

## Centering subjugated knowledges

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With this volume, we begin our fifteenth year of publication. We are also currently bracing ourselves for the unfolding new political reality in the US. While a postmortem on the results of the latest presidential election continues, at this point, perhaps we can all agree on one thing: in an era that has brought the proliferation of misinformation, distortions, and fake news to alarming heights, it is imperative that we double down on the task of educating people in our country through our research and teaching. I feel an urgent responsibility to address this call and believe that the work *Latino Studies* does has never been more necessary.

We need to do all we can to ensure that we are helping to develop new generations of critical thinkers capable of detecting and dismantling falsehoods, half-truths, and hatemongering. Many of us work within fields and professions that center the lives, histories, struggles, theories, and knowledges of subjugated populations whose contributions and impact have been erased or whitewashed in much of the mainstream educational curriculum from kindergarten to college. We must reject the notion that there can be such a thing as colorblind scholarship. We have to continually, forcefully expose and critique the racialization of knowledge and cultural production, especially since it is much easier to recognize exclusion or inclusion when it happens to bodies, and harder to see when we are talking about the production of knowledge. Through our scholarship and teaching we must continue to explore the politics of knowledge production, specifically which knowledges are unquestionably endorsed and which ways of knowing are considered afterthoughts, if at all. This is a project that expands and enriches all the humanities and social

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Many of the ideas presented in this editorial were originally presented as part of the Cortelyou-Lowery Distinguished Faculty Lecture I delivered at DePaul University on October 7, 2016.

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sciences. Scholars engaged in Latino studies, African American studies, Asian American studies, ethnic studies, and American studies generate essential scholarship that offers important correctives to what the National Education Association calls “Euro-American Studies,”<sup>1</sup> in other words, the majority of the curriculum students are exposed to throughout their education, which normalizes the perspective of the dominant group and implicitly or explicitly promotes white supremacy.

It is irrefutable that we are living in a time of heightened racial tensions that is directly connected to anxiety about shifting demographics and the perceived diminishing currency of white privilege. We must address this directly in our work. When preparing our students to be citizens in today’s world, we fail to educate them if we send them off without the tools to challenge normalized racism, discrimination, and societal inequities. Students of all backgrounds are well-served by encountering a direct and sustained challenge to their racial understandings and the problem of white dominance and white privilege. They benefit from a solid grounding in the historical roots of inequality, as well as an understanding of the enduring effects of oppression on marginalized groups in society that fester and grow when left unchecked and uncontested. They profit from a curriculum that analytically deconstructs the mainstream education most students receive in which they are taught to understand and interpret the world through the gaze of the dominant culture, the prevailing academic paradigm that is legitimized and normalized throughout most of their education.

*Latino Studies* is very much committed to this educational project that is critically vital in these times. Our approach is multidisciplinary, interdisciplinary and intersectional; our focus is local, transnational and global. We publish work that seeks to analyze systems of power and inequality and to promote transformative practices in scholarship and community engagement. As the articles in this and every issue demonstrate, what our journal does is at the core of the conversations we need to be having about how to address the problems of inequality, systemic racism, sustainability, and all the other challenges that we face in the US.

### **Note on *Latino Studies*’ new look**

I would like to point out some changes to *Latino Studies* that you will notice beginning with this volume. Adjustments have been in the works since Palgrave merged with Springer last year. This merger means we are reaching a wider audience. We have already rolled out some updates including online article submission and “Online First.” Online First allows articles to be available online ahead of print publication, thus making them accessible to the research community without having to be assigned to an issue. After articles are accepted for publication, they undergo production. Once the article proof has been finalized the article is published online. Upon Online First publication, articles are fully searchable and citable by their DOI (Digital Object Identifier). Starting with this issue, you will

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<sup>1</sup> <http://hin.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>.



notice additional updates, including modifications in journal trim size, and article layout and style. These changes are necessary to align *Latino Studies* with the large family of journals at Springer. I think you will find that the changes enhance the reading experience while not at all affecting the high-quality content you have come to expect from *Latino Studies*. Enjoy!

