

**Transnational Latin American, Caribbean, and Latin@ Studies
(TLACLS)**

Cluster Proposal for New Investment in Faculty Hiring

6/30/2009

Compiled by The Department of History & The Center for Latin American,
Caribbean and Latina/o Studies at The University of Massachusetts,
Amherst¹

In accordance with the instructions outlined in the “Guidelines for Proposals for New Investment in Faculty Hiring,” this proposal will make the case that given our long tradition of excellence in this area—including the aspirations outlined in the 2009 *Flagship Report*, the urgency of the *Greater Springfield-UMass Amherst Partnership Agreement*, and the interdisciplinary nature of our proposed cluster—TLACLS will further strengthen individual departments, promote interdisciplinarity across the campus, and propel UMass-Amherst as one of the nation’s leaders in Latin American, Caribbean and Latina/o Studies in a transnational frame.ⁱⁱ Our cluster work will focus on race, law and migration; empire and transnational knowledge; multiple modernities and culture; environmental issues in postcolonial contexts; masculinity and gender; ethnic and religious violence; migration and Diaspora as it currently occurs in the face of accelerating globalization, but grounded in a historical perspective.ⁱⁱⁱ As outlined, in the *UMASS Flagship Report* (2009), our cluster seeks to deepen campus commitments to Latina/o Studies as an academic discipline while simultaneously extending UMass’s ties to Latina/o students and our surrounding communities.^{iv}

The TLACLS Cluster seeks to foster cross-disciplinary research and teaching among social science and humanities scholars by focusing on the complexities of increasing globalization, intercultural contact, and socio-historical processes of Latin/o American communities throughout the Americas. The varieties of deindustrialization that we are witnessing in neighboring communities like Holyoke and Great Springfield are direct examples of these processes, and our proposed cluster seeks to address a number of these ongoing discussions.^v The cluster is stimulating formal and informal dialogues and collaborations among faculty and graduate students from more than eight departments and programs and across three colleges at UMass.^{vi} To this end, our cluster focuses on the interrelated challenges of Latina/o social-policy issues in politics, health, social sciences, humanities, and the Law, broaching these from a hemispheric perspective that accounts for the consequences of transmigration and intensified cross-border flows of people, capital, and ideas.

In keeping with the Mission Statement articulated by CLACLS, our cluster promotes “research, training, and public engagement on the histories, cultures, and politics of Latin American and Caribbean peoples across the Americas and throughout the world.^{vii} Bridging the divide that historically has separated Latin American, Caribbean, and Latino Studies as institutionalized knowledge formations with distinctive intellectual genealogies, political trajectories, and bureaucratic moorings at U.S. universities is central to the mission at CLACLS.” Building on the on-going work of the Center, our cluster seeks to be “a *hemispheric* and *crossborder* space for critical reflection, exchange, and intellectual production.” We aim to engage in genuinely inter-disciplinary work, fostering the creative convergence of discipline-based knowledge. In short, “we are committed to sustaining links with Latin American and Caribbean communities in the U.S. and across the Americas, as well as to bringing the alternative knowledge produced in those communities to bear on our teaching and research.” CLACLS’s certificate and course offerings already attract and serve Latina/o students; our cluster would expand curricular and programmatic offerings of relevance to Latinas/os from neighboring communities and would help us better attract grad and undergrad students from Latin America.

According to a recent study, New England is home to a million Latinas/os from across the Americas and serves as the site of transnational migrations.^{viii} Indeed, today 1/6 of Americans are of Latina/o descent and by 2050 they will constitute 25 percent of the U.S. population.^{ix} Yet serious educational, environmental, cultural, legal and health problems continue to confront Latina/o communities both in the state and across the nation.^x In some Latina/o communities there are higher rates of diabetes,

infant mortality, and high school dropout rates that require immediate attention.^{xi} The neighboring community of Holyoke, for instance, numbers 40,000 residents with Latina/os constituting 41 percent of the population.^{xii} Springfield has experienced declining population growth and an increased level of poverty due to deindustrialization.^{xiii} Currently their population numbers 152,000 with Latina/os composing 41,343 individuals, or 28 percent. As noted by some of the school Principals in our last Springfield Affinity Dinner on June 24, 2009, some schools have poverty rates of 70-98 percent. Indeed, these statistics are morbid reminders of the very real impact that this cluster can generate as UMASS makes a concerted effort to reach out to local communities in Holyoke, Springfield, and Chicopee.^{xiv}

Rationale

We propose the hiring of eight new faculty members who would contribute to meeting the above mentioned goals. Cluster members would collaborate in monthly workshops that will present research in progress and promote interdisciplinarity across the campus by employing our stated themes as lenses from which to examine these various phenomena. Given the current economic crisis in the country and at our university, the following might well be divided into a two year process whereby the most urgent positions are filled in the first year.

- 1) ***History***: An Assistant Professor of Latina/o History with knowledge and expertise in transnationalism, Diaspora, gender and labor, transmigration, and women's history.^{xv}
- 2) ***Spanish***: A position in Transnational Latina/o popular culture and literature at the rank of Assistant Professor with proven excellence in teaching and commitment to research.^{xvi}
- 3) ***The Center for Public Policy and Administration***: An Assistant Professor for a Latina/o immigration policy with joint appointment in the Department of History.^{xvii}
- 4) ***Legal Studies***: Assistant Prof. that specializes in migration and attendant legal, cultural, economic, and political formations as they related to undocumented migrant rights.^{xviii}
- 5) ***Public Health and Public Policy***: Assistant Professor in the Health Policy and Management program to focus on Latino health policy issues.^{xix}
- 6) ***Anthropology***: A senior position in cultural anthropology, which would be a long-overdue replacement for Arturo Escobar.^{xx}
- 7) ***African American Studies***: Assistant Professor of Cultural/ Afro-Latino/Diaspora Studies.^{xxi}
- 8) ***Women's Studies***: Assistant Professor that analyzes interlocking systems of race/ nationality/ethnicity, class and sexuality in Latin/a American Studies.^{xxii}

Cluster Activities and Long Term Goals

The TLACLS cluster seeks to advance knowledge about Transnationalism in the hemisphere through the teaching of such new interdisciplinary courses as "Latin American Diaspora: Peoples and History," "Population Migration and Diffusion," "Women of the Latin@ Diaspora," "Latin/o-a

American Cultural Studies,” “Trans*Latinidades*: Theory and Practice” and “Latin@ Studies: Contemporary Legal Issues.” Co-teaching or team teaching by the cluster participants will also be encouraged in the hopes of further encouraging interdisciplinarity and engagement across disciplines and colleges.

The cluster will seek to host a monthly workshop series, to be organized by CLACLS, where faculty, students and community members with an interest in TLACLS matters read and discuss both canonical and cutting-edge research, listen to speakers, and seek to publish these findings in either a special thematic series with the *UMASS Press* or a special issue of the influential *Latino Studies Journal*.

CLACLS already has a very well established, and quite popular, *Research Colloquia Series* that was inaugurated in fall 2005. These monthly colloquium series have become a staple of our thriving intellectual community, providing a regular venue for our faculty, graduate students, and research affiliates from the Five Colleges and other nearby universities to share their research with interested colleagues.^{xxiii} We envision that given the interdisciplinary nature of our cluster, other members of the cluster would ideally provide feedback, discussion, and debate through the perspective of their fields, thus connecting with the multidisciplinary nature of our project. The TLACLS cluster will also co-sponsor several community outreach events and major speakers on campus in partnership with departments and other programs.^{xxiv}

Proven Excellence in Research/Teaching

Established as the first area studies program and the first graduate and undergraduate certificate programs at UMass-Amherst, Latin American, Caribbean, and Latin@ Studies has a proven record in outstanding research, outreach and teaching that has yet to reach its fullest potential. Whereas many other Latin American studies centers are trying to capitalize on the shifting demographics mentioned above, UMASS is poised to become an ever-more visible and influential leader in this area and this cluster proposal has the potential to launch our university as one the foremost centers of research and teaching in TLACLS in the US and across the globe.

Each of the departments involved in this cluster shares proven excellence in research and teaching in these areas, but many of them have lost faculty to other universities and these lines were never replaced. As an example, Professor Arturo Escobar, now *Distinguished Kenan Professor* at UNC-Chapel Hill, left the Department of Anthropology several years ago and his position was never replaced.^{xxv} Likewise, the departure of Guillermo B. Irizarry, now Associate Professor and past Director of *The Institute of Puerto Rican and Latino Studies*, has left a gaping hole that has yet to be filled.^{xxvi} The Departments of Public Health and Policy and Women’s Studies have either lost (or are about to lose) faculty in these areas, thus highlighting the urgency of this cluster proposal. Likewise, although the History Department presently enjoys a reputation for internationally recognized faculty that produces award-winning research, for superb courses, first rate advising and intensive training at both the undergraduate and graduate levels, the need for a specialist in Latina/o History will help fill the holes left by a number of retirees that specialized in modern US History.

As of 2009, the total size of the Five College Latin American collection was in excess of 225,000 volumes. *The Pauline Collins Latin American Collection* in the W.E.B. Du Bois Library is among the 20 largest collection of its kind in the country and one of the Center's major strengths. It includes approximately 210,000 volumes, 75 percent of which are in Spanish and Portuguese. The Five

Colleges have not made a special effort to enumerate their Latin American acquisitions, as has UMass, but an analysis of their Latin American holdings in Latin American history and in literature yields a total of 25,812 volumes. By way of comparison, UC San Diego has 221,000 volumes, USC 250,000, North Carolina 293,000, and Duke University 295,000 volumes in their Latin American collections. In short, all of this proven excellence in research in teaching is further backed by an impressive collection of Latin American, Latina/o, and Caribbean archival materials are our very own *W.E.B. Dubois Library*.^{xxvii}

Interdisciplinary Nature of the Project

The interdisciplinary nature of the TLACLS Cluster Initiative is evident in how we have composed and collaborated with eight different departments across three colleges with proposed positions in History, Center for Public Policy and Administration (CPPA), Public Health and Public Policy, Anthropology, Women's Studies, Spanish, African American Studies, and Legal Studies. But more importantly, our proposed Cluster seeks to add to the Interdisciplinary direction of our University as outlined by Chancellor Holub by also expanding some of the previous categories of analysis that have dominated our fields by proposing a new direction.^{xxviii}

The TLACLS Cluster Initiative, following the wording and ideas in a recently submitted Concept Paper submitted to the Five College Deans by Mari Castaneda (UMASS), Rick Lopez (Amherst), Sonia A. Alvarez (UMASS), and other Latin American and Latina/o Studies faculty, also “believes in strengthening our collaborations with colleagues who work on other world regions and Diaspora communities, such as faculty in African and African American Studies/Black Studies, Native American Studies, and Asian/Pacific/American Studies. Since we expect to build the program through sustained coordination of our course offerings and future faculty requests—as well as cross-campus team teaching—we hope to collaborate more fully with Spanish and Portuguese programs. This initiative, for example, would require we negotiate course exchanges that might include Spanish or Portuguese professors to teach courses in Transnational Latinidades in exchange for other humanities or social science professors, often from other campuses, offering topical courses in their own fields, but teaching these in Spanish or Portuguese, or—in the case of large lecture courses—offer one or more sections in Spanish or Portuguese. The creation of a curriculum around a 5C major will provide the structure for such borrowing and enable us to better advise on hiring priorities within contributing departments on the various campuses in the future.”^{xxix} In keeping with these goals, the TLACLS Cluster also plans to collaborate closely with the *proposed Comparative Diasporas and Transnational Studies* and the *Human Equations: Compensation and Reparation across Disciplines* Clusters.

Willingness of Departments to Support this Direction

The willingness of departments to support the direction of this cluster is evident in the very broad range of interest that this cluster has generated. Eight departments have signed on to our cluster, with several others showing a very strong interest. Some of the skepticism over their joining us had more to do with hiring priorities in other areas, but the novelty and forward-looking proposal of our cluster was not lost on most departments. In fact, and if the economy were not an issue, we are certain that a cluster of at least a dozen departments could have been feasible. As mentioned earlier, each of the departments involved in this cluster shares a willingness to support the direction of the TLACLS Cluster by virtue of their past hires and their efforts to partake in this initiative.

Established Leadership

Over the past several academic years, as an example, CLACLS and several other departments have been concerned with strengthening our local scholarly community as well as with connecting with other Latin American and Latina/o Studies Programs and projecting our work in larger national and international scholarly and policy publics. The Director and all of our core, participating and affiliated faculty have publicized the Center's unique approach to Latin American, Caribbean, and Latino Studies and our strengths in social movement research, in feminist studies, in Brazilian studies, and racial cultures and politics, among many other topics, in a variety of national and international scholarly and policy forums. Members from several departments in History, WOST, and Spanish have all shared various leadership roles, in addition to partaking in individualized efforts within the surrounding communities.

Ability to Attract Funding from Federal, State, and Private Sources

CLACLS and the other departments have a demonstrated ability to attract funding from federal, state, and private sources. For the sake of brevity, I will mention only one example that will illustrate the interdisciplinary appeal of this proposal.

In July 2008, the *Social Movements Research Working Group* (RWG) received a three-year \$150,000 grant from the *Ford Foundation* to coordinate an inter-university international Consortium to promote a research project entitled "Interrogating the Civil Society Agenda: Social Movements, Civic Participation and Democratic Innovation." Inaugurated in April 2008 at a major international conference made possible by a \$25,000 RLA grant from the Office of Vice Provost for Research, the Consortium brings together faculty and graduate students from four research institutions in the U.S. (UMass, Brown, University of North Carolina, Chapel Hill, and Harvard), seven in Latin America and the Caribbean (the University of Puerto Rico; the Universidad de San Marcos in Lima, Peru; the Universidade Estadual de Campinas and the Universidade Federal de Minas Gerais in Brazil, the Universidad de San Martín in Argentina, the Universidad del Valle in Colombia), one in Southern Europe, the Universidad de Coimbra in Portugal, and some 15-20 individual members-at-large from other U.S. institutions as well as from Venezuela, Chile, Mexico, and the U.K."^{xxx}

Prospects that will make UMASS a leader in TLACLS

UMASS is already an innovative force in *Transnational* Latin American, Caribbean and Latin@ Studies. This Cluster Initiative would help further propel UMASS into the leadership of a field that is undergoing rapid transition. Given our proven record in bringing together specialists in Latin American, Caribbean and Latina/o Studies, we are uniquely poised to offer interdisciplinary training in a new field that is witnessing the creation of PhD Programs all across the country. Unlike programs at Michigan State University, the University of New Mexico, University of California-Santa Barbara, or several other universities that offer graduate certificates in Latina/o Studies, not one has approached these questions in the transnational frame that CLACLS has institutionalized and that is furthered by our TLACLS Cluster. Moreover, most existing programs continue to promote regional concentrations in Chicana/o or Hispanic Studies while CLACLS and our TLACLS proposal seeks to expand and reconfigure the field through hemispheric and global lenses. To this end, our cluster is "committed to developing a new transnational research agenda that bridges the academic and non-academic worlds and fosters mutual learning and collaboration among all the Latino national groups."

Endnotes

Contact Information

José Angel Hernández
Assistant Professor
Department of History
Herter Hall, 624
University of Massachusetts-Amherst
161 President's Drive
Amherst, MA 01003
(413) 545-4337
Hernandez@history.umass.edu

Sonia E. Alvarez, *Leonard J. Horwitz Professor of Latin American Politics and Studies*
Director of Center for Latin American, Caribbean, and Latina/o Studies
Thompson Hall 522
200 Hicks Way
University of Massachusetts-Amherst
Amherst, MA 01003-9277
(413) 545-4648
Soniaa@polsci.umass.edu

Audrey L. Altstadt, Professor and Chair
History Department
Herter Hall 618
University of Massachusetts-Amherst
161 President's Drive
Amherst, 01003
Office: 545-1330
Altstadt@history.umass.edu

ⁱ The following Cluster Proposal is a collaboration between The Department of History and The Center for Latin American, Caribbean and Latina/o Studies

ⁱⁱ By Latin@ Studies, we share in the ideas promoted by the Journal of the same name where the editor notes the following: “The principal aim of the Journal is to advance interdisciplinary scholarship about the lived experience and struggles of Latinas and Latinos for equity, representation, and social justice. Sustaining the tradition of activist scholarship of the founders of Chicana and Chicano Studies and Puerto Rican Studies, we engage critically the study of the local, national, transnational, and hemispheric realities that continue to influence the Latina and Latino presence in the United States. The journal is committed to developing a new transnational research agenda that bridges the academic and non-academic worlds and fosters mutual learning and collaboration among all the Latino national groups.” Please see <http://www.palgrave-journals.com/lst/about.html>

ⁱⁱⁱ In short, our Cluster initiative and the Mission of CLACLS are in sync with the other and we feel that the cluster will not only be an extension of the center proper, but also the institutional sight of interdisciplinary collaboration.

^{iv} Our cluster group is elated to read that UMASS “will gear the Admissions Office more toward matriculation of students from outside Massachusetts, including students from other countries. Although high school graduates in the state and the region will decline over the next decade, we expect this trend will be offset in part by the growing recognition of the value we offer in comparison to other alternatives. While we have had success in attracting out-of-

state applicants, our yield on these applicants is currently far too low to accomplish the planned shift in enrollment pattern. Thus we will need a twofold effort: to improve our yield and enroll more students who are currently applying from outside Massachusetts and to attract an increased number of applications through enhanced and targeted marketing efforts.” See *UMASS Flagship Report*, pg. 19.

^v Our cluster supports and is encouraged by the *Greater Springfield-UMass Amherst Partnership Agreement* Announced by City of Springfield and UMASS University Officials on November 7, 2008. We believe that a several of our positions will contribute to a number of agreements, including, “longstanding collaborations in areas as diverse as nutrition education for low-income families, continuing and professional education and youth development.” Please see <http://www.umass.edu/newsoffice/newsreleases/articles/80664.php>

^{vi} The departments in this Cluster Proposal are the following:

- I. Department of History**
- II. The Department of Spanish and Portuguese**
- III. Legal Studies**
- IV. Public Health and Public Policy**
- V. Anthropology**
- VI. Center for Public Policy and Administration (CPPA)**
- VII. African American Studies**
- VIII. Women’s Studies**

^{vii} Please see Mission Statement of *CENTER FOR LATIN AMERICAN, CARIBBEAN AND LATINO STUDIES* at <http://www.umass.edu/clacis/index.htm>

^{viii} See André Torres, *Latinos in New England: An Introduction*, (Temple University Press, 2006); http://www.temple.edu/tempress/chapters_1800/1814_ch1.pdf

^{ix} These numbers are gathered from the US Census Bureau. Please see the following URL: http://www.census.gov/population/www/socdemo/hispanic/files/Internet_Hispanic_in_US_2006.pdf; For a succinct and recent piece see Tony Castro, “Study: Latinos Now Account for One in Five American Children,” *Contra Costa Times*, 28 May 2009; the story can be seen at: http://www.contracostatimes.com/california/ci_12473828

^x The research on dropout rates for Latin@s is extensive, but the following report from the *Pew Hispanic Research Center*, a non-partisan think tank, is perhaps the most telling. The author, Richard Fry noted that “Focusing on data for Hispanics who have dropped out of U.S. schools before completing high school reveals a problem that is quite grave and that has serious long-term implications for the education system, Latino communities and the nation as a whole. However, the numbers in the report show that the problem is not as bad as is commonly thought. Counting only Latinos who dropped out after engaging the American education system yields a rate of about 15 percent among 16- to 19-year-olds. That is good news. The bad news is that this dropout rate is twice as high as the dropout rate for comparable non-Hispanic whites. Further on the positive side, this report finds that the dropout rate for Latinos in U.S. schools is improving as it has been for non-Latinos.” See Richard Fry, “Hispanic Youth Dropping Out of U.S. Schools: Measuring the Challenge,” <http://pewhispanic.org/files/reports/19.pdf>

^{xi} These concerns were outlined in the *Greater Springfield-UMass Amherst Partnership Agreement* Announced by City of Springfield and UMASS University Officials on November 7, 2008, especially the “longstanding collaborations in areas as diverse as nutrition education for low-income families, continuing and professional education and youth development.” Please see <http://www.umass.edu/newsoffice/newsreleases/articles/80664.php>

^{xii} Holyoke is noted as one of the poorest cities in Massachusetts, with about 50% of school children living below the poverty line. Holyoke’s crime rates in most categories are above the national average, in some categories, significantly. As of the census of 2000, there were 39,838 people, 14,967 households, and 9,474 families residing in the city. The makeup of the city was 65.76% White, 3.71% African American, 0.38% Native American, 0.81% Asian, 0.12%

Pacific Islander, 26.41% from “other races,” and 2.81% from two or more “races.” Hispanic or Latino of any “race” was 41.38% of the population. For crime statistics see <http://www.cityrating.com/citycrime.asp?city=Holyoke&state=MA> ; for demographic data see <http://factfinder.census.gov/home/saff/main.html? lang=en>

xiii For demographic data see <http://factfinder.census.gov/home/saff/main.html? lang=en>

xiv Here, the TLACLS Cluster agrees with the following set of ideas, which we find promising and brilliant: “With regard to the student population, we must find new and creative ways to attract students from communities with known diversity. We will expand on programs to promote college attainment at target high schools and then implement programs on campus that will assist in retaining these students. We will work on this initiative with supportive students currently on campus who can help us understand the concerns of these prospective students, who can assist us in identifying recruitment strategies, and who can speak directly to prospective students who will identify with them. We also will develop plans to build a feeder program in targeted areas—such as Springfield - where we connect with students and families in middle school years and work to bring them to UMass Amherst through coordinated efforts and partnerships with selected schools. A 15 pilot program is in development now and could serve as a model for future efforts.” See *UMASS Flagship Report 2009*, pg. 14.

xv One of the strengths of the **Department of History**, and the 5 Colleges generally, “boast one of the largest concentrations of women’s studies scholars anywhere in the world.” Please see the Mission Statement for the Five College Women’s Studies Research Center at <http://www.fivecolleges.edu/sites/fcwsrsc/index.php>; As well, and according to our last AQAD, the department has sought to hire an Assistant Professor of Latina/o History for at least five years. This position would serve to fill a very important gap in the department, particularly in modern US History.

xvi **The Department of Spanish and Portuguese:** Seeks a candidate for a position in Latina/o popular culture and literature at the rank of Assistant Professor, tenure-track to begin September 1, 2004. Salary is competitive and commensurate with experience and qualifications. Required: Ph.D. with specialty in Latina/o popular culture and literature; proven excellence in teaching and commitment to research. Candidates must possess native or near-native fluency in Spanish, and be able to teach different areas of Latina/o popular culture (music, dance, film, television) and literature. We seek someone who will bring a broad angle and interdisciplinary perspective to critically explore the role of U.S. Latina/os in US society and the relationship between them and Latin America. Additional expertise in film studies, performance studies, cultural studies, gender studies, and post-colonial and subaltern studies is considered an asset. Responsibilities include supervising and advising both graduate and undergraduate students, and teaching graduate seminars and undergraduate courses, including courses in English cross-listed with Comparative Literature

xvii **The Center for Public Policy and Administration:** An Assistant Professor for a Latina/o immigration policy with joint appointment in the Department of History. CPPA, though, is open to any potential possibilities or collaborations with other departments that might entertain the possibility of a joint appointment with this very important cluster proposal.

xviii **Legal Studies:** Migration and attendant legal, cultural, economic, and political formations require analytical tools to examine borders and their consequences, which have materialized prominently in local and national contexts over undocumented migrants' rights, national security practices and deportations. The field of interdisciplinary legal studies has generated important theoretical and empirical contributions to the project of rethinking the nation-state and the significance of territorial and jurisdictional borders in migration and citizenship. An ideal candidate for a hire in Legal Studies would complement current faculty's scholarship and teaching on U.S. immigration law and policy; legal and cultural membership; citizenship and forms of inclusion and exclusion within and across national boundaries; trans-border structures of legality, governance and power. We have particular interest in a scholar whose work has transdisciplinary conceptual orientations, is boundary spanning with regard to scales and places of legality, traces law’s intersections with culture and material conditions, and is methodologically incisive. A Ph.D. in the social and behavioral sciences, humanities, or relevant interdisciplinary fields of study is required. However, candidates with a J.D. and an exceptional background in law and society social science research may be considered.

xix **Proposed faculty position in Public Health—Health Policy and Management program:** The Department of Public Health is proposing a new faculty position at the Assistant Professor level in the Health Policy

and Management program to focus on Latino health policy issues. The position will be filled by someone with research interests that include any of the following: understanding trends in the health status of the Latino population and reducing health disparities; access to health care, health insurance status, and health care utilization among the Latino population; effects of health-related policies on the health of the Latino population. The new faculty member will teach courses related to these areas for both the graduate and undergraduate public health programs.

^{xx} **Anthropology:** An Assistant Professor with a vision and strong record of research and teaching in issues of discourse, power, and inequality, with a specific area concentration that enhances our department's strength in the Americas, specifically Latin American, Caribbean, or Latino studies. The Department has a strong preference for research that addresses the racialized politics of language: racism, colonialism, creolization; language shift, linguistic profiling, language and media, and language reclamation; the role of language and discourse in the constitution of race, gender, and sexuality; institutional(ized) discourses of education and socialization; and bi- or multilingual communities.

^{xxi} **African American Studies:** Position for "Cultural/ Afro-Latin@/Diaspora Studies." This is a position on the assistant or associate professor level in African American Cultural Studies with a special interest in the reciprocal relationship between African American artists and artistic movements and mass social and political movements since 1945 and their relation to similar movements of Africans and African descendants internationally, particularly in the Americas. We are particularly interested in candidates with a strong background in African American literature, art, and culture in the second half of the twentieth century, shoring up our department's position as the premier scholarly center of such scholarship and teaching."

^{xxii} **Women's Studies:** is seeking an assistant professor with expertise in women and gender in Latin American Studies. As an interdisciplinary program we welcome candidates from a variety of disciplines, but candidates' research and teaching and must contextualize women and gender within the interlocking systems of race/nationality/ethnicity, class and sexuality. Candidates must have some teaching experience, preferably in women and gender studies or in issues of women and gender within another department. The program also offers major, minor and a graduate certificate.

^{xxiii} A CD containing previous Research Colloquia can be provided upon request. Or please see the following URL for previous speakers: <http://www.umass.edu/clacsl/events.htm>

^{xxiv} CLACLS has already provided outreach with several programs on campus, including various Research Working Groups. For an extended list of these activities in just the last year, please consult the *2008-2009 Report on CLACLS Research Activities and New Initiatives*.

^{xxv} <http://anthropology.unc.edu/people/faculty/aescobar>

^{xxvi} <http://www.languages.uconn.edu/faculty/details.php?id=118>

^{xxvii} Thank you to Dr. Peter Stern, Adjunct Associate Professor of History and Librarian at UMASS, for this valuable information. Currently Dr. Stern is taking another inventory of our Latin American and Latina/o collections, which only promises to produce more volumes in this area of specialization.

^{xxviii} Chancellor Robert C. Holub has been a champion of Interdisciplinarity since his arrival at UMASS. On one occasion, which we feel perfectly describes our own sentiments, the Chancellor was quoted as saying "interdisciplinary research should be encouraged and that centers and institutes that are campus-wide entities should be placed under the research office. "You want deans to look out for their colleges, but you don't want it to be a barrier to interdisciplinary research." See <http://www.umass.edu/loop/talkingpoints/articles/74367.php>

^{xxix} Please see *Concept Paper presented to the Five College Deans*, 23 April 2009 and authored by Rick López (Amherst College), Mari Castañeda (UMass), Gloria Bernabe-Ramos (UMass), Sonia E. Alvarez (UMass), Roberto Márquez (Mount Holyoke College), Rogelio Miñana (Mount Holyoke College), Dorothy Mosby (Mount Holyoke College); Michelle Bigenho (Hampshire College); Wilson Valentín-Escobar (Hampshire College).

^{xxx} For detailed information about the Consortium and its members, please visit our project website at www.umass.edu/civsoc