April 1, 2013

Dear Dean Bermúdez,

Please accept the attached application for a 2013 Strategic Development Fund grant in the amount of $50,000 for the project “Caribbean and Atlantic Studies at TAMU” (CAST). This project is a multi-year, interdisciplinary effort to promote the study of the Caribbean and Atlantic by establishing exchanges among faculty, graduate students, and undergraduate students at TAMU. We intend to promote CAST nationally and internationally by creating linkages with the wider community of scholars. We plan to achieve this by building an infrastructure (website) that foregrounds and advertises CAST, by supporting research and publication, and by hosting a Workshop (2014) and a Conference (2015) that will engage scholars in our field.

While this project emanates from the Caribbean and Atlantic “cluster” of faculty in the History Department, who will direct it, the CAST community is already growing through the interest of faculty in other departments. Appended to this proposal, please find in Appendix 1 a list of scholars at TAMU who have already joined our community, in Appendix 2 a list of potential external funding sources, in Appendix 3 a statement from Professor David Vaught, Head of the Department of History, indicating administrative support for the project, and a letter from Professor Harold C. Livesay, Clifford A. Taylor ‘49 Chair in Liberal Arts, committing $5000 to the project.

If you have any questions or require any additional information, please contact me at ahatfield@neo.tamu.edu.

Thank you for this opportunity to advance our project.

Sincerely,

[Signature]

April L. Hatfield
Associate Professor of History

101 Mebern Glasscock Building
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Context

This proposal to promote Caribbean and Atlantic Studies at TAMU (CAST) seeks to establish a locus for close and creative exchanges among researchers in Caribbean and Atlantic studies, two areas frequently institutionally separated.

Research in Caribbean and Atlantic studies has risen to the forefront of contemporary academic and educational agendas in the US and worldwide. By the Caribbean and Atlantic world, we mean the geographical areas that from the fifteenth century came to constitute a regional system where economic, political, intellectual, and cultural exchange was the norm. Atlantic studies stimulate methods designed to analyze those exchanges and the movements characteristic of the region.

Our faculty in CAST are broadly engaged in all aspects of the study of the Caribbean and Atlantic region and have produced scholarship that builds on the established theoretical and methodological frameworks of Atlantic studies (see Appendix 1). Faculty research projects and courses consider themes that include the impact of European contact and conquest on indigenous populations, European settlement and colonization in Africa and the Americas, the Transatlantic Slave Trade and the growth of plantation societies, as well as the history of commodities, the Age of Revolutions, religious movements, and the impact of cross-cultural exchange of ideas on the economic, cultural, social, and political history of the region. Faculty who specifically study the Caribbean examine how the legacies of European colonialism and the links between the decline of plantation societies and empire and the rise of American influence in the region during the late nineteenth and early twentieth century, shape the Caribbean to this day.

Evidence of the current significance of Atlantic and Caribbean studies includes growing numbers of path-breaking publications, Ph.D. dissertations, undergraduate courses, conferences entirely dedicated to exploring the Atlantic and Caribbean, special issues of scholarly journals, and research centers such as the International Seminar on the History of the Atlantic World at Harvard University (http://www.fas.harvard.edu/~atlantic/). Where Atlantic and Caribbean studies have institutional structures, they are largely single disciplinary and their chronological ambit is constrained. CAST, by contrast, will be both structurally multi-disciplinary and chronologically expansive.

Goals and Strategic Rationale

Our project seeks to advance CAST in order to foster research and publication, energize recruitment, support, and placement of graduate students, incorporate undergraduate research opportunities, and attract national and international attention to our existing strengths in this field.

This project will contribute to the strategic goals at both the college and departmental levels. By virtue of our trans-disciplinary, pluricultural, and international focus, our work clearly contributes to three of the five research strengths in Liberal Arts, as outlined in the Strategic Plan, 2010-2015: “Diversity and Society,” “Culture and Change,” and “Transnational, Globalization, and International Systems.”
The History Department’s December 2011 Strategic Plan identified the Atlantic World-Caribbean cluster as one of its centers of excellence that had reached the “tipping point” ready to propel it into national leadership—testified to by the prominence of the Atlantic and Caribbean World faculty cluster in our department and its publication record. As evidence of our integration into department curriculum, we regularly teach nineteen undergraduate courses and six graduate seminars in this cluster.

Since Caribbean and Atlantic Studies is inherently transnational and multi- and inter-disciplinary in scope, we are already in contact with a wider scholarly community among faculty throughout the University (see Appendix 1). Departments and programs in the College of Liberal Arts with faculty working in CAST-related areas include Africana Studies, Anthropology, the English Department, Hispanic Studies, International Studies, Nautical Archeology, and Women’s and Gender Studies. For example, the English Department’s Transatlantic Nineteenth-Century Studies area supports “initiatives that cross national boundaries between England, America, and other Atlantic countries” (see flyer at http://www.english.tamu.edu/research?destination=node%2F310). In addition we have reached out to similarly interested faculty in other colleges, such as Architecture and Environment, Agriculture and Life Sciences, Geosciences (Geography), and Health Sciences.

In this spirit we have already established a dialogue with Chris Houser (Geography) who directs the Soltis Center for Research and Education in Costa Rica. This center serves as the official institutional representation of Texas A&M University in Costa Rica and throughout Central America with the mission to support high-impact academic research and outreach programs at Texas A&M University (http://soltiscentercostarica.tamu.edu/). Although the Soltis Center has so far focused on STEM (Science, Technology, Engineering, and Math) projects there remain many unexplored academic and research opportunities in the Social Sciences and Humanities. Professor Houser has already confirmed the Soltis Center offers an environment conducive to CAST projects and would welcome them. Specifically, the center’s proximity to national and local archives provide undergraduate and graduate students with a firsthand international research experience that includes the liberal arts as well as the other disciplines represented there.

We also seek to enhance strategic goals of the college and our departments and programs in undergraduate and graduate education by supporting research activities and strengthening language education through our translation project (see below).

**Methods**

To promote CAST nationally and internationally as a site of innovative scholarship that produces new methods and creates knowledge as well as nurtures similarly innovative graduate and undergraduate research, we propose the following activities over the next three years:

1) Build an infrastructure for CAST. During Fall 2013, we will locate and evaluate internal resources (faculty, library materials, and course offerings) and research external resources (databases, web-accessible archival materials, programs with similar interests). We will identify primary source materials in languages other than English suitable for research, translation, and teaching. We will bring these materials together on a website that foregrounds and advertises CAST, establishes links to external resources, and circulating information about our activities.
2) Organize and host a Workshop (Spring 2014) and Conference (Spring 2015) that will promote faculty, graduate, and undergraduate research in Caribbean and Atlantic Studies and establish networks with national and international scholars in our field.

3) Identify and apply for external resources capable of sustaining our projects.

Output and results

1) Our CAST Website will provide the locus for our internal activities and external contacts and collaborations. It will: foreground who we are and communicate our activities, facilitating collaboration across TAMU departments and programs; make internal library and database resources known, enabling us to prioritize future requests; identify external resources and programs and connect to them; publicize our work and expertise to colleagues and potential students; and offer access to primary sources and their translations. This digital documentary activity will involve students in transcriptions and translations of sources heretofore unavailable in English and often in archives abroad. This format of this project will resemble the Fordham University Internet Sourcebooks Project (http://www.fordham.edu/halsall/) or the digital project “Liberty, Equality, Fraternity: Exploring the French Revolution” sponsored by George Mason University, City College of New York, and the NEH (http://chnm.gmu.edu/revolution/). However, it will embrace notable documents in Geosciences, AgriLife, Health Sciences, and Architecture, as well as the liberal arts. We are especially encouraged to develop this project at TAMU because of the current success of the “Network for New Media, Religion and Digital Culture Studies” (http://digitalreligion.tamu.edu) established in 2010 with support from the Evans/Glasscock Digital Humanities Project and facilitated by the Initiative for Digital Humanities, Media and Culture, with whom we are already in communication.

2) CAST will sponsor a Workshop (Spring 2014) and a Conference (Spring 2015) on topics to be jointly decided by members of CAST.
   a. The Workshop will foreground our own research activities and also develop ways to foster undergraduate and graduate education in the diverse and dynamic Caribbean and Atlantic World. We will invite two scholars, at least one associated with the editorial board of the interdisciplinary journals Atlantic Studies, Caribbean Studies or Journal of Caribbean Studies. The workshop will focus on Atlantic and Caribbean scholarship that crosses imperial, national, linguistic, and disciplinary boundaries.
   b. The 2015 Conference will invite scholars (faculty, graduate students, and undergraduate students) from outside TAMU to submit proposals for our consideration. We are currently approaching the peer-reviewed, interdisciplinary journal, Atlantic Studies (Routledge), to consider publishing select papers in a special issue.

3) CAST will encourage graduate student and faculty research in Caribbean and Atlantic Studies by offering three early-career research grants for scholars to travel to archives and/or conduct fieldwork. Recipients will present the results of their research at our workshop and conference.
4) CAST will encourage undergraduate research projects in Caribbean and Atlantic Studies. As part of its teaching mission, which CAST members see as closely related to the CAST research agenda, CAST will encourage faculty to identify undergraduates with promising research projects. It then will pair each identified student with an appropriate faculty mentor who can advise the student in a directed studies course (485), and help the student produce a CAST-related conference presentation or publication.

**Plan for Sustaining the Project**

CAST seeks to become a permanent entity whose primary activities can be sustained with little or no internal or external funding. We will continue to update the CAST website with information about new members, new projects, and new resources, and encourage participation from the wider community, both at TAMU and beyond. We will continue to maintain our practice of identifying promising undergraduate researchers and pairing them with supportive faculty and supporting graduate student and faculty research in CAST in an effort to facilitate scholarly publications. The primary source and translation project will continue to emerge from our own research and teaching activities as well as from contributions from national and international community members.

That said, we have already identified a wide range of external funding sources (see Appendix 2) and anticipate finding others. The Clifford A. Taylor Chair in the Liberal Arts has already promised money so one CAST member can travel to discuss CAST with funding officers at national grant-awarding institutions. In Spring 2014 we will apply for these grants and will continue during the grant application cycle.

**Timeline**

**Fall 2013**

- Build infrastructure for CAST (collect information on internal resources and library materials, faculty, graduate students, and programs in this area and link to similar resources elsewhere, course offerings).
- Identify CAST related primary sources and begin translation.
- Develop Webpage to foreground and advertise CAST.
- Send faculty member to consult with external grant-awarding institutions for assistance with securing external funding.
- Organize first workshop associated with CAST. Invite two external scholars to participate.
- Generate Workshop Announcement.
- Generate a report on existing CAST infrastructure.
Spring 2014
• Host Workshop on Caribbean and Atlantic Studies.
• Apply for external funding to support 2015 Spring Conference.
• Plan for Conference in Spring 2015 and send invitations to potential faculty, graduate student and undergraduate student participants.
• Launch collection of CAST-related primary documents (in translation) and images on CAST Website.

Fall 2014
• Apply for external funding to support 2015 Spring Conference.
• Finalize details for 2015 Spring Conference.

Spring 2015
• Host 2015 Spring Conference.
• Apply for external funding to plan for ongoing CAST related workshops/conferences.

Detailed Budget Narrative

TOTAL ANTICIPATED COSTS=$60,060

1. Webpage= $17,000

To create and maintain the CAST website, we will: collaborate with the Initiative for Digital Humanities, Media and Culture to identify appropriate software and design experts to create and implementation the launch of the website; hire graduate student and undergraduate student Webpage specialists to facilitate translation and posting of materials. We expect these expenses to be highest in Fall 2013, but then fall to a lesser maintenance rate over the next few semesters. We will apply for external funding to continue to build and maintain the web site, translating and adding new documents and research materials.

• $5,000 = design and implementation of webpage interface

• $12,000 = 4 graduate students (with different language abilities) for 1 month apiece for 2 summers (20 hours/week at $1500/month) to vet translations, secure permissions, and upload documents. We will collaborate with faculty in Modern Languages and Hispanic Studies to identify TAMU student translators and research assistants for the project.
2. **2014 Workshop = $7,960**

   The 2014 Workshop will foreground our own research activities and also develop ways to foster undergraduate and graduate education in Caribbean and Atlantic Studies. It will focus on Atlantic and Caribbean scholarship that crosses imperial, national, linguistic, and disciplinary boundaries. We will invite two scholars and anticipate approximately 40 attendees.

   - **2 Invited Guest expenses:**
     - Honorarium: $1,000 each ($2,000 total - Clifford A. Taylor Chair)
     - Travel: $800 each ($1,600 total)
     - Lodging: 3 nights @ $110/night/each ($660 total)

   - **Workshop Food expenses:**
     - Coffee & pastries: 2 days @ $150/day ($300 total)
     - Lunches for 40 people: 2 days @ $10/person/day ($800 total)
     - Dinners for 40 people: 2 days @ $20/person/day ($1,600 total)

   - **Publicity and supplies:** $1000
     (posters, programs, venue expense)

3. **2015 Conference = $26,300**

   The 2015 Conference will feature invited scholars (faculty, graduate students, and undergraduate students) from outside TAMU working on CAST-related topics. We anticipate 40 attendees (20 external participants and 20 TAMU participants).

   - **20 invited participant expenses:**
     - Travel: $800 each ($16,000 total)
     - Lodging: 3 nights @ $110/night/each ($6,600 total)

   - **Conference Food expenses:**
     - Coffee break food: 2 days @ $150/day ($300 total)
     - Lunches for 40 people: 2 days @ $10/person/day ($800 total)
     - 2 dinners for 40 people: 2 days @ $20/person/day ($1,600 total)

   - **Publicity and supplies:** $1000

4. **Early-Career Research Grants = $6,000**

   We plan to provide three early-career research grants each year for two years for graduate student and faculty to travel to archives and/or conduct fieldwork. We will hold open applications and require the awardees to attend the conference to report on their research findings. We hope to continue providing these grants in the future and will apply for external funding to do so.
• Three $1,000 grants per year for 2 years: $6,000 total

5. **Travel to Meet Grant Officers = $2,800**

To facilitate ongoing CAST activities (maintenance of the webpage and travel to archive grants), we plan to send one CAST member to discuss CAST with funding officers at national grant-awarding institutions. In Spring 2014 we will apply for these grants and will continue during the grant application cycle. These costs will be offset by the support of the Clifford A. Taylor Chair (see below).

- **One trip to Washington, DC**
  - airfare: $800
  - lodging & food: 2 days @ $300/day

- **One trip to New York**
  - airfare: $800
  - lodging & food: 2 days @ $300/day

**SECURED FUNDING**

The Clifford A. Taylor chair has committed up to $5000 for Workshop Honoraria and Travel to Meet Grant Officers and other expenses associated with supporting faculty, graduate, and undergraduate research.

**ANTICIPATED SOURCES OF INTERNAL FUNDING**

We anticipate supplementary funding and support from the following sources that should make up the difference between our projected expenses and our requested CLLA Strategic Development Funds:

- Initiative for Digital Humanities, Media and Culture
- Department of History

**PROJECTED SOURCES OF INTERNAL FUNDING**

We will also apply for funding from the following:

- Glasscock Center for Humanities Research
- Innovative Fund for Global Education

For potential external funding, see Appendix 2.
APPENDIX 1: CAST MEMBERS
HISTORY DEPARTMENT CAST MEMBERS

Armando C. Alonzo specializes on the history of the U.S.-Mexico Borderlands. Building on his monograph, *Tejano Legacy: Rancheros and Settlers in South Texas, 1734-1900*, Alonzo is completing a transnational history of Texas and Northern Mexico that examines social, economic, and political links from 1848-1942. He focuses on the origins of a transborder society that includes important connections to the Atlantic World economy. A third project studies Nuevo Santander, a colony in northern New Spain that had become in a shorter time span richer and more populous than neighboring Texas and the much older New Mexico. This project allows for investigation of regional and Atlantic trade networks, multinational contraband, and the rise of transnational social identities among opportunistic settlers. Prof. Alonzo’s new research has been published in Spain, Mexico, and the U.S.


Cynthia Bouton focuses on early-modern and Revolutionary Europe and the Atlantic. She studies the ways that inequities in access to basic subsistence needs have influenced responses to suffering. Her first book studies responses to a subsistence crisis in 1775 France; several articles explore the history of the politics of provisioning in France from the 17th to the 19th centuries; and her second book analyzes 19th- and 20th-century cultural and political engagements with social violence over food security. Her next book, “Subsistence, Society, and Culture in the Atlantic World in the Eighteenth Century and Age of Revolution,” studies staple food production, marketplace interaction, entangled Atlantic trade networks, and metropolitan and colonial government policies to understand adaptations to the “Atlanticization” of food regimes in the French, Spanish, and British Atlantic during the 18th century and revolutionary era.

James C. Bradford focuses on maritime, naval, and Early American history and pays significant attention to the rise and decline of maritime empires from the Athenian and Roman Empires of the ancient Mediterranean through the oceanic empires of the modern era. He co-edits the book series *New Perspectives on Maritime History and Nautical Archaeology*, and serves on the editorial board of *The Northern Mariner*.

Glenn Chambers focuses on the history of the Caribbean, Latin America and the African Diaspora. His most recent book *Race, Nation, and West Indian Immigration to Honduras, 1890-1940* (2010) focuses on the migration of West Indians to Honduras at the turn of the twentieth century to work in the American-dominated banana industry. His second book project expands the issues of race, ethnicity, nationalism, and immigration into a study on twentieth-century Honduran immigration, particularly those of West Indian and Bay Islands descent to New Orleans.
April Hatfield examines how borders and migration shaped individuals and institutions in the early modern Atlantic world. Her publications include several book chapters and articles and a monograph, *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century* (2004). Her current project “Creole Allegiances” follows a variety of individuals as they negotiated the borders of English and Spanish imperial spaces in the western Caribbean and southeastern North America in the late seventeenth and early eighteenth centuries.

Violet Showers Johnson studies the African Diaspora and African American history within global contexts that emphasize cultural and other exchanges in the Atlantic world. Her first book, *The Other Black Bostonians: West Indians in Boston, 1900-1950* (2006), relates the history of Afro-Caribbean immigrants in Boston, as they adjusted to their new home, while negotiating their previous and persistent identities, positions and experiences in the Caribbean and the British Empire. She recently co-authored a monograph with Marilyn Halter titled, *African and American: Post-Colonial West Africans in Post-Civil Rights America* (forthcoming). This work discusses how the new African Diaspora, made up of many of the same ethnicities in the Atlantic Slave Trade, is refashioning the Atlantic world.

Jason Parker specializes in the history of US-“Third World” relations, studying both the formal and informal “diplomacy” embedded in the interactions of empires, nations, and peoples. His research examines the ways in which state- and non-state actors in the United States engaged with their counterparts abroad within a complicated matrix of strategy, security, decolonization, and race during the long “American Century.” His first book, *Brother’s Keeper: The United States, Race, and Empire in the British Caribbean, 1937-1962* (2008), examines the actions of US-based actors-the American government, African Americans, and Caribbean immigrants- in the push for independence in the British West Indies.

Brian Rouleau explores the connective linkages between dispersed locations that seafaring peoples established within the eighteenth- and nineteenth-century Atlantic World. Maritime communities and the sailors who inhabited them were instrumental to the traffic in people, goods, and ideas that grew up between Europe, Africa, and the Americas. He has published several articles and book chapters that present colonial North America and the early United States as firmly embedded in a larger Atlantic system of material and cultural exchange.


Julia Erin Wood focuses on transnational U.S. history and African American history within a Pan-African framework. Her current work is a transnational history analyzing the Student Nonviolent Coordinating Committee (SNCC), its relationship with international liberation struggles (particularly throughout Africa and parts of the Caribbean), and the place of Cold War politics in defining civil and human rights from 1960 through the early 1970s. While the U.S. civil rights movement has typically been historicized as a southern and/or national phenomenon, it can be more
fully understood within a transnational context. There were symbiotic relationships between freedom struggles in the United States and in decolonizing countries – particularly around the Black Atlantic – with peoples and events around the world inspiring and affecting one another, creating a cross-continental dialogue of race and rights.

**Larry W. Yarak** is a historian of Africa. His first book investigated the precolonial political and social history of the Asante Kingdom, located in today's Ghana, using European (principally Dutch) archival sources and Asante oral traditions. He is currently completing a manuscript on the recruitment of soldiers by the Dutch in 19th-century West Africa, the intersection of this activity with indigenous forms of servitude, and the experiences of the African soldiers in the Dutch East Indies. His next research project considers the 19th-century social history of the peoples of the Gold Coast littoral, with a focus on the town of Elmina.

**WIDER COMMUNITY CAST MEMBERS** (We are continuing to build this list as we learn of and contact potential members throughout the College of Liberal Arts and Texas A & M University. Department Affiliations are in parentheses.)

**Donny L. Hamilton** (Anthropology Department and Coordinator of the Nautical Archaeology Program) specializes in underwater archaeology, artifact conservation and restoration, and North American historic and prehistoric archaeology. His past and present research includes the shipwreck of the 1554 Spanish Fleet excavated off the coast of Padre Island in the Gulf of Mexico and the excavation of the sunken 17th-century English town of Port Royal in Jamaica. He is presently in charge of conserving the extensive collection of material recovered from the excavation of La Salle's ship, *La Belle*, which sank in 1686 in Matagorda Bay, Texas.

**Chris Houser** (Geography and Director of the Soltis Center) He studies geomorphology in coastal and aeolian environments, impact of extreme storms on barrier islands, and the recovery of barrier islands following storms. His future research includes exploration of the coupling of beach and dune systems along the Texas coast. His current projects also include shoreline erosion by vessel generated wakes and wave transformation through seagrass beds. For the Soltis Center, see above.

**Shona N. Jackson** (English Department) Her interdisciplinary research in CAST centers on how involuntary settlers in the Caribbean indigenize as well as the consequences for native (Amerindian) populations. This research, reflected in her recent book, *Creole Indigeneity: Between Myth and Nation in the Caribbean* (2012) traces the political, economic, legal, and cultural discourses that demonstrate attempts by formerly enslaved blacks and indentured Indian peoples to become "new" natives. Her current work extends the focus on the Anglophone Caribbean to a more comparative frame, which includes the Hispanophone and Francophone Caribbean.

**Thomas E. Lacher Jr.** (Department of Wildlife and Fisheries Sciences) He has been working in the Caribbean, specifically Dominica, since about 1990. He was the founding director of the Archbold Tropical Research and Education Center there 1990. He regularly teaches a Study Abroad class on Tropical Biology. He has co-authored a number of papers on Caribbean conservation, and the A&M students in the Dominica study class often publish their research notes. The class focuses on biology but provides a range of cultural experiences.

**Larry J. Reynolds** (English Department) specializes in nineteenth-century American literature, especially the American Renaissance. His interdisciplinary work, including his recent books, *Devils*

Robert Strong (Department of Agricultural Leadership, Education, and Communications). He is an evaluator on a USDA project that is creating and using Internet based reusable learning projects in the Caribbean. Strong has studied Caribbean extension officers’ use of Information Communication Technologies (ICTs), is an Affiliate Faculty with the Global Education Lab, and teaches study abroad courses in Costa Rica and Trinidad and Tobago.

James B. Woolley (Department of Entomology). Along with Dr. Tom Lacher and other faculty, he has taught a Study Abroad program in Field and Tropical Biology in Dominica since 1994. Although the course focuses on providing undergraduates with significant and realistic field research experience, the program includes important cultural dimensions. Dr. Woolley’s research is directed primarily at the taxonomy and evolutionary relationships of minute parasitic wasps, and he conducts field research all over the world, including the Caribbean.

APPENDIX 2: Potential Sources of External Funding:

NEH Collaborative Projects Grant (Washington)
Andrew Mellon Foundation (New York)
Carnegie Endowment for International Peace (Washington)
Rockafeller Foundation (New York)
Ford Foundation (New York)
National Science Foundation (Arlington, VA)

APPENDIX 3: Statement of Departmental Support:

I confirm that I will provide administrative support for CAST, including funds for required administrative support not explicitly requested in the proposal.

David Vaught
Professor and Head, Department of History
March 31, 2013

Professor April Hatfield
Department of History
TAMU

Dear Professor Hatfield,

I have read with great enthusiasm the proposal for a grant to support the project “Caribbean and Atlantic Studies at TAMU (CAST).” This project has multiple potential benefits to the department, the college, and the university. Within the department it brings together the research and teaching talents of an outstanding cluster of faculty who represent a variety of geographic, methodological, chronological, and topical foci and bring demonstrated expertise as scholars and teachers. The collective and individual prominence of these faculty will bring instant visibility and credibility to the project.

CAST will swiftly make a mark beyond TAMU, for it catches a swelling wave within the elite universities of the United States. It will also facilitate interaction at international conferences and with scholars at universities on four continents, regions in which the Atlantic and Caribbean worlds have historically played and continue to play a dynamic role.

The project will enhance both the undergraduate and graduate curricula in an area of swiftly mounting prominence at first-rate universities in the United States and abroad, provide research opportunities for students both undergraduate and graduate, and catalyze cross-disciplinary study by majors in history and other relevant disciplines.

As evidence of my staunch support for this effort, I offer you my own services in any way your group might find helpful, and for the academic year 2013-14, I commit $5,000 of the Funds supplied to me by the Clifford A. Taylor Chair in Liberal Arts. I can think of no better use for them.

With all best wishes for your success, I am

Yours sincerely,

Harold C. Livesay
Professor of History
Clifford A. Taylor ’49 Professor
In Liberal Arts

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