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“KEEP IT GOING”

*Report on Greater Caribbean Studies
at Columbia University*





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01

“Keep It Going”: Introduction

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New York City is ideal for a robust Greater Caribbean Studies center. The city’s ties to the Caribbean stretch back to at least the seventeenth century, and today, nearly 25% of its residents are of Greater Caribbean descent. A 2021 report by the New York City Office of Immigrant Affairs highlights that five of the top ten origin countries for new immigrants are in the Caribbean: Dominican Republic (421,920), Jamaica (165,260), Guyana (136,180), Trinidad and Tobago (85,680), and Haiti (78,250). Puerto Ricans, US colonial migrants, constitute 600,000 or 7% of the city’s population. Furthermore, New York City is home to several notable Caribbean Studies programs, including Hunter College’s Africana, Puerto Rican, and Latino Studies Department and the Center for Puerto Rican Studies Library and Archives; the Schomburg Center for Research in Black Culture at the New York Public Library; and the City University of New York (CUNY) Dominican Studies Institute.

Columbia University is also uniquely positioned to advance Greater Caribbean Studies. A fundamental value of Columbia’s core curriculum is interdisciplinary inquiry into the contemporary world and “what it means to be human.” The Caribbean is crucial to exploring such questions for numerous reasons. These include the region’s rich 6,000-year Indigenous history and knowledge, its pivotal role in resisting European colonialism, and its transformative vision for a more just and equitable world, evident in political thought, social movements, cultural production, and artistic interventions. Additionally, the Greater Caribbean is vital for addressing global challenges identified by Columbia, such as climate change, mass migration, public health, and racial and other inequities.

Moreover, in the past decade, Columbia has deepened its Caribbean connections. Alongside a growing number of students with Caribbean roots, the university has recruited an

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impressive group of Caribbean-focused scholars, artists, and writers, including Edwidge Danticat, Brent Hayes Edwards, Natasha Lightfoot, Celia Naylor, and Maria Uriarte. Notably, David Scott, in addition to his scholarship, edits *Small Axe*, a leading journal in Caribbean Studies (for a complete list of the faculty, see Appendix I). Accordingly, events centered on the Caribbean, such as the “Transcolonial Fanon” conference (2011), the “Frontiers of Debt in the Caribbean and Afro-American” symposium (2018), and the recent roundtable “Climate Change and the Caribbean” (2023), draw large audiences and leading figures in the field.

Therefore, the moment is ripe for Columbia to establish a

prominent Greater Caribbean Studies hub. Ivy League institutions like Harvard University and Yale University have launched Caribbean Studies initiatives, with Harvard focusing on Afro-Latin American studies and Yale on race, ethnicity, and migration. Yet, despite Columbia’s potential to take the lead among its peers, the university’s only Greater Caribbean Studies Program may disappear within two years.

In response to the above juncture, the current report presents key findings and recommendations from a university-wide inquiry to bolster Greater Caribbean Studies at Columbia. Specifically, the report calls to (1) generate consistent communications regarding existing university

courses, faculty, and projects; (2) organize major public programming rubrics to serve all university and community constituencies; (3) design a Greater Caribbean Studies course for the Core Curriculum; (4) create an interdisciplinary minor in Greater Caribbean Studies; (5) develop academic partnerships and exchange programs with Caribbean academic institutions for students and faculty; (6) facilitate community engagement initiatives and partnerships with New York’s Caribbean community; (7) secure the long-term presence of Greater Caribbean Studies at Columbia by raising funds to create a center for Greater Caribbean Studies at Columbia University; and (8) support the founding of a Greater Caribbean Global Center.



Maryse Condé (1934-2024), acclaimed writer and professor emerita of French, keynoting the “Transcolonial Fanon” conference, 2012



02

Greater Caribbean Studies: A Brief History

The history of Caribbean knowledge production at Columbia University has yet to be comprehensively documented. Still, the following sketch highlights at least a century of engagement. In 1931, Puerto Rican Columbia graduate Pedro J. Labarthe published *The Son of Two Nations: The Private Life of a Columbia Student*. Twenty-five years later, Teachers College anthropologist Lambros Comitas gained recognition as one of the world's eminent scholars of the Caribbean region. In 1968, a School of Architecture design studio collaborated with the Puerto Rican grassroots organization Real Great Society to find ways the community could address inadequate housing and public spaces. Caribbean-descended students took part in campus mobilizations in 1968 and 1996.

In the 1990s, Columbia began attracting more faculty focused on Greater Caribbean Studies. In 1995, the Department of French recruited Guadeloupean writer Maryse Condé, who also chaired the Center for French and Francophone Studies from its foundation in 1997 to 2002. In 1999, Columbia hired Cuban American poet and scholar Gustavo Pérez Firmat to teach in the Department of Spanish and Portuguese (now Latin American and Iberian Cultures). In 2012, the Center for the Study of Ethnicity and Race created the Caribbean Working Group, led by scholars Maja Horn and Frances Negrón-Muntaner, which was active for three years.

In the same year, Negrón-Muntaner founded the Latino Arts and Activisms Archives (LAAS)

Real Great Society leader Carlos “Chino” García with Columbia students, 1968.





José Moya (left) and Ernesto Rangel (right) in conversation with Panamanian salsa legend Rubén Blades, 2016.

at the Rare Book & Manuscript Library. LAAS currently contains twelve Caribbean-themed collections (see Appendix III).

Significantly for this report, in 2013, Barnard faculty member and migration historian José C. Moya founded the Greater Caribbean Studies Program at the Institute for Latin American Studies (ILAS) with support from two donors, Ernesto Rangel and Herman Sifontes. Unlike most other Caribbean Studies programs in the United States, which limit their scope to the Antilles, the initial ILAS program encompassed the

entire Caribbean basin, including the Atlantic coast of Venezuela, Colombia, Panama, much of Central America, parts of Mexico, and US cities like New Orleans. The program's main goal was to create public programming, and it organized over 100 events.

However, in 2023, the program ran out of funds, creating a crossroads for Greater Caribbean Studies at Columbia: close the program or initiate a new project. Following consultations with the ILAS Executive Committee, Director Victoria Murillo appointed Negrón-Muntaner

to lead a process to understand the current situation better and make recommendations. After recruiting Alexandra De Camps as program researcher and coordinator, the program crafted a plan: to survey Caribbeanists at Columbia University and conduct a series of conversations with faculty, students, administrators, alumni, and community members interested in the Greater Caribbean region. This report shares what we learned, the emerging vision, and possible next steps.

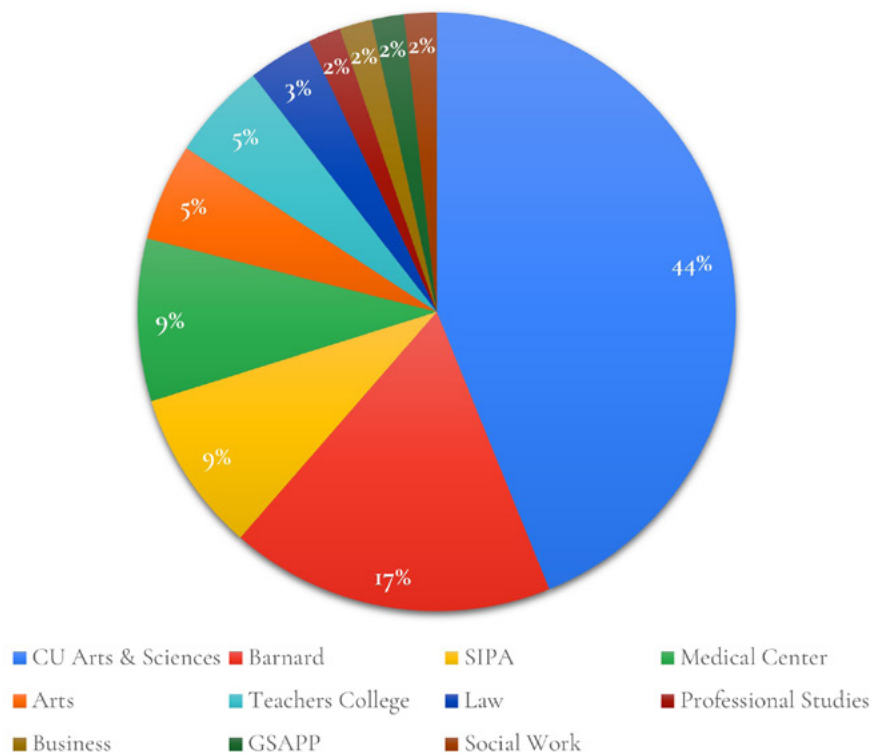


03

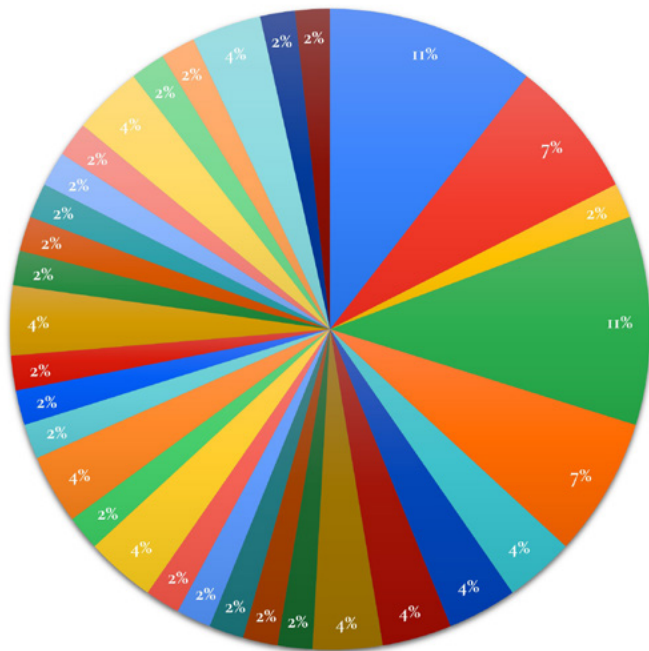
More Than expected

To begin, we investigated how many faculty members at Columbia University focus on the Caribbean. We were surprised to find that across all schools, at least 65 faculty members study the Caribbean region (Appendix I). These faculty members include scientists, social workers, medical researchers, historians, social scientists, education scholars, literary critics, writers, visual artists, and musicologists. Most of these faculty members teach and conduct research within Columbia's Arts and Sciences division.

Caribbean Studies Faculty by School



Caribbean Studies Faculty Specialties



- Latin American & Iberian Cultures
- History
- International Affairs
- Africana Studies
- Sociology
- Management
- Epidemiology
- Bilingual/Bicultural Education
- Ecology
- Film & Media Studies
- Dance
- Latino & Caribbean Studies
- English & Comparative Literature
- African American & African Diaspora Studies
- Political Science
- Economics
- Anthropology
- American Studies
- Human Rights
- Psychiatry
- Occupational Therapy
- Social Work
- Architecture
- Visual Arts
- Writing
- Medicine
- Curriculum & Teaching
- Earth & Environmental Engineering
- Art History & Archaeology
- Music
- Law

However, nearly 50% of the faculty are part of the Law School, School of Social Work, Medical School, School of the Arts, Teachers College, and Barnard College. This data reveals a broad, diverse, and vibrant community of scholars.

While we need more precise data on the number of admitted Caribbean students, we also inquired about the number of student organizations focused on the Greater Caribbean (Appendix II). We identified fourteen organizations, collectively including over 200 members and serving thousands

of students annually. These organizations include the Caribbean Student Association, Grupo Quisqueyano, and the dance troupe Sabor.

After assessing the community's size and scope, we conducted forty open-ended interviews to gather perspectives, visions, and needs (Appendix III). These conversations centered on three key questions: (1) Does Columbia University need a dedicated Caribbean Studies space? (2) If so, what should its mission be? and (3) How should this space be organized?



Caribbean Studies Association members outside Roone Auditorium.



“Absolutely Needed”

The first key finding from the dialogue is that all participants unequivocally expressed the need for a Greater Caribbean Studies space at Columbia. As one faculty member succinctly put it, it is imperative to “keep it going.”

Participants highlighted the importance of the field and the region to the university, the city, the area, and beyond. One participant stated: “The world would be significantly less complex and rich without the Haitian, Cuban, and Grenadian Revolutions; José Martí, Marcus Garvey, Malcolm X, Shirley Chisholm, Frantz Fanon; Salsa, Reggae, Bachata, Hip Hop, and Reggaeton; Bob Marley, Cardi B, Rihanna, Grandmaster Flash, Celia Cruz, and Shakira; Aimé Césaire, Audre Lorde; Jamaica Kincaid, C. L. R. James; Jasmine Camacho-Quinn, Usain Bolt, Roberto Clemente; Jean-Michel Basquiat, Wifredo Lam, Belkis Ayón; not to mention foodways, style, and science. The list is endless.”

Also, participants noted that Greater Caribbean Studies scholars face multiple challenges despite the field’s richness. The first is **isolation**. This term applies to various realms: people, fields, and spaces. As one young scholar explained, “A Caribbean space should exist. There is a great disconnect between Caribbeanists, scholars, and regions. A space can facilitate grounded engagements and increase accessibility.” A second junior faculty member concurred, “There is a great need for a meeting space where we can create scholarly links, connect to the city, and engage in dialogue with the region.” This sentiment is also prevalent among senior faculty: “It feels like a lot is going on in GSAPP (Graduate School of Architecture, Planning, and Preservation) around Greater Caribbean Studies, but there is no connection; it feels fragmented, without direction.”

Related to isolation, many mentioned the **need for more course offerings, information on Greater Caribbean Studies, and more public events, collaboration, and opportunities for engagement.**

One student noted, “I have never taken a course that even mentions Puerto Rico or the Dominican Republic.” Another student expressed a similar sentiment: “I just found out the other day that there is an Afro-Cuban drumming group led by [Latin jazz musician] Leo Traversa on campus. How is that possible?” Lack of information, however, is not the only reason students cannot access courses and resources. A senior faculty member observed that the number of Global Core offerings in the Caribbean for Fall 2023 was “zero.”

Students and faculty felt Columbia needed a space due to the university and the city’s many links to the Caribbean: “Just the raw numbers say that this is an unrecognized opportunity.” For some faculty who work directly with Caribbean communities in the city, the lack of connection is particularly frustrating: “It is shameful that Columbia does not have a space given its location in New York City. It should also have a Global Center.”



Residential building, Little Caribbean, Brooklyn.

A photograph showing a person standing on a metal scaffolding, working on a large mural or wall painting. The scene is dimly lit, with a blue tint. The person is wearing a dark top and light-colored pants. The mural appears to be a large-scale drawing or painting on a wall.

05

Leader in the Field

Participants were open to creating a Columbia center, program, or consortium. Regardless of the final administrative form, all emphasized that the space must be **financially sustainable, academically substantial, interdisciplinary, and innovative in mission and governance**. As a faculty member stressed, “We ought to be the place for the most robust Greater Caribbean Studies space in North America. Let’s make it the go-to space for talented scholars and students to compete to work, visit, and study here. No other Ivy League has led the way. We could be the flagship.”

Moreover, participants agreed that a Greater Caribbean Studies space establishing would require collaboration among faculty from various centers and institutes, such as the Institute for Latin

American Studies (ILAS), the Center for the Study of Ethnicity and Race (CSER), the Institute for Research in the African-American Studies, Center for American Studies, the Institute for Comparative Literature and Society (ICLS), and the Human Rights Institute. Equally important are departments like African American and African Diaspora Studies (AAADS), French, English, and Latin American and Iberian Cultures (LAIC). More broadly, the new space will engage the Vagelos College of Physicians and Surgeons, the Climate School, and the Law School, among others. Given its interdisciplinary nature, the space should ideally be under the joint jurisdiction of the Deans of Humanities, Social Sciences, and Sciences. It could be administered by any relevant unit on a rotational basis or be part of one such as ILAS or CSER.

The consensus on interdisciplinarity in intellectual and governance terms proposes a new model for the university. Described as “departments without walls,” this approach promotes cross-unit collaborations and fosters a relational rather than competitive logic for students and resources among participating units. This framework aims to break isolation, build community, enhance cooperation, optimize resource use, and achieve scholarly breakthroughs.



Dominican artist Scherezade García creating “Transit/Liquid Highways” mural at Wallach Art Gallery, 2016.

06

Scholarly and Programmatic Priorities



Despite the diverse scholarly backgrounds of the participants, several key questions and areas of interest emerged as shared priorities. The top five areas of focus are (listed alphabetically):

- *Arts*
- *Climate Change and Environment*
- *Diaspora and Migration*
- *Economics, Governance, and Social Justice*
- *Public Health*

Participants also identified nine specific strategies to advance Greater Caribbean Studies and foster engagement with the Greater Caribbean at Columbia:



Enable and fund book presentations, works-in-progress workshops, and working groups



Organize public programming that shares knowledge and engages all audiences—faculty, students, administrators, staff, alumni, and community—through lecture series, invited artists, mini-conferences, and young scholar symposia.



Support travel to and from the Caribbean to facilitate archival, on-site research, and co-design projects.



Fund Caribbean/New York faculty exchanges such as co-teaching with Caribbean-based colleagues.



Structure undergraduate opportunities to study abroad and engage in Caribbean-based projects.



Promote graduate student and post-doctoral research opportunities for richer exchanges between young scholars on campus and students in the Caribbean.



Create curatorial collaborations with the Wallach Gallery and other university exhibition spaces for faculty and students.



Provide seed support for multi-modal work in research, the arts, and student initiatives



Expand Columbia/ community collaborations in New York and the Caribbean through partnerships with knowledge institutions in the Caribbean, including the University of the West Indies, the University of Puerto Rico, and the University of Cartagena.



In sum, the dialogue highlighted significant coherence, collective excitement, and a shared vision for establishing a robust space for Greater Caribbean Studies in New York and the Caribbean.



Daniel Lind, *Centinela*, 2013.



07

Recommendations and Next Steps

In addition to identifying priorities, dialogue participants suggested specific steps to expand and strengthen Greater Caribbean Studies. These include:

1. Improve communication about existing courses, faculty, and projects at the university through newsletters, web pages, and targeted messages.

The website should feature course offerings, events, a list of organizations and faculty, and this report, among other documents. The College can also create a dedicated page with information about the field and available courses.

2. Develop rubrics to re-launch public programs. including conferences, workshops, and other gatherings.

3. Expand Greater Caribbean Studies offerings and create a Global Course on Caribbean Civilization. Currently, no core

course serves as an entry point to the field. The course could be developed by a subcommittee and taught by different faculty members on a rotating basis.

4. Establish an interdisciplinary minor or certificate and appoint a Director of Undergraduate Studies (DUS). The proposed minor or certificate would cover the entire Caribbean and involve multiple departments and units in its governance.

5. Create “Action Labs,” “Rapid Response” initiatives, Practicum, and other applied programs with academic institutions for students and faculty. Many Greater Caribbean Studies faculty and students are deeply interested in contributing to the region and its diaspora in various ways. These initiatives would enable students, faculty, and others to collaborate on research projects.

6. *Develop community engagement initiatives with New York's Greater Caribbean community and foster partnerships with community organizations for educational and cultural programs.* All participants strongly desired to broaden learning opportunities by connecting with the city's significant Caribbean presence.

7. *Establish a sustainable center for Greater Caribbean Studies at Columbia University and support the creation of a Global Center in the Caribbean.* Participants identified the need to work in New York and the Caribbean to best support Greater Caribbean Studies.



“Museum of Memory” by Gu Geo and Qi Yang, GSAPP, “13 Student Proposals to Boost Resilience in Vieques,” 2019.



08 *Action Plan,* 2024 - 2025

To facilitate discussions on the contents of this document and outline the next steps for developing and expanding the program, the GCSP will convene various gatherings. The timeline is as follows:

● **SPRING 2024**

- Complete and circulate the report to the ILAS Executive Committee and all participants.
- Update the website to include information on all Greater Caribbean-themed courses, faculty, student organizations, and the city's key Caribbean cultural, academic, and grassroots organizations.
- Collaborate with partners to design university events for the 2024-2025 academic year. Planned events include a Caribbean film festival on climate change in collaboration with the Climate School, a discussion with a musical and literary artist, a Cuban-themed series, and a field-wide conference on Greater Caribbean Studies.
- Discuss with foundations, internal funders, and other potential supporters.

● **FALL 2024**

- Host a meet-and-greet event for Greater Caribbean Studies faculty, followed by a two-part meeting to discuss priorities for the next two years with faculty and students.
- Design a core course on the Caribbean and explore the creation of a minor in Greater Caribbean Studies.
- Initiate public programming.

● **SPRING 2025**

- Launch the first major conference on Greater Caribbean Studies.
- Establish a cross-university working group.



09

Acknowledgments

I want to express my gratitude to all who made this report possible. First, I thank the ILAS team, Director Victoria Murillo, Executive Director Gustavo Azenha, and Program and Outreach Manager Romina Quezada, for their comments on the report and support throughout this journey. My deep thanks go to Alexandra De Camps, GCSP researcher and coordinator, for her energy and indispensable contributions to envisioning a future for Greater Caribbean Studies at Columbia University. I also thank the Provost's Office for their vital support.

And, of course, *mil gracias* to all dialogue participants, whose valuable vision, insight, and work inform this report: **Rolando Acosta** (alumnus and trustee emeritus), **Carlos J. Alonso** (Dean of the Graduate School), **Carlos Alonso Nugent** (Assistant Professor, English), **Adina Berrios Brooks** (Associate Provost for Faculty Diversity and Inclusive Pathways), Bruno Bosteels (Interim Dean of Humanities), **Christopher Brown** (Professor, History), **Sarah Cole** (Interim Dean of the School of the Arts), **Shanya Cordis** (Assistant Professor, AAADS and CSER), **Denise Cruz** (Chair, English), **Lucia Diaz-Albadan** (Student and president of Sabor), **Madeleine Dobie** (Chair and Director of Graduate Studies, French), **Jerónimo Duarte Riascos** (Assistant Professor, LAIC), **Brent Hayes Edwards** (Peng Family Professor, English), **Victor Fernandez** (Student and member, Caribbean Student Association), **Eunice Rodríguez Ferguson** (DAAF and editor, Sundial House, LAIC), **Lisa Jahn-Figueroa** (Assistant Professor, American Studies, Barnard), **Eleanor Johnson**, Associate Professor, English), **Rishi Goyal** (Director, Medical Humanities, ICLS, and Associate Professor of Emergency Medicine), **Patricia Grieve** (Nancy and Jeffrey Marcus Professor of the Humanities, LAIC), **Libertad Guerra** (Executive Director, The Clemente), **Frank Guridy** (Dr. Kenneth and Kareitha Forde Professor of African American and African Diaspora Studies, Executive Director of the Eric H. Holder Initiative for Civil and Political Rights at Columbia, History), **Maja Horn** (Associate Professor, Department of Spanish and Latin American Cultures, Barnard College), **Lisa Hollibaugh** (Dean, Academic Affairs,

Columbia College), **Justin Ifill** (Alumnus), **Kellie E. Jones** (Chair, AAADS), **Rafael Lantigua** (Director, Office of Community Service Programs; Associate Dean for Community Service & Professor of Medicine, Columbia University Vagelos College of Physicians and Surgeons), **Natasha Lightfoot** (Associate Professor, History), **Johanna Lovecchio** (Director of Program Design, Climate Action Columbia Climate School, Adjunct Faculty of Climate School), **Roosevelt Montas** (Senior Lecturer, American Studies and English), **José Moya** (Professor, History, Barnard College), **Dennis Mitchell** (Interim Provost), **Victoria Murillo** (Director, ILAS), **Celia Naylor** (Professor and Chair, Department of Africana Studies, Barnard College), **Pablo Piccato** (Chair, History), **Ernesto Rangel** (Alumnus), **Emmanuelle Saada** (Professor, French), **Hugo Sarmiento** (Assistant Professor, GSAPP, Urban Planning), **Matt Sandler** (Director, MA Program in American Studies, CSER), **Jacqueline García Suárez** (Assistant Professor, LAIC), **Ariam Torres** (Postdoctoral Research Scholar, Climate School), **Maria Uriarte** (Professor, Department of Ecology, Evolution & Environmental Biology), **Miguel Urquiola** (Dean of Social Sciences), and **Christopher Washburne** (Professor and Chair, Music).

10 *Appendix I: Survey of Faculty Studying the Greater Caribbean*

- Alan D. Dye**, Professor of Economics, Barnard College
- Alejandro M. Garro**, Adjunct Professor of Law; Senior Research Scholar, Parker School of Foreign and Comparative Law, Columbia Law School
- Alexander Alberro**, Virginia Bloedel Wright Professor of Art History, Barnard College
- Amy Chazkel**, Bernard Hirschhorn Associate Professor of Urban Studies and History, Barnard College
- Ana Paulina Lee**, Associate Professor of Latin American and Iberian Cultures, School of Arts and Sciences
- Anne Nelson**, Adjunct Associate Professor of International and Public Affairs, School of International and Public Affairs
- Augusto de la Torre Endara**, Adjunct Professor of International and Public Affairs, School of International and Public Affairs
- Brent Hayes Edwards**, Peng Family Professor of English and Comparative Literature, School of Arts and Sciences
- Bruno Bosteels**, Dean of Humanities, Jesse and George Siegel Professor in the Humanities, School of Arts and Sciences
- Carlos J. Alonso**, Dean of the Graduate School, Morris A. and Alma Schapiro Professor in the Humanities, School of Arts and Sciences
- Carlos Decena**, Lecturer, School of Professional Studies, Latino and Caribbean Studies and Women's, Gender, and Sexuality Studies
- Carmen Martínez-Roldán**, Associate Professor of Bilingual/Bicultural Education, Teachers College
- Celia Naylor**, Professor and Chair of Africana Studies, Barnard College
- Christina D. Ponsa-Kraus**, George Welwood Murray Professor of Legal History, Columbia Law School
- Christopher Brown**, Professor of European History, School of Arts and Sciences
- Christopher Washburne**, Professor and Chair of Music, School of the Arts
- Cristiane S. Duarte**, John P. Lambert Professor of Child Psychiatry, Columbia University Medical Center
- David Antonio Cruz**, Assistant Professor of Visual Arts, School of the Arts
- David Scott**, Ruth and William Lubic Professor of Anthropology, School of Arts and Sciences
- Debra A. Tupe**, Assistant Professor of Rehabilitation and Regenerative Medicine (Occupational Therapy), Columbia University Medical Center
- Edwidge Danticat**, Wun Tsun Tam Mellon Professor of the Humanities, School of the Arts
- Ezekiel Dixon-Román**, Professor of Critical Race, Media, and Educational Studies, Teachers College
- Feniosky Peña-Mora**, Edwin Howard Armstrong Professor of Civil Engineering and Engineering Mechanics; Professor of Earth and Environmental Engineering; Professor of Computer Science, Fu Foundation School of Engineering and Applied Science
- Frances Negrón-Muntaner**, Julian Clarence Levi Professor in the Humanities, School of Arts and Sciences

Francisca Aguilo Mora, Lecturer, Latin American and Iberian Cultures, School of Arts and Sciences
Francisco Rivera-Batiz, Professor of Economics and Education, Teachers College
Frank A. Guridy, Dr. Kenneth and Kareitha Forde Professor of African American and African Diaspora Studies; Professor of History, School of Arts and Sciences
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Jaquira Díaz, Assistant Professor of Writing, School of the Arts
Jerónimo Duarte Riascos, Assistant Professor in Latin American and Iberian Cultures, School of Arts and Sciences
Jorge Guzmán, Assistant Professor of Business, Columbia Business School
Jorge Otero-Pailos, Professor of Historic Preservation, Graduate School of Architecture, Planning and Preservation
Jose A. Luchsinger, Professor of Medicine and Epidemiology, Columbia University Medical Center
José Antonio Ocampo, Professor of Professional Practice in International and Public Affairs, School of International and Public Affairs
José C. Moya, Professor of History, Barnard College
Kellie E. Jones, Hans Hofmann Professor of Modern Art and Professor of the Department of African American and African Diaspora Studies, School of Arts and Sciences
Leo Traversa, Music Associate, School of the Arts
Limarys Caraballo, Associate Professor of English Education, Teachers College
Lisa Figueroa-Jahn, Professor of American Studies, Barnard College
Maja Horn, Associate Professor of Spanish and Latin American Cultures, Barnard College
Margaret Crahan, Senior Research Scholar; Director of the Cuba Program, Institute for Latin American Studies
Maria Oquendo, Professor Emerita of Psychiatry, Vagelos College of Physicians and Surgeons
Maria Uriarte, Professor of Ecology, Evolution, and Environmental Biology, School of Arts and Sciences
Mario L. Small, Chair and Quetelet Professor of Social Science, Department of Sociology, School of Arts and Sciences
Natasha Lightfoot, Associate Professor of History, School of Arts and Sciences
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Pamela M. Graham, Director of Humanities and Global Studies, Columbia University Libraries
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Rafael Antonio Lantigua, Associate Dean for Community Service; Professor of Medicine, Vagelos College of Physicians and Surgeons
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Robert Lewis-Fernández, Professor of Clinical Psychiatry, Columbia University Medical Center
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Tamara Walker, Associate Professor of Africana Studies, Barnard College
Vanessa Agard-Jones, Assistant Professor of Anthropology, School of Arts and Sciences
Wadda Ríos-Font, Professor of Spanish and Latin American Cultures, Barnard College
Yamile M. Martí Haidar, Lecturer in Social Work, School of Social Work

II Appendix II: Student-led Greater Caribbean Groups

Alianza: A pan-Latinx student group that fosters a stronger, more cohesive Latinx community through cultural, social, and academic initiatives.

Association of Latin American Students (ALAS): Focuses on creating an academic, cultural, and social network within the Latin American community at Teachers College, embracing students from diverse countries and backgrounds.

Brazilian Society: Organizes major national events with renowned guest speakers, community-building activities, and partnerships with other Latin American organizations.

Brazil Talk: Brings together experts from Brazil through discussions, events, and research, exploring various aspects of Brazilian society, culture, and issues.

Caribbean Student Association (CSA): Fosters unity and understanding among Caribbean students at Columbia University and within the surrounding community by promoting cultural awareness and providing support.

Coalition of Latinx Scholars (CLS) at Teachers College: Promotes pan-Latinx unity, community engagement, and scholarship, fostering a supportive environment for Latinx students, staff, faculty, administrators, and alumni at Teachers College, Columbia University.

Columbia Latin American Business Law Association (CLABLA): Organizes business activities and legal projects impacting Latin America, emphasizing the role of legal professionals in shaping and strengthening business relationships between US companies and Latin America.

Columbia Por Colombia: Brings together students with a Colombian background and their friends in the United States and Canada. It strives to establish partnerships, create valuable services for its members, and forge numerous ties within its communities.

Grupo Quisqueyano (GQ): Represents Dominican students, heritage, and culture on both Columbia University's and Barnard College's campuses, as well as within the broader New York City community.

Latin American Business Association (LABA): Offers a forum to foster the professional development of its members. It increases awareness of Latin American culture and values, builds networks among people interested in the region, and provides job opportunities in Latin America and globally.

Latin American Student Association (LASA): Provides a platform for discussion and collaboration on Latin America's national, regional, and international public affairs issues. It shares the broad and diverse cultural expressions that represent the region, leveraging the opportunities and resources provided by SIPA at Columbia University.

Latinx Professional Education Network (LPEN): Aims to strengthen America by advancing the college education of Hispanic Americans. LPEN increases the rate of Hispanics earning college degrees through professional development efforts at Columbia and community outreach, including tutoring and mentoring high school students from local NYC schools.

Sabor: Columbia University's first Latino dance troupe, established in 2003. The group performs various dance styles, including salsa, bachata, and merengue, showcasing the richness of Latin dance culture.

Student Organization of Latinxs (SOL): Strengthens the Latinx/Latin American community at Columbia University. SOL represents Latinx heritage through cultural, social, and academic initiatives, fostering a supportive and inclusive environment for its members.



Sabor performance, Columbia University.

12 Appendix III: Selected Caribbean-themed Collections at Rare Book and Manuscript Library (RBML), Butler Library

RBML is the home of the [Latino Arts and Activisms Archives](#) (LAAS). The mission of LAAS is to identify and acquire the papers and records of Latinos and Latino organizations in New York and related regions that may be of enduring significance as research resources. Areas of principal interest include the arts, politics, and community-based organizations. All current collections are Caribbean-themed. These include:

- Jack Agüeros Papers
- Josefina Báez Papers
- Myrna Casas Papers
- Jack and Irene Delano Papers
- *El Diario/La Prensa Archive*
- Rosario Ferré Papers
- Adál Maldonado Collection
- Frances Negrón-Muntaner Papers
- Dolores Prida Papers
- Manuel Ramos Otero Papers
- Clemente Soto Vélez Cultural Center Collection
- United Bronx Parents

In addition to LAAS, RBML holds other collection of interest to Caribbean studies:

- Amiri Baraka Papers (1945-2014)
- Alexander Gumby Collection (1800-1981)
- Hubert Harrison Papers
- Oscar Hijuelos Papers
- Tania León Papers
- C.L.R. James Papers (1933-2001)
- Yuri Kochiyama Papers
- Manning Marable Papers (1967-2012)
- Arthur Mitchell Papers

B Appendix IV: Selected Academic, Cultural, and Grassroots Greater Caribbean Organizations in New York City

Alianza Dominicana Cultural Center: A vibrant multi-disciplinary arts center in Washington Heights showcases contemporary and classical Dominican and Latin American art, dance, and music.

Caribbean Cultural Center African Diaspora Institute (CCCADI): This institute is dedicated to promoting and preserving the cultural heritage of African descendants in the Americas through various events and initiatives.

Caribbean Cultural Theatre: A performing arts organization that showcases Caribbean culture through theatrical productions, performances, and cultural events.

Caribbean Equality Project (CEP): An advocacy organization that supports Caribbean LGBTQ+ immigrants in New York City through educational workshops, community support, and advocacy efforts.

caribBEING: A cultural organization that celebrates and promotes Caribbean culture in New York City through art exhibitions, cultural events, and community engagement.

The Caribbean Research Center at Medgar Evers College: A research center focused on studying Caribbean communities, offering resources and research opportunities related to education and community development.

Caribbean Studies, Brooklyn College: An interdisciplinary academic program at Brooklyn College focused on studying Caribbean history, culture, and society through departments like Africana Studies, History, Political Science, Puerto Rican and Latino Studies, and Sociology

Center for Latin American and Caribbean Studies (CLACS), New York University: A scholarly center at New York University that facilitates faculty and student research abroad, fosters interdisciplinary collaborations, and supports area studies initiatives focused on Latin America and the Caribbean.

Center for Puerto Rican Studies (El Centro), Hunter College: The largest university-based research institute, library, and archive dedicated to the Puerto Rican experience in the United States, located at Hunter College.

Clemente Soto Vázquez Cultural Center: A cultural center rooted in the Lower East Side, dedicated to Puerto Rican and Latinx cultural activities. The Clemente offers subsidized studios, exhibition, rehearsal, office and venue spaces, and diverse programming.

Cuban Cultural Center of New York: A non-profit organization that promotes Cuban culture.

Desis Rising Up & Moving (DRUM): Founded in 2000, DRUM empowers South Asian and Indo-Caribbean low-wage immigrant workers, youth, and families in New York City through advocacy for economic, educational, civil, and immigrant rights

Dominica American Relief and Development Association (DARDA): A humanitarian organization aiming to assist the people of Dominica and its diaspora through relief efforts and cultural preservation.

Dominican Studies Institute (DSI): The nation's first university-based research institute that studies people of Dominican descent in the United States and other parts of the world.

El Museo del Barrio: A museum dedicated to presenting and preserving the art and culture of Puerto Ricans and all Latin Americans in the United States.

Guyana Cultural Association of New York, Inc.: This group organizes events like the Guyana Folk Festival to celebrate Guyanese culture and engage in cultural activities and symposiums exploring the Caribbean presence in New York.

Little Caribbean NYC: A platform supporting Caribbean culture in NYC, highlighting Caribbean-American contributions in Flatbush, Brooklyn.

Nuyorican Poets Café: A café and performance space for poetry, music, theater, and visual arts whose mission is to empower minority and underprivileged artists through cultural expression.

Schomburg Center for the Research in Black Culture: A leading cultural institution devoted to researching, preserving, and exhibiting materials focused on African American, African diaspora, and African experiences.

The West Indian Foundation, Inc.: An organization dedicated to promoting West Indian culture and heritage through community initiatives, networking, and cultural projects.

West Indian American Day Carnival Association (WIADCA): Organizes North America's largest Caribbean Carnival and supports various community programs.



The Nuyorican Poets Café, Lower East Side



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