



On May 7, 2003 the Faculty of Macalester College approved the creation of a new Department of American Studies. On July 24 and 25, 2003, the core faculty and steering committee of the new Department met with Professors David Roediger (University of Illinois, Urbana-Champaign), Tricia Rose (University of California, Santa Cruz), and José Esteban Muñoz (New York University). The goal of that meeting was to develop a strategy for our current search for a scholar/teacher who will serve as Chair of the Department and Dean for the Study of Race and Ethnicity, and to refine our curriculum. The document below reflects the outcome of those discussions.

**PLAN FOR A
DEPARTMENT OF AMERICAN STUDIES:
COMPARATIVE RACIAL FORMATIONS
AT MACALESTER COLLEGE
SAINT PAUL, MINNESOTA**

Overview

This document proposes the creation of a new interdisciplinary Department of American Studies joining the formerly independent but closely connected programs of African American Studies and Comparative North American Studies. The Department will offer three areas of emphasis to facilitate a comparative approach to race: Racial Concepts and Theories; Cultures, Histories, and Practices; and Activism and Social Justice. In bringing together multiculturalism, civic engagement, internationalism, and academic excellence, the Department will reinforce the ongoing commitments of the College. This document offers an in-depth *rationale* for the Department, including a discussion of why the College should support our particular conceptualization of American Studies at this very important historical moment; provides a *mission statement* intended for the College catalogue; and describes the Department's *curricular structure*, as well as the role for *faculty* and guidelines for *governance*.

Rationale

Our vision of American Studies is driven by a concern for and a dedication to critical pedagogy, civic engagement, public scholarship, and academic excellence. We see American Studies as a rubric that inspires collaboration and healthy debate about the borders and boundaries of citizenship, responsibility, and intellectual work.

Historical Context

The history of the Department of American Studies involves a long collaborative effort between the African American Studies and Comparative North American Studies programs to meet the needs of the College regarding multiculturalism and diversity. The origins of the Department of American Studies can be traced back to October 1, 1990, when the Chair of the Board of Trustees stated that, "the Board is receptive to a recommendation to increase the size of the faculty for the purpose of promoting a multicultural curriculum and faculty in line with Macalester's missions and goals." In May 1992, the College endorsed our current mission statement emphasizing "internationalism, multiculturalism, and service to society."

During fall 1993, faculty and students began discussions about hiring faculty of color and creating a program to focus on “American people of color.” In fall 1994, student government held a referendum calling for an Ethnic Studies program that would uphold the “third pillar” of multiculturalism. A vast majority of students supported the referendum. In April 1995, the faculty approved two steering committees, African American Studies and North American Studies, to oversee the development of Ethnic Studies. In fall 1996, the African American Studies Subcommittee called for an independent African American Studies minor and began offering its first courses. The African American Studies Subcommittee also requested that the American (Comparative North American) Studies program provide an introductory course on race that could also serve their program. In spring 1997, the Comparative North American Studies minor was approved. By May 1999, these programs produced their first majors as IDIMs (Independently Designed Interdepartmental Majors).

We are joining the African American Studies and Comparative North American Studies programs into a Department of American Studies: Comparative Racial Formations. This merger marks an important step toward a new era which recognizes both the *centrality of race* in U.S. social life and the *need for institutional support* of scholarship on racial categories and racialized experiences. The consolidation of this Department not only makes the best use of the College’s intellectual and material resources at this time; the Department also lays the groundwork for fruitful future collaborations between and among the faculty and students who are interested in these issues. Our full name indicates our “brand” of American Studies. The three areas of emphasis—Racial Concepts and Theories; Cultures, Histories, and Practices; and Activism and Social Justice—pushes our curriculum toward an integrated and comparative approach that encourages faculty and students alike to work in broad conceptual terms rather than in terms of the usual “food chain” of races and ethnicities.

In forming a Department of American Studies, we find ourselves in step with—and in some instances ahead of—our peer institutions. Among these, fourteen have departments or programs in American Studies. Twenty-one have departments or programs in Black or African American Studies. Eight have departments or programs in Asian American Studies, Latino Studies, or Native American Studies. Across the board, premier liberal arts institutions such as Macalester College are incorporating the study of race and racial inequality into their curricula. A list of these institutions is contained in the Appendix A.

Innovative Pedagogy

The Department of American Studies believes that race relations will improve only with the blending of theoretical analysis and hands-on experience. Teaching is critical to making that connection. For this reason bell hooks notes in *Teaching to Transgress* (1994), “The classroom remains the most radical space of possibility in the academy.” As college professors, we see the classroom as an opportunity to role model “critical thinking” and to focus closely on specific issues, for example, the emergence of race as a modern category of hierarchy and subordination. Pedagogy is not only an area of ongoing research but also a form of social practice and a life-long, hands-on learning project.

To be involved in critical thinking is to be immersed in a “culture of critical discourse.” Being critical in this sense does not mean always taking a negative approach but instead requires naming positive alternatives and presenting desirable options to conventional and therefore unexamined ways of thinking and doing. For example, in the context of a society shaped by intersecting categories--that is, race, class, gender, sexuality, and so on--the dominant logic is to celebrate multicultural differences without explaining how and why those differences came to be. Developing a critical discourse around multiculturalism requires unveiling the tendency of our consumption-oriented society to turn diversity into a framework that justifies new types of inequalities.

The Department of American Studies will expand and reinforce the innovative approaches to pedagogy that have been integral to the African American Studies and Comparative North American Studies programs and to other programs across Macalester’s campus. For instance, in the Women’s and Gender Studies Program faculty encourage students to approach the traditional boundaries between scholarship and community work as sites for both theory-building and for civic engagement. The newly established Center for Scholarship and Teaching offers resources for faculty to enhance their abilities to address these issues in their research and their classrooms.

Civic Engagement

Civic engagement will be an essential component of the American Studies major in the form of a required seminar, “Where Theory Meets Practice,” in the junior year. The core faculty of the Department of American Studies have demonstrated a strong capacity for incorporating civic engagement into the curriculum.

During the 2000-01 academic year, Macalester College implemented a pilot program, “Pluralism and Unity,” designed to provide thirty first-year students with an intellectual framework for and experience with important social concerns facing communities of color in the Twin Cities. Duchess Harris and Karin Aguilar-San Juan, along with other faculty and staff, developed monthly events for students to join Friends of the College in discussing local politics, theater and the arts, neighborhood organizing, public health, and community advocacy. Originally funded by the Hewlett Foundation, Pluralism and Unity will become a program of the Lealtad-Suzuki Center beginning fall 2003. The Pluralism and Unity program will provide a model for the civic engagement seminar.

Through her involvement with the Higher Education Consortium for Urban Affairs (HECUA), Duchess Harris spent sixteen days in January 2003 traveling throughout the Southern United States teaching about the civil rights movement. HECUA is a consortium of sixteen colleges and universities that provide off-campus study programs, many of them in the United States. Harris’ course used the HECUA pedagogical model. The course was *interdisciplinary*, meaning that she drew from the fields of history, political science, literature, the arts, and legal studies to make sense of the civil rights movement. The course treated *theory and practice as interrelated concepts*. In addition to this, the course was *experiential* and the students worked closely with social justice practitioners. Finally, the course was *holistic* in that she asked the students to think of the history and consequences of

the civil rights movement and to think of themselves as citizen learners and actors upon history.

During the summers of 2001, 2002, and 2003, Karin Aguilar-San Juan took students from Macalester College and St. Cloud State University to Detroit for two weeks to participate in Detroit Summer, a grassroots initiative to rebuild the city from the ground up. Her Detroit project is an action-research collaboration with Tracy E. Ore, a sociologist at St. Cloud State University. During spring 2003, they provided an independent study seminar on Detroit for five students at Macalester and eleven students at St. Cloud State University in preparation for summer 2003. Detroit serves as one of the sites for Aguilar-San Juan's research project on youth, race, and democracy which she is conducting with the support of a Woodrow Wilson Fellowship.

In addition to the civic engagement seminar, the Department of American Studies will encourage students to seek out internship opportunities in the Twin Cities that provide appropriate off-campus learning experiences. The Dean of Multicultural Life will provide an important link to community settings in which students may acquire and apply relevant knowledge and skills. The core faculty of the Department of American Studies have sponsored a variety of student internships in local government offices, issue-oriented non-profit organizations, and social service agencies.

Public Scholarship

The Department of American Studies will build on the accomplishments of the African American Studies program in the area of public scholarship. This means sharing our training, skills, and interests as scholars and students with our peers on other campuses and also with interested members of non-academic communities in the Twin Cities. In doing public scholarship, the Department will provide a much-needed bridge between the College and communities of color in the Twin Cities. The Department will also generate support for faculty research, writing, performance, and public presentation, and as well as new opportunities for students to deepen their experiences in civic engagement.

Since 1999, Macalester College's African American Studies Program has sponsored an annual Conference, which has brought scholarship to bear on various aspects of African American life and thought. Macalester faculty and students, along with faculty from Hamline University, the University of St. Thomas, the College of St. Catherine, Augsburg College, and the University of Minnesota, and faculty and graduate students from across the country have presented papers to audiences which have included not only members of our College community but also the Twin Cities community at large. This has been an important opportunity for exchange among scholars at different levels of their professional development and between these scholars and a non-academic but highly informed audience. Our keynote speakers have been:

Hortense Spillers

One of the foremost feminist critics and theorists in the field of black women's literature, Hortense Spillers has enormously enriched African diasporic literary and cultural criticism throughout her prestigious career. Spillers is the Frederick J. Whiton Professor of English at Cornell University.

Manning Marable

Professor of History and Political Science at Columbia University and founding Director of the Institute for Research in African-American Studies, Marable is a prominent lecturer and interpreter of the politics and history of race in America.

James Jackson

Jackson is the Daniel Katz Distinguished University Professor of Psychology at the University of Michigan where he was recently named Director of the Center for Afro-American and African Studies.

Paul Carter Harrison

Obie Award-winning and nationally acclaimed playwright, Harrison teaches and holds a position as Writer in Residence at Columbia College, Chicago.

The Department of American Studies intends to continue to sponsor this African American Studies Conference and sees it as one of our signature contributions to the community on campus and beyond the campus. We consider the Conference to be an important vehicle for the entire College, and we expect to continue to receive support and participation beyond the parameters of our own core faculty and Advisory Committee. We will explore ways to bring the comparative dimensions highlighted by the Department of American Studies into the Conference.

The Department of American Studies will explore other forms of public scholarship in addition to the annual Conference. We look forward to collaborating with the Dean of Multicultural Life and her Advisory Committee in planning co-curricular programs that will bring scholars, speakers, artists, and performers to the college, making them available not only to our students but to the wider Twin Cities community. We will also explore a pedagogical partnership with the University of Minnesota's "Voices from the Gaps," an on-line project of the American Studies Department that promotes student scholarship on women writers of color. We will also explore collaborations with the American Studies programs at the University of St. Thomas, chaired by William Banfield, and Carleton College, where Duchess Harris will be a visiting Mellon Fellow in spring 2004.

Infusing Multiculturalism Across Campus

In the twenty-first century, academic excellence must engage multiculturalism throughout its fabric, from the classroom to all dimensions of co-curricular life. The Department of American Studies, with the assistance of the future Dean for the Study of Race and Ethnicity (see Appendix B and C), will promote academic excellence by supporting multicultural curricular development, the exploration of pedagogical methodologies that help all students succeed, and the planning of co-curricular activities under the direction of the Dean of Multicultural Life. The faculty in American Studies will advise students on how best to take advantage of study away opportunities. The Department's core faculty and Advisory Committee hope to offer their rich and diverse resources to both Deans to help make their work both effective and successful. We are eager to collaborate with the Center for Scholarship and Teaching in the pursuit of grants to support continued curricular development by our faculty colleagues. We are interested in facilitating the development of domestic study-away programs, including possible collaboration with Historically Black

Colleges and Universities (HBCUs), partnerships with the Higher Education Consortium for Urban Affairs of the sort modeled by Duchess Harris in her January 2003 course on civil rights movement, the participation of Macalester students of color in study-abroad programs such as Harris' "Blacks in Paris" course, and other learning opportunities such as Aguilar-San Juan's Independent Study on Detroit. Through this intellectual work the Department of American Studies will demonstrate that practicing multiculturalism is essential to academic excellence at the College.

Mission Statement

The following statement is intended for the College catalog.

The Department of American Studies: Comparative Racial Formations serves as the academic focal point for the study of race. By amalgamating the resources, methods, and perspectives of African American Studies and Comparative North American Studies at Macalester College, the Department underscores the central significance of race in shaping every aspect of U.S. history and contemporary life. The Department provides an interdisciplinary approach to the construction of racial categories and racialized experiences in the United States by encouraging close and systematic examination of a wide range of cultural and political narratives, and by creating structured opportunities to apply theoretical concepts in concrete settings of civic engagement.

The Department of American Studies at Macalester College builds on the past accomplishments of African American Studies and Comparative North American Studies. Our emphasis on *race as a central dimension of U.S. social life* reflects an understanding that the prevailing concepts of citizenship, community, freedom and individuality in the United States contain within them deep fissures, erasures, and conflicts that depend upon particular constructions of race and racial difference. To move "past race" at this historical moment would be to ignore these conflicts and, in effect, to defuse ongoing struggles for racial justice. In stressing the continuing significance of race, we take our cues from explorations of race in African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies, Women's and Gender Studies, Queer Studies, critical race theory, and transnationalism and diaspora studies.

The Department of American Studies is dedicated to incorporating various intellectual traditions and histories in a race-cognizant and interdisciplinary curriculum that is tuned into the specific and concrete practices of everyday life. Our introductory and intermediate courses offer structured explorations of the histories and cultures of specific U.S. racial groups as well as opportunities to develop broad, comparative frameworks with which to analyze those specific histories and cultures. Our civic engagement component, required in the junior year, creates a place to engage with real-world complexities of racial difference, racial inequality, and racial justice whether local or global. Our senior capstone course integrates theory and practice, and prepares students for advanced study in American Studies or related areas. Our courses currently cover historical, cultural, religious, psychological, political, and sociological approaches to the African American and Asian American experiences. In the future we hope to offer courses that bring other methods to

bear on these and other experiences, particularly courses in Chicano/Latino and Native American Studies.

Students who take courses in the Department of American Studies will gain an appreciation for the significance of race in their own lives and in the general world around them. Informed and active citizenship requires a careful understanding of how and why racial difference and racial inequality persist despite denials of racism and assertions of “color-blindness.” Students who minor in American Studies will display an awareness of the wide variety of racialized experiences and of the ways in which those experiences have been transformed over time.

We expect our majors will be able: 1) to articulate some of the many ways in which racial categories and racialized experiences shape U.S. social life; 2) to identify and work with different conceptual approaches to race, including historical, sociological, literary, cultural, and others; 3) to demonstrate proficiency with a range of research tools; 4) to perform as knowledgeable interlocutors in settings of civic engagement; and 5) to demonstrate excellence in all aspects of academic life.

Curricular Structure

The American Studies Major consists of fourteen courses, and conforms to the Policy on Interdisciplinary Programs as outlined in Section V of the Faculty Handbook. Courses in the Department of American Studies will fall into one of three areas of emphasis: Racial Concepts and Theories; Cultures, Histories, and Practices; and Activism and Social Justice. These emphases will be listed on diplomas.

Required Elements for the Major

1. Introductory course, “Introduction to American Studies.” This course will concentrate on developing interpretive methods. To declare an American Studies major students must have completed or be currently enrolled in this course.
2. Content Courses. The major plan will include nine content courses chosen from within the three areas of emphasis. Majors can include courses from other ACTC colleges and/or study abroad and study away programs. The Advisory Committee will decide which courses can be listed as content courses for the major. These courses will engage the scholarship of race and ethnic studies. International courses will be included if the Advisory Committee deems them connected to the experiences of people of color inside the United States.
3. Civic Engagement Seminar, “Where Theory Meets Practice.” This seminar is required of all majors in the junior year.
4. Senior Capstone, “Critical Perspectives in American Studies.” This capstone is required of all majors.

Other Elements of the Major

1. Majors must select at least one international and/or diasporic course that relates to their chosen emphasis. This course will not be cross-listed with American Studies but they will be considered “supporting” courses.

2. Majors must take at least one course outside of their emphasis. This requirement is not fulfilled by the Introductory course or the Senior Capstone.
3. Majors will be encouraged to enroll in Study Abroad (in an international course of study) or Study Away Programs (in a U.S.-based urban studies program).
4. Majors will be encouraged to have two years of work in a language other than English. Note: Native American languages would fulfill this requirement.
5. Majors will be encouraged to take an internship after the Civic Engagement seminar.
6. Majors who meet College criteria will be encouraged to conduct an honors project in conjunction with their Senior Capstone.

Requirements for the Minor

The minor in American Studies will require the Introduction to American Studies and four other courses chosen from the areas of emphasis. Minors can be declared at any time.

Domestic Diversity Requirements

The civic engagement seminar, “Where Theory Meets Practice,” fulfills the domestic diversity requirement.

General Distribution Requirements

Courses that are approved for the American Studies major or related minors but are offered through other departments count toward the general distribution requirements as specified by those departments. Course offered uniquely by American Studies do not count toward the general distribution requirement.

List of Courses

General Courses

AMS 101	Introduction to American Studies
AMS 199	Topics
AMS 300	Where Theory Meets Practice (Civic Engagement Seminar)
AMS 399	Topics
AMS 400	Senior Seminar: Critical Perspectives in American Studies
AMS 496	Independent Study
AMS 497	Internship
AMS 498	Preceptorship

Racial Concepts and Theories

AMS 120	Introduction to Comparative Race Studies
POLI 400	Black Public Intellectuals
COMM 232	Communication and Difference in the U.S.
EDUC 240	Race, Culture, and Ethnicity in Education
PSYC 268	Psychology of Pluralism
PSYC 370	Understanding and Confronting Racism
SOCI 220	Sociology of Race and Ethnicity
WGS 100	Race and Class in American Feminism: Introduction to WGS

Cultures, Histories, and Practices

AMS 110	Introduction to African American Studies
COMM 354	Blackness And The Media
THDA 263	African American Theater
ENGL 375	African American Writers
ANTH 254	People and Cultures of Native America
HIST 324	Afro-American History: Slavery, Emancipation, Reconstruction
HIST 349	Afro-Americans and Transformation of the City
MUS 257	Jazz and Social Issues
PSYC 400	Psychology of African American Aesthetics
REL 128	African American Religion
REL 129	Black Christian Churches in the U.S.
REL 236	Major Black Religious Thought I
REL 237	Major Black Religious Thought II
THDA 262	Feminist Theatres
ENGL 130	American Voices
ENGL 368	Literature of the Americas
ENGL 377	Native American Literature
SOCI 285	Asian American Community and Identity
SOCI 320	Images of Asians and Asian Americans
SPAN 230	Family As History: Stories of U.S. Latinos

Political Activism and Social Justice

POLI 360	Black Political Thought
POLI 203	Race, Ethnicity, and Politics
HIST 332	Immigration and Ethnicity In U.S. History
POLI 205	Policy Issues in Health Care

Faculty

The Department of American Studies: Comparative Racial Formations will consist of core faculty (tenured or tenure-track) and faculty whose courses contribute to the American Studies curriculum. These contributing faculty serve as bridges between the Department of American Studies and other departments and programs on campus. Faculty who wish to cross-list courses must engage the scholarship of race and ethnic studies in their course. The Advisory Committee will be appointed by the core faculty based on a demonstrated concern for and experience with American Studies, including the production of relevant scholarship. The Dean of Multicultural Life, who serves as a needed link to campus and community resources, will also be a voting member of the Advisory Committee. Members of the Advisory Committee will serve renewable two-year terms. The Dean for the Study of Race and Ethnicity will attend to the infusion of multiculturalism throughout the general curriculum. The Dean will serve as chair of the Department of American Studies for a renewable three-year term. At the end of the term, the Advisory Committee will make a recommendation to the Provost regarding renewal.

The Department will be governed democratically.

Core Faculty

Duchess Harris, Acting Department Chair, 2003-04.

Harris earned her Ph.D. in American Studies from the University of Minnesota in 1997 and joined the Macalester faculty in 1998. Her research examines the emergence of Black feminist theory and organization in the 1960s and 1970s. She has conducted research for the U.S. Commission on Civil Rights and was a Constituent Advocate for the late U.S. Senator Paul Wellstone.

Karin Aguilar-San Juan

Aguilar-San Juan is an urban sociologist with a bent toward interdisciplinary approaches and a special interest in community-building and identity-based social movements. She received her bachelor's degree in economics from Swarthmore College in 1984 and her master's and doctorate in sociology from Brown University in 1995 and 2000. She joined the Macalester faculty in 1999.

Dean for the Study of Race and Ethnicity

Formerly referred to as the Dean of Multicultural Studies, this position was created by the President of the College and charged by the Provost. We have renamed this position to reflect the academic focus of the Department. We expect the Dean to play a major role in engaging the campus community as a whole in the exploration of race and ethnicity in the history and structure of U.S. society.

We understand that studying race is a demanding endeavor that cannot be accomplished by simply reading books. Therefore, we foresee building close relationships with the Dean of Multicultural Life. Because civic engagement is a key dimension of our major, we can also imagine working hand in hand with a future Dean of Civic and Community Engagement. The Dean for the Study of Race and Ethnicity, housed in the Department of American Studies, will attend to issues of race and ethnicity throughout the campus and curriculum. Like our affiliated faculty, the Dean will provide an important bridge between the Department of American Studies and other departments and programs.

Faculty in Native or Chicano/Latino Studies

At present, our core faculty (Harris and Aguilar-San Juan) contribute to African American and Asian American Studies. We hope to add a third core faculty member (beyond the Dean) whose specialty could include scholarship about Native Americans or Chicanos/Latinos. We also hope to participate in other departmental searches in order to encourage the hiring of additional faculty who might collaborate with the Department of American Studies and cross list courses with us.

Advisory Committee

Kendrick Brown, Assistant Professor of Psychology, teaches courses related to the expressions and experiences of racial prejudice and racism, the influence of skin tone bias on African Americans and inter-group contact as a means of producing positive racial attitudes.

Diane Glancy, Professor of English, is an award-winning poet, playwright and novelist of Native-American descent who teaches Native American literature and creative writing.

Galo González, Associate Professor of Spanish, teaches and researches primarily twentieth century Latin American literatures and cultures.

Leola Johnson, an Assistant Professor of Communication and Media Studies, teaches courses on representations of race in the media, including a class on Blackness in the media, and on media as cultural and social institutions.

Mahnaz Kousha, Associate Professor of Sociology, studies the intersection of class, race, gender, and immigration. Her classes include Sociology of Race and Ethnicity, Images of Women in the Middle East, Family Bonds, and Images of Asians and Asian Americans.

Anthony Pinn, Professor of Religious Studies, teaches African American Religions, History of African American Religious Thought, Liberation theologies, and Religion and Popular culture. He is the Executive Director of the Society for the Study of Black Religion.

Peter Rachleff, Professor of History, is a labor historian with expertise in race, immigration, and ethnicity in the composition and recomposition of the U.S. working class. He offers classes in African American History, Immigration and Ethnicity in U.S. History, and Racial Formations in U.S. History and Culture.

Clay Steinman, Professor of Communication and Media Studies, teaches film, media, and cultural studies. He has written about racism in the media, most recently about critical whiteness theory and the work of the Frankfurt School of social and cultural critique.

Michelle M. Wright, Associate professor of English, works in African American, Black European, African Diasporic and postcolonial studies.

Dean of Multicultural Life

Joi D. Lewis, Dean of Multicultural Life at Macalester College, provides primary leadership in developing core multicultural competencies for the Macalester community and the vehicles to assist people in achieving those skills.

Looking Toward the Future

This document proposes the creation of a new Department of American Studies that builds upon the resources currently available at the College. In the academic year 2003-04, we will have two core faculty (one of whom will be on leave), a strong network of collaborating faculty, and a commitment from the College to the hire a Dean for the Study of Race and Ethnicity. We hope to be able to add a third core faculty member in the near future, someone who would complement the existing strengths of the Department in terms of both scholarly discipline and ethnic focus. We will develop allocations requests with the assistance of the new Dean. By the 2004-05 academic year we expect to offer a full program. During the next two years, American Studies faculty will design the Introductory course, the junior year civic engagement seminar (Where Theory Meets Practice), and the

Senior Capstone. The success of the American Studies Department is dependent upon the support of the College; the curricular needs of the Department must be taken into account when temporary replacements are made, and sabbatical replacements for Advisory Committee members are vital.

We also hope to participate in departmental searches across campus in order to encourage the continuing diversification of the faculty and to identify potential collaborators with the American Studies curriculum. We hope to help guide the College's participation in the post-doctoral fellowship program in order to identify newly minted scholars of color who might become appropriate candidates for tenure-track positions at the College. We want to work with the Center for Scholarship and Teaching to design grant proposals, to encourage continued curricular and professional development, and to promote civic engagement as a central element of the College's intellectual life. We are eager to have multiple connections with departments across the College and we see ourselves as strengthened and reinforced, rather than isolated. Our Advisory Committee will provide us with valuable bridges to their home departments, while our work with the Dean for the Study of Race and Ethnicity, the Dean of Multicultural Life, the International Center, the African American Studies conference, and the Center for Scholarship and Teaching will keep us closely connected to the College as a whole.

-end-