



L.A.S. noticias

the latin american studies newsletter

bowdoin college
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A note from the director

As it celebrates its tenth anniversary, the Latin American Studies Program continues to expand its offerings, reaching out to a growing number of students and faculty, and strengthening its visibility. Ten new courses were offered this year. In addition to our usual offerings in Anthropology, Art History, Economics, French, History, Music, Sociology, and Spanish, this year we were able to add Education (Mariana Cruz's "Latinos and Latinas in the US") and Africana Studies (Karen Lindo's "Third World Feminism"). For 2010-11 we welcome Michael Birenbaum Quintero (Music), Sarah Childress (Film Studies), Esmeralda Ulloa (Spanish), and Ingrid Nelson (Sociology of Education).

We also welcome back our colleague Krista Van Vleet who, refreshed from her sabbatical research in South America, will be directing the program for the 2010-13 period. She has a full agenda for next year as we explore better ways to serve our increasingly diverse student population and to foster ways to stimulate Latino Studies in our program.

Among the high number of events LAS sponsored this anniversary year, one of the highlights was the "1810: Insurgency in Spanish America" one-day symposium on April 16 (see page 9). Four distinguished scholars and five Bowdoin faculty members led the discussions, which were attended by some 70 students, faculty, and neighboring colleagues. We are extremely grateful to Emily Briley, our dedicated program coordinator, to the Lectures and Concerts Committee, and to the Dean for Academic Affairs, for their significant contributions in making this day a great success.

We thank our students and alums once again for sharing their inspiring journeys with us. They are full of energy and passion. And take a look at the "Alum Bookshelf," a new section that features some of the academic books that our graduates have published. We hope to hear from you in the near future!

Enrique Yepes
Peter M. Small Associate Professor of Spanish



View of San Juan from San Cristóbal Fort, Puerto Rico
Photo by Eduardo Cortés Izquierdo

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NADIA CELIS will be on leave next year working on her manuscript *The Rebellion of the Girls: Bodies, Power and Subjectivity in Hispanic Caribbean Writers*. Focusing on the stories of little girls and adolescents, Celis studies the statuses and meanings attributed to female bodies in Caribbean and Latino cultures. She explored this topic in her course, "A Body of One's Own: Bodies and Power in Latina and Caribbean Writers." Two articles are forthcoming in academic journals: "Algo tan feo en la vida de dos señoras bien: los relatos de formación de Marvel Moreno y Rosario Ferré" and "Del amor, la pederastia y otros crímenes literarios: las niñas de García Márquez."

Puerto Rican **MARIANA CRUZ** completed her first year at Bowdoin as a Consortium for Faculty Diversity Dissertation Fellow in the areas of Latino/a studies, Puerto Rican studies, education, critical theory, and government. This fall she taught a course on Latinas/Latinos with a focus on identity, education, and politics. Her doctoral research engages a critical discourse analysis of educational policy in the U.S. territories with particular focus on Puerto Rico. Her work explores the interplay between coloniality of power and decolonial possibilities. Recent projects include an auto-ethnographic essay for the *Journal of Latino Education* and collaboration with producers of the documentary *The Insular Empire*.

ELENA CUETO ASÍN has written two articles on the literature of Spanish authors who were in exile in Latin American countries in the aftermath of the Spanish Civil War: "Cumbres de Extremadura and La niña guerrillera: Staging the Guerrilla as Past/Present War from the Margins of Exile" for the volume *Armed Resistance: Cultural Representations of the Anti-Francoist Guerrilla*, and "Guernica en la escritura de Rafael Alberti, entre otras voces del exilio," to be published in *Historical Crossroads: Spain from the Second Republic to the 21st Century*.

JULIÁN DÍAZ spent his sabbatical leave at the Research Department of the Federal Reserve Bank of Boston. He started a new research project on the effects of trade liberalization on small economies. A paper he co-authored with Professor Stanley Cho, "The Welfare Impact of Trade Liberalization," was accepted for publication by the journal *Economic Inquiry*. He was invited as well to present his research at the University of Maine's School of Economics and the Department of Economics at Fordham University, New York.



GUSTAVO FAVERÓN PATRIAU finished his manuscript, *Contra la alegoría: hegemonía y disidencia en la literatura latinoamericana del siglo diecinueve*, now under review for publication. The updated second



edition of his co-edited book on Chilean author Roberto Bolaño, *Bolaño salvaje* is forthcoming in Editorial Candaya, Barcelona. His first novel is scheduled for publication in Lima next September. He published the chapter "La modernidad y el mal: el Holocausto según Borges y la orilla como emplazamiento epistemológico" in *Jorge Luis Borges: políticas de la literatura*. He also co-

authored "El realismo en la literatura peruana" with Peter Elmore (University of Colorado at Boulder). Two more of his essays—one on Angel Rama's concept of the "lettered city," the other on Juan Acevedo's comic-book adaptation of César Vallejo's *Paco Yunque*—have been accepted for publication.

LESLIE SHAW taught "Maya Archaeology and Ethnohistory" last spring. She continues to work on her archaeological research at the site of Maax Na in Belize and plans to have a monograph on her research published in the fall. Leslie is also seeking grant funding to conduct a two-year excavation program at Maax Na focused on residential structures and hopes to have Bowdoin students join her in the field.

JOHN TURNER, one of our program's pioneers, strengthened our community engagement pedagogy by organizing a Spanish immersion day for Mount Ararat high school in Topsham with his Spanish 204 class this spring. Next year, he will be offering his Cortázar course.

KRISTA VAN VLEET has spent this year on sabbatical in the Andes. She is conducting ethnographic research on family, gender and religion in Cusco, Perú and Sucre, Bolivia on understandings of family, gender, and religion. Working in several sites including a home for teenage mothers and their children, a family-run evangelical church, and a state orphanage, she has been exploring the use of photography as a research tool. She will be taking on the role of Director of the Latin American Studies Program in the Fall 2010 and is looking forward to teaching a new course on religion in the Andean region.

Faculty news

By Gustavo Faverón Patriau and Hanétha Vété Congolo

ESMERALDA ULLOA, who became a mother last December, will rejoin our faculty next fall. In the fall, she will offer "Colonial Experience and Post-colonial Perspectives" course, examining texts such as treatises on the legal status of the natives and narratives of shipwreck and survival in the New World.

HANÉTHA VÉTÉ-CONGOLO published her poetry book, *Avoir et Etre: ce que j'Ai, ce que je Suis* as well as the following articles and book chapters: "Sans confusion: les jeux des mots ou les maux du 'je' poétisé dans la confusion des sangs - Esquisse de la poésie draciusienne," "Silencing the Silence: Phantasmagoria and Women Douboutism in Francophone Caribbean Women's Literature," "Vérification et validation de la Négritude dans *L'autre qui danse* et '*L'âme sœur*' de Suzanne Dracius," and "Damner le damier ou rédimier la danse de la terre dans *Le meurtre du Samedi-Gloria* de Raphaël Confiant." She also organized an international symposium on zouk in Martinique, *Penser le zouk*, which offered monthly conferences from April to November, 2010.



Hanétha Vété-Congolo, *Avoir et Etre: ce que j'Ai, ce que je Suis*. (Le Chasseur abstrait, 2009).

SUSAN WEGNER traveled to Ecuador and Perú in the summer of 2009 thanks to a course development grant from Bowdoin. There she collected materials for all her courses for 2010-2011. "New Spain" images will expand Baroque Art and her Spanish painting seminar in the fall. Stone sculpture from the ancient cult center of Chavín will take a larger role in her course on "Art from Ancient Mexico and Perú" in the spring. Commentary on some of the vital economic support for sixteenth-century European regimes will help reshape her Arts of Venice class for 2011, as well.

ALLEN WELLS gave talks about his book, *Tropical Zion*, at the Miami Book Fair, at Yale University, Columbia University, the University of Miami, Florida International University, Appalachian State University, a Cuban synagogue in Miami Beach, the Bowdoin Boston Alumni Club and the Bowdoin Alumni Council, as well as at two conferences in Tel Aviv and Jerusalem. He also delivered two endowed lectures about *Tropical Zion*: the Charles Griffin Memorial Lecture in History (Vassar College), and the Delbert McQuaide Distinguished Lecture in History (Juniata College). Locally, he collaborated with the Maine Humanities Council serving as facilitator for the "Let's Talk About It" Book Discussion Series "So Near and So Far: Cuba Through its Literature." He and David Carey (University of Southern Maine) also organized and conducted a one day teacher workshop, "Cuban Exceptionalism: Reflections on Latin American History."

CAROLYN WOLFENZON's research focused this year on the relationship between politics and fiction as well as the historical novel in Latin America, particularly when connected to marginal, migrant and diasporic cultures. Recently she published "El pishtaco y el conflicto entre la costa y la sierra en *Lituma en los Andes y Madeinusa*". Three of her essays have been accepted for publication: "*Las muertas y Los relámpagos de agosto* de Jorge Ibarguengoitia," "*Batallas en el desierto*: la inversión del melodrama cinematográfico como estrategia crítica de la Revolución Mexicana," and "*El mundo alucinante* de Reinaldo Arenas: la historia como trampa inmóvil." Last semester she taught "Imaginary/Real Cities in Latin America," on the representation of Latin American cities during the post-boom period.

ENRIQUE YEPES was appointed Faculty Fellow for the McKen Center for the Common Good to serve as consultant for community engagement initiatives. Last fall, he presented his paper "Hospedando a la naturaleza: Poesía hispanoamericana y pensamiento ecológico" at the American Association of Teachers of Spanish and Portuguese Maine chapter's symposium, and gave a talk on Cuban poet Nicolás Guillén for the "Cuba Exceptionalism" workshop sponsored by the Maine Humanities Council. His article "*Ojos de otro mirar: La po-ética ecológica de Homero Aridjis*" is under review. Next fall he will be offering a new seminar, "The Idea of Latin America," on the geo-political history and implications embedded in naming this region as well as on the way such naming is now being challenged in the twenty-first century.

Keep track of our faculty and their web pages at: www.bowdoin.edu/latin-american-studies/faculty/



STEPHEN MEARDON, '93 and Assistant Professor of Economics Department, studies the history of American international trade policy, including the complex and changing motives of trade between the United States and Latin America. This summer, at the biennial Policy History Conference in Columbus, Ohio, he is presenting his research on Condé Raguét, an early American political economist who was also the first U.S. chargé d'Affaires to Brazil in the 1820s.

You are a Bowdoin alum: What is the most interesting thing about returning to work at the college where you studied?

Getting to know faculty whose paths I must have crossed but whom I never met before — including several in the English Department, where as a student I never set foot. And seeing nearby places that I missed before for lack of wheels. Especially Bath.

What has changed most at Bowdoin since you studied here?

Nobody uses Smith-Corona typewriters with LCD displays and 29K memory anymore, and upon entering the library one doesn't encounter a massive card catalog. But there's plenty that hasn't changed. The sundial on Hubbard Hall keeps time just as well as it did fifteen or twenty years ago.

What have you done in the years since you graduated from here?

I went to graduate school in economics at Duke, and then (in no particular order) lived for a while in Mexico and Colombia, taught at Williams and Bowling Green State University, worked at the Inter-American Development Bank in Washington, got married, rode a motorcycle to Labrador, had two boys, bought a house, and have thought for a couple of years about painting it.

In some ways it all amounts to a long distance traveled since Commencement Day. In others it doesn't. Two of my favorite courses at Bowdoin were History of Economic Thought and Allen Wells's freshman seminar on the Cuban Revolution. Now I teach the first subject, and my research connects often with Latin America.

What courses on Latin America have you been teaching or are you going to teach?

In fall 2009 I taught "Political Economy of Pan-Americanism" — a study of two centuries of plans to unite the hemisphere from the 1826 Congress of Panama to the proposed Free Trade Area of the Americas in recent decades. The course was created with the help of a course development award from the College and several days in the library of the Organization of American States in Washington, DC. I hope to teach it again in the next couple of years.

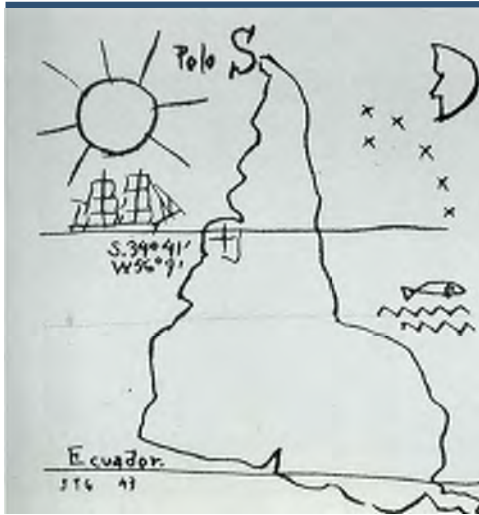
In your opinion, what is the role and/or importance of economics in the Latin American Studies curriculum?

Economics is the study of tradeoffs. Problems in Latin America that appear from a humanistic perspective to present a clear moral imperative get muddier when one considers who stands to lose what and when. Economics is good training for that dirty but honorable work.

To know the country and govern it in accordance with that knowledge is the only way of freeing it from tyranny. The European university must yield to the American university. The history of America from the Incas to the present must be taught in its smallest detail.

José Martí,
Our America, 1892.

Restructuring our Major



América invertida (1943)
by Joaquín Torres García (Uruguay 1874-1949)

Since its creation ten years ago, the Latin American Studies Program at Bowdoin has significantly expanded its curriculum. According to data provided by the office of the Registrar, 11 LAS courses were offered in 1999-2000 with 231 students enrolled. In contrast, in 2009-10 there were 29 LAS courses with 544 students enrolled. To account for this richer array of course options, the Curriculum Implementation Committee approved the following changes to the major, which incorporates economics in the social

sciences requirement, along with sociology and anthropology, and provides more flexibility in the fulfillment of the language and history requirements.

Requirements for the Major in Latin American Studies (starting in 2010)

The major consists of nine courses, including:

- 1) One course, offering a survey of cultural production in Latin America, conducted in one of the languages spoken in the region other than English. Students may choose LAM 206, Francophone Cultures; LAM 209, Introduction to Hispanic Studies: Poetry and Theater; LAM 210, Introduction to Hispanic Studies: Essay and Narrative; or a comparable course from off-campus study that surveys Latin American cultural production (literature, art, music, mass media, etc.) in Spanish, French or Portuguese.
- 2) A survey course in Latin American history covering several countries and periods in the region, such as LAM 252, Colonial Latin America; LAM 255, Modern Latin America; or LAM 258, Latin American Revolutions.
- 3) A 200-level course in the social sciences that focuses on Latin America. For example: LAM 225, Globalization and Social Change; LAM 235, The Economy of Latin America; LAM 237, Gender and Family in Latin America.
- 4) A concentration of four additional courses centered on a particular geographic region or theme, selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200- or 300-level.
- 5) An elective course in Latin American Studies, outside of the student's area of concentration.
- 6) 300-level course or Advanced Independent Study in Latin American Studies during the senior year.

We're delighted to announce that **JANICE JAFFE**,

Assistant Director for Public Engagement at the McKeen Center for the Common Good, has joined the Latin American Studies program



as a research associate. Janice served for fifteen years as professor of Spanish and Latin American Studies at Bowdoin. Her pedagogical practice became increasingly committed to community engagement, fostering course-based collaborations with agencies addressing the needs of immigrant communities in Maine. At present, she is actively involved with the Partners for Rural Health in the Dominican Republic and with the Casco Bay Friends of Safe Passage, among other organizations. She is also active in national and local associations of translation and interpretation, having published several articles on literary translation of Latin American authors. Most recently, Janice was in charge of translating the oral histories included in *Latino Voices in New England* (Eds. David Carey and Robert Atkinson. Albany: SUNY, 2009). Her work at the McKeen Center includes the oversight of the Community Course Liaison program, offering advisory and support for community engaged learning initiatives on campus, and the organization of the yearlong lecture series "Seeking the Common Good" to promote exploration of major public issues.
¡Bienvenida, Janice!

Clouds

mountains
dreaming
up the sky

Francisco X. Alarcón,
Snake Poems: An Aztec Invocation,
1992

MOLLY MASTERTON '10, was this year's recipient of the Latin American Studies Prize, awarded to a senior major who has achieved academic distinction and has contributed to an understanding of the region. She graduated Magna Cum Laude and was elected and initiated in Phi Beta Kappa Society, the national honorary fraternity for the recognition and promotion of scholarship. Molly is passionate about Latin American literature and environmental concerns. She conducted her off-campus study in Costa Rica, worked with the Natural Resources Council of Maine, and for her senior independent study investigated the connections between poetry and ecological thinking in twentieth-century Spanish America.

Honors projects recently completed on Latin America

- ◆ "From the Cold War to the Twenty-First Century: A Comparative Look at the U.S. Policymaking Process Toward Allende's Chile and Chávez's Venezuela." **ALEXANDRA REED**, '10, directed by Allen Springer (Government).
- ◆ "L'indigénisme haïtien en littérature: Les exemples de Jacques Roumain et de René Depestre." **AYA SAKAGUCHI**, '10, directed by Hanétha Vété-Congolo (French).

Three of the **ALTERNATIVE SPRING BREAK TRIPS** organized this March with the assistance of the McKean Center for the Common Good worked with organizations that involve Latin American or Latina/o populations.



"A Helping Hand in Immokalee, FL" worked with and learned from rural migrant workers. Participants volunteered at a day care, tutored children and adults, served dinner at the Friendship House soup kitchen, and learned about issues facing migrant workers in the U.S. Led by Alex Reed and Elaine Tsai.

Immokalee, Florida

"Providing Safe Passage in Guatemala" worked alongside the teachers and families of *Camino Seguro* (founded by Hanley Denning '92) to support education and help break the cycle of poverty for children whose families make their living off the Guatemala City dump. Led by Jamey Anderon and Jamie Nadeau.



Guatemala City



"Urban Promise" went to Camden, New Jersey, learned about issues of urban education, worked with children in classrooms, and volunteered with the school maintenance that help keep operational costs low for *UrbanPromise*, an international organization devoted to equip children and teens with the skills necessary for academic achievement. Led by Hasan Elsadig and Julien Leung.

Camden, New Jersey

L.A.S. Research Grants

Established in 2000 by the Latin American Studies Committee, and funded by the office of the Dean for Academic Affairs, these competitive grants support student research in Latin America and the Caribbean that contributes to a subsequent independent study for a semester or a year, under the direction of a faculty member. You may read grant awardees' reports at: www.bowdoin.edu/latin-american-studies/research/research-grants/previous-years.shtml

CHRISTINA PINDAR, '12, will examine healthcare accessibility in the Nicaraguan communities of La Primavera, Managua and La Prusia, Granada. Engaging in participant observation and conducting open-ended interviews with doctors and health care volunteers, she intends to learn about the effectiveness of the two clinics that service these towns. Questions that she hopes to answer include: How well does the clinic address the needs of the people? What medical problems do most of the patients have? Do they teach preventive medicine/health education? From a public policy perspective, this research enables a greater understanding of the challenges that free clinics face in their attempts to effectively treat the needs and ailments of the communities they endeavor to serve. The findings from this comparative study will serve as the basis for a senior thesis.



ZULMARIE BOSQUES, '11, will draw a comparison between the social reality of female workers in Perú and the way they are represented in film and literary fiction. She has already spent time in Lima and studied one semester at the Universidad Católica in Lima, closely collaborating with the NGO "La Casa de Panchita", an agency that supports female home workers. She will interview social and domestic workers and, back at Bowdoin during the fall semester 2010, will conduct an Independent Study with Professor Wolfenzon, to explore the representation of the female workers in a variety of contemporary Peruvian novels and films.

From L.A.S.O.

Our highlights this year were events that allowed LASO members to collaborate with the larger Bowdoin community and beyond. For example, as part of the Latino Heritage Month we set up a table featuring Latino snacks, Grab and Go, and *café con leche* at Smith Union. We also honored our dance through various pub nights, featuring salsa, bachata, merengue, and reggaeton and even hired a dance instructor to teach us some moves!

One of the ways in which LASO has grown is in extending our presence on campus through new projects like the bulletin board in the Union, started by Lewis Salas, to showcase student profiles on the various ways in which we define the concept of "home". Another initiative of this sort was the Canoe trip led by Natalia and Miguel Reyes, which allowed students who had never experienced the outdoors to come together and bond in a new environment.

We are proud of having worked hard at collaborating and building stronger ties with the Latin American Studies professors compared to recent years. For example, we invited more than five

professors to our weekly meetings this year. From stimulating discussion, to poetry analysis, to sharing stories about their childhood, each professor brought her or his own unique way of engaging students intellectually.

Collaboration between students and faculty was also central to the Latin American Studies dinner at the end of the fall semester. In addition to celebrating one of the greatest aspects of Latin cultures, our delicious food, the dinner commemorated the tenth anniversary of the Program and its accomplishments.

Lastly, the LASO Valentine's Day Auction to support the recent earthquake in Haiti was a particularly special event for us. We raised nearly \$900, all of which was donated to Partners in Health for Haiti Relief. The auction was among the most successful in terms of money raised and it was rewarding to see LASO members reach out and extend a hand to the residents of Haiti.

By Natalia S. Richey '11,
Kristopher A. Klein '12,
and Carlos Ríos '12.



Brooks Winner's service was recognized with the Student Heart and Soul Award in 2009, granted by the Maine Campus Compact for his commitment to raise environmental awareness. Brooks was a proctor for Residence Life, worked for Sustainable Bowdoin, the President's Climate Commitment Advisory Committee and Green Global Initiatives. He also founded the program Office Eco-Reps with a fellowship grant. One of his initiatives was a Climate Action Plan that resulted in a resolution that commits the City of Bath to significantly reduce its energy use over the next decade. After his Study Abroad in Panama, Brooks helped found *Few for Change* and led a campaign that awarded scholarships for rural students. In this interview, Brooks talks about his life-changing experience in Panama and his interests in service, environmental concerns, Spanish and Latin America.

What was your first experience in Latin America? It was my study abroad in Panama, one of the most defining experiences of my time at Bowdoin. It was really difficult in many ways but that was what I was looking for. From the beginning at Bowdoin I always felt that I belonged and could succeed here, so I wanted off-campus study to kick me out of my comfort zone. Studying in Panama definitely succeeded in doing that. Everything, from the climate to the language and the tasks I was asked to do were completely new for me. Panama City was by far the largest city I ever stayed for more than a week, and I kind of lost it for a little while. So, it was really an exciting and terrifying experience at the same time. I went to lots of different places, from the mountains and the coast to an extremely poor indigenous area. I also studied the history of GORACE, a group of farmers, and their role in the organic movement in the country. For this independent project, I had to go out for two weeks by myself and find a family to stay with, do interviews, and then write up a 25-page report in Spanish. Being able to successfully complete a project like that gave me a lot of confidence. I also learned a lot about myself, how I work as a student and a researcher. That was my big test as a student and I passed it.

What inspired *Few for Change*? That came out of our visit to the comarca Ngöbe-Bugle, where each student stayed with one family and learned about their life for a day and night. After we left, we had a de-briefing session about it, and we were like: "That is extreme poverty". I don't think any of us had seen people who farm in steep hills with such little soil to be able to feed their families, have built their houses out of trees and palms, are completely marginalized by the government, and have been stripped of their land essentially, and forced into a corner of the country with harsh climate and soils they cannot farm, and very little resources of any kind. Then, after that, we went to one of the nicest hotels I have ever been, in the middle of the rainforest. We wondered what we could do with the knowledge we had just gained. The people we stayed with shared everything they had with us so we could learn of that... How could we reciprocate with something that the community would really want or need from us? The answer was education. To me one of the important things we learned there was that international aid, throwing money out there, is treating symptoms and not solving anything, so

we wanted to make sure that we would deliver. About a year and a half later we came up with this organization *Few for Change*, formed by students who have studied in Panama over the last three years. We raised over \$3000 last year and recently funded three students in the community to continue their education. Throughout the process we had to make decisions on how to guarantee that the students will receive what they need to complete their education, and we decided to award three-year scholarships that will take them from where they are to finish secondary school.

Share with us two things you have learned about Latin America. One of the most important things that I've learned while studying in Bowdoin and abroad is that Latin America is a diverse and wonderful place with many distinct cultures and peoples that should be celebrated and appreciated. (North) Americans have long perceived Latin America as an exotic place where we go for vacations and get our bananas. I learned about the damage that this perception has caused and why Latin America is much more than "sea, sun and sugar", as the title of one of my courses argued. For all its problems and hardships, Latin America is a wonderful part of the world with a hope and resilience that I admire.



"I don't think any of us had seen people who farm in steep hills with such little soil to be able to feed their families."



- ♦ October 24, 2009 – Mariana Cruz took her class to the *National Conference on Latino Politics, Power, and Policy*, held at Brown University.
- ♦ November 10, 2009 – Gonzalo Justiniano, Chilean film director, screened and discussed his film *B-Happy* (2003).
- ♦ November 12, 2009 – Patricia Hernández, sociologist and member of the Mexico-US Solidarity Network, gave a lecture "*Autonomous Education from Chiapas to Mexico City: Urban-Zapatista Links.*"
- ♦ November 16, 2009 – Rachel Beauvoir-Dominique, Professor of Anthropology, Université d'État d'Haiti, gave a lecture on "*Haitian Vodou: World View and the New Global Order.*"
- ♦ November 18 and 19, 2009 – *Brown-Bag Luncheons for sophomores considering study away in Latin America* with returning majors who had spent a year or a semester in Latin America. Led by Allen Wells and Enrique Yepes.
- ♦ December 4, 2009 – Jennifer Crosby, Assistant Professor of Psychology at Williams College, lectured on "*Stumbling Over Good Intentions: Unexpected Consequences in Interracial Interactions.*"
- ♦ December 12, 2009 – "*A Tenth Anniversary Dinner.*" An evening cookout coordinated by the Latin American Student Organization and Latin American Studies faculty to celebrate the tenth anniversary of the LAS Program.
- ♦ February 1, 2010 – "*Homage to Haiti.*" An evening of testimonials, a panel on Haiti's history and present developments, information on reliable venues for donations toward humanitarian relief, and the screening of the documentary *Poto mitan: Haitian Women, Pillars of the Global Economy*.
- ♦ March 10, 2010 – Rachel St. John, historian, Harvard University, gave a lecture, "*Divided Ranges: Trans-border Ranches and the Creation of National Space along the Western Mexican-US Border.*"
- ♦ April 12, 2010 – Jonathan Marks, a bio-ethicist at Penn State and Safra Fellow at Harvard University, lectured on "*Interrogation and Torture in the 'War on Terror'; Law, Ethics, and the Road Ahead.*"
- ♦ April 23, 2010 – Rafael Campo, poet, physician, and director of the Harvard Program in the Medical Humanities, gave the Common Hour lecture, "*The Poetry of Healing: A Doctor's Education in Identity and Empathy.*"
- ♦ April 29, 2010 – Lou Pérez, the J. Carlyle Sitterson Professor of History at the University of North Carolina at Chapel Hill, delivered this year's Alfred E. Golz Memorial Lecture, "*The Cultural Politics of Identity and the Cuban Revolution.*"



1810: Insurgency in Spanish America

A symposium commemorating the bicentennial of the declarations of independence

Friday, April 16, 2010 - 9:00 am - 5:30 pm - Cram Alumni House

"Why 1810?" by Allen Wells, Roger Howell, Jr. Professor of History.

"Ambivalent Revolution: Insurgent Mexico and the Virgin Mary in the 1810s," by William B. Taylor, Muriel McKevitt Sonne Professor Emeritus of History, University of California, Berkeley.
Discussant: Stephen Meardon.

"Post Humanism, Creole Science and the New American Republics: Jorge Tadeo Lozano's *La fauna cundinamarquense* and the Botanical Expedition of New Granada (Colombia)," by Luis Fernando Restrepo, University of Arkansas, Fayetteville.
Discussant: Nadia Celis.

"Literature and the Dilemmas of Popular Sovereignty in Post-Independence Argentina," by Juan Pablo Dabove, University of Colorado, Boulder.
Discussant: Gustavo Faverón Patriau.

"Spain's 1810: The Elision of Latin American Independence in Benito Pérez Galdós's *Episodios nacionales*," by David R. George, Jr., Department of Romance Languages and Literatures, Bates College.
Discussant: Elena Cueto Asín.

We loved receiving the following messages from Bowdoin graduates who majored or minored in LAS, or who concentrated in Latin America for some other major. Due to space considerations, some entries have been edited or condensed. We look forward to hearing from these and other alums for future issues of **L.A.S. noticias!** Keep us updated: lasnewsletter@bowdoin.edu

ALBARRÁN, ELENA, '98

¡Saludos a todos los compañeros de LAS! I've been teaching LAS and History at Miami University of Ohio since Fall 2008. My book project examines the development of cultural nationalism through children's popular culture in revolutionary Mexico. My husband, Juan Carlos, joined the LAS faculty as well. We've been making the "LAS family" at Miami a literal concept; in July we welcomed Noël Lewis Leblanc Albarrán, who happily attends faculty meetings and the occasional class on the Cuban Revolution. This summer we plan to be in Mexico City and Havana.

ARON, DAVID, '05

I am in my second year at the University of Minnesota Law School in Minneapolis, concentrating in Labor and Employment Law. I will be working in the Ramsey Country Attorney's Office in St. Paul this summer. My first article on a legal topic will be published in the winter issue of the *ABA Journal of Labor and Employment Law*. It is tentatively titled, "Internal Business Practices? The Limits of Whistleblower Protection for Employees who Expose or Oppose Fraud in the Private Sector."

BLACKMORE, IVY, '07

In August 2007 I joined the Peace Corps and served for two and a half years in a small rural village in the mountains of Nicaragua. I facilitated projects from soil conservation and community micro banks to making chicken coops and introducing an improved model of cooking stove. In addition I taught weaving to kids, youth, women, and anyone else who stopped by my home with a curious mind. My goals were to help families lessen their dependence on agriculture and for the women to gain financial independence, achieving not just food security but livelihood security. Now back in North Carolina, I am continuing to work with the group of weavers that I taught and helped organize, by promoting and selling their products. All 14 women are producing small rugs and market bags, and I'm selling them at regional retail craft outlets with profits providing for previously unaffordable health care, school fees, and basic tools. The rugs and bags have also been sold in the US at open house events and at fair-trade craft stores in the Durham/Chapel Hill area. All proceeds are returned to the group, with a percentage saved toward construction of an independent workspace. This experience has sparked my interest in international development as a career and this fall I am entering a Masters of Public Policy program at Duke University.



A proud group from El Ocotal, Nicaragua. For greater detail on the weaving project go to: www.warpandbytedesigns.com/ivy_Blackmore.html. If interested in purchasing rugs or bags, contact Ivy at: adelle12@gmail.com

DE LA ROSA, PEDRO, '96

I have been working for *Save the Children* for the last six years. After spending 2.5 years in Sudan working on health programs, I moved to Nicaragua where I helped unify *Save the Children* USA, Norway and Canada into a single organization. I also met my future wife in Nicaragua and we got married on January 9, 2010. She is from Nicaragua and dedicated to international development like I am. We left to help in the emergency response in Aceh, Indonesia where we spent a year. We have since returned to Nicaragua where we are relaxing and enjoying some time off before heading to Colombia to start a new life. I will work with *Save the Children* UK as the country director, which presents a variety of challenges.

FORD, KATHERINE, '99

After graduation I got my Masters in Spanish at Middlebury in Madrid. In 2006 I finished a doctorate at Emory University in Latin American theater. Since then I've been teaching at East Carolina University. This past July, my husband Rufino and I had a baby girl, Julia, and this past February my first book came out on Cuban and Argentine theater (see Alum bookshelf). Now I'm trying to work on my next project and keep up with the baby!

GREET, MICHELE, '93 is Assistant Professor of Art History at George Mason University. Her book, *Beyond National Identity: Pictorial Indigenism as a Modernist Strategy in Andean Art, 1920–1960* was published last year (see Alum Bookshelf). This past year she has published an essay for an exhibition catalogue, "From Indigenism to

Surrealism: Camilo Egas in New York, 1927-1946." Nexus: New York, 1900-1945: Encounters In The Modern Metropolis. Ex. Cat. New Haven and London: Yale University Press and El Museo del Barrio, 2009; and delivered lectures at American University, the Museum of Latin American Art (Long Beach, CA), at LASA (Rio de Janeiro), and the Center for the Study of Modern Art, Phillips Collection (Washington, DC).

HARVEY, JENNY, '04

Estoy en mi sexto año como maestra en la escuela primaria bilingüe. Enseñé por tres años en el sur de Texas cerca de la frontera con México. El año pasado, viví y enseñé en Honduras. Disfruté mucho, pero fue muy difícil por la violencia y los problemas políticos. También, ya que algunos de mis alumnos eran familias ricas e influyentes, eran víctimas de secuestros y otros tipos de violencia. Doce días antes del golpe de estado, regresé a los Estados Unidos y ahora estoy viviendo en Austin, Texas enseñando el cuarto grado bilingüe en una escuela pública.

JUHLIN, MOLLY, '05

Shortly after graduation, I convinced my Bowdoin roommate to walk the 500-mile Camino de Santiago in Spain. When I returned home, I quickly joined the NYC Teaching Fellows and was placed in a first grade classroom in the South Bronx. In 2007, I moved to Boston where I now work at Emerson College. I run an AmeriCorps program at the school called Jumpstart. I train and support Jumpstart Corps members (Emerson students) as they serve over 300 hours in high-need preschools in the Boston area to help develop children's literacy and social skills.



A volunteer reads to a child in the Jumpstart Program at Emerson College, which Molly Juhlin coordinates: www2.emerson.edu/service_learning/jumpstart

KINGSBURY, HOLLY, '07

After graduation I moved to Denver and started working for *The Denver Foundation*, a community agency working to improve life in Metro Denver, where I've been ever since. I help run an internship program that matches undergraduate students with nonprofit organizations, and provide support to projects focusing

on inclusiveness, mental health, and philanthropic leadership. It's not what I thought I'd be doing after graduation, but I love it! I've also really enjoyed living in Colorado and exploring the Rocky Mountain west. However, I'm always trying to figure out how I can get back to Mexico or explore the rest of Latin America.

KLUICK, MATTHEW, '98

I completed my MS in economics at the University of Alaska Fairbanks last winter, and my thesis is available as a policy report through the website of the Fridtjof Nansen Institute in Oslo, Norway. My fiancée, Lalida, and I have since moved to Denver, Colorado (it was an awesome road trip) where I began my first year of a PhD program in International Relations at the Josef Korbel School at the University of Denver. My areas of specialization are international political economy and comparative politics. Lalida began work with the Department of Energy at the same time, administering federal money to renewable energy ventures. We have enjoyed Denver quite a bit and feel fortunate to be where we are, even managing to get into the mountains on occasion for some fun. We got married on July 17th in Red Rocks State Park, just down the road.

KUHNER, TIM, '98 writes from Pamplona, Spain:

A partir de enero tengo una especie de sabático por 12 meses y pienso pasar la mayoría de ellos en EEUU. Es para terminar un libro y empezar otro. Los dos son sobre el tema de la financiación de los partidos y los candidatos políticos. Empecé como profesor visitante aquí el semestre pasado y ahora estoy de una forma más permanente, es decir, al menos un semestre de cada año académico, y más si quiero. Además de impartir las asignaturas de *tort law* y derechos humanos (en inglés como parte del programa de derecho global), tengo la oportunidad de hacer un doctorado europeo, y así presentar como tesis el tercer libro que iba a escribir de todas maneras. Será un libro de derecho comparado sobre la financiación y la teoría democrática en EEUU, España, el Reino Unido y Alemania. Así que el plan es terminar unos libros y un doctorado dentro de dos o tres años.

LAWRENCE, DAVID, '00

After graduation I moved to Miami where I worked for Tiaxa, a developer of wireless applications and platforms for cellular operators and media companies in Latin America. After 2 years I was Sales Manager and traveling to Central America and the Caribbean weekly...In early 2005 I was hired by AgCert International and moved to São Paulo, Brazil to manage the regulatory department in Latin America to ensure that the company's carbon-offset projects were registered with the United Nations. AES International acquired AgCert in 2008 and I was hired as a business development manager to identify and originate large-

scale emission reduction projects throughout Latin America. Highlights included evaluating a clinker-blend project at the highest cement plant in the world (4100m) in Peru, a biomass project in Misiones, Argentina and a massive reforestation project in Mato Grosso, Brazil. My Brazilian girlfriend and I moved to Durham, NC last July and I am currently studying at The Fuqua School of Business at Duke University.

LETTIERI, MICHAEL, '05

Three-and-a-half years after entering the Ph.D. program in Latin American history at UC San Diego, I passed my qualifying exams, thus marking my passage into the limbo of ABD-status. In March, I traveled to Mexico on a Fulbright-Hays Doctoral Dissertation fellowship to begin a year and a half of archival research in Mexico City. While working on my dissertation on the politics of public transportation, I will be avoiding the bus system as much as possible.

MALAVÉ, LUIS, '08

Después de graduarme regresé a Filadelfia y ahora mismo estoy trabajando con *The Philadelphia Academies, INC.*; lo que hago es buscar los mejores estudiantes de Filadelfia y ayudarlos con el proceso de solicitar ingreso a las universidades. Muchos de estos estudiantes no tienen a nadie que les informe sobre escuelas como Bowdoin, Middlebury, Carleton, etc. Los estudiantes vienen a la oficina para ayuda con sus solicitudes, sus ensayos, y también para conversar con representantes de muchas de estas instituciones. Durante este semestre, vinieron representantes de Swarthmore, Carleton, Franklin & Marshall, Lafayette y hasta Barry Mills. Además de mi trabajo con estudiantes, soy actor. Tengo un agente que me busca trabajo en la ciudad. Durante mi tiempo en Bowdoin hice mucho teatro. En mi último año hice un estudio independiente adaptando una obra basada en una colección de cuentos sobre la experiencia puertorriqueña en Nueva York durante los años 50. Ojalá llegue a Hollywood algún día.

MERINO, MONICA, '97

Monica holds an International MBA from The University of Chicago Graduate School of Business with concentrations in Marketing, Strategy and Economics. Before attending graduate school, Monica spent three years as a consultant with Accenture for global consumer businesses. While in business school she spent her summer in Mexico City at Grupo Herdez, a Mexican food and beverage company and subsequently returned to Mexico for a semester at Instituto Tecnológico Autónomo de México. Since graduating business school Monica has worked in a number of brand driven business including Marketing for L'Oreal and Strategy for Victoria's Secret. Monica has also served as an independent consultant for Givaudan, a leading company in fine fragrances and flavors, as well

as an industry advisor for various retail investment funds. She is currently Global Portfolio Manager at Avon in the Global Marketing Operations group. Monica is a seasoned triathlete and former marathon runner.

MOUNTCASTLE, SARAH, '05, will be attending Duke University to pursue a Master's in Business Administration in Nonprofit Management. Sarah has been working in the *Raising a Reader* program in Boston.

PEARSON, MARCUS, '05

In July 2009 I got married, then my beautiful wife and I moved from Bozeman, Montana to Seattle where I enrolled at University of Washington Law School. Though deep in the weeds of first-year courses I hope to focus on community land rights and water access issues in rural Latin America as well as among American Indian tribes. Since the earthquake in Haiti I have facilitated a campus-wide fundraising drive aimed at raising money for Partners in Health, a non-profit health organization whose original facility, Zanmi Lasante, is located outside Port-au-Prince. Additionally, I have connected with lawyers and other law students around the country to launch the Lawyer's Earthquake Response Network (**LERN**), which addresses the political, legal, and environmental issues that have been laid bare by the earthquake and will continue to play a large role in Haiti's long road to recovery. ¡Les mando abrazos a todos y todas!



A meeting to respond to Haiti's legal needs as part of the Lawyer's Earthquake Response Network that Marcus Pearson helped launch:

<http://ijdh.org/projects/lern>

ROTH, CASSIA, '08

I am in my first year of the PhD program in Latin American history at UCLA. I also am completing a certificate in Women's Studies. My coursework has focused on state and nation building in early twentieth-century Latin America, Portuguese, and transnational Caribbean history. I received a Foreign Language and Areas Study (FLAS) Fellowship to participate in an intensive, six-week Portuguese language course with the University of Florida in Rio de Janeiro this summer. I also was awarded an UCLA Graduate Summer Research

Mentorship (GSRM) to conduct preliminary archival research on eugenics and pronatalism during the Vargas period. I presented a paper titled "Subversive Motherhood: State Violence and Notions of Motherhood, Argentina, 1976-1983" at the Columbia University Latin American History Conference "Overt and Discreet Violence: Ruptures and Continuities in Latin America and the Caribbean" on March 5 and 6, 2010.

SCIARETTA, DAVID, '93 is finishing his fifth year as principal of a public charter middle school in urban San Diego and is completing a doctorate of Education at San Diego State University. His thesis is on storytelling in education and the ways in which school principals use story to advance the mission and vision of their schools. His school, which was recently authorized as an International Baccalaureate World School, sponsored two Safe Passage students this year, and is slated to do so next year as well. He writes, "this has been such a powerful experience for our students, many of whom live below the federal poverty level but live in relative material luxury compared with our sponsor children."

TAVEL, RACHEL, '05

I lived in NYC after leaving Bowdoin. First I worked as an intern for Food&Wine and Travel+Leisure magazines. After that, I traveled to Costa Rica where I spent a month volunteering at a daycare center in the Central Highlands. After a couple more trips (to Turkey and Japan), I landed a dream job: coauthoring a Frommer's guidebook about Mexico. I spent the summer in Mexico and wrote the Acapulco, Ixtapa, Zihuatanejo and Taxco chapters for the book, *MTV Best of Mexico* (Wiley Publishing, 2007). For the past three years, I have been working as the editor of an independent school's annual magazine and traveling as much as possible. I am actually about to leave my job to pursue travel writing full-time! I will be spending the spring and beyond working on my blog, travelswithtavel.com, and spending some time in Argentina. Now I am living in Quito, writing for V!VA Guides and managing the Argentina guidebook.



"Mate gourds and bombillas, artisan market in Purmamarca, Argentina."
(From Rachel Tavel's blog, <http://travelswithtavel.com/photography/>)

URENECK, ADAM, '05

After graduation I moved to Lima, Peru. While I live along its narrow desert coastline, I've also had the opportunity to swim with sea lions in its cool Pacific currents that flow from Antarctica, climb to the glaciers of Nevada Huascaran (22,205 feet), and explore the high jungle of the Cuzco region. As a Peruvian resident, I happily reside in the San Borja neighborhood of Lima, where as a student of philosophy and teacher of World History at a local high school, I am building a volunteer organization called *Bridges*.

VIDAL, VANESSA, '08, has been awarded a Thomas Pickering Fellowship from the Woodrow Wilson Foundation to pursue her graduate studies at the Fletcher School, Tufts University.

VILLANO, VINCENT, '00

I completed my first report for "Community Voices Heard - Democracy (In)Action: How HUD, NYCHA and Official Structures Undermine Resident Participation in New York City Public Housing." We are currently organizing a forum for public housing residents to discuss the findings and recommendations of the report and brainstorm ways to address the challenges to meaningful and democratic resident participation. The research is being used to push our organizing forward and strengthening the relationship between official public housing resident leaders (Read: Resident Association officers) and community-based organizations organizing public housing residents who largely do not participate in the official resident participation system. This work is part of an effort to build the power of public housing residents to meaningfully shape the policy that affects their lives.

YAFFE, IAN, '09

I spent the summer after graduation on Martha's Vineyard working as Assistant Harbormaster before spending a month at Mass. Maritime Academy to earn my 100-ton Captain's License. Eventually, I ended up in Colorado working as a cook and ski instructor in Aspen. In March 2010, I was hired as Executive Director of *Mano en Mano*, a 501(c)(3) nonprofit that works primarily with Latinos in Downeast Maine (<http://www.manoenmanocenter.org/>). Our programs focus on strengthening communities, providing educational and affordable housing opportunities, removing barriers to healthcare and other social services, and advocating for social justice. In my spare time, I serve as a call firefighter in Ellsworth and uniformed member of the U.S. Coast Guard Auxiliary, with primary responsibilities at Station Southwest Harbor. Finally, I'm planning a research trip to Havana in early 2011.



Elizabeth Shesko is currently conducting dissertation research for a doctorate in Latin American history in La Paz, Bolivia. We asked her about her intellectual journey from Brunswick to Bolivia.

How are you finding Bolivia? It must be a fascinating place to be at this moment. What are your impressions of President Evo Morales and the changes he's trying to implement?

I first came to Bolivia as a tourist while I was studying abroad in Chile in 2000. It was a time of upheaval and social protest, which, along with the majority indigenous population, really fascinated me. Evo Morales's election coincided with my starting graduate school and was quite influential in my decision to focus on Bolivia. I was very hopeful that his election would bring substantive change to Bolivia, which I think it has in many ways. In my opinion, the new constitution and the feeling of empowerment that his presidency has given the traditionally marginalized sectors of society are important steps forward for Bolivia. On the other hand, Bolivia is just as divided as ever and has been on the brink of civil war. Evo's style of governance is very authoritarian, and I think that his demonization of the US, while perhaps justified in part, is really just a case of "scapegoating." The constant changes in his cabinet and the defections of some prominent former supporters indicate the fragility of his coalition and the continued importance of patron-client relationships in the political system. However, I certainly would not want to be charged with changing Bolivia's history of discrimination and racism while attempting to keep the economy afloat. All in all, I think his administration is an important symbolic moment for Bolivia. Future historians will have to judge its real effects..

Tell us about your doctoral research. How did you get interested in this topic? Where do you see yourself making a contribution to the scholarship(s)?

I'm working on the history of obligatory military service in Bolivia and its effect on ethnic identity and state formation. Since 1907, all Bolivian men have been legally obligated to

serve one year (basically unpaid) in the military. Including colonization of underpopulated territories, road construction, infrastructure projects, agricultural labor, domestic service, and the violent repression of other Bolivians, military conscripts' labor throughout the twentieth century has been essential to elite projects to mold Bolivia into a modern, unified, and productive nation. For many indigenous men, military service was their first real experience with the idea of Bolivia. Civic education is strong in the barracks, and many conscripts learn Spanish and literacy skills during their military service. My work contributes to studies of state formation, indigeneity, masculinity, labor, and the military, offering a grounded and detailed analysis of the interactions between individuals and a specific state institution that attempted to instill in them a particular vision of the nation and their place within it.

I came to graduate school interested in relationships between indigenous people and the state. At the end of my second year, I had decided to focus on Bolivia and spent the summer reading its history, anthropology, and political science in order to choose a dissertation topic. As I did this work, I watched my partner, who is a lawyer in the US Air Force and was stationed in Anchorage at the time, come and go in uniform, so the military was on my mind as I read these works, many of which mentioned obligatory military service in passing. I became interested in the effect on individual soldiers of spending a year in the barracks. I wanted to know how they saw themselves and their country differently after completing their service.

What is it like working in the Bolivian and Paraguayan archives? What other sources are you tapping to complete your thesis?

Working in Bolivian and Paraguayan archives has been a varied and interesting experience. Given the currently climate of mistrust of the US in Bolivia and my military-related topic, I am often greeted with suspicion, especially in military archives. I can't count the number of times I've heard thinly veiled "jokes" about being a CIA spy. However, I have been very lucky in that I've been able to gain access to all the documents and archives that I have attempted to use. In Paraguay, I was researching the experience of the 20,000 Bolivian prisoners during the Chaco War (1932-1935) and found some amazing photographs depicting the prisoners, correspondence that described their working and living conditions, and even some letters written by prisoners asking to remain in Paraguay. In Bolivia, I have found a range of sources in five different archives. These include conscripts' testimonies in military justice proceedings, petitions written by individuals and indigenous communities regarding military service, individuals' military service records, military magazine and newspaper articles, and laws and congressional debates. I am also conducting oral histories of former conscripts and officers. In the US National Archives, I found reports by US military attachés that describe Bolivian conscripts and film clips that depict soldiers clearing land for colonization,

working on model farms, cutting sugar cane, constructing drainage systems, digging wells, and building roads. I also draw from novels and memoirs written by indigenous activists, military officers, and Chaco War veterans.



Evo Morales during his military service. Source: Pablo Stefanoni and Herve Do Alto. *Evo Morales: De la coca al Palacio*. (La Paz: Malatesta, 2006). From Liz's dissertation page: <http://www.duke.edu/~ems19/dissertation.html>

You took some time off from school before applying to graduate school. Tell us what you did and how that prepared you for graduate school. After graduating from Bowdoin, I worked at a law firm for year during which I took the GREs and looked for opportunities to work in Latin America. I was then hired by the American School in Guatemala to teach first grade. For two years, I taught the elites' children and became attached to them; part of me saw Guatemala through their eyes. But each Sunday I watched the maids who picked up my students after school pour out of gated communities in colorful traje, and I began to wonder about these women who made the comforts of my world possible. Yet my vision of indigenous exploitation and cultural difference soon was complicated by these migrants who excitedly gossiped in Spanish and K'iche' about the latest Mexican telenovela. My experiences in Guatemala sparked my interest in the relationship between indigenous people and the state.

Why did you choose to pursue a degree in Latin American history? Much of the credit for my interest in Latin America can be given to Janice Jaffe, who was a professor of Spanish at Bowdoin during my time there. As a first-year, I felt overwhelmed by the sheer quantity of classes from which I had to choose. Although I had disliked Spanish classes in high school, I ended up enrolling in Janice's Spanish 205, where I was introduced to a world of literature and history that motivated me to master the subjunctive tense. In that and subsequent Spanish classes, Pablo Neruda inspired me to read voraciously about the United Fruit Company, Isabel Allende made me cry over Chilean politics, and the *Popul Vuh* introduced me to the possibility of a radically different worldview. Although I was an undergraduate Spanish and English major, when reading Latin American literature, I was always more interested in the historical events and forces that informed and shaped the literature than in the poetry of the words. My honors project in comparative literature, written in Spanish under the direction of Enrique Yepes, focused on *Sula*, by Toni

Morrison, and *One Hundred Years of Solitude*, by Gabriel García Márquez. I was interested in how these works explore the tensions between individual and collective identities and look towards the pre-colonial past to reconstruct identities in a postcolonial world. I decided to apply to graduate school in history because there are as yet very few doctoral programs in Latin American Studies, and I couldn't envision myself teaching Spanish. I chose history because I see it as a very malleable discipline that straddles the border between the humanities and the social sciences and borrows theoretical and methodological insights from literature, cultural anthropology, sociology, and political science.

What has Duke's program been like? What suggestions do you have for students who are contemplating pursuing a degree? Duke has been wonderful to me, both financially and academically. It is a very interdisciplinary program, so I was able to take classes in literature, cultural anthropology, and women's studies. Due to the close relationship between the universities, I was also able to work with the excellent history department at UNC-Chapel Hill. When I started, Duke's history department had recently participated in the Carnegie Initiative on the Doctorate to revamp graduate education. As such, we took newly designed courses and rather than the traditional preliminary exams, we prepared portfolios that reflected our work, including syllabi, reading lists, book reviews, historiographical essays, and original research. Despite being a small community, graduate students are given an active role in department life, participating in all decisions regarding the graduate program, sitting in on faculty meetings, and having voting members on both faculty searches and graduate admissions.

My main advice to anyone thinking about graduate school is to take some time off after college to make sure that it is really what you want. Your experience in graduate school will be much richer for having worked or volunteered. You will also enjoy returning to coursework much more for having been away from it for a couple of years. When deciding between programs, look first at their financial packages. Can you live on your stipend? How many hours a week will you be working as a TA or research assistant? Is there funding to support your research? Will you be competing with your fellow graduate students for fellowships? Visit the university and see how current students live and relate to each other. If your goal is to be a professor, be aware that the job market is not excellent, and look at the placement records both of the department and of the particular faculty members with whom you will work.

Where do you imagine yourself in three to five years? I hope to have a position at a university, ideally a small college like Bowdoin where I would teach small classes and also have the time and funding to conduct research.

Alum Bookshelf

By Allen Wells and John Turner



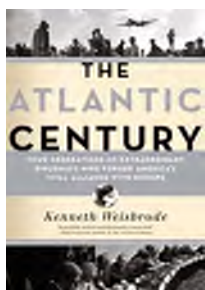
LESLIE ANDERSON, '79 and University of Florida Research Foundation Professor, University of Florida. *Social Capital in Developing Democracies: Nicaragua and Argentina Compared*. (New York: Cambridge University Press, 2010). Drawing on extensive fieldwork in Nicaragua and Argentina, as well as public opinion and elite data...[this study] explores the contribution of social capital to the process of democratization and the limits of that contribution. Anderson finds that in Nicaragua strong, positive, bridging social capital has enhanced democratization, while in Argentina the legacy of Peronism has created bonding and non-democratic social capital that perpetually undermines the development of democracy. Faced with the reality of an anti-democratic form of social capital, Anderson suggests that Argentine democracy is developing on the basis of an alternative resource—institutional capital.

THOMAS ANDERSON, '92 and Associate Professor of Spanish, University of Notre Dame. *Everything in its Place: The Life and Works of Virgilio Piñera* (Cranbury, NJ: Bucknell University Press, 2006). In addition to being the most comprehensive study to date of the life and work of Virgilio Piñera, this is the first book in English on this major twentieth-century Cuban author. ...Anderson draws extensively on unpublished manuscripts and diverse critical writings, bringing new insights into how Piñera's works responded to key literary influences as well as events in his life and in Cuban political and cultural history.



KATHERINE FORD, '99 and Assistant Professor of Spanish, East Carolina University. *Politics and Violence in Cuban and Argentine Theater* (New York: Palgrave Macmillan, 2010). This book examines how violence was used as a spectacle in Cuban and Argentine theater in the late 1960s and early 1970s as a reflection of and a dialogue with the violence occurring in the public arena. Using the international affair of the *Caso Padilla* as a way to appreciate how the notion of revolutionary spectacle pertains to culture, Ford deftly examines the use of violence in four plays from Cuba and Argentina to understand how simulated violence was used as a tool to address the very real violence that was taking place offstage.

MICHELE GREET, '93, and Assistant Professor of Art History, George Mason University. *Beyond National Identity: Pictorial Indigenism as a Modernist Strategy in Andean Art, 1920–1960* (Pennsylvania State University Press, 2009). This study traces changes in Andean artists' vision of indigenous peoples as well as shifts in the critical discourse surrounding their work. Greet demonstrates the complexity of the indigenists' engagement with European and pan-American cultural developments and presents the trend in its global context. Through studies of three internationally renowned Ecuadorian artists, Camilo Egas, Eduardo Kingman, and Oswaldo Guayasamín, *Beyond National Identity* pushes the idea of modernism in new directions—both geographically and conceptually—to challenge the definitions and boundaries of modern art.



KENNETH WEISBRODE, '91. *The Atlantic Century: Four Generations of Extraordinary Diplomats who Forged America's Vital Alliance with Europe* (New York: Da Capo Press, 2009). This historical study re-examines the American-European partnership with an emphasis on the personalities behind the policy, telling the insider's story of such well-known figures as Dean Acheson, W. Averell Harriman, and Henry Kissinger. In their vision, America and Europe were part of a single cooperative transatlantic community—not rivals or one another's periodic savior, as they had been during two world wars. This is the story of how and why the State Department's Bureau of European Affairs rose to become the U.S. government's preeminent foreign policy office.

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L.A.S. noticias

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