

# Annual Report - Latin American & Caribbean Studies Program 2015/2016

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## I. Narrative Description of the Status of the Discipline(s) from a National Perspective

The Latin American and Caribbean Studies Program at the College of Charleston offers in-depth experiential learning of an increasingly critical region of the world in socioeconomic terms: according to the OECD Economic Outlook: Projections for Latin American countries, “the region will continue to grow (...). According to ECLAC forecasts, the region’s economy will grow by 1.0% in 2015 (compared with 1.1% in 2014, 2.5% in 2013 and 2.9% in 2012), again less than the OECD average after a decade of economic convergence. In 2016, growth is expected to pick up slightly.

	2002-2011	2012	2013	2014	2015	2016
	Percent					
<sup>1</sup>						
<sup>2</sup>						
World	3.9	3.3	3.3	3.4	3.2	3.8
OECD	1.7	1.3	1.4	1.8	1.9	2.5
United States	1.7	2.3	2.2	2.4	2.0	2.8
<sup>2</sup>						
Euro Area	1.1	-0.8	-0.4	0.9	1.4	2.1
Japan	0.7	1.8	1.6	0	0.7	1.4
China	10.6	7.7	7.7	7.4	6.8	6.7
<sup>3</sup>						
LA-7	<b>3.9</b>	<b>2.6</b>	<b>2.7</b>	<b>1.2</b>	<b>0.9</b>	<b>2.2</b>
Argentina	5.4	0.8	2.9	0.5	-0.1	2.0
Brazil	3.9	1.8	2.7	0.2	-0.8	1.1
Chile	4.3	5.5	4.3	1.8	2.9	3.7
Colombia	4.6	4.0	4.9	4.6	3.3	3.7
Costa Rica	4.7	5.2	3.4	3.5	3.4	4.3
Mexico	2.3	3.8	1.7	2.1	2.9	3.5
Peru	6.2	6.0	5.8	2.4	3.6	4.3

**Table 1. Latin American economies are projected to recover, with differences across countries**

1. Year-on-year increase

2. Moving nominal GDP weights, using purchasing power parities

3. The LA-7 aggregate is estimated using a moving nominal GDP weights, using purchasing power parities.

Source: OECD Economic Outlook and OECD Secretariat projections.

The strengthening of the US economy is expected to increase demand for goods from most countries in Latin America with a stronger impact on major trading partners, notably Mexico and Costa Rica. In the United States, growth will recover thanks to supportive monetary conditions,

less fiscal consolidation, lower energy prices and an increase in household wealth. Similarly, the recovery of growth in Europe and Japan will be supported by lower oil prices, currency depreciation and monetary policy stimulus, and will likely increase demand of industrial goods from Latin American countries.

Within the United States, the exponential increase of Latino population has played a key role in the growing plurality of the country: according to the U.S. Census Bureau, 1.15 million of Hispanics were added to the nation's population between July 1, 2013, and July 1, 2014. This number is close to half of the approximately 2.36 million people added to the nation's population during this period. According to the Bureau's most recent report, the Hispanic population of the United States was 55 million as of July 1, 2014, making people of Hispanic origin the nation's largest ethnic or racial minority. Hispanics constituted 17 percent of the nation's total population.

According to the report on Population Estimates and Projections ("Current Population Reports" by Sandra L. Colby and Jennifer M. Ortman, issued March 2015), "the Hispanic population is projected to be the third fastest growing. The Hispanic population is projected to increase from 55 million in 2014 to 119 million in 2060, an increase of 115 percent. In 2014, Hispanics are projected to account for 17 percent of the U.S. population. By 2060, 29 percent of the United States is projected to be Hispanic—more than one-quarter of the total population." (9)

In South Carolina, the state's Hispanic population almost tripled in the decade of 2000-10, and according to the Selig Center for Economic Growth of the Terry College of Business at the University of Georgia, in 2012 South Carolina Hispanics exercised a purchasing power of \$4.4 billion, 80% of which is spent within the State. During the period 2000-11, the Palmetto State ranked among the 10 fastest growing states in the nation for Hispanic population growth: tied for #2 with Tennessee. The U.S. Census Bureau reported approximately 262,000 Hispanics residing in the Palmetto State, or 5.42% of the total S.C. population. In addition, 76% of S.C. Hispanics speak Spanish at home.

The continuing importance of Latin America to the United States in combination with the growing Latino population within the country have produced an increasing need for trained persons with a knowledge of the region to work in government, teaching, business, social services, community organizing, the arts, and other fields. Students graduate from the College of Charleston Latin American and Caribbean Studies (LACS) Program prepared for the many scholarly and professional opportunities this situation creates. Engaging over 40 faculty affiliates from a wide range of areas and departments from four different Schools (the School of Languages, Cultures and World Affairs, the School of Humanities and Social Sciences, the School of Education, Health, and Human Performance, and the School of Business), LACS additionally promotes focused and interdisciplinary research by hosting speakers and visiting scholars, as well as by supporting faculty with grants to develop curricula, and students to do fieldwork and research in situ, enhancing in this way their academic and transcultural experiences. Through its activities and academic program, LACS engages in promoting transcultural and global competence, alongside social responsibility.

## II. Program

The Latin American and Caribbean Studies (LACS) major is an interdisciplinary and multi-disciplinary program that explores the diverse cultures, histories, ideologies, literatures and political economies of Latin America and the Caribbean. It exposes students to the dynamic development of these regions and their critical place in a globalizing world. The program endeavors to educate students for global citizenship and to prepare them for global careers. LACS majors are expected to:

- Demonstrate a breadth and depth of knowledge about the region.
- Think critically about development the region and its place in the international system.
- Develop competence in Spanish, Portuguese or French language.
- Develop a more intimate knowledge of at least one place in the region through study abroad.

As revised February 2013, The College of Charleston's Strategic Plan (<http://www.cofc.edu/strategicplan/index.php>) summarizes five "goals", four of which are directly linked to our department's own mission and aforementioned objectives:

- Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.
- Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.
- Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.

The Latin American and Caribbean Studies program at the College of Charleston supports and encourages the mission of the School of Languages, Cultures and World Affairs and the College by preparing students to become knowledgeable, engaged citizens in an increasingly interconnected global society. Interdisciplinary in nature, the LACS program explores the

diverse cultures, histories, ideologies, literatures and political economies of Latin America and the Caribbean, exposing students to the dynamic development of these regions and their critical place in a globalizing world. It allows for faculty members and students coming from a wide range of areas, departments and schools, but with a common interest in Latin America and the Caribbean to benefit from an intellectually stimulating transdisciplinary environment.

Founded as a minor program in 1997 (the second area studies program after African Studies), and becoming a major in 2005, the LACS program is highly regarded for its accomplishments, such as having been one of the few programs in the US to run a semester-long study abroad program in Cuba, and for having supported student participation in the Washington Model OAS (WMOAS) for over 30 years.

### Student Learning Outcomes of the Program

1. Graduating majors in Latin American and Caribbean studies will demonstrate an understanding of the diversity and complexity of the Latin American and /or Caribbean experience
2. Graduating majors in Latin American and Caribbean studies will be able to apply an integrative multi-disciplinary approach to an analysis of current issues in Latin America and/or the Caribbean.
3. Graduating majors in Latin American and Caribbean studies will demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches.

### **III. Narrative Summary and Analysis of Departmental or Program Accomplishments**

The LACS program underwent a significant and comprehensive program review to further strengthen its potential as a successful academic experience. A number of specific strategies were implemented during AY2015-16 in order to achieve this goal:

A. Review, update and develop the LACS Curriculum to better suit student needs, in terms of both course offerings and learning outcomes; expand the LACS curriculum in order to offer a wider range of permanent LACS courses covering relevant themes and theoretical frames pertinent to the discipline/academic unit; review assessment plan to better implement and measure desired learning outcomes, including a more comprehensive assessment of SLO1; explore curriculum possibilities and develop relationships with other programs/fields such as environmental studies, communications, etc. that could potentially offer courses with a LACS

component; establish or develop more outreach contributions as well as internship opportunities at the local, regional, national and international levels;

B. Improve visibility of the program by putting into effect an aggressive plan to advertise and promote the program; strengthen ties among LACS students, faculty and director;

C. Strengthen affiliation of LACS faculty with the program: Identify CofC faculty whose areas are LACS-related and invite them to become affiliates of the LACS program (as a result of these recruiting efforts, more than 15 faculty members from four different Schools have joined LACS this past year); raise a sense of ownership among faculty; explore academic and professional incentives for LACS faculty: raise awareness of availability of resources within the LACS program and LCWA;

D. Improve and strengthen LACS-sponsored study abroad programs in Chile, Argentina, and Cuba.

A. The following proposed additions and changes to the LACS curriculum were made as a result of such comprehensive curriculum review:

- Elimination of the one-credit course INTL 300 (Comparative Methodology in International Studies) from the requirements of the LACS Major. INTL 300 has been eliminated from the requirements of the INTL Major and will no longer be offered after the Spring of 2016;

- Elimination of a 3 credit hour course from the LACS major requirements, previously at 37 hours, for the following reason: after substantial research and discussion of the reasons behind an exponential decline in LACS majors and minors in the past five years, we believe that our program requirements notably exceed the average number of credit hours (30-33) required by the majority of institutions studied and that by requiring 37 credit hours we are undermining our program, particularly against other programs such as INTL (33 hrs). The fact that most other area studies programs within the School of LCWA, such as International Studies (33 hrs), African American Studies (33 hrs), and Classics (30 hrs), require a significantly lower number of hours, puts LACS at a disadvantage. Together with above change it leaves the LACS major at 33 hours;

- Addition of six new Special Topics courses at the 300 level to the LACS Major and Minor curriculum to show the wide range of theoretical and thematic categories students could choose from. We believe that a robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region's most pressing topics, granting cohesion to the major. These courses break free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues as well as better serve both faculty and students by facilitating the process of identifying which areas or courses they can contribute to or choose from. These Special Topics courses are LACS 310 – Race, Gender, and Ethnicity in Latin America and the Caribbean, LACS 320 - Human Rights and Social Movements in Latin America and the Caribbean, LACS 330 - Colonial and

Postcolonial Studies: Latin America and the Caribbean, LACS 340 - Afro-Caribbean & Afro-Latin Studies, LACS 350 – Globalization and Mass Media in Latin America and the Caribbean, and LACS 360 – Latina/o Identities: Constructions, Contestations, and Expressions.

- In an effort to update the LACS curriculum, LACS also made a number of modifications, including the removal of ARTH 205 and ARTH 255, already deactivated by the Art History department; the addition of those active courses from other programs that are already Latin American and/or Caribbean in content (e.g. SPAN 494 - Seminar in Spanish American Literature) or which could be at least 1/3 in LACS content (and would, therefore, count toward the major or minor; the addition of a clause on limit of courses shared by double majors in LACS and INTL with LACS concentration; and the reorganization of categories and course listings.

All of the above changes were approved by the Faculty Senate on November 3, 2015, and on April 12, 2016, respectively. Changes were successfully implemented to the new major and minor curricula. Below is the new program of study for AY2016-17:

Latin American and Caribbean Studies, B.A.

Degree: Bachelor of Arts

Credit Hours: 33+

Courses within this major may also satisfy general education requirements. Please consult <http://registrar.cofc.edu/general-edu> for more information.

Major Requirements

The curriculum in Latin American and Caribbean Studies is divided into two sequences. Category A: History - Politics - Society and Category B: Literature- Culture - Languages. To ensure depth and breadth, students must take 15 credit hours in one category and 12 credit hours in the other with no more than 12 credit hours in any one discipline (except LACS); and no more than 15 credit hours at the 200-level or below (except LACS). All students must take the LACS 101 Introduction to Latin American and Caribbean Studies (3) and the LACS 495 Latin American and Caribbean Studies Capstone (3).

All students are required to take an additional year of foreign language beyond the College general education foreign language requirement. Students must fulfill their language requirement in Spanish, Portuguese or French. The language requirement may be fulfilled by 6 semesters (or the equivalent) in one language or four semesters in one language and two semesters in another (or equivalent).

All majors are required to spend one semester or summer in a study or internship abroad program and earn a minimum of 6 credit hours (which may be part of the 33 credit hour major). Abroad

program must be arranged with the Director of the Program and with the provision for an alternative or exemption on the basis of special circumstances.

The courses listed below may be supplemented by Special Topics, Tutorials, Independent Studies, Internships, Study Abroad Courses, and Bachelor's Essays that focus on Latin America and /or the Caribbean in the various disciplines.

Latin American and Caribbean Studies major are encouraged to double major or minor in other fields. Double majors and minors gain extra skills and knowledge. Though it is not recommended, students who choose to double major in LACS as well as in International Studies with a concentration on Latin America and the Caribbean may count of a maximum of four 100-level courses in LACS towards both majors. No 200, 300, or 400-level course from either major may count towards the other.

#### Required Courses

- LACS 101 Introduction to Latin American and Caribbean Studies (3)
- LACS 495 Latin American and Caribbean Studies Capstone (3)

#### Complete 27 credit hours

Select four-five courses from the courses totaling 12-15 listed in Category A; select four-five courses totaling 12-15 credit hours of 27 credit hours between both categories.

Any LACS courses will count for either Category A or B.

#### Latin American and Caribbean Studies Courses

- LACS 103 Introduction to Contemporary Cuba (3)
- LACS 104 Introduction to Contemporary Chile (3)
- LACS 105 Introduction to Contemporary Brazil (3)
- LACS 106 Introduction to Contemporary Argentina (3)
- LACS 200 Special Topics in Latin American and Caribbean Studies (3)
- LACS 300 Special Topics in Latin American and Caribbean Studies (3)
- LACS 310 Race, Gender, and Ethnicity in Latin America and the Caribbean (3)
- LACS 320 Human Rights and Social Movements in Latin America and the Caribbean (3)
- LACS 330 Colonial and Postcolonial Studies: Latin America and the Caribbean (3)
- LACS 332 Latin American Politics and Society in Film (3)

- LACS 340 Afro-Caribbean and Afro-Latin Studies (3)
- LACS 350 Globalization and Mass Media in Latin America and the Caribbean (3)
- LACS 360 Latina/o Identities: Constructions, Contestations, and Expressions (3)
- LACS 400 Independent Study in Latin American and Caribbean Studies (3)
- LACS 401 Latin American and Caribbean Studies Internship (1-4)
- LACS 499 Bachelor's Essay (6)

Category A: History - Politics - Civilization

- ANTH 325 Peoples and Cultures of Latin America (3)
- ANTH 327 Peoples and Cultures of the Caribbean (3)
- ANTH 328 Aztecs, Maya, and Their Ancestors (3)
- FREN 326 Survey of Francophone Civilization (3)
- HIST 261 Special Topics: Modern Asia, Africa, or Latin America (3) \*
- HIST 262 Colonial Latin America (3)
- HIST 263 Latin America since Independence (3)
- HIST 361 Special Topics in Modern Asia, Africa, or Latin America (3) \*
- HIST 364 Sugar and Slaves in Colonial Brazil (3)
- HIST 365 Modern Brazil (3)
- HIST 366 Comparative Slavery in the Americas (3)
- POLI 245 Cuban Revolution (3)
- POLI 266 International Diplomacy Studies (3)
- POLI 340 Politics of Latin America (3)
- POLI 347 International Development: Theories and Practices (3)
- POLI 351 Politics of Contemporary Brazil (3)
- SOCY 362 Social and Cultural Change (3)
- SPAN 333 Topics in Hispanic Cultures (3) \*

Note:\*These courses must have at least 1/3 content in Latin America and the Caribbean to count toward the major. Permission of the program director must be granted for these courses to count toward the major.

#### Category B: Literature - Culture - Languages

- ENGL 233 Survey of Non-Western Twentieth Century Literature (3)
- ENGL 234 Survey of Third-World Masterpieces (3)
- ENGL 358 Colonial and Postcolonial British Literature (3)
- FREN 320 Survey of Francophone Literature (3)
- LTFR 250 Francophone Literature in Translation (3)
- LTPO 150 Portuguese Literature in (English) Translation (3)
- LTPO 250 Portuguese Literature in (English) Translation: A Foreign Literature (3)
- LTPO 270 Studies in Brazilian Film (3)
- LTPO 280 Studies in Brazilian Civilization and Culture Through Literature (3)
- LTPO 350 Portuguese Literature in (English) Translation: a Foreign Author (3)
- LTPO 450 Portuguese Literature in (English) Translation: Comparative Literature (3)
- LTSP 150 Literature in (English) Translation: Gallery World Literatures (3)
- LTSP 250 Literature in (English) Translation: A Foreign Literature (3)
- LTSP 252 Contemporary Latin American Literature in Translation (3)
- LTSP 254 Society, History, and Culture in Spanish-American Literature (3)
- LTSP 256 The Magic and the Real: Latin American Literature and Film (3)
- LTSP 350 Literature in (English) Translation: A Foreign Author (3)
- LTSP 450 Spanish Literature in (English) Translation: Comparative Literature (3)
- LING 290 Special Topics in Linguistics (3) \*
- MUSC 222 Special Topics for Non-Majors (3) \*
- PORT 291 Portuguese for Spanish Speakers (3)
- PORT 390 Special Topics in Portuguese (3) \*
- SPAN 315 Special Assignment Abroad (3)

- SPAN 328 Spanish Language Study Abroad (3)
- SPAN 366 Select Readings in Spanish America (3)
- SPAN 447 Spanish Dialectology (3)
- SPAN 490 Seminar: Special Topics in Hispanic Literature (3) \*
- SPAN 492 Seminar in Hispanic Studies (3) \*
- SPAN 494 Seminar in Spanish American Literature (3)

Note: \*These courses must have at least 1/3 content in Latin America and the Caribbean to count toward the major. Permission of the program director must be granted for these courses to count toward the major.

Course offerings in AY2015-16:

## Fall 2015

	Title	Enrollment	Max	Professor
LACS101.01	Introduction to Latin American & Caribbean Studies	34	35	Douglas Friedman
LACS101.02	Introduction to Latin American & Caribbean Studies	34	35	Sarah Wuigk
LACS101.03	Introduction to Latin American & Caribbean Studies	33	35	Sarah Owens
FREN 326.01	A Survey of Francophone Civilization	13	20	Abdellatif Attafi
HIST 350.01	ST: Latin American Dirty Wars	20	30	Lisa Pinley Covert
INTL 290.02	ST: Latin America: Memory & Reconciliation	16	30	Sarah Wuigk
INTL 290.03	ST: Comparative Social Movements Express II	18	30	Jason Taylor
LTPO 270.01	Studies in Brazilian Film	10	10	Bethany Beyer
SPAN 333.01	ST: La nueva ola del cine mexicano	14	20	Raul Carrillo-Arciniega
SPAN 333.02	ST: Latin American Civilization: Pre-Columbian to Independence	8	20	Felix Vasquez
SPAN 333.04	ST: Contemporary Spanish-American Cinema	12	20	Victoria Lynn Garrett
SPAN 366.01	Select. Read. in Spanish Amer.: Indigenismo: Rethinking Modernity in the Andes	20	20	Edward M Chauca

SPAN 494.01	Sem: ST:Spanish American Literature: Magia, poesia y cuerpo / Magic, Poetry, and Body	7	15	Raul Carrillo-Arciniega
POLI 347.01	Intl. Development: Theories and Practices	10	35	Douglas Friedman

**Total number of students: 249**

**Average class size: 18**

**LACS 101 students total: 101**

**LACS average class size: 34**

### Chile Study Abroad Program Fall 2015 (9 students)

	Title	Enrollment	Max	Professor
LACS 104	Introduction to Contemporary Chile	7		Lola Colomina-Garrigos
SPAN 320.06	Introduction to Textual Analysis	4		Mark P Del Mastro
SPAN 328.01/03	Spanish Language Study Abroad	13		Mark P Del Mastro
SPAN 344.02	Advanced Grammar and Lexicon	7		Mark P Del Mastro
SPAN 366.02	Select Readings in Spanish America	4		Mark P Del Mastro
SPAN 490.01	Special Topics in Hispanic Literature	3		Mark P Del Mastro
POLI 340.01	Politics of Latin America	6		Douglas S Friedman

### Spring 2016

	Title	Enrollment	Max	Professor
LACS101.01	Introduction to Latin American & Caribbean Studies	33	35	Sarah Owens
LACS101.02	Introduction to Latin American & Caribbean Studies	17	35	Hollis France
LACS101.03	Introduction to Latin American & Caribbean Studies	33	35	Lola Colomina-Garrigos
LACS 300.01	ST: Int'l Trade and Human Rights Law in the Americas and Beyond	4	35	Jason Taylor
ANTH 328.01	Aztecs, Maya, & Their Ancestor	27	28	Barbara E Borg
FREN 320.01	Survey of Francophone Literature	8	18	Robert A Sapp
HIST 263.01	Latin America since Independence	25	30	Lisa Pinley Covert
HIST 364.01	Sugar & Slaves in Colonial Brazil	21	30	Timothy Joel Coates
INTL 290.04	ST: Drugs, Guns & Gangs in the	24	30	Jason Taylor

	Americas			
LTSP. 250.01	Hispanic Women Writers	10	25	Sarah Owens
MUSC 222.01	ST: World Music Cultures	33	40	Michael S O'Brien
MUSC 222.04	ST: Music in Latin America	15	35	Michael S O'Brien
SPAN 333.01	Topics in Hispanic Cultures: Mental Health in Latin American Culture	16	20	Edward Chauca
SPAN 333.02	Topics in Hispanic Cultures: Revolutions in the Hispanic World in the 21st Century	13	20	Ricard Vinas De Puig
SPAN 333.03	Topics in Hispanic Cultures: The Whole World Trembled: The Quest for Power in Imperial Spain	10	20	Carl A Wise
SPAN 333.04	Topics in Hispanic Cultures: The Whole World Trembled: The Quest for Power in Imperial Spain	14	20	Carl A Wise
SPAN 366.01	Select Read. in Spanish Amer.: Borges Reloaded	10	16	Raul Carrillo-Arciniega
SPAN 491.02	ST: El español de Colombia	12		Joseph R Weyers
SPAN 493.01	The Boom and Post-Boom in Spanish American Literature	14	15	Nadia Avendano
POLI 266.02	International Diplomacy Studies: Model OAS	7		Douglas Friedman
POLI 351.01	Politics of Contemporary Brazil	11	35	Douglas Friedman

**Total number of students: 357**

**Average class size: 17**

**LACS 101 students total: 87**

**LACS average class size: 22**

#### **Cuba Study Abroad Program Spring 2016**

	Title	Enrollment	Max	Professor
LACS 103.01	Introduction to Contemporary Cuba	8		Douglas Friedman
POLI 240.01	Politics of Latin America	8		Douglas Friedman
POLI 245.01	Cuban Revolution	9		Douglas Friedman
POLI 359.02	Special Topics in Comparative Politics: Latin American Social and Political Movements	9		Douglas Friedman
SPAN 333.06	Topics in Hispanic Cultures	8		Mark P Del Mastro

#### **Argentina Study Abroad Program Spring 2016**

	Title	Enrollment	Max	Professor
LACS 106.01	Introduction to Contemporary Argentina	4		Lola Colomina- Garrigos

SPAN 320.06	Intro. to Textual Analysis	7		Mark P Del Mastro
SPAN 328.01	Spanish Language Study Abroad	5		Mark P Del Mastro
SPAN 333.05	Topics in Hispanic Cultures	5		Mark P Del Mastro
SPAN 344.02	Advanced Grammar and Lexicon	7		Mark P Del Mastro
POLI 340.02	Politics of Latin America	2		Lola Colomina-Garrigos

LACS affiliates collaborated in a number of curricular offerings and initiatives during the year, including the following: Nadia Avendaño taught a First Year Experience Seminar titled “Latinos/as in the United States” in the Fall of 2015; the same semester, Michael O’Brien offered a new FYE 128 Seminar entitled “Borrowed, Sampled, Stolen, Remixed? Cultural Perspectives on Theft and Ownership of Music”; Michael O’Brien also offered two new courses for the first time during the past year, both of which will become regular offerings in the music department and so will MUSC 222 in the LACS program: MUSC 222: Music in Latin America (this is a Special Topics for Non-Majors course number; we will seek a unique number for it and gen ed certification in 2017); MUSC 363-05 Latin American Music Ensemble; Joseph Weyers offered a Hybrid class + embedded study abroad creation in the Spring of 2016. SPAN 491 - El español de Colombia afforded his 12 students the opportunity to see firsthand the dramatic transformation of Medellín. Moreover, these students learned how to conduct sociolinguistic fieldwork and were guided online in the writing process. The students learned about the Spanish of Colombia, saw an amazing city that represents Colombia’s metamorphosis, conducted fieldwork there, and used their quantitative and qualitative data to write three papers. The hybrid course + travel component is innovative and serves as a model for future offerings; Nadia Avendaño underwent training for the REACH program in December of 2015 and had a student from REACH in her WGST 200 course, in the Spring of 2016.

LACS makes a major contribution to interdisciplinarity, internationalization, personalized education and high impact student experience in a number of ways. First, and most obviously, through its interdisciplinary courses given on campus and in its study abroad programs. LACS, along with Hispanic Studies, operates three semester study abroad programs in Latin America - Chile, Argentina and Cuba. The LACS focus foreign study and language (LACS now requires study abroad and three years of foreign language) supports and further internationalization efforts of the College and LCWA. LACS supports student participation in the Washington Model OAS (WMOAS) - a student simulation of the General Assembly of the Organization of American States in which over 300 university students - at least one third of them from Latin American universities interact for a week at OAS headquarters in Washington DC.

LACS internationalization efforts in AY2016-17 resulted into the organization and sponsor or co-sponsorship of a series of international events:

The LACS program invited renowned Cuban scholar Dr. Tomás Fernández Robaina’s (from the Jose Marti National Library and the University of Havana) to visit CofC and give three talks including the open talk “Today’s Common Struggles of Race and Gender in Cuba and the U.S.” on October 8, 2015; The LACS program also arranged the visit of Dr. Luiza Bairros, former Minister of the Secretary of Policies for the Promotion of Racial Equality in the first cabinet of Brazilian President Dilma Rousseff (2011-2014). Unfortunately, the visit was cancelled due to sickness; the LACS program started its first Annual Symposium of International scholars by inviting Dr. Maria Aparecida Andrade Salueiro, from

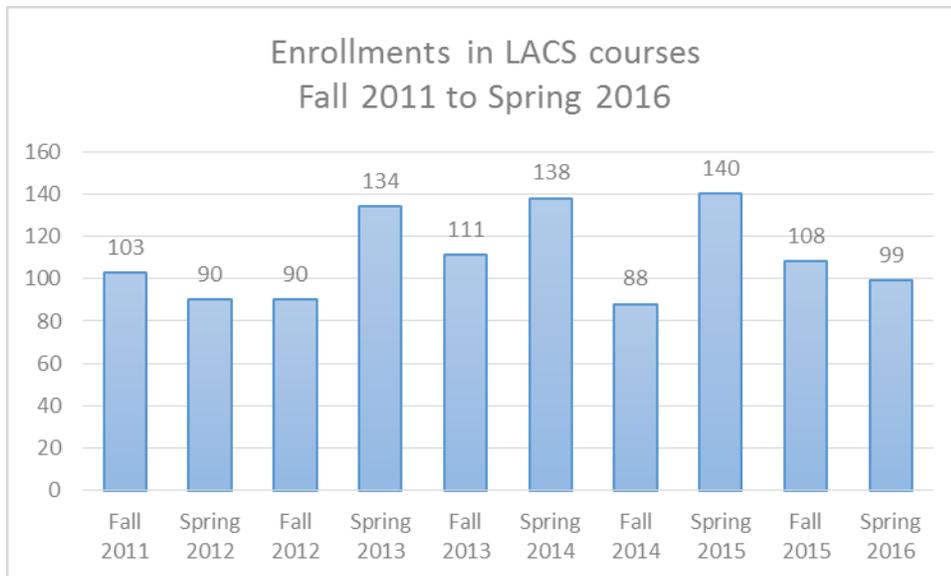
State University of Rio de Janeiro, who delivered her talk “Issues of Blackness in Multiethnic Brazil” on April 18, 2016.

The LACS program was very active in its sponsorship of a wide series of events during the past academic year, including: the 30th Annual Conference of the Society for the Study of Multi-Ethnic Literature of the United States (MELUS Conference), which was held on March 3-6, 2016. MELUS is one of the preeminent organizations of scholarship in multi-ethnic literature and culture, and produces the nationally acclaimed, peer reviewed MELUS Journal. The theme for the conference was "Doing the Charleston: Performativity of Racial, Gender, and Ethnic Identities in Ethnic American Literatures and Culture"; Dr. Bill Hoffmann's talk titled “Political asylum, Human Rights, and the U.S. Immigration System (part of the Global Awareness Forum); as well as CofC's World Cultures Fair, both in the Spring of 2016.

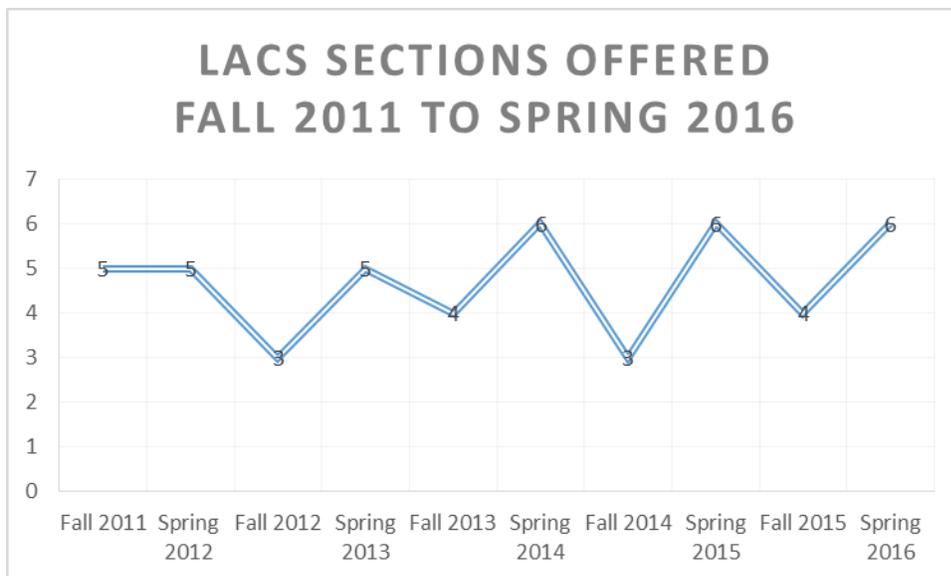
With regard to personalized education and also in connection with its internationalization efforts, in February, 2016, Michael O'Brien sponsored a guest lecture and class by Peter Hoelsing, an ethnomusicologist specializing in the ritual music of Uganda. The talk received Global Awareness Forum sponsorship and was attended by faculty from the Music, Philosophy, Religious Studies, and African Studies departments; Prof. O'Brien's MUSC 363-05 ensemble also performed for several campus and community events: the LCWA World Cultures Fair, and a concert co-sponsored by the NEH-funded 500 Years of Latinos in the Lowcountry project housed at the Citadel; M. O'Brien supervised the senior thesis of Matthew Lohan, a music history major, who undertook an ethnography of a local “sacred steel” musician (the lap steel guitar as used in the context of worship in African American churches). O'Brien worked with him to adapt this thesis into a conference paper, which was accepted and which he presented at the annual conference of the Southeast and Caribbean Chapter of the Society for Ethnomusicology, held at the University of Trinidad and Tobago. Matt was one of only three undergraduates selected to present at the conference; Lola Colomina-Garrigós directed an internship for student Tori Akerly, who taught English as a second language while conducting research for a comparative study of educational systems in Mexico and the United States, in Merida, Mexico, in the Summer of 2016.

## **Program Enrollments**

Excluding individual enrollments.



Excluding individual enrollments.



Not including courses that were cancelled (LACS 104 or LACS 106).

Due in part to the appeal of the relatively new International Studies major and its concentration in Latin America and the Caribbean, the LACS program has experienced a decline in majors and minors as seen below:

	LACS majors	LACS minors
2010-2011	19	24
2011-2012	14	24
2012-2013	11	20
2013-2014	6	14
2014-2015	7	11
Fall 2015	1	8

The 2010-11 Annual Report already stressed the decline in LACS majors seemingly due to greater attraction of the INTL LACS concentration. The 2011-12 LACS Annual Report noted a consensus among LACS faculty to examine this decrease in LACS numbers and stressed the need to explicitly differentiate between LACS and INTL by making the advantages and disadvantages of both programs clear to prospective students. This goal, however, is not mentioned in the 2012-13 or in subsequent annual reports and suggested that the decrease of LACS majors had not sufficiently been addressed and that a significant program review was still needed.

A comprehensive program review was finally put into effect throughout the AY2016-17 and as a result of the aforementioned implemented strategies together with a more aggressive recruitment plan, the LACS program increased its number of majors by 500%, as seen below:

	LACS majors	LACS minors
Spring 2016	6	9

### **Program Assessment**

The LACS Major is currently under review in order to make it more effective in terms of meeting departmental Student Learning Outcomes. Starting in the academic year of 2015-2016, and in order to better assess how LACS majors demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience, it was decided that assessment was to be carried out every semester of every academic year instead of every even year (as was done in the past); and two artifacts, (a take-home essay and an analytic essay from the final exam) were to be collected from all students in all sections of LACS 101, instead of the one artifact and the random sample that was collected in the past. In these essays (both, in the take home essay and in the final exam), students are expected to analyze and describe issues clearly and indicate a thorough reading and understanding of the cultural text. Students must also demonstrate in-depth knowledge of political context and address major contemporary and historical issues pertinent to the Latin American and/or Caribbean experience. With regard to SLO2 and SLO3, and due to an exponential decrease in the number of majors between 2011 and 2015, LACS 495 could not be offered and, therefore, could not be assessed.

Assessment results: In the Fall of 2015, one measure (an essay on the final exam) was used to assess SLO1 across all LACS 101 sections: out of 97 (n) samples (N=100), 90 samples (92.7%) achieved a rating of meets or exceeds standard. In the Spring of 2016, two measures (a take home essay and an essay in the final exam) were used to assess SLO1 across all sections of LACS 101: for SLO1, A1, out of 80 (n)

samples (N=83) 70 (98.7%) achieved a rating of meets or exceeds standard; for SLO1, A2, out of 77 (n) samples, 61 (79.1%) achieved a rating of meets or exceeds standard. The average of the Spring 20between A1 and A2 was 89% met or exceeded standard. Between the Fall of 2015 and the Spring of 2016, 90.38% of students met or exceeded standard [230 out of 254(n) samples (N= 184) achieved this rating].

SLO1, A1: Students in LACS 101 complete a take home essay where they analyze a cultural text and highlight the political context. Students describe the content of a cultural text and where the essay places text in political context. Students address major contemporary and historical issues pertinent to the Latin American and /or Caribbean experience. Each semester all essays in all LACS 101 classes are assessed. Performance target: 90% of students were expected to achieve a rating of "meets standard" or beyond. There was no data that could be collected in Fall 2015 but the data collected from all sections in the Spring of 2016 showed a rating of 98.7% students met or exceeded standard. Performance target has been met. SLO1, A2: Students in LACS 101 take a final exam where they demonstrate understanding and knowledge of the political context of a cultural text. Each semester all final exams in LACS 101 are assessed. Performance target: 90% of students were expected to achieve a rating of "meets standard" or beyond. The data collected in the Fall of 2015 and the Spring of 2016 showed a rating of 90.85% students met or exceeded standard. Performance target has been met. Overall, 101 students were assessed in the fall of 2015 and 83 students were assessed in the spring of 2016. 91.63% of students met or exceeded standard in the fall and 90.38% in the spring. Performance targets for both measures have been met.

Revisions to both course offerings and course content are currently taking place. The LACS program is currently undergoing a substantial review of its major in order to make it more effective in terms of meeting the program learning objectives. To that end, the program has just added several LACS courses at the 300-level to start being offered in the Fall of 2016. These courses are meant to help bridge the gap between introductory and intermediate level courses and the Capstone, in an effort to better prepare our students for the later assessment of SLO2 (Students in Latin American and Caribbean Studies apply an integrative multidisciplinary approach to an analysis of current issues in Latin American and/or the Caribbean) and SLO3 (Students in Latin American and Caribbean Studies will demonstrate an appreciation for and understanding of the value of Latin American and Caribbean Studies and its interdisciplinary, multi-disciplinary, and comparative approaches) at the end of their major. No data has been collected for SLOs #2 and #3 due to the fact that the number of majors is currently too small for the Capstone to be offered. As a result of this lack of data, LACS has decided to start assessing SLO2 in those 300-level LACS courses starting in the academic year of 2016-17. The program director started discussion with faculty on course content for LACS 101 and how to better assess the different SLOs during a workshop held on May 6, 2016. Conversations will resume at the beginning of the next academic year 2016-17 in order to propose the addition of two LACS courses at the 200-level (since another major challenge is the fact that, except for LACS 101 and those courses offered in the study abroad programs, all other courses are offered by departments and programs outside of LACS) and the possibility to assess SLO2 at that level.

Inherently intertwined with the transdisciplinary nature of the program is the need to understand issues of race, ethnic, gender and class diversity. The LACS program strives to diversify its academic and human components and with this goal in mind, it was granted a two-year Post-Doctoral Fellowship in Latin American and Caribbean Studies by the School of Languages, Cultures, and World Affairs. The successful candidate, Dr. Matthew Pettway, comes from an under-represented group and his primary scholarly focus is in issues of race, gender, and ethnicity. Recruitment from a minority pool will certainly help narrow the ongoing employment gap suffered by minorities.

Also, as part of the effort to continue and foster conversations on issues of race, the LACS program organized and sponsored a series of scholarly presentations that focused on the issue of race, including Cuban scholar Dr. Tomás Fernández Robaina's talk "Today's Common Struggles of Race and Gender in Cuba and the U.S." on October 8, 2015, and Brazilian professor, Dr. Maria Aparecida Andrade Salgueiro's presentation titled "Issues of Blackness in Multiethnic Brazil" on April 18, 2016.

Finally, the LACS program has already started talks with Dr. Elaine Rocha, department head of History at the University of the West Indies, UWI, to collaborate on the organization of the 2017 International Forum of Black Students to take place in Barbados in the Spring of 2017.

The LACS program intends to make more significant contributions to the local, regional and international community by establishing or developing more internship opportunities for its majors towards the end of their degree (and tailored to their area of interest and needs) that are conducive to a job opportunity after graduation (optional for minors): with this goal in mind, meetings were held with a representative of *Círculo Hispanoamericano de Charleston* and with the Charleston County School District, Ms. Celina Anthony; with the co-founders of the *Pulsera* project and the *Isla Foundation*, Mr. Chris Howell; and with the co-founder of *UBELONG* (an organization that collaborates with higher education institutions in finding volunteering opportunities for college students), Ms. Cedric Hodgeman. As a result of these meetings, one of our majors, Ms. Tori Akerley was able to conduct an internship as a teaching assistant in an elementary and a middle schools in Merida, Mexico. All expenses were funded by LACS and the LCWA; another LACS major, Ms. Katherine Roach, conducted an internship during the Spring of 2016 with the program *Beyond Our Walls*, in North Charleston. This program is a non-profit community partner with the Burns Elementary School to help support academic, behavior and social skills development of students. Burns ES is a title 1 public school that ranks very low in the Charleston County School District. The children are predominantly minority students.

Engaging over 40 affiliate faculty from across campus, the LACS program additionally promotes focused and interdisciplinary research by hosting speakers and visiting scholars, and by supporting faculty with grants to develop its curriculum as well as their own scholarly agendas. LACS granted R&D funding to those faculty who successfully submitted a proposal to develop a course for the program. Prof. Edward Chauca was the recipient of an R&D grant to develop the Special Topics LACS 350 course section to be taught in the Spring of 2017. The course is titled "Commodity Fictions: The World Economy in Latin American Literature and Film".

In AY 2015-16, LACS was able to increase its number of majors by 500% thanks to the strategic plan that was put into effect starting in August of 2015: the comprehensive review to further strengthen the program's potential as a successful academic experience together with the commendable recruitment efforts of its affiliate faculty resulted in such significant increase.

The LACS program also began exploring curriculum possibilities and develop relationships with other programs/fields such as environmental studies, communications, etc. some of which already offer courses with a LACS component: conversations with the program director for Environmental Studies, Prof. Todd LeVasseur, were held and the possibility of an adjunct hire to teach a cross-listed class (covering topics like the MST in Brazil, ecotourism, agroecology, etc.) as well as a joint study abroad program were brought up. Even though conversations were postponed for a later time due to the difficult financial

climate at the College, LACS is still exploring the possibility of offering an ENVT course in the new study abroad program to Cuba that is being currently created.

LACS' major ongoing challenge is the fact that it does not have exclusively designated permanent faculty and this poses a number of issues: first, it becomes very difficult to staff courses, particularly now that the program has added more upper level LACS courses in an effort to present more curricular options for its majors; second, it is more challenging to motivate its faculty to participate in program activities since they are already committed to their own departmental duties. The main obstacle that the LACS program will be facing in upcoming years will be being able to staff its courses, particularly now that six ST courses have been added at the 300 level to reinforce the major. Efforts are being made, both by the School of Languages, Cultures, and World Affairs and by Academic Affairs, to help staff LACS courses. Proof of this is the new Post-Doctoral hire who will teach three courses for LACS in AY 2016-17.

The comprehensive curriculum and overall program review started in AY 2015-16 will resume in August 2016. Below are the goals set forth in AY 2016-17:

- 1) Resume review of the LACS program and its curriculum: discussions will be held at first departmental meeting of the year to add two additional LACS courses at the 200 level. This curricular addition is intended to add both depth and breadth to the curriculum, to add a stronger historical and political background for our majors, and to make possible the assessment of SLO2 at a lower level due to the lack of data for SLOs #2 and #3, currently assessed in LACS 495;
- 2) Continue to raise visibility and relevance of the program across campus as well as regionally and nationally by resuming work on advertisement and promotional campaign, etc.;
- 3) Increase number of majors and minors by taking a number of measures such as introducing students to the program at an earlier stage through FYE courses;
- 4) Continue exploring curricular collaborations and develop relationships with other programs/fields, both across campus and with institutions overseas, including the Federal University of Minas Gerais, Brazil, and the University of West Indies, in Barbados;
- 5) Work towards obtaining a permanent line with a focus on issues of race and gender for the program and breach the gap in black-white employment;
- 6) Review our introductory course to Latin American and Caribbean Studies, LACS 101;
- 7) Continue building internship opportunities with both, academic and non-academic foreign institutions;
- 8) Create and start a brand new study abroad program to Cuba;
- 9) Continue to monitor LACS sponsored study abroad programs to improve their academic excellence.

**LACS graduates:**

Katharine F. Roach (Major)

Addison M. Pollard (Minor)

Taylor R. Moore (Minor)

Cecilia L. Widman (Minor)

**Number of LACS students during the 2015-2016 academic year (before graduation)**

Majors: 6

Minors: 9

**Award:**

Outstanding Student in Latin American & Caribbean Studies: Maria Francisca Palazuelos

**Student (and recent graduate) accomplishments**

Current students:

Francisca Palazuelos: Janet Simcox Scholarship year 2015-2016; the Duval Endowed Scholarship for Studio Art year 2016-2017

Tori Akerly: summer internship teaching English in Merida, Mexico with UBELONG (June-August, 2016).

Former students:

Bruce Gonzalez ([nrico20042000@yahoo.com](mailto:nrico20042000@yahoo.com)): worked in the legal field for the past 10 years (Steinberg Law Firm). He also earned an MBA.

Antoinette Stoudenmire ([piedpyper17@gmail.com](mailto:piedpyper17@gmail.com)): after graduation (2011), she volunteered teaching ESL until she was able to take a TESOL certification course in Ecuador. She then was hired by the public school system in Pickens County, SC teaching ESOL to adults. Antoinette is married now with a 7 months old child. Once her child is old enough, she plans on continuing to work with adult education.

Collin Laverty ([collin@cubaeducationaltravel.com](mailto:collin@cubaeducationaltravel.com)): along with fellow COFC alum Adam Linderman, they run Cuba Educational Travel, the premiere travel company offering curated experiences in Cuba. They have been featured in the NY Times, Wall Street Journal, CNN and a number of other places. They have also done a number of trips for the various department boards at COFC.

Mary E. A. Lucas ([meabraha8@gmail.com](mailto:meabraha8@gmail.com)): since graduating with her LACS degree she attended the Charleston School of Law and has for the past three years been an attorney for the Supreme Court of South Carolina. She is currently serving as the law clerk to Chief Justice Costa Pleicones. She sits on the Supreme Court's Language Access Taskforce, which has the primary

goal of providing access to the courts of South Carolina to non-English proficient residents. That is one manner in which she is continuing to utilize her Spanish and LACS degrees.

Winema Sanders ([wysanders08@gmail.com](mailto:wysanders08@gmail.com)): she has lived in Providenciales, Turks & Caicos for about two years now. She first held the post of Public Awareness and Education Officer at the Turks and Caicos National Trust, which is an NGO focusing on the historical, cultural and environmental preservation of the Turks and Caicos Islands. Her post required her to go into the community to provide awareness about the challenges and strengths of the islands whether it be maintaining the wetlands throughout the islands or sitting down with the Prime Minister to discuss the historical and cultural reasons for accurately portraying the national flag for our heritage month celebration. As well as engage local youth whether at school or outreach programs to educate them on their native history and culture including the natural environment. Recently, she has transitioned to the Hospitality and Tourism sector and she is now the Youth Programs Manager for The Palms Turks and Caicos luxury resort. In addition, she continues to promote their local culture, heritage and natural environment through various youth programs for the resort and has been offered to set up internship program with National Trust of Turks and Caicos

Charly Banks ([charlybanks@gmail.com](mailto:charlybanks@gmail.com)): after graduating from CofC he obtained an MBA from The Citadel. He is currently interning with an International Business law firm in Panama City, Panama and has been accepted to attend Florida State University College of Law this fall.

Adam McConnaughay ([adammc44@gmail.co](mailto:adammc44@gmail.co)): graduated in December 2010 and spent all of 2011 working as a volunteer teacher with WorldTeach in a small town called Santa Ana on the Caribbean coast in Colombia. He has stayed in Colombia since and has been working as a Social Studies teacher at a bilingual school in the city of Cartagena.

## LACS Faculty – 2015-2016

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