1. Executive Summary

2. Unit Identification or Profile Summary

2.1. Official name of the unit and the mission or purpose statement of the unit

Center for Latin American and Caribbean Studies.

By supporting scholarly and academic programs, The Center for Latin American and Caribbean Studies (CLACS) brings together the university students, staff, and faculty, with the Latino community and the New Orleans community at large.

CLACS is a multifaceted effort to increase interdisciplinary educational experiences and promote the active engagement of the university with the worlds around it and to build from and promote the spread of Jesuit values through the global community.

CLACS supports Loyola’s role as a leading comprehensive university in the southern tier of the country and is a symbol of Loyola's continued efforts to strengthen it ties to the city, surrounding region, and hemisphere.

2.2. General statement and descriptive information concerning the unit

2.2.1. Headcounts of full-time and part-time staff: 1

2.2.2. Headcounts of faculty: N/A, as faculty members who teach for the Latin American Studies Program (LASP) have different home departments. The Center’s director has a jointed position with the Department of Languages and Cultures.

2.2.3. Headcounts of full-time and part-time undergraduate students: 17 (Spring 2011)

2.2.4. Headcounts of full-time and part-time graduate students: 0

2.2.5. Retention rates of full-time degree-seeking students by program: NA

2.2.6. Graduation rates for entering students by cohort year by program: NA

3. Assessment

3.1. General statement on how assessment is conducted within the unit

As an Interdisciplinary Program, Latin American Studies’s assessment differs from regular departments. In our case, we follow the following procedure:

a. Course offering. New course offerings are monitored every semester to determine which courses interest our students. Based on enrollment and a end-of-semester
survey we make decision on this regard.

b. Class visitation. The director of the Center for Latin American and Caribbean Studies and Chair of LAS visits new faculty teaching LAS courses. Class visitation for faculty in other departments is responsibility of the chair of the department the faculty member works for.

c. Student Evaluations. Student evaluations are available for new faculty teaching LAS only courses. The Center has put together an end-of-semester survey.

d. Student Exit Survey. These SES’s will be implement for graduating seniors.

3.2. Outline the unit’s program goals for the previous year (include how these goals are strategic to both the unit’s and the university’s mission; these should be based on the unit’s strategic plan)

a. To expand and strengthen the course offering for LASP.

b. To organize two major events, one devoted to Latin America and the Caribbean, one devoted to US-Latino Communities.

c. To support LASP faculty initiatives (events, new courses, conference participation).

d. To strengthen community outreach by encouraging faculty to include community-based projects in their courses, and by organizing events in partnership with local cultural and community organizations.

e. To design a new academic program within the Center.

3.3. Outline the unit’s student learning outcomes for the previous year.

a. Capstone project. A special independent study project designed for graduating seniors.

3.4. Describe the previous year’s assessment activities, both of internal (within Loyola) and external (outside Loyola) factors affecting the unit.

a. Class visitation. The director of the Center for Latin American and Caribbean Studies and Chair of LAS visits new faculty teaching LAS courses. Class visitation for faculty in other departments is responsibility of the chair of the department the faculty member works for.

b. Student Evaluations. Student evaluations are available for new faculty teaching LAS only courses. The Center has put together an end-of-semester survey.
3.5. Describe the assessment of community-based learning, community-engaged activities, or community-related goals (if applicable)

a. Service Learning surveys (in coordination with Loyola’s Service Learning Office)

b. Formal and informal feedback from agencies participating in Service Learning projects.

c. Specific outcomes such as manuals, surveys and translations

3.6. Briefly describe the results found through the assessment of the previous year’s program goals, student learning outcomes, and any community-related goals.

a. New courses:

   Fall 2010:
   
   Civil Society and the Common Good  
   Economy and Politics in the Developing World  
   Salsa! Music, Dance and Culture  
   Curriculum as a Political Text  
   Becoming American, Becoming Latino (First Year Seminar)

   Spring 2011:
   
   Christianity and Liberation  
   Social Entrepreneurship in the Americas  
   Central American Revolutions in Literature and Film  
   Welcoming Neighbors? Catholic Perspectives on Immigration (Honors Course)  
   Cowboys and Indians (First Year Seminar)

b. To organize two major events, one devoted to Latin America and the Caribbean, one devoted to US-Latino Communities.

   The New Narcoculture. September 2010  
   Latino-America: How Latinos have influence American Politics. March 2011

c. To support LASP faculty initiatives (events, new courses, conference participation).
“Children of Latinia” and “Latinhood.” October 2010
“Walter Mignolo.” February 2011
“The Complex Geography of Salsa Music.” April 2011

d. To strengthen community outreach by encouraging faculty to include community-based projects in their courses, and by organizing events in partnership with local cultural and community organizations.

“Community, Arts and Non Violence: A Forum.” April 2011
“Claudia Yelsin’s Book Presentation.” April 2011.
Puentes New Orleans: Attitudes Survey, Fall 2010
Metro New Orleans. Translations, Spring 2011
Southern Louisiana Legal Services. Translations, Spring 2011
Dr. Leopoldo Tablante’s participation as a presenter at the Salsa Music Conference in Santiago de los Caballeros, Dominican Republic, April 2011

e. To design a new academic program within the Center.

Translation and Interpretation Program. Fall 2010-Spring 2011

4. Summary of Achievements

4.1. Unit as a whole

LAS faculty and students have been active during the 2010-2011 academic year. As a whole, the Center and LAS have organized approximately eight academic events, some of them in collaboration with other academic and administrative units. LAS professors have maintained an active scholarly agenda, including new collaborative student-faculty projects.

4.2. Faculty achievements/service

Faculty Accomplishments:

a. Dr. Josefa Salmon (Spanish)

Dr. Josefa Salmon (Spanish) was awarded a Fulbright Fellowship to conduct research on politics and citizenship in Bolivia. She will be in Bolivia until December 2011.

Publications and interviews:

Published article from Prologue to Bienvenidos a tiempos interesantes. In “Tendencias” of La Razón newspaper. Domingo, 6 de marzo, 2011.

Interviewed by Fondo Negro, of La Prensa newspaper about the pending visit of Slavoj Zizek to Bolivia by Sebastian Antezana, Sunday November 14, 2010, p. 4-5

Interviewed by “Fondo Negro” on the writer Franz Tamayo and the 100th anniversary of his work Creación de una pedagogía nacional. Domingo, 11 de julio, 2010. p. 5

**Talks given, talks and discussions organized:**

March 23, 2011 gave a talk “Bolivia today changes and challenges” to visiting students from Ohio University at the Casa Gainsborg, Bolivian Studies Institute, UMSA, La Paz, Bolivia. Invited by Prof. Fernando Unzueta from Ohio State University.

February 22, 23, 24 organized talked by Jorge Aguilar Mora “La filosofía como literatura y la literatura como filosofía” at the Instituo Boliviano, Casa Gainsborg, Avenida 6 de Agosto, La Paz, Bolivia.

March 17, organized talk by Slavoj Zizek together with the Vicepresidency of Bolivia, “The Situation is Catastrophic but not serious” 7 p.m. Banco Central de Bolivia, La Paz.

March 18, organized a talk by Slavoj Zizek at the Cinemateca Boliviana about film. La Paz, Bolivia.

Organized two discussions groups of Zizek’s book Bienvenidos a tiempos interesantes, one at the Vicepresidency and another at the Cinemateca Boliviana.

**Editions:**

Co-Editor together with Elizabeth Monasterios and Rosario Rodriguez for a special issue on Bolivia for Revista Iberoamericana.

Editor for Bolivian Studies Journal refereed an article entitled “Bolivia hoy: rupturas, inercias y desafíos”, April 2011.

Editor of Ciencia y Cultura No. 25, noviembre, Año 2010. Two articles: “Una lectura provisoria sobre el lector brumoso Alonso Quijano” and “Cuatro notas literarias”.

Editor of Ciencia y Cultura, Revista de la Universidad Catolica Boliviana “San Pablo”, special issue, magazine. (3 articles)
1. “Descolonizar la mente para hegemonizar el poder: las orientaciones racialistas de la izquierda “plurinacional”.
2. “El pasado, presente y futuro de los partidos étnicos en Bolivia”

Conferences:

Organized a LASA panel together with Elizabeth Monasterios and the Bolivia section of LASA for LASA 2012 in San Francisco on “Suma Qamaña.”

b. Dr. Nathan Henne (Spanish)

Dr. Henne’s students:

1. LAS major Gicel Estrada has done the first Center project that collects oral histories to be housed at CLACS. She researched different aspects of identity formation and interviewed ten members of the New Orleans Latino community to test theories of internal and external influences on immigrant identity formation. We hope this will be the first of many oral histories archived at the Center that researchers can access for future research. It also emphasizes the collaboration of our faculty on research projects with our LAS undergrads.

2. LAS minor Winnie Yu won one of two nationally competitive Sigma Pi Delta scholarships for summer study in Ecuador. The scholarship pays for airfare, tuition, room and board.

3. LAS students Amisha Ray, Bailey Miller, Chloe Huval, Andrea Vice, and Winnie Yu (add to this list, Uriel?) will all engage in Study Abroad in the next year.

4. LAS major Gicel Estrada is a semifinalist for the Congressional Hispanic Caucus Institute Public Policy Fellowship. This Fellowship Program offers talented Latinos the opportunity to gain hands-on experience at the national level in the public policy area of their choice. Fellows have the opportunity to work in areas such as international affairs, economic development, health and education policy, housing, or local government. These placements include: congressional offices, federal agencies, Washington-based media groups, corporate federal affairs offices, national non-profit advocacy organizations, and government-related institutions.

Dr. Henne’s Academic and Scholarly Achievements:

1. Assistant Professor Nathan Henne’s translation of Guatemalan writer Luis de Lión’s novel Time Commences in Xibalbá (El tiempo principia en Xibalbá) has been accepted for publication at the University of Arizona Press, forthcoming in 2012.

2. Nathan Henne also presented a paper at Oxlajuj Aj, the summer indigenous language conference hosted in Guatemala by Tulane University and the University of Texas, Austin. “¿Rastros del Monstro? Consecuencias literarias de la traducción de Popol Wuj.” At Oxlajuj Aj La Antigua, Guatemala. 17 July 2010.
3. Nathan Henne gave guest lectures in three different disciplines this year here at Loyola:

4. Nathan Henne’s classes continued to participate in our ongoing service learning project at Casa Oportunidades at the Episcopalian Hispanic Apostolate.

c. Dr. Uriel Quesada (Spanish)

SCHOLARLY PUBLICATIONS

“¿Por qué estos crímenes? Narrativa Policiaca en América Central” Historia de la literatura centroamericana, Vol VI: (Per)Versiones de la modernidad. Literaturas, identidades, desplazamientos. Alexandra Ortiz-Wallner, Verónica Ríos and Beatriz Cortés, eds. (Forthcoming 2011).


Dictionnaire des Créatrices (4 entries) Paris: Editions des Femmes. (Forthcoming 2011)


CONFERENCE PRESENTATIONS:


LITERARY AWARDS AND SCHOLARLY GRANTS
Loyola Faculty Grant. Loyola University New Orleans, Spring 2011. To conduct interviews for an oral history project entitled “Latino LGBT Activism in the United States and Puerto Rico”

Bobet Fellowship. Loyola University New Orleans, summer of 2010. To conduct interviews in Costa Rica for an oral history project on opposition to CAFTA (Central American Free Trade Agreement)

Creative Writing and Essays in Periodicals


“Carta abierta a Drew Brees.” In SoHo. San José (40). 64. Print.

d. Dr. Maurice Brungardt (History)

Dr. Brungardt accepted an Invitation to join the editorial board of the Colonial Latin American Historical Review (CLAHR).

Dr. Brungardt is writing a book on the Spanish Empire of the 16th and 17th centuries entitled: “All the King’s Men. The New World and Empire the Spanish Made.”

e. Dr. Michael Bouzigard (Latin American Studies)

Dr. Bouzigard travels to Belize for research purposes, from 16-23 December, continuing with a month of research in the summer of 2011.

Father Bouzigard has received a JCSIM research grant at the end of summer 2010 which will fund his research project in social entrepreneurship in Belize.

f. Dr. Leopoldo Tablante (Spanish/Latin American Studies)

Dr. Tablante was awarded the UCAB (Caracas, Venezuela) Research Award in January 2011.

4.3. Staff achievements: NA
4.4. Student achievements:

Gicel Estrada received the Latin American Studies Award 2011

Winnie Yu was awarded the Solidarity Award 2011

4.5. Community engagement achievements NA

5. Budget for previous year and upcoming year's goals (2 pages max)

5.1 Previous FY salary, operating, and total budgets. Budget set-ups are provided at the beginning of each academic year to the vice presidents, deans and department chairs. Please contact the appropriate office if you do not have this information.

2010-2011 Budget

Operating Budget
(Includes CLACS and LASP) $31,350

Salaries and stipends 13,828

Office Expenses 3,522

Events 12,000

Programs/faculty support 2,000

5.1.1 Previous FY budget discussion (Provide a narrative of the previous year's budget and spending, including an assessment of the adequacy of the budget to 1) support and operate the unit and 2) support the unit's strategic goals.)

Budget and strategic plans are discussed with the LAS faculty early in the fall. In this meeting the director of the center presents a summary of planned events and other initiatives, for instance new academic programs and projects.

5.2 Upcoming FY salary, operating and total budgets. Provide expected budget if the unit’s budget hasn't been finalized.

NA. Center depends on the Provost’s Office budgetary approval. The Center has to received around $25,000 each year

5.2.1 Upcoming FY budget discussion (Provide a narrative of the upcoming year's budget and expected spending, including an assessment of the adequacy of the budget to 1) support and operate the unit and 2) support the unit's strategic goals.)
For 2011-2012 the Center is expected to organize at least two major cultural or academic events, one in the fall and one in the spring. The Center will also support faculty members’ initiatives to bring in scholars or put together cultural events. Part of the budget will be used to develop the Translation and Interpretation program, which is expected to start in the fall of 2012. Another expenses are the Exchange Agreement program with Pontificia Universidad Católica de Ecuador (PUCE), and a faculty exchange program with Universidad Javeriana in Bogota, Colombia. Along with the Office for Service Learning, the Center is going to pursue a grant to support the Latino Oral History Project.

6. Planning and goals for the upcoming year (2 pages max)
6.1 General statement describing the process of strategic planning in the unit and how the strategic plan has informed the development of the upcoming year's goals. (The current strategic plan should be posted on the unit’s Intranet site.)

The Center is working on its long-term strategic plan. The director of the Center, in consultation with the steering committee, has proposed the following areas: Curriculum, new programs, events, community outreach, research and internationalization.

6.2 Describe how the unit’s strategic plan supports the mission or strategic goals of the university.

The strategic plan supports the strategic goals of Loyola university in the following areas: diversity, internationalization, enhancing of Loyola national reputation and Jesuit values.

6.3 Describe the program goals for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

1. Curriculum:

   a. To design a mandatory, interdisciplinary introductory course to Latin American Studies for all minors and majors. This course is going to be interdisciplinary and part of the new common curriculum.

   b. To redesign the capstone experience for LAS students. The capstone must offer different research opportunities for students. It must also be part of the program assessment strategy.

   c. To work along with PUCE-Ecuador to expand the program course offering.

2. New Programs:
a. To launch the Translation/Interpretation program in the fall of 2012

b. To advance in the designing and implementation of a Latino Oral History Program.

c. To bring together in LAS minor with a major currently residing within the Languages and Cultures Department.

3. Events:

a. To organize at least two major academic and cultural events: one for the fall, one for the spring.

b. To support faculty members’ event projects

4. Community Outreach:

a. To work along the Office of Service Learning to create a “Loyola in the Community” project. This project will allow Loyola faculty and students to be part of community cultural and academic events.

b. To work with local cultural groups, agencies and other organizations to promote Latino culture in the city.

5. Research:

a. To support Loyola faculty research projects in the following areas: funding, books, basic equipment.

6. Internationalization:

a. In conjunction with the Center for International Education, the Center has been working on an exchange agreement with PUCE-Ecuador. This exchange program is scheduled to begin in the spring of 2012.

6.4 Describe the student learning outcomes for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

a. Capstone projects for major seniors. The steering committee analyzes previous years capstone projects to improve current ones and decide about the scope of future capstones.
6.5 Description of planned involvement of non-Loyola community in strategic goals or the activities planned to achieve those goals, such as community-based learning, community-engaged activities, or community-related goals (if applicable)

a. To work along the Office of Service Learning to create a “Loyola in the Community” project. This project will allow Loyola faculty and students to be part of community cultural and academic events.

b. To work with local cultural groups, agencies and other organizations to promote Latino culture in the city.

6.6 Description of the resources that will support the goals for the upcoming year

a. Human resources: Center’s director and administrative assistant; steering committee and subcommittees.

6.7 Assessment plan for upcoming year’s goals

a. Budgetary analysis (monthly)

b. Reports to Steering Committee (every three month) and Faculty and Staff Committee (twice a year)

c. Student Evaluations for LAS courses

d. Class visitations of faculty

7. Appendices

7.1 Data collection tools for student data (Provide a copy of any tools that the unit uses to collect data about student achievement, such as senior exit exams, student learning outcome rubrics for courses, interview protocols for graduating seniors, etc.) NA

7.2 Data collection tools for other data (Provide a copy of any other tools the unit might use to collect data not listed in 7.1) NA

7.3 Assessment reports (At the unit’s discretion, provide a copy of any assessment reports that the unit has generated as a result of the previous year’s assessment activities) NA

7.4 Any supporting documentation the unit sees fit to include in the annual report NA