Greetings! It is hard to believe how quickly the year has flown by. So many things have happened in the past eight months, within our program, at the University, in the nation, and in the world. It is quite dizzying. During the darker moments of the past months, what has sustained me in so many ways is this program. I have found role models and hope in the faculty who are deeply committed to social justice, who are dedicated to holding and healing the pain of injustice for our students and our communities, and who are willing to fight and struggle to ensure that any challenge to human rights and justice is met with resistance. I am inspired by our students, whose dreams and ideals and relationships and actions embody the hope of a better world. I can’t imagine a better place and position from which to greet the current challenges.

For the program as a whole, this has been a year where we have been able to create a greater stability for our vision and our structures (in spite of the lack of stability around us), increase our outreach, and contribute to education for transformation and justice in a variety of ways. We have new formal partnerships with Conflict Resolution and with Critical and Creative Thinking, adding to our partnership with the Human Rights Certificate. These partnerships offer our students additional opportunities for focused study, including receiving a Certificate of Graduate Study in these areas. We’ve also launched TCCS on Twitter and increased our Facebook presence.

One initiative that we have been involved in during Spring 2017 has been the Not My Normal Teach In. This has been a sponsored series of events brought together under this theme and culminating in an intensive week of teach in sessions, workshops, film screenings and more. Our goal in this initiative has been to promote understanding and analysis of the current rise of White supremacy and other systemic oppressions in the current time and climate. We also aim to offer strategies, skills, and models of advocacy to empower individuals and communities to resist oppression and its normalization. For me, these goals are the center of TCCS and I have been honored to be a part of this initiative. Check it out at notmynormal.org.

Looking forward to the end of this year and beyond: We have an amazing group of applicants from around the country and the world, a rising group of first year students preparing to develop innovative capstone projects, and our first group of soon-to-be graduates, who will be presenting their diverse capstone projects in early May. See the descriptions of the capstones in this newsletter: our students are really the best embodiment of who we are as a program and their capstones are innovative, diverse, and clearly represent our central themes of social justice for racialized communities, transdisciplinarity, and community engagement and impact.

We hope you will join us for our first group of capstone presentations, and for our first graduation event! Looking forward to seeing you there.

Karen Suyemoto
Director, Transnational Cultural and Community Studies (TCCS) and Professor of Psychology
**Dates to Remember**

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<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>May 4</td>
<td>Capstone Presentation</td>
<td>M.S. Candidate Candida Baptista</td>
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<td>(4 pm, University Hall 02-2300)</td>
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<tr>
<td>May 11</td>
<td>Capstone Presentation</td>
<td>M.S. Candidate Tariana V. Little</td>
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<td>(1 pm, Integrated Sciences Complex 5300)</td>
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<tr>
<td>May 16</td>
<td>Capstone Presentations</td>
<td>M.S. Candidates Iria Dopazo Ruibal</td>
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<td>&amp; Kim Soun Ty</td>
<td>(4 pm, Campus Center 02-2545)</td>
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<tr>
<td>May 17</td>
<td>Capstone Presentations</td>
<td>M.S. Candidates Tri Quach and Nicole Young</td>
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<td>(6:45 pm, Campus Center 02-2545)</td>
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<tr>
<td>May 24</td>
<td><strong>TCCS Graduation</strong></td>
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<td>June 1</td>
<td><strong>Deadline to apply to TCCS</strong></td>
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**Updates from TCCS Faculty & Students**

**Professor Ping-Ann Addo** coordinated the TCCS open house in February, where prospective applicants learned about the program and spoke with TCCS faculty and current graduate students. This semester she also co-taught “African Diaspora Art in the City,” with Boston University Art History professor Dr. Cynthia Becker. The collaborative, two-campus course employed local art displays and art-making by African diasporans in Boston and included field trips by UMass Boston and Boston U. undergraduate students. Professor Addo took students on field trips to two Carnival costume-making camps (called “mas' camps,” short for “masquerade camps”, by Trinidadians) in Dorchester. Run by local (immigrant) Caribbean community members, mas’ camps are the genesis of the visual and performing arts at the center of the annual Caribbean Carnival parade in Boston. Members of this community portray/dance their newly-made costumes during the Caribbean Carnival parade that progresses down Blue Hill Avenue through Roxbury and Dorchester. This year, the parade will take place on August 26 and all are invited to attend.

M.S. candidate **Candida Rose Baptista** received a grant from the Office of Global Program to assist with a 6-week research trip to Cabo Verde.

**Professor Loan Dao** was appointed by Massachusetts State Auditor Suzanne Bump as a Commissioner to the Massachusetts Asian American Commission. She will serve a term of three years. Dr. Dao also participated in the Dorchester History Initiative’s “Building a People’s History of Dorchester” at the Dorchester Historical Society on April 22. The event is a collaboration between the Dorchester Historical Society and the UMass Boston History Department and Healey Library Archives to document the oral histories of the diverse communities in Dorchester. Professor Dao is also supporting the Student Immigrant Movement-UMB with their first undocu-graduation event on May 18 from 5 to 8 pm and is the lead organizer for the TCCS inaugural graduation scheduled for May 24.

**Professor Jerry Howard** gave a talk at the Society for Historical Archaeology Annual Conference in Fort Worth, TX. The title was “Ceramics, Identity, and Food ways in Bocas del Toro, Panama.”

M.S. Candidate **Tariana V. Little** received a Plain Language for Health (PL4H) Community Collaborations Scholarship, funded by the National Network of Libraries of Medicine-New England Region, to provide health-related educational workshops targeting Boston-area African immigrants and refugees with low health literacy or limited English proficiency. She also received a travel award to present her research, “Of Margins and Measurement: Women and Food Insecurity” at the Eastern Sociological Society's Annual Meeting this past February. Tariana was one of twenty students...
**Capstone Presentations**

**May 4th, 4 to 6 pm (Y-2-2300)**

**Candida Baptista,**

“**KabuMerikanus-The Sum of US: Exploring the Cabo Verde-United States Musical Connection and Legacy**”

A combined concert and lecture exploring the transnational musical connections between the Republic of Cabo Verde and the United States since the mid-to-late 1800’s. The goal is to (1) illuminate the processes that allowed Cape Verdean immigrants to continue their cultural/musical practices in their new home and (2) consider some of the contributions of Cape Verdeans and Cape Verdean-Americans to the US musical landscape.

**May 11th, 1 to 2 pm (ISC 5300)**

**Tariana V. Little,** “**A Participatory Evaluation Guide for Chica Project**”

A participatory evaluation guide for non-profit organizations. It was created in collaboration with Chica Project, a Latina youth mentoring non-profit organization in Boston, and focuses on participatory evaluation and applied examples for real world use.

**May 16th, 4 to 6:45 pm (CC-2-2545)**

**Iria Dopazo Ruibal,** “**Re-conceptualizing Parent Engagement among Latinos through Critical Theories and Methodologies**”

Through a partnership with the Family and Community Engagement Department of a local high school, this project will expand outreach, implement culturally sensitive programming, and develop an ongoing method for assessing the progress and impact of these new strategies. The principal innovations of this curriculum will be (1) the transformation of the role of parents within the workshops and (2) the understanding and interpretation of parents and their culture as assets rather than deficits.

**Kim Soun Ty,** “**Leadmines in the Homes of Cambodian Refugees in Lynn, Massachusetts**”

An exploratory study that aims to identify and analyze the specific issues, impacts and contexts related to lead poisoning in the Cambodian American community in Lynn, Massachusetts, during the 1980s and 1990s. Following resettlement in Lynn in the 1980s, many Cambodian refugees and their families have continued to struggle amidst refugee poverty and face health dangers and inequality and disparities. This project, focusing on untold stories from the Lynn Cambodian American community, documents the under-researched community while making a timely connection to the larger conversation on lead in the United States.

**May 17th, 4 to 6:45 pm (CC-2-2545)**

**Nicole Young,** “**Space, Race and Networks: A Look at Neocolonial Discourse and Impact in Vieques, Puerto Rico**”

An analysis of colonization on the island of Vieques, Puerto Rico, through a study of the politics of space in the bar El Sombrero Viejo, a site of “colonization-in-action” located in the center of Vieques’ most populated area. I analyze (1) the social and economic networks of native islanders and ex-patriots; (2) their use of space; and (3) the perpetuation or disruption of colonial discourse.

**Tri Quach,** “**By Way of Vietnam**”

A fictionalized narrative of three Chinese siblings who are refugees of the war in Vietnam. Their stories explore the intersections of race, class, education, family, and the impacts these elements have on their acculturation, mental health, and emotional development. The project includes a teaching session for an Asian American Studies class.
selected as a Tufts with Rwanda Fellow to pursue a 10-day social justice trip to the Agahozo-Shalom Youth Village in Rwanda. This fellowship focuses on genocide education, building interfaith and international relationships, and empowering people to be global ambassadors for their community. Tariana will present her research, “Mobile App to Prevent Depression in the Dominican Republic: Sociocultural Adaptations and International Collaborations” at Sigma Theta Tau International’s 28th International Nursing Research Congress this summer. She will begin the Doctor of Public Health program at the Harvard School of Public Health in July.

Professor Marisol Negrón led the Professional Seminar for the first-year cohort in TCCS this spring. She also presented on the history of Latin@ Studies at UMass Boston for the Latino Leadership Opportunity Program led by TCCS faculty member Professor Ester Shapiro. Professor Negrón moderated the panel “Immigration in the Age of Trump: Fighting Back for Our Families, Friends, and Neighbors” sponsored by RISE, a local group formed in response to the 2016 presidential election. In April, she attended the Popular Culture Association/American Culture Association annual conference, where she presented on the ways reggaeton performers from Puerto Rico engage their diasporic counterparts in the United States. She also attended the spring meeting of the New England Consortium of Latino Studies, where she helped facilitated two professional development workshops. Her essay “The Performance of Global Nationalism in Puerto Rico” has been accepted for publication in the Transnational Journal of American Studies.

Professors Rosalyn Negrón and Loan Dao have been awarded a 3-year grant from the Social Science Research Council with funds from the Andrew W. Mellon Foundation. Professor Negrón and Professor Dao will be faculty leads for the “Transdisciplinary Dissertation Proposal Development Program” at UMass Boston, which will provide training and summer research opportunities for doctoral students in the social sciences and the humanities to develop innovative dissertation proposals that draw on interdisciplinary approaches.

Professor Karen L. Suyemoto was selected as the Distinguished Donahue Scholar at Lasell College. The Donahue Scholar series spotlights different academic connections to social justice and provides an opportunity for students to hear from leaders in their field.

Professor Cedric Woods hosted the first ever pow wow at UMass Boston on April 1 that brought together Native American tribes from in and around Massachusetts. It featured traditional drumming and dance performances from Native Communities. The event was co-sponsored/hosted by the Native American Indian Center of Boston and the UMass Boston Institute for New England Native American Studies, Student Alliance for Indigenous Peoples in the Americas, Native American and Indigenous Studies Program, and Office of Diversity and Inclusion.

Faculty Publications

Karen L. Suyemoto


Shirley S. Tang