Attendees: Dr. Uriel Quesada, director, Dr. Nathan Henne, Dr. Blanca Anderson, Dr. Hillary Eklund, Dr. Al Alcazar

1. Capstone description draft.
   a. The Director presented to the steering committee for approval a draft for capstone projects (see attachment – Appendix 1).
   b. The steering committee approved the draft.

2. Report on the approval process for the Translation and Interpretation Program
   a. The Online Education Task Force (OETF) did not approve the proposal for the Translation and Interpretation Program.
   b. Dr. Uriel Quesada, Dean Cruz, and Melissa Lightell, assistant director for the Office of Professional and Continuing Education, are working on a response to the Task Force’s decision.

3. Report on exchange agreements with Universidad Javeriana and PUCE
   a. The Director explained that Loyola University New Orleans has approved both Memorandums of Understanding for exchange programs with the Universidad Javeriana in Columbia and PUCE in Ecuador.
   b. Next steps include:
      i. Loyola University will sign and then send each Memorandum of Understanding to Javeriana and PUCE for further signatures.
      ii. Complete an Introduction to Ecuador syllabus to be approved for the PUCE program.
      iii. Negotiate with Javeriana the Memorandum of Understanding implementation.

4. SACS documents (protocol, assessment plan and assessment report)
   a. The Director explained that documentation for SACS has been posted to the intranet. Dr. Quesada and Christi are working on a draft of the strategic plan which will be sent to the steering committee for comments by early December. This strategic plan must be presented to the Latin American Studies faculty Advisory Board early in 2012.

5. EBSCO proposal—Recovery Project (see attachment – Appendix 2)
   a. The Director explained that EBSCO is offering a free trial of the “Recovery Project” database at Houston University to Loyola University New Orleans. The Director will send information about the free trial to Dr. Eklund who will then report on the pertinence of such as database.
6. Spring 2012 and Year 2012-2013 events
   a. Dr. Quesada explained that the proposed concert/lecture in March 2012 on Latin Jazz by Bobby Sanadria may be cancelled due to logistical issues.
   b. Dr. Quesada asked for advise from the steering committee with regard to other possible events for the Spring semester and next academic year.

7. Grants and Donors: Pan American Life Insurance, Tinker Foundation, others
   a. Dr. Quesada is working with Karen Anklam, the CMFA Development Officer with Major Gifts at Loyola University, to put together a proposal for Pan American Life Insurance.

8. Memberships: World Trade Center and Latin American Studies groups
   a. The Director proposed if the Center for Latin American and Caribbean Studies should seek membership with the World Trade Center and other regional, national, and/or international Latin American Studies groups.
   b. This was approved by the steering committee.

9. New business
   a. Dr. Eklund proposed an undergraduate Latin American Studies conference or a Faculty/Student Forum in order to stimulate academic research and discussion at Loyola University New Orleans. Dr. Quesada and Dr. Eklund will work on a proposal in this regard.
Appendix 1

A. What is a Capstone?

The Capstone is an academic project required for students to complete their degree in Latin American Studies (LAS). Students have the opportunity to address a topic of their interest using the skills and knowledge they have gained throughout their program of study.

Capstone Projects are intended to be intensive, active learning projects, requiring significant effort in the planning and implementation stages, as well as in the preparation of a final, rigorous written work. The final written work may be either a paper or a report, depending on the kind of Capstone Project the student has undertaken.

The written report should include the outcomes of the student's experience in addressing the topic identified in the proposal. Students must also submit any product that resulted from the project along with the Capstone Project report.

B. What are the different Capstone projects available at Loyola University New Orleans?

The most traditional Capstone Project is a 15-20 page long paper for a Latin American Studies course a student takes in his/her Junior or Senior year. The course must be at the 300 or 400 level.

Some students combine papers or research projects from their other major with the LAS capstone. In such a case, at least 50% of the content must be on Latin America, the Caribbean and/or Latinos/as. Students working on a joint project should get approval from all the programs or departments involved in the project. They will also need a research director from all the programs or departments.

Instead of a research paper, some students prefer to do a project that reflects a combination of disciplines, such as an Oral History Project or a Service Learning Project with both theoretical and reflection components. For these projects the student should follow the aforementioned guidelines for a written report.

C. What does a student have to do in order to register and complete a capstone?

1. The student has to identify a LAS professor to serve as Capstone Project Director (CPD). Any LAS full time professor may serve as CPD.

2. The student must prepare a Capstone project proposal. This proposal has to be approved by the CPD and the student’s LAS advisor.

3. To register for a Capstone the student needs an “Independent Study Registration Form,” available at the Center for Latin American and Caribbean Studies, and at the Dean’s Office.
4. For registration purposes, the student must choose a clear but brief title of less than 27 characters so that his/her transcript reflects the goals and outcomes of the project. The student may use a second, longer title on the actual work.

5. Once registered, the student has one semester to finish his/hers Capstone Project.

Approved on November 15, 2011
CLACS Steering Committee
Appendix 2

*Arte Público Hispanic Historical Collection: Series 1*

**AN OVERVIEW**

By Nicolás Kanellos, Ph.D.

Brown Foundation Professor, University of Houston
Publisher and Founder, Arte Público Press

**Background**

*Arte Público Hispanic Historical Collection: Series 1* consists of historical books, pamphlets, newspapers and documents created by and relating to the Hispanic, or Latino, peoples of the United States. It contains a broad selection of materials that have emerged from the major cultural periods and trends of Hispanic life: from colonization of North America to the struggles for independence from Spain, to U.S. expansionism into historically Hispanic lands to civil wars, revolutions and political movements against authoritarian governments in the Hemisphere. As such, the entire political history of Hispanics in North America and other parts of the Hemisphere can be traced through these documents. The broadsides, proclamations, manuscripts and books from the Colonial Period go back to the founding of Spanish colonies in Florida, Louisiana and what became the U.S. Southwest, extend to the period when Mexico administered lands from Texas to California, to when Texas became a Republic, then became a region that passed from Mexico to the U.S. as a spoil of war, and also includes the entire century-long struggle for Cuban and Puerto Rican independence from Spain that culminated in the Spanish American War. Themes present in these documents include land rights, the establishment and amendment of laws, religious conflict and struggle, the abolition of slavery, U.S. expansionism even to inclusion of Cuba as a southern slave state, the Hispanic reaction to Manifest Destiny, the United States as the major destination for Hispanic political refugees and immigrants seeking a better life, the rise of women’s rights and the conflict of cultures surrounding the role of women in society, among many other themes.

The three major trajectories of Hispanic culture in the United States are each well represented in these materials: 1) the development over three centuries to the present of an Hispanic native culture with a sense of place and entitlement to civil rights, 2) immigrant communities from the mid-nineteenth century to World War II, and 3) the United States as a base for Hispanic political refugees from the early 1800s to World War II. Among the contemporary manifestations of native culture is the inclusion in Series 1 of the entire run of one of the longest lasting and important magazines: *Revista Chicanera/Riqueña/The Americas Review*, which for over a period of 25 years published the leading Hispanic writers and thinkers.

**Highlights of the Collection**

**THE STRUGGLE OF THE COLONIES FOR INDEPENDENCE FROM SPAIN:** Here are the political pamphlets and books written and published by Hispanic intellectuals who came to the early American Republic to translate the U.S. Constitution and adopt the teachings of Thomas Paine, Thomas Jefferson and the
Founding Fathers to use as a basis for their revolutions against Spain. Such writers as the following hailed from as far away as Buenos Aires and Lima, and many returned to their countries to be revolutionary leaders and officials of the first independent governments of Argentina, Peru, Mexico, Central America: José Álvarez de Toledo, Valentín de Foronda, Vicente Roca fuerte, Manuel Lorenzo Vidaurre, Félix Mexia, Benigno Morales, Vicente Pazos Kanki and many others. The Cuban and Puerto Rican struggles for independence lasted the entire nineteenth century and spawned much of Hispanic written culture in the Northeast, Florida and Louisiana, as represented by such foundational writers as Francisco “Pachín Marín,” J. J. Henna, Luis Mñoz Rivera, Arthur Schomberg, Manuel Zeno Gandía, Félix Varela, Francisco Sellén, Diego Vicente Tejera, Lorenzo Allo, Raimundo Cabrera, José Martí, Bonifacio Byrne, Manuel Sanguily, Pedro Santacilia, Juan Clemente Zenea, José Enrique Varona, A Quintero and many others included in the collection.

**CANONICAL FIGURES:** Throughout the collection are included many of the foundational and canonical figures of Spain and Spanish America. Many of their works written or published in the United States have never been accessible in their lands of origin, such as those of José Martí, Félix Varela, José Rivera y Río, Nicanor Bolet Peraza, Amado Nervo, Domingo Faustino Sarmiento, Juan José Tablada, José María Heredia, Antonio José de Irisarri, Adrián del Valle, Francisco “Pachín” Marín, Guillermo Aguirre y Fierro, José de Diego Padró, Juan Clemente Zenea, José Enrique Varona, Andrés Bello, J. Pérez Bonalde, Ignacio Manuel Altamirano, José Vasconcelos, Pedro Henríquez Ureña.

**IMMIGRATION AND IMMIGRANT WRITING:** Since the early nineteenth century, there has been a steady stream of writers in exile, producing all types of political, economic and cultural writing from the mid nineteenth century to the present as Hispanic immigrant communities grew. The documents and writings of immigrants created various ideologies of immigration and Americanization and a particular type of literature constitute a bridge from the home culture to that of the United States. Representative of these works are those of Adolfo Carrillo, José Heriberto López, Jesús Franco, Federico Allen Hinojosa, Conrado Espinosa, Nemesio García Naranjo, Enrique Santibáñez, Alirio Díaz Guerra, Gustavo Alemán Bolaños, Wenceslao Gálvez, José de Diego Padró and José Rivero y Río, among many others.

**AUTOBIOGRAPHY AND MEMOIR:** It has been thought that Hispanic/Latino culture has lacked an autobiographical tradition. Here now in Series 1 is a rich selection of such books, dating from the mid nineteenth century. Included among the authors are: José Policarpo Rodríguez, Victoriano Huerta, Sebastián Lerdo De Tejada, J. Pérez Rojo, Miguel Antonio Otero, José Rodríguez Pastor, Juan Nepomuceno Almonte, Juan Nepomuceno Seguin, José Antonio Navarro, Catarino Garza, Alfredo Rodríguez García, Emilia Casanova de Villaverde, F. F. Cavada, José Antonio Paez, Antonio Batres Jáuregui, Mariano G. Vallejo. Among these are political a conversion narrative by a Methodist minister, as well as memoirs of the U. S. Civil War and an early Cuban woman’s record of leadership in the war for independence.

**WOMEN:** Similarly absent from the academic record and scholarly accessibility has been the female voice. Among the books and newspaper columns rescued and represented in this collection are the works of Luisa Capetillo, the famous labor organizer; Carmelina Landestoy, the expatriate who challenged the Dominican dictator; Dolores Bolio, who wrote under the male pseudonym of Luis
Avellaneda; María Luisa Garza, the early feminist theorist; Nina Otero and Cleofas Jaramillo, the New Mexico natives who challenged Manifest Destiny and tried to preserve Hispanic tradition after the Anglo-American takeover; Emilia Casanova de Villaverde, the Cuban woman who used her writing to free her homeland from Spain; Clotilde Betances Yager, the writer who translated and advanced American-style feminism for latins; numerous others, such as María Mas Pozo, Mercedes de Acosta, Elena Arizmendi, Sara Estela Ramírez, Emilia Bernal, Tana de Gámez, etc.

TRAVEL LITERATURE AND VISIONS OF THE UNITED STATES: Another genre thought not to have been cultivated by Hispanics is also well represented by books from the early nineteenth century to World War II, including those of Antonio Heras (Spaniard), Manuel Fernández Juncos (Puerto Rican), José Cantú Corro (Mexican), Nicanor Bolet Peraza (Venezuelan), Carlos González Peña (Mexican), Diego Hidalgo (Spaniard), Rafael Reynal (Spaniard), Juan de la Granja (Spaniard), Ignacio Martínez, Luis de la Rosa.

NOVELS OF THE MEXICAN REVOLUTION: One of the most important genres in Mexican literature, one that documents the birth of modern Mexico, is studied broadly around the world, but scholars and teachers have not had access to so many of these novels that were actually published by such writers in exile in the United States as Julián González, Teodoro Torres, José Acensión Reyes, Manuel Muzquiz Blanco, Javier Lara, Lázaro Gutiérrez De Lara, Miguel Arce, Miguel Bolaños Cacho, Conrado Gimeno, etc.

OTHER MATERIALS: The collection includes many documents from the Colonial period of the Southwest prior to and after U.S. annexation, including Mexican broadsides and communications during the struggle to keep Texas from separating from Mexico. There are many religious books and documents, including works by the prolific Puerto Rican writers Guillermo Cotto Thorner and Pedro Juan Labarthe. There are books on pedagogy and educational theory and methods, including the works of textbook writers, such as Juan Huyke, introducing English to the curriculum in Puerto Rico after U.S. administration. Virtually every issue in American history is reflected in the though and writing of Hispanics at every juncture, from the abolition of slavery to women’s rights to American wars to the ideals of governance and statecraft. Represented also are the writings of many labor and political leaders, including one of the most prolific and highest ranking socialists at the turn of the twentieth century: Daniel de León. Noteworthy also are the works of writers in the Southwest who created a “fantasy heritage” claiming the early Hispanic introduction of European civilization to the Southwest in contesting the racist ideology of Manifest destiny: such writers as Aurelio Macedonio Espinosa, Albert Bandini, Nina Otero, Cleofas Jaramillo, among others.