he currently teaches and directs the Chicanx-Latinx Studies Minor. He co-developed the original curricula of Performing Arts and CDS, and serves on the Advisory Board of Latin American Studies and Critical Diversity Studies Programs. At USF he has served on numerous committees and Task Forces, including areas of Diversity, International Studies, Facilities, Core Curriculum, and participating on the Ignatian Faculty Forum among others. He is a former director of the Center for Latinx Studies in the Americas (CELASA). Varea's off-campus service includes running creative programs for the San Francisco Sheriff Dept., and immigrant-based organizations, serving as panelist for numerous private and public grant selection committees, and currently serving on the Executive and Advisory Boards of these artistic organizations: Galeria de la Raza, the Yerba Buena Garden's Festival and Golden Thread Productions (San Francisco) and the H.E.A.T. Collective (New York City).

#### **D. Relationships with other Departments and Programs**

LAS collaborates closely with CELASA and the Chican@-Latin@ Studies Minor. As noted above, LAS allocates part of its budget to these programs. They share the same program assistant, office space, and also work together on programming and a series of activities.

**CELASA** was established in 1997. The Center's overall aim is to contribute to the understanding of Latino communities in the United States and throughout Latin America, as well as to promote scholarly communication across national boundaries. In particular, the Center will foster the interdisciplinary analysis of the social, political, cultural, and educational realities of Latin Americans and of Latinos in the United States. The Center also supports the study of shared cultures and social realities among Latinos in the Americas that are the product of historical events, migration, and globalization.

As part of their close relationship, LAS and CELASA collaborate in the following:

##### Programming

- One CELASA keynote speaker per year
- CELASA lectures or art-based programs
- Two CELASA brown-bag faculty research presentations (both LAS and CLS faculty)

· Various LAS classroom and speaker collaborations (see list of LAS and CELASA events in the Appendix)

Lending Library. A dedicated space for the Center for Latino/a Studies in the Americas and Latin American Studies. Space includes artwork, a book/film lending library for Latin/x American Studies.

CELASA Seminar. Should be the premier experience for USF students to learn about and experience the conditions of Latin America within the context of the United States. All students who are selected for the seminar will participate in an immersion experience in Latin America (along with their professor). Students and faculty will spend half the semester preparing for their immersion experience while engaging in service projects in the San Francisco Bay area.

Visiting Scholars Program. Enables faculty from Jesuit and other universities throughout Latin America and the U.S. to conduct research at USF. The program emphasizes “Academics at Risk”, providing a safe haven for scholars engaged in human rights activities. In Spring 2017, LAS and CELASA will host a Visiting Scholar from the State University of Paraná, Maringá (Brazil), who will be supervised by Professor Cecília Santos.

LAS also collaborates closely with the **Department of International Studies**. Some LAS faculty teach for the Master in International Studies (MAIS) program and advise its students’ theses. The academic director of the MAIS program is a Latin Americanist. He is affiliated with CELASA and joined LAS Advisory Board in Fall 2016. LAS is also very close to the BA in International Studies. LAS is the largest minor in this BA and also has double majors. LAS director serves on the Advisory Board of the Department of International Studies. This involves attending all meetings, participating in curriculum and policy development, and advising students whether as groups or in individual sessions. Starting in Fall 2016, LAS minors with majors in International Studies have been advised by a faculty member of the Department of International Studies. LAS director provided training to this faculty and has responded to any questions or issues that the advisor is not able to address during advising sessions.

LAS has a close relationship with the **Master in Migration Studies (MiMS) program** due to the key role of LAS affiliated faculty in initiating, leading, and teaching in this new graduate program. As noted above, LAS would welcome the possibility of connecting its majors with this graduate program. Initially, LAS housed the program and provided administrative support until MiMS had its own office space and program assistant. Now an independent program, MiMS launched in Fall 2016 with a cohort of 11 students and expects to admit a slightly larger cohort to begin in Fall 2017. It is a two-year, 34-unit program. Students start at the University of San Francisco in the first semester followed by a semester at the Universidad Iberoamericana in Mexico City. The entire second year of study is offered at USF. The program consists of six core courses (required), four special topics courses, and four one-unit research seminars. Summer immersions and fieldwork are available throughout the world – including opportunities offered worldwide by the more than 200 Jesuit universities and Jesuit-affiliated institutes and social service agencies.

We frequently co-sponsor activities with departments across the university. We maintain close contact with professors of Spanish and Portuguese languages and literature in order to facilitate student learning and possible waiving of the language requirement. And we rely heavily on other departments’ willingness to offer Latin American or Latin@-focused courses; occasionally the director is approached for names of suitable adjuncts when those courses cannot be offered by regular faculty.

In general these collaborations have been successful, although we have sometimes been disappointed when a course that would be useful to the major is not offered as regularly as our students would like, such as Latin American Philosophy, which finally will be offered in Spring 2017. There are departments

whose Latin Americanists are so busy with other service that they have not been regular participants in our faculty advisory board in the last five years. Strengthening these ties and collaborations with other departments is primarily a hiring question, though occasionally it has to do with the service loads of those faculty whose teaching interests may include Latin America, but whose schedules do not permit them offering classes about the region.

Interdisciplinary programs have unique challenges when it comes to maintaining program coherence and vision when faculty come from a number of different departments. Ideally, program coherence is gained through the collaboration of core faculty who advocate for the program as needed in their home departments and elsewhere in the university. When those faculty are not available for LAS service, coherence becomes more difficult.

Furthermore, maintaining relationships with contributing departments has been largely through the participation of faculty from those departments. As noted above, this is not an entirely reliable mechanism, given the inconsistent interest of faculty from different departments. But it is important that several faculty are entirely consistent in their interest in and advocacy for LAS.

We would welcome greater participation by faculty from Philosophy and Economics. While they have courses in the LAS program and faculty who are interested, they contribute to LAS only intermittently. One of the obstacles to increasing their participation is the other service obligations they may have along with the unwillingness of the LAS program to put unnecessary and unwelcome pressure on individual faculty to participate. In this regard, the University could help by further recognition and institutionalization of the service that LAS participation requires, so that both faculty and administrators see that participation as an integral part of individuals' wider service profile on campus.

## **E. Recruitment and Development**

As noted above, LAS is not a department and cannot hire its own faculty. But in the future, we would very much like the college to hire a full-time professor who could teach Portuguese and Brazilian culture classes. We would like at some point in the future to establish a Brazilian studies minor. In addition, we would like to expand our curriculum in the areas of Afro-diasporic studies in Latin America and the Caribbean, as indicated above. In the next five years, three LAS core faculty are expected to retire. Hence, there will be even greater need for hiring new LAS faculty.

The junior faculty are mentored by their home departments, but LAS core faculty provide informal mentorship to their junior colleagues.

In terms of the professional development and growth of our existing faculty, we collaborate with CELASA in offering brown bag opportunities for professors to share their research (or screenings of their films, readings of their books). In Fall 2016, we created a LAS Writing Group, consisting of one-day writing retreats on campus. Many faculty participate in the weekend-long Faculty of Color Writing Retreat that is organized by the University every year. Some faculty attend the weekend-long writing retreats organized every semester by the College of Arts and Sciences, as well. Faculty also attend the one-day writing retreats organized by CRASE-Center for Research, Artistic, and Scholarly Excellence, as well as the weekly writing teams and Saturday writing retreats organized by the College of Arts and Sciences. Moreover, we share information about conferences, calls for journal articles, and research opportunities. LAS also regularly supports the dinner in honor of Ester Madriz, put on by the Ester Madriz community.

## V. Departmental Governance

As an interdisciplinary program, LAS is organized rather differently than other departments on campus. It includes a director, a faculty advisory board, and associated faculty.

The program director is responsible for the effective use of LAS's resources and for providing leadership and focus for the program. The director's specific duties include: recommend for appointment new members of the Advisory Board and Program Assistants; organize and facilitate LAS meetings; fulfill all student advising for the LAS major and minor; oversee the LAS budget in consultation with the faculty advisory board; represent LAS by regular attendance at monthly meetings of the College Council, Arts Council, and all other College and University meetings and activities as required; represent LAS on the Advisory Board of the Department of International Studies and attend all meetings; represent the program in correspondence and communication with the USF community, and those seeking information about the program from outside of the university.

The associated faculty of the LAS program consists of all full-time and part-time faculty and instructors at the University of San Francisco who offer courses within the LAS major, and wish to be recognized as being affiliated with the program. Any associated faculty can attend the regular meetings of the LAS program and may speak to any matter being discussed. However, they normally do not attend meetings.

Those faculty members who are appointed to the faculty Advisory Board constitute the decision-making arm of the program. As proposed by the last revisions of the By-laws in 2011, the length of the service should be for three semesters. But it has varied from one semester to two years. Board members are expected to attend all LAS meetings and fully participate in decisions about program development, evaluation, and resource use, and can be removed if they miss meetings for an entire semester and/or do not fulfill responsibilities. The director and program assistant circulate the semester's meeting schedule well in advance, send out the agenda and reminders before each meeting, and solicit faculty participation in all aspects of the program. The faculty strive for consensus-based decision-making.

That said, the reality of LAS governance is that the faculty who show up get to participate, and for those who choose not to show up there is no penalty. LAS is dependent upon the good will and energies of LAS faculty, but everyone involved understands that despite much good will, LAS service comes second to service in home departments. In a semester such as this one, where three of the core faculty who normally would serve on the Advisory Board are serving as chairs of their respective departments or directors of a master's program, and members of the Advisory Board are chairing search committees or serving on multiple advisory boards, attendance at meetings has been unsatisfactory and irregular. Thus, most departmental business, including planning for this APR, has been carried out via a Google.doc, e-mail or by the director and program assistant. This situation is far from ideal, and as explained before and below the program is seeking to change both the advising loads and the recognition of LAS service by the College.

The normal term for the program director should be three years, as indicated in the By-laws. However, this is not taking place since 2013. In the past three years, the three program directors were appointed, respectively, for three semesters, one semester, and one year (renewed to two years). The fact that the program directors do not receive course release on a par with that given to department chairs, as requested in our previous program review and highly recommended by the external review committee, has made it very difficult to follow the By-laws. The expectation is that the director rotates among interested tenured-track faculty, but this rotation is highly dependent on respective faculty's other service obligations, research opportunities, and sabbatical leaves. Those who have served as director/chair have been dedicated to expanding the program, working in conjunction with other majors and programs on campus to do programming. All program administration is done by the director. There is no regular delegation of

departmental work, although the faculty Advisory Board does contribute to assessment and review as individuals are able and willing. Again, we are seeking to modify this situation and hope that the College can provide the needed support to the program.

## **VI. Students**

In general, the program is looking for students who have an interest in expanding their knowledge and capacity for critical analysis of the Latin American region from an interdisciplinary perspective, and is particularly well suited to students who seek a well-rounded approach to the region. Our students include both those with a facility for academic research, a strong commitment to social justice in the region and the US, and those who have a familial attachment to the region. These are not exclusive categories!

As reported by the Dean's office at the College of Arts and Sciences, 78% of LAS majors and 94% of LAS minors received financial aid in the past two years. Data on the amount of aid was not available at the time this report was written (November 2016), but the Dean's office indicated that the average amount of aid awarded to ALL USF undergraduates (this includes the School of Management and School of Nursing in addition to Arts & Sciences) is \$28,620.

Latin@ students are overrepresented in the program given their numbers at USF (20.4% of the student body) and at the College of Arts of Sciences (24.8% of all students); they currently make up 82% of the majors. We do not consider this a problem, but rather an asset. As for the minors, Latin@ students used to be a majority, but since 2015 White students have also been overrepresented in the minor, and each group makes up around half of the minor.

LAS routinely supports and sponsors events organized by Latin@ clubs or LAS students on campus in order create an intellectual and social climate that fosters student development and achievement. The students who work for the program's office are more involved with the program assistant, the director and the faculty. There is no formal mechanism for student involvement in policy.

Program expectations are communicated to students through advising and students are kept informed of their progress in meeting learning outcomes by individual faculty in their classes. However, we hope to work on this as part of our assessment efforts. This is an area where distributing the advising load would help a great deal, as faculty would be able to follow the work of individual students more carefully and communicate with them more regularly about program expectations and their own progress. To enable such tracking of our majors, we would ask LAS faculty to give advisors mid-term and final progress reports on the students, to be used in individual advising sessions.

## **VII. Staff**

Currently we have one excellent program assistant, Gladys Perez, who is also the program assistant for the Chica@-Latin@ Studies (CLS) Program and CELASA. She has four student assistants.

There have been three program assistants in the last five years. In Spring 2015, our program assistant resigned, as noted above in the history section. We hired a new program assistant in the Summer of 2015. But she resigned during the first week of classes in Fall 2015. It was a very stressful situation. This created instability in the program and probably affected our majors and minors. But we were able to hire Gladys at the end of the semester.

Opportunities for professional development and training are standardized by the program assistants' supervisors on campus, rather than through individual programs and departments. The Center for

Instruction & Technology lab on campus offers technology classes throughout the year including Powerpoint, Wiki, Wimba, Website Updating, Photoshop, and InDesign.

Although the individual programs do not supervise their program assistants, the directors of LAS, CELASA and CLS meet with Gladys individually on a regular basis to go over her tasks and the needs of each program. She attends the meetings of both LAS and CLS advisory boards and takes the minutes. She often sends e-mail communications to faculty and students to pass on information on each program. At the end of the semester, the program directors of LAS, CELASA and CLS have one collective meeting with Gladys to provide her with support and feedback on her performance. We also meet with her supervisor in May and write an appraisal of her work.

Program assistants at USF have their own union, which establishes work hours and exceptions to standard work hours. If possible, one area of support from the Dean's office that we would like to recommend relates to the working schedule of our program assistant. LAS and specially CELASA organize numerous events during the semester. Many lectures, film sessions and receptions take place in the evening, between 6:00 pm and 8:00 pm or even later. We would welcome more flexibility in the working schedule of our program assistant so that she can arrive on campus later on the days the program has evening activities and provide the onsite logistical support that these activities demand. If possible, rather than making our program assistant request permission from her supervisor each time there is an activity in the evening, we would appreciate allowing her more autonomy to adjust her working schedule to the needs of our program.

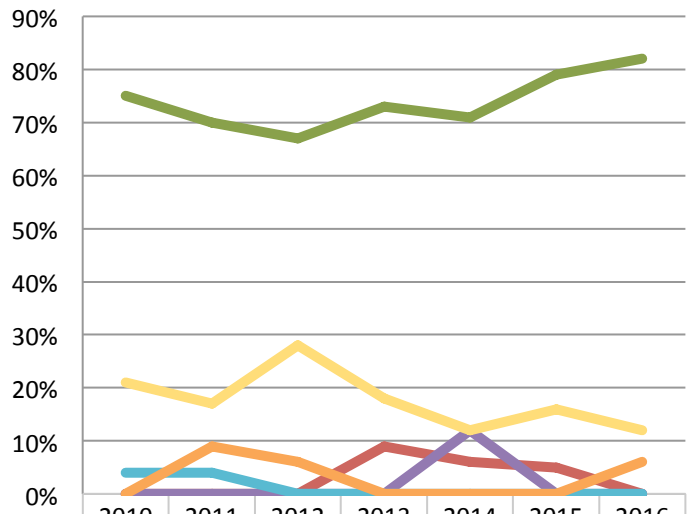
## **VIII. Diversity and Internationalization**

### **A. Diversity**

Our students are predominantly Latin@. Using university data, the percentages of majors in 2016 break down along ethnic lines in the following manner: 82% Latin@; 12% White; 6% Unspecified/undisclosed. This is significantly higher than the Latin@ population at the College (24.8%) and University (20.4%). As for the minors, the percentages in 2016 are: 43% White; 41% Latin@; 8% Multi-race; 5% International; 3% Asian. It is interesting to note that while the percentage of Latin@ majors increased in the last five years, the percentage of White minors also increased and surpassed that of Latin@ minors. Yet both Latin@ and White students are overrepresented in the Minor compared to the College and University population by ethnicity. Please note that the "Multi-race" category is unclear. "International" is a category used for ethnic reporting in the USF Census.

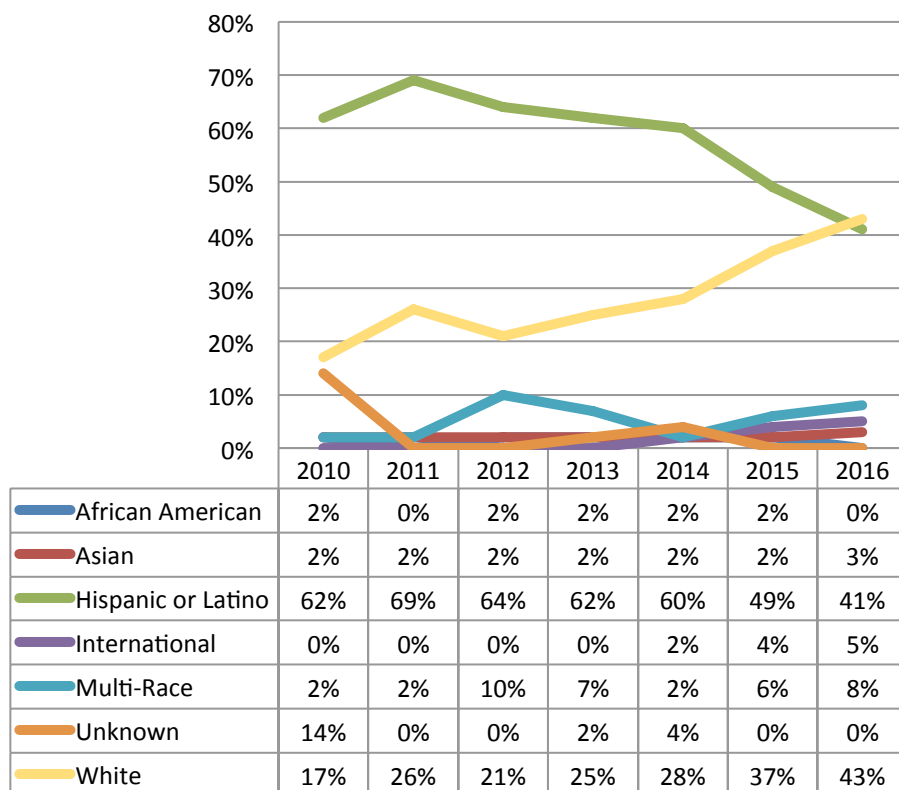


### LAS Major Ethnic Trend, 2010-2016



	2010	2011	2012	2013	2014	2015	2016
Asian	0%	0%	0%	9%	6%	5%	0%
Hispanic or Latino	75%	70%	67%	73%	71%	79%	82%
International	0%	0%	0%	0%	12%	0%	0%
Multi Race	4%	4%	0%	0%	0%	0%	0%
Unknown	0%	9%	6%	0%	0%	0%	6%
White	21%	17%	28%	18%	12%	16%	12%

### LAS Minor Ethnic Trend 2010-2016



Data source: Center for Institutional Planning and Effectiveness.  
Data last refreshed at 10:00am on 12/6/16.

### USF Students by Ethnicity (Fall 2016)

	ALL USF	COLLEGE OF ARTS AND SCIENCES
African American	<b>3.3%</b> (n=225)	<b>3.7%</b> (n=140)
Asian	<b>21.7%</b> (n=1466)	<b>18.8%</b> (n=703)
Hispanic or Latino	<b>20.4%</b> (n=1376)	<b>24.8%</b> (n=927)
International	<b>18.2%</b> (n=1228)	<b>10.8%</b> (n=403)
Multi Race	<b>6.7%</b> (n=452)	<b>7.9%</b> (n=296)
Native American	<b>.3%</b> (n=22)	<b>.32%</b> (n=12)
Pacific Islander	<b>.7%</b> (n=48)	<b>.69%</b> (n=26)
Unknown	<b>2.1%</b> (n=143)	<b>2.0%</b> (n=76)
White	<b>26.5%</b> (n=1785)	<b>31%</b> (n=1160)
<b>TOTAL</b>	<b>6,745</b>	<b>3,743</b>

Data source: Center for Institutional Planning and Effectiveness. Numbers as of Fall 2016 Census Data.

These breakdowns are also reflected amongst faculty and staff. Our current faculty Advisory Board has three Latin Americans, three U.S. Latin@s, one Spaniard, and two (White) faculty of non-Latin descent. Our program assistant and her student workers are all Latin@. The program director is Brazilian.

While the hiring of more U.S. Latin@s has increased in the last five years, LAS still lacks representation of Latin American and U.S. Latin@ faculty and students of African, Asian and indigenous descent. The

six Latin American and Latin@ faculty serving on the Advisory Board are not Afro-Latin@ or Asian-Latin@-Americans, and they are not indigenous Latin Americans.

As indicated above, the LAS program is entirely dependent on the hiring practices of the College and individual departments within it; we normally do not do our own recruiting. The University can help here by making an effort to hire members of these underrepresented groups. We believe this would help increase the diversity of the university, strengthen our ties to diverse student organizations, provide direct role models, and expand the perspectives offered in our classes.

## **B. Internationalization**

Internationalization is a major component of the LAS program. LAS majors are required to have an immersion experience in Latin America. This can include a semester-long study abroad, a summer internship, or one to two weeks of travel experience. The program also counts on a number of international faculty, especially from Latin America and Spain.

Our majors and minors take advantage of USF sponsored study abroad or summer immersion programs in Latin America. In the last six years our majors and minors have gone to Argentina, Colombia, Brazil, Chile, Nicaragua, El Salvador, Dominican Republic, Uruguay, Ecuador. Faculty have also benefited from such programs and have run courses with immersion programs in Nicaragua, Costa Rica, Peru, and Colombia.

Unfortunately, our summer programs in Central America and Mexican partners with Jesuit universities have been cancelled since 2013. Several sponsored programs in South America have also been cancelled. Not surprisingly, since Fall 2015 our current majors have only studied abroad in Rio de Janeiro, Buenos Aires, Santiago, and Madrid. Other majors have taken advantage of the Privett Global Service-Learning Program and its fully funded summer abroad experience (internship) that takes place in Cochabamba, Bolivia.

We are concerned about the increasing obstacles for our majors and minors to study abroad. We are currently working with the Center for Global Education to revive these programs, as noted above. We strive to enable more students to spend more time living in Latin America, as well as welcome students and faculty from the region to USF. We have collaborated with other units at USF such as CELASA and the McCarthy Center to co-sponsor immersion experiences for students, and hope to continue to find resources to make it possible for more students to go abroad in meaningful programs. Working with CELASA, we have hosted Visiting Scholars from Latin America and Portugal at USF. We would like to make it possible for further faculty exchanges from the Latin American Jesuit network and other universities.

### **LAS Majors and Immersion Experiences, FALL 2016**

<b>EXPECTED GRADUATION</b>	<b>MAJOR 1</b>	<b>MAJOR 2</b>	<b>MINOR 1</b>	<b>MINOR 2</b>	<b>IMMERSION EXPERIENCE</b>
Fall 2016	MS	LAS			Spring 2016: Rio de Janeiro, Brazil
Fall 2016	POLS	LAS	LEGL	CRIM	Spring 2015: Madrid, Spain
Spring 2018	BAIS	LAS	PSCE		Spring 2017: Buenos Aires, Argentina
Spring 2017	CS	LAS	POLS		
Spring 2017	LAS				

Spring 2019	BAIS	LAS	COMS		Spring 2017: Buenos Aires, Argentina
Spring 2019	LAS				
Spring 2017	BAIS	LAS			Spring 2016: Rio de Janeiro, Brazil
Spring 2017	POLS	LAS	BAIS (MAJOR3)		Fall 2015: Buenos Aires, Argentina
Spring 2017	SOC	LAS			Summer 2015: Cochabamba, Bolivia
Spring 2017	LAS		SPAN	CHEM	Spring 2016: Santiago, Chile
Spring 2018	LAS				
Spring 2018	LAS				
Spring 2018	SOC	LAS			Summer 2016: Cochabamba, Bolivia; Spring 2017: Buenos Aires, Argentina
Spring 2017	SOC	LAS			Summer 2016: Cochabamba, Bolivia
Spring 2018	LAS		SPAN		Fall 2017 or Spring 2018: Spain?
Spring 2017	POLS	LAS	BAIS (MAJOR3)		Summer 2015: Cochabamba, Bolivia

Data source: Latin American Studies Program. Last updated 12/02/2016.

#### LAS First Major Study Abroad Trend, 2010-2016

	2010	2011	2012	2013	2014	2015	2016	TOTAL
Colombia				1				1
Dominican Republic					1			1
Chile							1	1
<b>TOTAL</b>				1	1			3

Data source: Center for Institutional Planning and Effectiveness.

#### LAS First Minor Study Abroad Trend, 2010-2016

	2010	2011	2012	2013	2014	2015	2016	TOTAL
Argentina			2	3	1		1	7
Brazil				1	2			3
Chile				2			1	3
Colombia				5	1			6
Dominican Republic				1				1
Ecuador					2			2
El Salvador						2		2
France				1				1
Italy				1		1		2
Nicaragua				1				1
Peru				1	1	1	1	4
Spain				1	4			5
United Kingdom							1	1
Uruguay					1			1
<b>TOTAL</b>			2	17	12	4	4	39

Data source: Center for Institutional Planning and Effectiveness.

## **IX. Technology and Informational Resources**

### **A. Technology**

The program's technology needs are largely met by USF's policies. Students who work for the LAS office are largely self-taught, and use the program's computers for their layout and editing work. Faculty use a wide variety of technology, as appropriate to their individual teaching needs.

### **B. Distance Learning or Online Learning**

The program is not involved in distance learning or online programs.

### **C. Library**

Our library liaison, Matthew Collins, believes that the Library's holdings for Latin American Studies overall are excellent. He reported that we have a large selection of print and electronic books. We have a good selection of video material, most of which is streaming content. We have several databases that are ideal specifically for Latin American Studies. Further, the Library links to some excellent publicly accessible resources. Part of the strength of the monograph collection is the multidisciplinary nature of the program. In the near future, our library liaison will be reviewing and reorganizing our Latin American Studies page (<https://www.usfca.edu/library/latin-american-studies>.)

While our library liaison looks at building the collection specifically in terms of Latin American Studies, several other liaisons are looking at the collection, and ordering material from different perspectives and varying disciplines. There is not a specific library budget for any program. Any faculty can approach our library liaison if there are resources they believe the Library should own. The Library is very good at getting requested material. Many faculty reach out to liaisons within their broader discipline (or home departments) with whom they may already have a relationship.

Faculty generally perceive the library collection for Latin American Studies as adequate for standard undergraduate teaching and research. Some faculty do not depend on the library for their own research needs, but are nurtured by local major research libraries on Latin America (particularly the Bancroft Library at UC Berkeley), online resources, Inter-Library Loan, and field research opportunities abroad. As needed, individual faculty can interact with the library liaison for student orientation sessions to Latin American resources; their individual research; and ordering books, journals, and media.

### **D. Research assistance**

As mentioned above, research is a special facet of the program. The Faculty Development Fund provides generous support for faculty to develop their research goals through participation in national and international congresses, field research, arts projects, hiring of research assistants, acquiring research equipment, and even buying books, DVDs or other materials that can only be found in our research sites in Latin America. We are very pleased with this research support. Nevertheless, some faculty have trouble finding research assistants, for limitations of language and/or training in particular disciplines. Faculty advertise research assistant-ships through various programs at both undergraduate and graduate levels. But students with appropriate language skills not always have the needed research skills, and vice-versa. We welcome suggestions on how to overcome this difficulty.

## **X. Facilities**

All facilities are those of the departments of individual faculty members and there are no exclusive “Latin American Studies” facilities beyond the program office that is shared by the program assistant and her student workers. Facilities, particularly the “smarter” of the “smart” classrooms, are adequate. However, faculty note that it can be hard to do any kind of sustained group work (because of small rooms, fixed chairs, and bulky desks).

## **XI. Conclusions**

Our program brings together inspired and inspiring faculty from across the College to teach a number of diverse, socially aware, and committed students. Faculty are very collegial, passionate about their work, and fully embrace the University’s Mission to educate student leaders who will fashion a more just world. Since the last program review, we have revised our curriculum, strengthened interdisciplinarity through reorganizing our course electives into four perspectives, developed new course offerings with full coverage of Latin American content across all perspectives, expanded our language offerings to increase regional language proficiency, and improved our student-run *Divisadero* publication, now linked to a course. Our interdisciplinary breadth and depth, co-curricular programming, immersion experience in Latin America, and integration with other programs on campus have established LAS as a highly respected interdisciplinary program. The required study abroad or short-term immersion experience in Latin America is a distinguishing feature of our major, clearly enriching the academic learning and personal growth of our students. We continue to attract students, especially minors. Despite the declining number of majors, our program hosts the largest regional track/minor within the BA in International Studies, on par with European Studies, and the tenth largest minor in the College.

Our program can be considered a leader in the field of Latin American Studies for the multiple ways it exposes students to the realities of the Latin American region as well as the experiences of Latin Americans and Latin@s in the United States. Our students can take courses that span the humanities, social sciences, arts and literature; acquire two regional languages; and immerse themselves in one or more regional experience. Throughout their college career they are challenged to think critically about the impact of the U.S. on its regional neighbors and ways to improve social justice for all those living in the Americas, whether through their course work, service learning experiences, study abroad, or attendance at on-campus programming that ranges from musical performance to human rights-related documentaries.

Nonetheless, we face a number of pressing challenges including expanding our regional and thematic coverage, leveraging resources and opportunities for our students to study abroad, providing faculty with incentives to offer service to the program, attracting more majors, and ensuring adequate advising for and tracking of our majors, double majors, and minors. We need to work more closely with the College and University to ensure staffing of the program, adequate compensation for the leadership on a par with that given to department chairs, and administrative and financial support for students. These and other structural issues plague interdisciplinary majors/minors at the University, including Latin American Studies.

## **XII. Comprehensive Plan for the Future**

Major changes in Latin American Studies over the last decade has included the de-centering of the U.S./Latin American relationship for wider understandings of the global position of Latin American countries and populations, and a more transnational perspective on Latin@ communities, whose bodies and cultures are not determined by geography. As in our previous program review, we would like to reflect this in our curricular offerings and extra-curricular programming. In the next five years, we wish to continue strongly connected to the Chican@-Latin@ Studies Minor and CELASA. We plan to closely

work with CELASA on a plan to recruit more majors and minors. We also plan to maintain our close collaboration with the Department of International Studies and other departments or programs that offer LAS courses. In addition, we would like to move forward on the idea of connecting the Latin American Studies program with some interdisciplinary master programs at USF, particularly the Master in Migration Studies and the Master in International Studies, as well as the Law School.

Below we offer four specific areas for program development over the next five years. These include improving program structure to more adequately and equitably fulfill responsibilities; making a case for new faculty hires in areas that would greatly enhance program delivery and outreach to students; developing possible dual degree plans with graduate programs at USF; and advocating for revival of study-abroad programs and adequate funding for immersion experiences.

We also list the core objectives for improvement, including how they will strengthen the program; potential obstacles to their achievement; the sequence of action to be taken for each item; and whether the actions require reallocated or additional resources. Many of these action items are out of the program's direct control, so appear as suggestions for the College of Arts and Sciences.

***1) Improve program structure to enable director and Advisory Board members to fulfill administrative, advising responsibilities, and recruitment efforts***

*Program strengthening:* the redistribution of advising duties and enhanced support for the director and the Advisory Board will allow for more individual attention to our majors and minors, opportunities to connect to other programs on campus, more time for recruitment, and a more reasonable workload for the director. It is vital to put this in place now to ensure that LAS can fulfill all of its potential of a "flagship program" for the University. The Advisory Board is discussing a plan to improve recruitment, but faculty feel overwhelmed by service to multiple programs. Whether the LAS program expands or attracts the same number of students in the next five years, we are concerned about the continued high-quality contact between students and faculty or manageable faculty workloads, so that the program cohesion and the nurturing of our students' intellectual and social development will not be further hindered by structural conditions.

*Potential obstacles:* this re-structuring depends on the willingness of college administrators to more tangibly recognize and reward faculty involvement in the program, as well as faculty ability to take on more service for the program.

*Suggested sequence of action:* For 2017-2018 and onwards, provide a course release per semester to the director on a par with that given to department chairs in the College. For 2017-2018 and onwards, require all faculty on the Advisory Board to equally distribute advising a few minors (including minors with a major in International Studies) as well as carry out their other LAS responsibilities. The director will continue to be responsible for advising all majors, the approval of all waiver/substitution requests, and all other administrative duties that this position currently entails. LAS Advisory Board will create and implement a plan of action to improve enrollment of majors, as noted above.

*Resources:* Restructuring advising would require a reallocation of existing resources insofar as faculty advisors would need to trade other service obligations rather than adding new expectations to original service loads. We understand that in other interdisciplinary programs faculty have at times been released from home department advising requirements (or had them reduced) in order to fulfill advising responsibilities for the program at hand.

## **2) Hire new full-time faculty to teach Portuguese/Brazilian Studies and African-Latin@ American Diaspora Studies**

*Program strengthening:* A full-time, tenure-track hire in Brazilian studies with an emphasis on language instruction, literature, cultural studies, and/or anthropology would enable our program to strengthen our offer of language competence in the two major languages of the region, including Portuguese for Spanish speakers. It would also improve our offerings in Brazilian culture and society, and make possible the creation of a Brazilian Studies Minor linked to our major. This was highly recommended by the external reviewers of our program in 2010.

A full-time, tenure-track hire in African-Latin@ American Diaspora Studies would also expand and diversify our curriculum, contributing to the transnational and historical connections across the Americas, particularly the processes and legacies of colonialism and slavery. This would help to fill a gap in our program while allowing us to generate closer ties with the African-American Studies and African Studies programs, and to pull resources and create greater opportunities for joint programming. The new hire could create a course on Afro-Latin America or Afro-Caribbean studies, or African Diaspora Theory.

*Potential obstacles:* We understand that resources are scarce at USF during this time of budget difficulties, and full-time hires are not cheap. However, these potential hires could strengthen other areas of the curriculum; for example, we expect that a Portuguese language, Brazilian literature, culture studies and/or anthropology hire could enhance the European Studies Minor language requirement, the Modern and Classical Languages department, and the Anthropology Minor. We also expect that an African-Latin@ American Diaspora Studies hire would enhance the African-American and African Studies minors, as well as the International Studies Department and the Critical Diversity Studies program.

*Sequence of action:* Spring 2017: meet with college administrators to make the case for these hires in upcoming budget cycles.

*Resources:* Hiring new faculty would require additional resources. However, as some LAS faculty may retire in the next five years, new lines will be available in their home departments.

## **3) Keep our close ties with Chican@-Latin@ Studies and expand our connection with graduate programs at USF, particularly Migration Studies**

*Program strengthening:* Given the structural and academic linkages LAS has with the Chican@-Latin@ Studies Minor since its inception, we would like to keep the close relationship between these programs in the next years. We believe that emphasizing the transnational and historical connections between these area studies, beyond their geographical locations, would enrich students' understanding of diverse communities connected and separated by migration processes.

Our students would also benefit from a closer relationship between LAS and master programs at USF such as Migration Studies. This program is bi-national, including a partnership between USF and a Mexican university. Similarly to LAS, this program has a required study abroad experience. Linking LAS to this program would help our students to better understand the relationship between the United States and Latin America, migration causes and patterns, and the transnational and historical connections across the Americas. Student interest in immigration and refugee studies corresponds to not only increased media attention to migration from Latin America and the Caribbean but also to increasing numbers of 1<sup>st</sup> and 2<sup>nd</sup> generation immigrant students from the region enrolling at USF and majoring and minoring in LAS. LAS is particularly well-positioned to help students understand the root causes of migration as well as deeper historical and geopolitical legacies undergirding their own and their family's experiences. Greater articulation between these programs could enrich LAS undergraduates' options for professional



training and credentialing in public service, diplomatic, or advocacy careers. A similar LAS + Law School or LAS + Master in International Studies dual degree would also enrich LAS students' career options and enhance recruitment for all programs involved. We have not considered whether this would be an accelerated dual degree program or connected pathway programs. We have not fully discussed these dual degree options and would welcome feedback from the review team and the College.

*Potential obstacles:* There should be no obstacle to keeping Chican@-Latin@ Studies. The principle obstacle to increased student participation in USF graduate programs may be cost for students who cannot afford to pay the tuition.

*Sequence of action:* Include Chican@-Latin@ Studies in the next program review of LAS. We recommend that the two program reviews occur at the same time because the curricula are integrated. Spring 2017: meet with the directors of the graduate programs in question and college administrators to consider and develop proposals for LAS + Master in Migration Studies, LAS + Law School, and LAS + Master in International Studies.

*Resources:* No additional cost would be required for academic program review of Chican@-Latin@ Studies together with LAS. No additional cost would be required to create a LAS + Master (or Law) dual degree program. The cost for students could be addressed through financial aid, if available.

#### ***4) Revive study-abroad programs and provide adequate support for student immersion experiences***

*Program strengthening:* The immersion experience is crucial for our majors' academic and civic development. This is also a vital, and unique, aspect of the major. However, several study abroad and immersion programs have been discontinued, as noted above, and not all majors can afford to adequately complete the immersion experience. More resources would improve recruitment into the major and provide a more equitable situation for the students within it.

*Potential obstacles:* at present there are very limited and specific opportunities for students to compete for scarce funds for immersion experiences. During a time of budget constraints it is difficult to ensure resources. Some of our traditional partners are also facing an economic crisis. In addition, security concerns are obstacles for reviving immersion programs in certain areas.

*Sequence of action:* 2016-2017: Meet with stakeholders in international education (Center for Global Education, University Ministry, Vice-Provost for Academic Affairs, McCarthy Center) to discuss possibilities for reviving old immersion programs, create new ones, and generate competitive grants to fund summer and semester study abroad opportunities. LAS director has joined the Advisory Board of the Center for Global Education in Fall 2016. LAS and CELASA directors are working on a proposal to revive the CELASA Seminar and will submit it to the Center for Global Education and the University Ministry in Spring 2017. Safety concerns, however, will be difficult to overcome.

*Resources:* Offering study abroad funding would require new resources, but outside donors may be interested in funding immersion programs in Latin America.

## Appendix

Please click on this link to access documents in the folders listed below:

<https://drive.google.com/drive/folders/0BwHTibiw70JwLUZZUXIMdjJIUIU>

Alternatively, please find a copy of documents # 1 through # 8 on a separate file (see attachment).

- 1. Assessment & Curriculum Map**
- 2. Brazilian Studies Minor Proposal**
- 3. Brochure**
- 4. By-laws**
- 5. LAS + Law Draft Proposal**
- 6. LAS Events & News**
- 7. Major/Minor Checklists**
- 8. Study Abroad Programs**
- 9. Divisadero publication** (available at the University's website)

Archive: <https://www.usfca.edu/journal/divisadero/archives>

Archive includes: Fall 2008-Fall 2010; Fall 2011-Spring2013; Spring 2014-Fall 2015.

Spring 2016 can be found on the homepage: <https://www.usfca.edu/journal/divisadero/spring-2016>

**CVs and syllabi** will be provided by the College of Arts and Sciences.