

March 13, 2022

Dear Search Committee members:

It is with great enthusiasm that I write to apply for the position of Dean of the College of Arts and Sciences at the University of Oregon. I am currently a full Professor of English and Comparative Literature, with expertise in postcolonial, globalization, and transnational Caribbean studies. More importantly for this position, I am an experienced administrator currently serving as Head of the School of Interdisciplinary Studies (SIS) in the College of Liberal Arts, after four years as Associate Head and a year as Interim Head. My administrative experience includes strategic planning for both my own unit and the College of Liberal Arts, most recently as a member of the Dean's 2019-2020 Strategic Vision Plan Task Force. As the leader of the University's most diverse unit, I have also worked closely with the Provost's office and Purdue's Equity Task Force to both increase the numbers of faculty and students of color and qualitatively improve the campus climate. And as a Latino and first-generation college student, I have learned first-hand the crucial role of higher education in the advancement of otherwise minoritized and marginalized communities. In short, I am applying for this position because the University of Oregon speaks to my own values of transformative education and inclusive excellence. As your institution continues to implement the goals articulated in the Provost's Academic Initiatives, it stands at the cusp of a historic opportunity to cement its status as one of the nation's premiere public universities. I have the experience, expertise, and entrepreneurial spirit to engage stakeholders and help move the University forward toward that goal.

In my current position as Head of SIS at Purdue, I provide leadership and vision for 16 interdisciplinary programs with 400 majors, 250 minors, and 80 MA and PhD students across four graduate programs. I supervise approximately 30 faculty and staff and engage over 100 faculty affiliates. Prior to my current role, I served four years as Associate Head and a year as Interim Head of SIS. In these positions, I have regularly handled educational and administrative matters including curriculum development, enrollments, instructional staffing and budget planning, hiring (including several faculty searches), faculty affairs, policies, and procedures. Beyond these tasks, I have been a primary recruitment officer for SIS at Purdue, a duty that requires organization and participation in events on and off campus, interacting with potential students, parents, and other visitors, and more broadly encouraging faculty affiliates to actively support and promote our programs. I have also served on a range of College-level committees and councils. The committee may be particularly interested to know of my involvement in several College-level initiatives for undergraduate and graduate education. These include the College of Liberal Arts Core Renewal Task Force, which has reinvented our Liberal Arts core for the 21<sup>st</sup> century; and the CLA Strategic Planning Committee, which produced a new 5-year plan for the College. (I subsequently served as Chair of a Task Force subgroup, on Experiential Learning initiatives in the Liberal Arts.) Finally, as Director of Latin American and Latino Studies I have helped revitalize a program that had lain fallow for some years, and which is now back on track to becoming the vital, vibrant program that Purdue students deserve. That

Directorship has allowed me to work closely with Purdue's Latino Cultural Center (LCC) in multiple areas, including event programming, student mentoring, and community outreach. I am especially pleased to have been presented the LCC's award for Outstanding Faculty Member for 2017-2018. At the University level, I currently serve as co-chair of Purdue's Immigration Task Force, which among other responsibilities has been charged with representing and advocating for DACA recipients enrolled at Purdue. All these experiences, along with my participation in the 2019-2020 Purdue Insights Forum for university administrators, have helped hone my leadership skills and given me a more comprehensive view of the university and academia.

I believe that my extensive experience leading a School of Interdisciplinary Studies, as well as teaching and publishing for three decades as an interdisciplinary scholar/teacher, make me especially well-suited to provide intellectual leadership and vision for a wide range of stakeholders in the liberal arts and social sciences, and to promote growth across all programs. Because I understand interdisciplinarity from multiple perspectives—as scholar, teacher, and administrator—I will be uniquely positioned to help the College to, in the language of the Provost's Academic Initiatives, “answer the call of tomorrow with energy, innovation, and talent.” Because we know that the arts and sciences do not just train students for a specific career path: Our work empowers students to change the world, navigate an ever-more diverse global community, and prepare themselves for a lifetime of change and the job markets of the future. Per the Academic Initiatives document, at its best innovation “propels the work of UO students, faculty, and staff into the world” via internal and external partnerships and the leveraging of resources. This is a charge the College can and should help lead, especially by helping to address current nationwide tensions around the role of higher education. Our fellow citizens no longer expect universities to merely educate students, but to also train them for the world—and the future—of work. This is precisely why many disciplines in the liberal arts and sciences have struggled to maintain majors as students flock to career-oriented degrees, such as business or STEM (e.g., computer science, engineering), believed to have strong earning potential for graduates.

Yet the STEM disciplines themselves reach out to the social and behavioral sciences, because their students' future employers insist on so-called soft skills that are best taught in *our* courses. Thus a successful College of Arts and Sciences must simultaneously advocate for the importance and relevance of its subjects *and* foster cross-collaborations with disciplines that explicitly prepare students for the workplace. Universities aim to strike this balance through a wide range of high-impact practices: first-year seminars, capstones, undergraduate research, collaborative projects, common intellectual experiences, learning communities, service learning, study abroad, internships, and externships. The complementary side to such initiatives calls for a strategic curricular component, specifically career-focused curricula, which better prepare students to practically translate classroom knowledge to the marketplace. This could mean, among other things, a robust paid and/or subsidized externship/practicum program across the College, in collaboration to the extent possible with peer Colleges and Schools. Curricula that more explicitly link classroom learning with practical job skills represent another very important path toward this goal. At Purdue it is not unusual, for example, for students to study a subject from a variety of disciplines based on their course sections and then participate in a conference or on an

actual project or work site with outside working professionals. (In Purdue parlance these are called CUREs: Course-based Undergraduate Research Experiences.) Such initiatives link more explicitly to ways students might apply their scholarly research in the world, while also allowing them to develop and apply their skills. I believe this approach to undergraduate research may work especially well at Oregon, given the Academic Initiatives' collective emphasis on innovative pedagogies, external partnerships, and data science. And I would be prepared on the proverbial Day One to lead the College in developing programs and curricula consistent with the current Academic Initiatives, but more importantly in ways that best serve the College's and University's students. I look forward to engaging internal and external stakeholders regarding the significance and value of the arts and sciences in all their guises: learning, discovery, and engagement.

As my CV demonstrates in more detail, I have a lengthy track record of substantive work as an interdisciplinary and comparative scholar. My scholarly essays have appeared in a range of top-tier journals, including *American Literature*, *Comparative Literature*, and *South Atlantic Quarterly*, and I am a former contributor to the *Huffington Post*. During a recent sabbatical I completed work on my fifth book, *A Posthumous History of José Martí: The Apostle and his Afterlife* (Routledge, 2022) and signed an editor's contract for delivery later this year of *The Routledge Companion to Global South Literatures* (forthcoming 2023). My 2014 book *José Martí: A Revolutionary Life* was published by University of Texas Press has just appeared in a trade paperback edition. It is the first serious biography of Cuba's greatest literary and political icon to appear in decades, and the first substantial biography in English. Those of you with an interest in globalization/global South studies may also know my work as founding editor of *The Global South* (Indiana UP), which remains today the top journal in the field. I have continued to publish prominently in the now-ascendant field of global South studies and served as keynote speaker at a recent international gathering of the field. Finally, I bring substantial experience teaching and building curricula in transnational Caribbean/Latin American, Latinx, and postcolonial and global South studies, from freshman courses to graduate seminars.

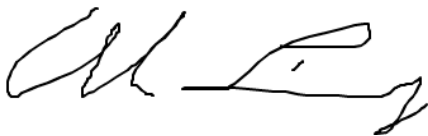
My experience of joining the leadership team of an academic unit in its second year of existence has prepared me to foster a collaborative entrepreneurial environment internally and externally, as I helped lead colleagues in discussions about creating and implementing a shared vision. Purdue's School of Interdisciplinary Studies (SIS) has managed to balance program autonomy with a unified school identity, which has allowed it to be more than the sum of its parts. This experience has prepared me to lead the College in discussions to promote cross-fertilization and experimentation via interdisciplinary and transdisciplinary teaching and research, while maintaining a cohesive identity and collaborative spirit. As Head of SIS at Purdue, I lead a unit that highlights the benefits of interdisciplinary teaching and research, a model and spirit that I can certainly bring to Oregon. On the curricular side, we achieve this at Purdue by establishing crosscutting themes that link our faculty's research interests across program lines; for example, our American Studies faculty typically cross-list many courses with Women's, Gender, and Sexuality Studies; both programs also share coursework and maintain programmatic ties to Linguistics and Critical Disability Studies. This approach has allowed us to present a distinct

identity to external audiences while also facilitating collaborations among our core and affiliated faculty.

As a teacher-scholar who has built a career on interdisciplinary work, I have been able to model that entrepreneurial and collaborative spirit and encourage colleagues to engage in larger collaborations and curricular innovations. For example, my predecessor's team-taught course on data visualization for societal problems led to our ongoing collaboration with colleagues in the College of Liberal Arts, Polytechnic Institute, and School of Information Science & Libraries to develop new undergraduate and graduate certificates in the Digital Humanities. I have also encouraged our faculty to pursue multidisciplinary grants. One recent example is our African American Studies director's grant-writing collaboration with a colleague in School of Information Science, thanks to which we secured funding from the Council on Library and Information Resources to fund a two-year postdoc as part of a joint program intersecting African American Studies, Critical Data Studies, and Digital Humanities. This is a template that can certainly be applied to other programs seeking to explore productive intersections with data science and the Digital Humanities. SIS faculty have also collaborated with colleagues at other universities on various grants, including a \$4.8 million Mellon Foundation grant in collaboration with colleagues at the University of Michigan to study forms of digital inequality. The possibilities for creativity and enterprise are much greater for a College of Arts and Sciences with the resources—but more importantly the vision—to collaborate directly with its counterparts across the full spectrum of humanities, liberal arts & sciences, and STEM disciplines. As Dean, I would come prepared to balance a cohesive identity for the College with the collaborative and entrepreneurial spirit necessary to pursue interdisciplinary projects across the University.

I am now in my fifteenth year at Purdue, an institution that has given me much for which to be thankful. That said, Oregon's current opening represents an exciting opportunity in a position of greater leadership and responsibility. Along with this letter I include my diversity statement and a current CV. Should the committee wish to pursue my candidacy, I will be happy to meet with you via videoconference or in person. In the meantime, I thank you for your consideration and look forward to hearing from you.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Alfred J. Lopez', written in a cursive style.

Alfred J. López  
Professor and Head, School of Interdisciplinary Studies

## Alfred J. López

### Administrative Experience

*Fall 2018, 2021- : Interim Head, School of Interdisciplinary Studies,  
Purdue University*

*2017- : Associate Head, School of Interdisciplinary Studies,  
Purdue University*

As Interim Head of the School of Interdisciplinary Studies (SIS), I provide leadership and vision for one department and 15 interdisciplinary programs with 385 majors, 240 minors, and 80 MA and Ph.D. students across three graduate programs. I lead a team that oversees faculty and program development, and shares responsibility for curricular innovation and assessment. As Interim Head I manage a \$3.4M budget, supervise approximately 30 faculty and staff, and engage over 100 affiliated faculty. As Associate Head I am also the SIS representative on multiple College-level committees and task forces, and I collaborate with the Dean and other unit Heads on a range of initiatives and programs.

#### Recent Accomplishments:

- Organized and led search for Director of Film and Video Studies
- Oversaw SIS's transition into new human-resources system (Success Factors)
- Helped organize Spring 2018 external review of four SIS programs (Latin American & Latino Studies, Global Studies, Women's, Gender, & Sexuality Studies, and Peace Studies), and assisted with preparation of response to the reviewers' report
- Drafted SIS's new guidelines for clinical/professional faculty
- Founding member of LADAC (Liberal Arts Diversity Advisory Committee)
- Served on CLA Strategic Planning Committee, which prepared a new five-year strategic vision plan for the College

- Served on CLA Core Renewal Committee, which successfully revised the CLA Core Curriculum; and oversaw 16 SIS programs' Plans of Study in transitioning to the new core

Sample Recent and Current initiatives:

- Organizing search committees for three faculty searches during 2021-2022
- Preparing proposal for URM Postdoctoral Fellowship program for the College of Liberal Arts
- Preparing for Academic Program Reviews in Linguistics, Jewish Studies, and Religious Studies
- Ongoing development outreach to CLA alumni to fundraise for SIS programs
- Ongoing restructuring of SIS leadership & staff workforce analysis
- Overseeing SIS programs currently lacking directors (Global Studies; Women's, Gender, and Sexuality Studies)

**2017- : Director, Latin American and Latino Studies (LALS) Program, Purdue University**

- Manage budget, supervise personnel, and schedule courses
- Organize symposia, programs, and speakers' series, in collaboration with the Latino Cultural Center and other co-sponsors
- Actively mentor students enrolled in LALS program, as well as Latinx students across the Purdue community
- Led LALS program through a successful external review (including drafting self-study for review and response to reviewers' report)
- Significantly increased enrollments and number of LALS minors
- Made extensive revisions to Plan of Study, in collaboration with LALS affiliated faculty
- Recruited, hired, and trained/mentored TA for LALS 250: Introduction to Latin American and Latino Studies
- Current fundraising initiative: Prepared a mailing to over 700 Latinx CLA alums on behalf of LALS program

**2021- : Interim Director, Global Studies (GLST) Program, Purdue University**

- Affiliated faculty since 2017
- Manage budget, supervise personnel, and schedule courses
- Organize symposia, programs, and speakers' series, in collaboration with other co-sponsors
- Actively mentor students enrolled in GLST program
- Led GLST program through a successful external review
- Exponential growth enrollments and number of GLST majors and minors
- Made extensive revisions to streamline process for senior Capstone course
- Recruited, hired, and trained/mentored TAs for GLST courses
- Made significant revisions to the Plan of Study

**2019-2020 Participant, Purdue Insights Forum**

- Selected as one of 15 faculty to participate in the Purdue Insights Forum, a year-long comprehensive training program for administrators.

***Other experience:***

2021-2022: Elected Chair, Faculty Senate, College of Liberal Arts\*  
(\* Withdrew due to conflict with current position as Interim Head of SIS)  
2019-2021: Senator, College of Liberal Arts Senate

2020- : Founding chair of University-level Immigration Task Force

2019: Member, College of Liberal Arts, Administrative Review Committee (for department head renewal)

2018-2019: Participant in year-long Purdue University workshop "Faculty Promoting Positive Change: Individual Diversity Plans."

2018-2020: Member, College of Liberal Arts, Liberal Arts Diversity Advisory Committee

2018-2019: Member, College of Liberal Arts, Dean's Area Committee (for Tenure and Promotion)

2018-2019: Member, College of Liberal Arts Strategic Vision Plan Committee

2017- : Member, College of Liberal Arts Undergraduate Leadership Council, Purdue University

2017-2019: Member, College of Liberal Arts Core Renewal Task Force

2006-2008: Editor, *The Global South*

2006-2007: Chair of interdisciplinary working group: “The Global South,” University of Mississippi

2005-2007: Chair, University Lecture Series, University of Mississippi

2005-2007: Chair, Academic Grievances Committee, University of Mississippi

### **Academic Appointments**

**2012- : Professor of English and Comparative Literature (tenured), Department of English, Purdue University**

2007-2012: Associate Professor (tenured), Department of English, Purdue University.

2005-2007: Associate Professor (tenured), Department of English, The University of Mississippi.

2002-2005: Assistant Professor, Department of English, The University of Mississippi.

1998-2002: Assistant Professor, Department of English, Florida International University.

### **Refereed Publications**

#### **Books:**

A Posthumous History of José Martí: The Apostle and his Afterlife. Routledge, 2022.

José Martí: A Revolutionary Life. University of Texas Press (Trade), 2014.



José Martí and the Future of Cuban Nationalism. University Press of Florida, 2006.

Ed. & intro: Postcolonial Whiteness: A Critical Reader on Race and Empire. State University of New York Press, 2005.

Posts and Pasts: A Theory of Postcolonialism. State University of New York Press, 2001.

**Forthcoming:**

The Routledge Companion to Global South Literatures. I have agreed to serve as Editor, and will contribute an introduction (approx. 10,000 words) and possibly one additional chapter. Forthcoming 2023.

**Scholarly Articles:**

“Intentions, Methods, and the Future of Global South Studies.” Comparative Literature Studies 58.1/2 (2021).

“Comparative Literature as Transaction; or, Doing Business with the Other.” Comparative Literature Studies 57.1 (2020).

“Scenes from the Global South: Women’s Bodies as Waste in Bolaño’s 2666.” Cambridge Journal of Postcolonial Literary Inquiry 7.1 (January 2020).

“José Martí.” Oxford Research Encyclopedia of Literature. Ed. Louis Mendoza. Oxford: Oxford University Press, 2019.

“How I Learned to Stop Worrying and Love José Martí.” Journal of Florida Studies 1.7 (2018). Special Issue: “Remembering Florida.”

“Contesting the Material Turn; or, The Persistence of Agency.” Cambridge Journal of Postcolonial Literary Inquiry 5.3 (September 2018). Special Issue: Animating Theories of the Material: Approaching Animist Being in Postcolonial Literatures. Guest Editor: Rosemary Jolly & Alex Fyfe.

“José Martí and the Reshaping of the American Literary Canon.” Colonial Era to the 19<sup>th</sup> Century in American Literature. Ed. Laura Liebman. Gale Researcher. Farmington Hills, MI: Gale, 2016.

“Shuttle Diplomacy, Cuban Style: How José Martí’s Florida Travels Built A Movement—And Funded A Revolution.” Journal of Florida Studies 1.4 (Spring 2016). Special Issue: Travel And *Travels*. Guest Editor: Thomas Hallock.

- “Myth, Martyrdom, and the Many Deaths of José Martí.” Cuban Studies 44 (2016).
- “José Martí.” Oxford Index. Latino Studies. Oxford University Press. Online. 2014.
- “Occupying Reality: Fanon Reading Hegel.” South Atlantic Quarterly 112.1 (2013). Special Issue: “Fanon: Imperative of the Now.” Guest Editor: Grant Farred.
- “Translating Interdisciplinarity: Reading Martí Reading Whitman.” The Comparatist 35 (May 2011).
- “The Repeating Plantation: Images of 'the South' in the Postcolonial World.” Comparative Literature 63.4 (Fall 2011).
- “Hugo Meltzl and That Dangerous American Supplement; or, A Tale of Two 1877s.” Comparative Literature 61:3 (Summer 2009). Special Issue: “The Americas, Otherwise.” Guest Editors: Lois Parkinson Zamora and Silvia D. Spitta.
- “‘Everybody else just living their lives’: 9/11, Race, and the New Postglobal Literature.” Patterns of Prejudice 42:2-3 (Summer-Fall 2008). **REPRINTED** in Naming Race, Naming Racisms. Ed. Jonathan Judaken. London: Routledge, 2009.
- “Queering Whiteness, Queering Faulkner: Hightower’s ‘wild bulges’.” Faulkner Journal 22 (2), Spring 2007. **REPRINTED** in Faulkner and Whiteness. Ed. Jay Watson. Jackson, MS: U of Mississippi P, 2011.
- “Dressing for Success in the New Global U. S. South; Or, the Rediscovery of the New World.” American Literature 78.4 (Fall 2006). Special Issue: “Global Contexts, Local Literatures: The New Southern Studies.” Guest Editors: Kathryn McKee and Annette Trefzer.
- “The Repeating Apocalypse: Magical Realism and the Futures of Comparative Literature.” Literary Research/Recherche Littéraire 20 (39/40), 2005.
- “Who’s Afraid of the Big White Wolf? Whiteness, Counter-transference, and Freud’s Wolfman.” Psychoanalysis, Culture, & Society 9.2 (2004).
- “*La patria y el tirano*: José Martí and the Role of Literature in the Formation of Cuban Nationalisms.” Cuban Studies 33 (2003).
- “The Postcolonial Threshold of Capacity; or, “The Other! The Other!” in Extreme Beauty: Aesthetics, Politics and Death. Eds. James Swearingen and

Joanne Cutting-Gray. London: Continuum, 2002.

“(Un)concealed Histories: Whiteness and the Land in Michelle Cliff’s Abeng.” MaComère 4 (2001).

“Meaningful Paradox: The ‘Strange Genius’ of Wilson Harris.” Conradiana 28.3 (1996).

### **Journals:**

Guest Editor (with Grant Farred), Journal of French and Francophone Philosophy 25.1 (2017). Special Issue: “Dwelling in a Global Age.”

Guest Editor (with David Chioni Moore and Robert Marzec), Modern Fiction Studies 56.4 (Winter 2010). Special Issue: “Postcolonial Literature, Twenty-Five Years Later.”

**Founding Editor, The Global South, published by Indiana University Press. General Editor for Volumes 1 and 2 (2007-2008).**

Guest Editor: Journal X: A Journal in Criticism and Culture 8/2 (Spring 2004). Special Issue: “The Future of Comparative Literature.”

### **Introductions:**

Alfred J. López and Grant Farred. “Introduction: The Persistence of Dwelling.” Journal of French and Francophone Philosophy 25.1 (2017).

“Introduction: Dwelling in a Global Age.” Modern Fiction Studies 63.1 (2017).

Alfred J. López and Robert P. Marzec. “Postcolonial Studies at the Twenty-Five Year Mark.” Modern Fiction Studies 56.4 (2011).

“Introduction: India in a Global Age; or, The Neoliberal Epiphany.” With Ashok K. Mohapatra. The Global South 2.1 (Spring 2008).

“Introduction: Comparative Literature and the Return of the Global Repressed.” The Global South 1.2 (Fall 2007). **REPRINTED** in The Global South, Vol. 1. Ed. Alfred J. López. Bloomington: Indiana UP, 2007.

“Introduction: The (Post)global South.” The Global South 1.1 (Spring 2007). **REPRINTED** in The Global South, Vol. 1. Ed. Alfred J. López. Bloomington: Indiana UP, 2007.

“Introduction: Whiteness After Empire.” Postcolonial Whiteness: A Critical Reader on Race and Empire. Ed. Alfred J. López. State U of New York P, 2005.

## **Translations:**

Translation of José Martí. “Nuestra América” [“Our America”]. Norton Anthology of American Literature, Ninth ed. Vol. 2: 1865 to the Present. 2016.

Excerpt from Daína Chaviano. Man Woman Hunger [El hombre, la mujer, y el Hambre]. With Alex Gil. Yoknapatawpha Review 21. 2002.

## **Journalism**

“Money Trumps Loyalty: How Trump Lost The Cuban-American Vote.” Huffington Post. Latino Voices. October 3, 2016.

“An Open Letter to President Barack Obama about José Martí.” Huffington Post. 90 Miles: Rethinking The Future of U.S.-Cuba Relations. April 4, 2016.

“‘Next year in Cuba’: This Time for Real.” Huffington Post. 90 Miles: Rethinking The Future of U.S.-Cuba Relations. December 23, 2015.

“Trump’s Change of Heart on Cuba: Master Stroke or Political Suicide?” Huffington Post. Latino Voices. September 10, 2015.

“What My Millennial Students Can Learn from José Martí.” Huffington Post. Latino Voices. August 13, 2015.

“To My Fellow Cuban-Americans Struggling to Embrace The Island as Home.” Huffington Post. 90 Miles: Rethinking The Future of U.S.-Cuba Relations. May 26, 2015.

“Cuban-Americans Behaving Badly; or, The Cayman in Winter.” Huffington Post. 90 Miles: Rethinking The Future of U.S.-Cuba Relations. March 18, 2015.

“The Wet Foot / Dry Foot Song (with Apologies to Dr. Seuss).” Huffington Post. 90 Miles: Rethinking The Future of U.S.-Cuba Relations. February 18, 2015.

“Guantánamo: Why We’re Talking About It, and Why We Won’t Be Able to Return It Anytime Soon.” Huffington Post. H: The Blog. February 5, 2015.

“Cuba and the United States: The Long View.” Huffington Post. 90 Miles: Rethinking The Future of U.S.-Cuba Relations. January 17, 2015.

## **Selected Interviews and Interview Articles**

Podcast & Interview (with Thomas Hallock, Casey Blanton). Launch of Journal of Florida Studies Special Issue, Martí conference in Tampa. Art in your Ear. Host: JoEllen Schilke. WMNF 88.5. April 15, 2016.

“All Sides of Cuba Debate Ask: What Would Martí Do?” Tampa Tribune. Paul Guzzo. January 24, 2016.

Interview: “José Martí: Why He Matters.” WGLT 89.1/103.5FM (NPR Affiliate). Sound Ideas. Host: Jim Browne. September 28, 2015.

Interview: “The Life and Times of José Martí.” My View with Silvio Canto Jr. Commercial Podcast. May 21, 2015. **RERUN** on January 28, 2016.

“Alfred J. López’s New José Martí Biography: ‘Fidel Didn’t Invent The Martí Scam, He Just Perfected It’.” With Abel Folgar. Miami New Times. November 21, 2014.

## **Reviews**

### **Review Article:**

“Lost in Translation: José Martí and the New American Studies.” A Contra corriente: A Journal of Social History and Literature in Latin America 7.2 (Winter 2010).

### **Reviews:**

Review of Mahler, Anne Garland. From The Tricontinental to the Global South: Race, Radicalism, and Transnational Solidarity. Modern Fiction Studies 66.4 (Winter 2020).

Review of Chakravorty, Mrinalini. In Stereotype: South Asia in the Global Literary Imaginary. Modern Fiction Studies 62.2 (Summer 2016).

Review of Bejel, Emilio. José Martí: Images of Memory and Mourning. New West Indian Guide 88 (2014).

Review of Doyle, Laura & Laura Winkiel, eds. Geomodernisms: Race, Modernism, Modernity. Modern Fiction Studies 54.2 (Summer 2008).

Review of Holden, Philip & Richard J. Ruppel, eds. Imperial Desire: Dissident Sexualities and Colonial Literatures. South Atlantic Review, 2005.

Review of Spivak, Gayatri Chakravorty. Death of a Discipline. The Comparatist 28 (May 2004).

Review of Feminist Interpretations of Jacques Derrida, Nancy J. Holland, ed. In-between: Essays and Studies in Literary Criticism 8/2, September 1999.

“Reading ‘Broken Archetypes’: The Lessons of Wilson Harris’s Jonestown.” The Iowa Review 28/2, 1998.

“On Home and Remembrance: Two Recent Works of Cuban-American Literature.” [Review of Bernardo, Jose Raul. The Secret of the Bulls and Pérez Firmat, Gustavo. Next Year in Cuba: A Cubano’s Coming-of-Age in America]. The Iowa Review 26/1, 1996.

### **Selected Awards & Fellowships**

2020-2021: Excellence in Graduate Teaching Award, Department of English, Purdue University.

2019-2020: Selected as one of 15 participants university-wide in the Purdue Insights Forum (leadership training program).

2019-2020: Outstanding Undergraduate Teaching Award, School of Interdisciplinary Studies, Purdue University.

Spring 2018: **Outstanding Faculty Member, Latino Cultural Center, Purdue University.**

Spring 2018: 2Teach in a Second Discipline Grant, College of Liberal Arts, Purdue University. \$5,000.

January 2016: Center for Research on Diversity and Inclusion, Purdue University. Excellence in Research Award.

Fall 2008: **Center for Humanistic Studies, Purdue University. Resident Fellowship.** Released from teaching and service for Fall 2008 term.

Fall 2008: Library Scholars Grant, Purdue University. Grant to fund travel to archives and other research materials not available in Purdue libraries. \$5,000.

Summer 2008: College of Liberal Arts, Purdue University. 2008 Faculty Summer Support to Write An External Grant Application. Approx. \$6,000 (one month’s salary).

Summer 2008: Study Abroad and International learning (SAIL) Grant, Purdue University. Grant to build new India-London study abroad program. \$6,890.

2005-2006: Office of Research and Sponsored Programs, The University of Mississippi. Grant for Interdisciplinary Working Group: "The Global South." \$10,000, renewable up to 3 years.

June-July 2005: National Endowment for the Humanities. Participant in NEH Summer Seminar "Visions of Freedom for the Americas: Eugenio María de Hostos & José Martí in Nineteenth-Century New York."

2004: Office of Research and Sponsored Programs, The University of Mississippi. Faculty Research Fellowship. \$6,000.

**May-June 2003: Rockefeller Foundation. Resident Fellowship at Bellagio Study and Conference Center, Bellagio, Italy.**

2003: College of Liberal Arts, The University of Mississippi. Summer Research Grant. \$4,000.

1996-7: Department of English, The University of Iowa. Sherman Paul/Prairie Lights Dissertation Scholarship.

1992-1993: The University of Iowa. Graduate Opportunity Fellowship.

### **Selected Presentations**

January 2022: Modern Language Association Convention. Participant in Roundtable: "When The MLA Went Global."

January 2022: Modern Language Association Convention. CLCS Global South Forum. Respondent on Panel: "Questions of Method in Global South Studies."

July 2021: WISER Public Positions Series, University of Witswatersrand: *Fanon After Fanon*. Organizer: Achille Mbembe. **Invited Presentation:** "Fanon Reading Hegel."

May 2021: UNESCO/Eight Goals One Foundation & The Embassy of the Republic of Cuba in India: *In Remembrance of José Martí*. **Invited Presentation:** "On the 126<sup>th</sup> Anniversary of Martí's Death (May 19, 1895)."

October 2019: Liberal Arts Collective at Penn State University Annual Conference: *Visualizing The Self in Flux*. Paper: "The Repeating Idol: José Martí and the Iconography of the Nation."

September 2019: Susan Bulkeley Butler Center for Leadership Excellence, 10<sup>th</sup> Annual Conference for Pre-Tenure Women. Participant on Panel: “Men as Allies.”

January 2019: Modern Language Association Convention. Paper: “Scenes from the Global South: Women’s Bodies as Waste in Bolaño’s *2666*.”

January 2019: Modern Language Association Convention. Participant in Roundtable: “Transacting Comparative Studies with Other Disciplines and Units.”

October 2018: 10<sup>th</sup> Anniversary Distinguished Lecture, Dept. of Anthropology, Purdue University. Respondent: “Response to Nina Jablonski’s ‘Exploring and Educating about the Evolution of Physical Differences’.”

March 2018: Thinking The Global South: A Critical Vocabulary for the Twenty-First Century. Penn State University. **Keynote Lecture:** “Questions of Intention and Method in Global South Studies.”

July 2017: American Comparative Literature Conference. Seminar: “The Global South and the Question of Method.” Paper: “The Global South and Decoloniality: Location(s) of Method.”

January 2017: Tampa Bay History Center and Museum. **Invited Lecture:** “The First Shuttle Diplomat: José Martí in Tampa.”

January 2017: Modern Language Association Convention. CLCS Global South Forum. Respondent on Panel: “The Planet in Ruins: The Anthropocene from Below.”

April 2016: Martí in Tampa: The First UT-USF International Conference on José Martí. University of Tampa/ University of South Florida. **Invited Lecture:** “Confessions of a Reluctant Cuban; or, How I Learned to Stop Worrying and Love José Martí.”

December 2015: Hostos Community College (CUNY). **Keynote Lecture:** “José Martí: Why He Matters.”

September 2015: National Hispanic Month, Illinois State University. **Keynote Lecture:** “José Martí: Why He (Still) Matters.”

June 2015: **Biographers International Organization Conference, National Press Club**, Washington DC. **Featured author** on panel: “The Rewards & Challenges of Writing Lives of Color.”



April 2015: Cornell University, Latin American Studies Program. Invited Lecture: “Myth, Martyrdom, and the Many Deaths of José Martí.”

November 2014: **Featured author at Miami Book Fair International.** Book presentation: José Martí: A Revolutionary Life.

November 2012: American Studies Association Convention, San Juan, PR. Chair and Commentary for panel: “Cultural Studies, Military Ecology, and the Sciences: The Futures of the Environmental Movement.”

April 2011: Second Biennial Symposium on 19th Century Spanish and Spanish-American Literatures, Florida International University. Paper: “Translating Interdisciplinarity: Reading Martí Reading Whitman.”

November 2010: African American Studies & Research Center, Purdue University. 26<sup>th</sup> Annual Symposium on African American Culture & Philosophy. Paper: “The Color of Spirit; or, Obama’s Postglobal Call to Responsibility.”

October 2010: National Hispanic Month, Slippery Rock University. **Keynote Lecture:** “Confessions of a Lapsed Cuban; or, How I Learned to Stop Worrying and Love José Martí.”

March 2009: Symposium: Idioms of the Post-global. Institute on Critical Climate Change. University of Albany [SUNY]. **Invited Lecture:** “The Color of Spirit; or, The Postglobal Call to Responsibility in Speeches by Barack Obama and Bobby Jindal.”

December 2008: Modern Language Association Convention. Paper: “‘9/11, the US, and Postcolonial Studies; or, ‘Whose Said Are You On Anyway?’”

September 2008: American Studies Conference, Purdue University. Paper: “9/11 and the New Postglobal Literature.”

August 2008: Jamia Millia Islamia [University], New Delhi. **Invited Lecture:** “India in a Global Age; or, The Neoliberal Epiphany.”

February 2008: Virtual Caribbeans: A Conference on Representation, Diaspora, and Performance in and on the Caribbean. Cuban and Caribbean Studies Institute, Tulane University. Paper: “The Repeating Icon: José Martí and the Iconography of a Nation.”

December 2007: Modern Language Association Convention. Paper: “Posts and Pasts Revisited: On Postcolonial Theory and Practice.”

November 2007: Symposium: Ecologies of War: Life Technologies and Planetary Conflict. Institute on Critical Climate Change, University of Albany [SUNY].  
**Invited Lecture:** “Apocalypse Ongoing: Living in the Postglobal World.”

December 2006: Modern Language Association Convention. Paper: “The Repeating Plantation: Analogues of Faulkner’s ‘big house’ in the Global South.”

December 2006: Modern Language Association Convention. Paper: “The Ambivalent Icon: Martí, Marx, and the Role of the Proletariat.”

July 2006: Thirty-third Annual Faulkner and Yoknapatawpha Conference, The University of Mississippi. **Keynote Address:** “Planet Faulkner: Plantation, Globalization, Race.”

April 2006: First Annual Scholars in Race Studies Colloquium, University of Memphis. **Keynote Address:** “9/11, Race, and the New Postglobal Literature.”

February 2006: Sixth Conference of Cuban and Cuban-American Studies, Cuban Research Institute, Florida International University. Paper: “Conversing with the Elders; or, What Would Martí Do?”

November 2005: **American Studies Association Conference**, Washington, DC. Roundtable, featured participant: “Keywords in the New Southern Studies.”

April 2005: Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY. Paper: “José Martí and the Scramble for Planerarity.”

October 2004: Southern Comparative Literature Association Conference, University of South Carolina, Columbia, SC. Paper: “Dressing for Success in Global Contexts: Martí Studies and the Rediscovery of the ‘New World’.”

February 2004: The U.S. South in Global Contexts: A Symposium at The University of Mississippi. Roundtable, featured participant: “Theoretical Changes/Directional Shifts in Southern Studies.”

October 2003: Fifth Conference of Cuban and Cuban-American Studies, Cuban Research Institute, Florida International University. Paper: “The Repeating Icon: Martí and the Iconography of the Nation.”

September 2003: Southern Comparative Literature Association Conference, Austin, TX. Panel Organizer: “Postcolonialism and the Future of Comparative Literature.” Paper: “Comparative Postcolonialisms? The Strange Case of ‘Magical Realism’.”

January 2003: III Asia-Pacific & XIX International Indian Association for Canadian Studies Conference, University of Mysore, India. **Plenary Session:** “Globalization and its Discontents: Psychoanalysis and Colonial Trauma.”

January 2003: Vith Biennial International Conference of the Comparative Literature Association of India, Central Institute of Indian Languages, Mysore, India. **Plenary Session:** “Whiteness After Empire.”

January 2001: Vth Biennial International Conference of the Comparative Literature Association of India, University of Kerala, India. Paper (Special Session): “Posts and Pasts: Toward A Theory of Postcolonialism.”

January 2001: XVII International Conference of the Indian Association of Canadian Studies, University of Calicut, India. Paper: “Science as Colonial Agent? Psychology and Colonialism in Canada and India.”

September 2000: Caribbean Literary Studies Conference, University of Miami. Paper: “Whiteness and the Colonial Unconscious.”

April 2000: Seventh International Caribbean Women Writers and Scholars Conference, Universidad de Puerto Rico, Mayaguez. Panel Organizer: Whiteness, Colonialism, and Caribbean Women. Paper: “(Un)concealed Histories: Whiteness and the Land in Michelle Cliff’s Abeng.”

October 1999: Second Biennial Conference on Iberian/Iberian-American Literatures, Department of Modern Languages, Florida International University. Paper: “José Martí and the Role of Literature in the Formation of Cuban Nationalisms.”

May 1999: International Association for Philosophy and Literature, 23<sup>rd</sup> Annual Conference, Trinity College. Paper: “Whiteness, Landscape, and the Colonial Unconscious.”

### **Education and Qualifications**

1997: Ph. D., English, The University of Iowa.  
Dissertation: Posts and Pasts: A Poetics of Postcolonialism.

1993: Graduate study, Universidad de Guanajuato, Mexico.

1992: M.A., English, The Ohio State University.  
Thesis: “No More Circles: Magic Realism and Historical Consciousness in García Márquez’s One Hundred Years of Solitude and Rushdie’s Midnight’s Children.”

1989: B.A., English, Florida International University.

1987: A. A., Pre-Liberal Arts, Miami-Dade Community College.

### **Research and Teaching Specializations**

Global South & postcolonial studies  
Cuban & Cuban-American studies  
Latin American & Caribbean studies  
Hemispheric American studies

### **Professional Organizations and Activities**

Editorial Board, Twentieth-Century Literature  
Editorial Advisory Board, Global South Studies  
Editorial Advisory Board, Journal of Latin American Cultural Studies  
Editorial Board, Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World  
Purdue Advisory Board: Modern Fiction Studies

Member, CLCS Global South Forum, Modern Language Association  
Executive Board (2004-2006): Southern Comparative Literature Association

Manuscript consultant:

Duke University Press  
New York University Press  
Palgrave Macmillan  
State University of New York Press  
University of Minnesota Press  
University Press of Florida  
Vanderbilt University Press  
Wolf Den Press  
ARIEL: A Review of International English Literature  
Brújula: revista interdisciplinaria sobre estudios latinoamericanos  
Comparative Literature  
Cuban Studies  
Journal of Iberian and Latin American Research  
Letras hispanas  
Memorias: Revista digital de historia y arqueología desde el Caribe  
Modernism/Modernity  
PMLA: Publications of the Modern Language Association  
Review of Politics  
Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World  
Twentieth-Century Literature

External reviewer for tenure & promotion:

Creighton University

CUNY (Hostos Community College)

Mississippi Valley State University

The Ohio State University

Penn State University (Department of English)

Penn State University (Department of Comparative Literature)

Sam Houston State University

Texas A&M-Pan American University

University of Oregon

University of Virginia

External reviewer for fellowship:

American Council of Learned Societies (ACLS)

Consultant, College Board, Educational Testing Services

Leadership team, AP English Language & Composition

## Alfred J. López - Diversity Statement

The challenges and aspirations of diversity, equity, and inclusion have always informed every facet of my academic career. As one of a very few Latinx members of my MA & PhD cohorts, I grasped very early on how crucial it is to represent and support minority views broadly defined. (I am thinking here not only race and gender, but other ‘others’ such as first-generation college students.) As a doctoral student in the 1990s I headed a graduate committee tasked by the University of Iowa with hosting URM recruits during their campus visits. And everywhere I have ever worked, beginning with my first tenure-track job at a Hispanic-Serving Institution (HSI), I have prioritized the mentoring and support of students and colleagues of color and first-gen students.

That commitment to diversity, equity, and inclusion has only deepened during my fifteen years at Purdue. I serve on my College’s Liberal Arts Diversity Committee (LADAC); and am currently chairing Purdue’s University-level Immigration Task Force, which in its first year has already notched some victories and established an agenda for future work. Specifically, we have acted to reduce the bureaucratic obstacles that DACA students face upon admission to Purdue, especially their initial classification for tuition purposes as “international students” and the months-long process of establishing Indiana residency, during which they and their families struggle financially and emotionally. The Task Force has also established a rapid-response plan to engage and support DACA students in the event of any sudden policy changes at the state or federal level.

Beyond the examples already noted, I have long advocated Purdue to devote more time, resources, and attention not only to recruiting a more diverse faculty, but also fostering and maintaining a campus climate that will help all faculty feel welcomed and supported as a necessary strategy for retaining a diverse faculty and staff. During 2018-2019 I served on the select committee that produced the College of Liberal Arts’ Strategic Vision Plan for the next five years (2019-2023), in which I consistently advocated for the integration of diversity and inclusion goals throughout the plan’s several subsections (rather than as an isolated subsection of its own). As part of the implementation of that plan, in 2019 I co-authored a white paper proposing postdoctoral fellowships for underrepresented minorities. I also chaired a College-level committee on Experiential Learning, one of whose objectives was to determine ways to encourage and support greater participation among URM and first-gen students in opportunities such as study-abroad, internships, and first-year experiences.

As my CV will demonstrate at greater length, my entire career as a teacher-scholar to this point has revolved around efforts to push established disciplinary boundaries that have historically worked against minoritized peoples and literatures. I wrote and successfully defended the first postcolonial dissertation in the history of the English Department at the University of Iowa, at a time when the department had no faculty who self-identified as postcolonial. Dating back to my first book, *Posts and Pasts: A Theory of Postcolonialism* (SUNY, 2001), my work then proceeded to push back against the Anglophone slant then ascendant in the field. That project has led to subsequent projects that have interrogated the disciplinary assumptions of multiple subfields (whiteness studies, comparative literature, hemispheric American studies, et al). This work has always revolved around the ways in which academic disciplines have often defined

themselves in exclusionary ways along lines of race, gender, and class. The culmination of this dialogue in my work between academic interdisciplinarity and the lived experiences of minoritized and marginalized people has arguably been *The Global South*, the journal I founded in 2007 that established the field now known as global South studies. My initial vision of the global South, as perhaps best articulated in the introduction to its launch issue, presents it as a signifier of oppositional subaltern cultures ranging from Africa, Central and Latin America, much of Asia, and even those Souths within a larger perceived North, such as the U.S. South and Mediterranean Europe. My colleagues at The University of Mississippi who took over the journal when I left in 2007 have continued to build on my foundational work; in their hands *The Global South* continues to thrive today.

My approach to teaching also characteristically crosses orthodox boundaries between disciplinary fields to examine how these inform each other, even as they remain separate institutional entities. For example, in my American literature courses I emphasize not only the US's history of cultural and ethnic growth but its long history of entanglements with the Hispanophone and Francophone Caribbean and Latin America. This history of encounters is as apparent in Julia Alvarez's multilingual, culturally hybrid fictions as they are in the racial, ethnic, and linguistic complexities of Faulkner's *Absalom! Absalom!* Other courses have explored the paradigm shift away from traditional nation-based Latin American studies to more hemispheric and transnational approaches. My current PhD seminar in Global South studies, an area in which I have played a foundational role, exemplifies my long history of multi-language and interdisciplinary work in the classroom. But my favorite course of recent years has been the Introduction to Latin American and Latino Studies (LALS), taught in seminar style to a small group of undergraduates each Spring, a course that emphasizes both the inescapable interdisciplinarity of the respective fields and its core values of diversity, equity, and inclusion. In those small LALS courses I have experienced some of the most frank and generative discussions, and some of the most rewarding teaching moments, of a 30-year career.

But what I believe to be the most important work in diversity, equity, and inclusion that I have done at Purdue is my ongoing engagement with the university's Latino Cultural Center (LCC), both through my academic position as Director of Latin American and Latino Studies and through more informal collaborations (event programming, workshops with students and staff, and so on). My 2018 Outstanding Faculty Award from the LCC is one of my proudest achievements, and my work with students of color and first-gen students is a dimension of my career that I hope to continue for the rest of my career.

I believe that these and other such experiences during my academic career have prepared me well for the opportunities and challenges that await the next Dean of the College of Arts and Sciences at Oregon.