

L.A.S. noticias

the latin american studies newsletter
bowdoin college



número 4, july 2012

A note from the Director

Dear Alumni, Students, Faculty, and Friends:

We hope that as you move into your summer, you have a few moments to read LAS Noticias in its new electronic format! This year the LAS Program has decided to “go green” with our newsletter: LAS Noticias may be downloaded as a PDF file or read on our website (<http://www.bowdoin.edu/latin-american-studies/>). The new format will enable us to save a few trees and to redirect funds from postage and printing to support additional speakers, performances, and programming related to Latin America, the Caribbean, and Latin@s in the US. This volume of LAS Noticias highlights just a few of the ways the faculty, students, alumni, and staff of the LAS Program at Bowdoin aim to enhance understanding of the art, literature, and music; history, cultures and societies; and politics and economics of the region.

The Latin American Studies Program is proud to offer congratulations to our eight Latin American Studies majors who graduated in the Class of 2012. Seven of our most recent graduates were double majors (with the departments of Biochemistry, Government, History, or Spanish). Kris Klein ('12), who received Honors in LAS this year, is featured in the Student Focus section of the newsletter. As you will read, several other students participated in service learning and study away trips to various parts of Latin America, conducted independent research mentored by Bowdoin faculty, and engaged in a variety of curricular and co-curricular activities on and off campus.

During the academic year of 2011-2012, Bowdoin students benefitted from the pedagogical innovation of our permanent and visiting faculty and the interdisciplinary perspective inherent in LAS. This year LAS offered 33 different courses with a total enrollment of 564 students. Students participated in new courses such as “The Maya: Challenges of Forging Community and Identity,” “Labor, Gender and Immigration in the US Mexico Borderlands,” “Childhood Memories: Reflections on Self and Home in the Postcolonial Francophone Caribbean,” “Reading Images: Intersections of Art, Film and Literature in Contemporary Latin America,” and “CuBop, Up-Rock, Boogaloo, and Banda: Latinos Making Music in the United States.” Our courses were cross-listed with departments and programs including Africana Studies, Anthropology, Art History, Education, Environmental Studies, French, Gay and Lesbian Studies, Gender and Women’s Studies, History, Music and Spanish. In the Fall 2011 we were very pleased to welcome Lori Flores (History) and Jay Kerner (French) and to welcome back Esmeralda Ulloa (Spanish) and Mariana Cruz (Education) as Fellows or Visiting Assistant

Professors. In the Fall of 2012 we will be thrilled to have Mellon Postdoctoral Fellows, Laura Premack (Africana Studies) and Elizabeth Shesko (History), contributing courses to the program.

Over the past year LAS faculty and students have been engaged in research projects here at Bowdoin and in other parts of the United States, Europe, and Latin America. The accomplishments of our faculty members are described in the Faculty News section of the LAS Noticias, but you may access even more detail (links to articles, descriptions of courses and independent studies, images and media clips, etc.) by going to individual faculty webpages <http://www.bowdoin.edu/latin-american-studies/faculty/index.shtml>. In the Faculty Focus section, Assistant Professor Nadia Celis discusses her research on girls in Caribbean fiction and the impact of her own experiences in Colombia, the Caribbean, and the United States on her research and teaching.

Many of our alumni have kept us up to date on their lives and their continuing connections to Latin America. We appreciate very much the efforts of all of you who have sent emails, stopped in to talk with us about your professional and personal lives, given presentations on campus, and worked with students and faculty on a variety of educational and social issues. Michelle Greet ('93) generously describes her research on Latin American artists in Paris between the world wars, her experiences in graduate school and teaching, and her reflections on life after Bowdoin in the Alumni Focus. Please write to us with your own news, ideas, adventures, and insights—and let us know if you are interested in being featured on the website or in a future newsletter (lasnewsletter@bowdoin.edu).

Finally, a word of thanks to Jean Harrison, our Department Coordinator, who began working at Bowdoin just after students arrived on campus in September 2011. Jean is a tremendous asset to the Program—efficient, energetic, and accommodating, she makes all of our program projects (such as producing LAS Noticias) as well as the day-to-day running of LAS possible! Please stop in to say hello and introduce yourself if you haven’t already.

Enjoy—and best wishes for a productive and relaxing summer!

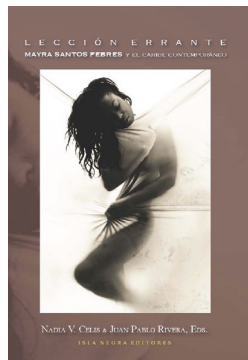
Muchos saludos,

Krista Van Vleet

Director of Latin American Studies
Associate Professor of Anthropology

Michael Birenbaum Quintero rolled out a new class in Fall 2011 called "Cubop, Up-rock, Boogaloo, and Banda: Latinos Making Music in the US" and continued to lead Bowdoin's Afro-Latin Music Ensemble, which performed both on and off campus in various events. Aside from working on his book *Rites, Rights, and Rhythms: A Genealogy of Musical Meaning in Colombia's Black Southern Pacific* (forthcoming from Oxford University Press), he also published a reference article on "Latino Music" in the new edition of the *Grove Dictionary of American Music*. Throughout 2011, he worked with Colombia's Ministry of Culture to help design a national program for musical investigation by local culture workers. His paper "Community, Cultural Policy, and Ethnomusicological Practice in the Afro-Colombian Hinterlands" was presented at the 2011 Society for Ethnomusicology annual meeting in Philadelphia. He was also elected Member-at-Large for the Northeast Chapter of the Society for Ethnomusicology, which is scheduled to hold its 2013 meeting at Bowdoin for the first time. He will be spending part of the summer back home in New York City with an internal Course Development Grant, taking lessons with Afro-Cuban and Afro-Colombian musicians in music to be incorporated into the Afro-Latin American Ensemble.

Nadia Celis' first book, the co-edited volume *Lección errante: Mayra Santos Febres y el Caribe contemporáneo*, was released in November 2011, with several presentations, reviews, and guest lectures following its publication. Her article "In the Beginning There Was Violence: Marvel Moreno's *En diciembre llegaban las brisas* or the Genealogy of Power" was accepted for the forthcoming volume *Hispanic Women Writers in the 21st Century: Shaping Gender, the Environment and Global Politics*. A second article, "Bailando el Caribe: Corporalidad, identidad u ciudadanía en las Plazas de Cartagena: is also forthcoming in the journal *Caribbean Studies*. She presented papers at several academic meetings, and has been working closely with the *Caribbean Studies Association* in the development on trans-lingual initiatives as a recently elected member of its Executive Council. Prof. Celis is currently finishing the manuscript of her second book: *La rebelión de las niñas*.

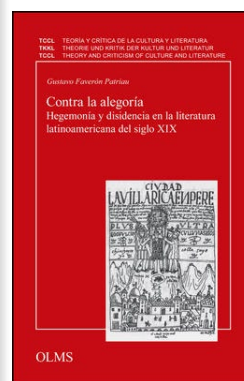


Elena Cueto Asín published two articles on the literature-poetry, theater and novel- of Spanish exiles in Latin America after the Spanish Civil War: "Guernica en la escritura de Rafael Alberti, entre otras voces del exilio", and "Cumbres de Extremadura and La niña guerrillera: Staging the Guerrilla as Past/Present War from the Margins of Exile." Both explore the literary production by authors for whom political asylum in Mexico and Argentina meant the opportunity to continue their careers as writers as well as political activists, while forcing them to revise ideas and concepts on the historical role of Spain in the Americas, cultural legacy, identity and tradition. Parallel to this context, she has also been studying the involvement of Latin American poets in the Spanish War, as part of a chapter of her current book project, and also in an article about the representation of modernity and the violence of war. Directing Kris Klein's honor project "Ugly Betty and Four Latina Narratives of Identity" gave her the chance to revisit fictions written by US Hispanic authors and to engage in the analysis

of the television serial fiction as a mode of representation of immigrant groups.

Julian Diaz's article "Can Enforcement Constraints Explain the Patterns of Capital Flows After Financial Liberalizations?" was accepted for publication at the *Journal of International Money and Finance*. In his article, Julian analyzes the role of financial frictions at accounting for the large and persistent capital inflows experienced by economies that were previously closed and opened to the international financial markets. Also, Julian presented his article "Trade Integration and the Skill Premium: The Case of a Transition Economy" (coauthored with Stanley Cho from the University of New South Wales) at the Southern Economic Association Meetings in Washington, DC, at the School of Economics of the University of Maine and at the Bowdoin Faculty Seminar series. This article is currently under review.

Gustavo Faverón-Patriau published his book *Contra la alegoría. Hegemonía y disidencia en la literatura latinoamericana del siglo XIX* (Theorie und Kritik der Kultur und der Literatur / Teoría y Crítica de la Cultura y de la



Literatura, Olms Verlag, 2011). *Bolaño Selvaggio*, the Italian translation of his co-edited book *Bolaño Salvaje*, was published in Rome by Senzapatria Editore. He also published academic articles in *Revista Iberoamericana* and *Cuadernos Hispanoamericanos* and non-academic articles on literature and Latin American politics in several magazines, including *Etiqueta Negra*, *Hueso Húmero*, *The Daily Kos*, and his monthly column in *Soho*. In September of 2011 he was a guest speaker at the Latin American/ Latino Voices for the New Century conference, at

Cornell University, Ithaca, New York. His presentation was entitled "El ángel de la historia y los nuevos escritores del siglo diecinueve" ("The Angel of History and the New Nineteenth-Century Latin American Writers").

Stephen Meardon spent the last academic year on leave as a Senior Research Fellow at Duke University's Center for the History of Political Economy. He presented his research on an intellectual conundrum relating to the U.S.-Mexico trade deal of 1883 at a conference at the UNAM, in Mexico City, in November, and was invited to discuss his article, "Negotiating Free Trade in Fact and Theory: the Diplomacy and Doctrine of Condy Raguet," at a plenary session of the Associação Nacional dos Cursos de Pós-graduação em Economia in Foz do Iguaçu, Brazil, in December. The article is forthcoming in the *European Journal of the History of Economic Thought*.

Leslie Shaw is co-directing an archaeological field program in Belize this summer at the Maya site of Maax Na (Mayan for "Monkey House"). The program, formally run through Howard University in Washington D.C., includes four Bowdoin students. The research focus this year will be on a residential area (dating to A.D. 600 – 750) that may have supported laborers in the large scale production of cotton for trade. New publication: "The Elusive Maya Marketplace: An Archaeological Consideration of the Evidence" in the *Journal for Archaeological Research*, 20(1):117-155.

Faculty News

Krista Van Vleet continues to develop her ethnographic research project exploring narratives of religion, faith, and family among adolescents in Cusco, Peru and Sucre, Bolivia.



She presented part of this research to the American Anthropological Association at the annual meeting in Montreal, Canada. The talk was entitled, "Managing Motherhood: Middle Class Aspirations and the Economics of Care." Her second book, co-authored with sociologist Nancy Riley, is *Making Families through Adoption*. The book incorporates cases of fosterage and local and transnational adoption from Africa, Asia, Central and South America, Europe, and North America to demonstrate how people "do" family in various contexts and how power hierarchies shape these practices. In the Fall 2011 she taught a 200-level course, "Culture and Power in the Andes."

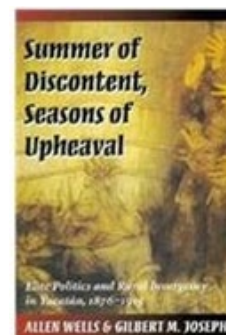
Hanétha Vété-Congolo was on a very productive sabbatical this academic year during which she undertook archival work in France and her native Martinique for her project, "Histoire de la littérature produite par les femmes de Martinique de 1635 à 2000". During her stay in Martinique, Hanétha gave conference presentations, radio talks, and workshops on Caribbean literature and interorality and conceived, initiated and co-hosted a TV show with local colleagues; "Raison pratique". This monthly TV show introduces the public to postcolonial scholarly works and ideas on the Americas and Africa. She also traveled to Cameroon to do research on African orality and to present her research and poetry. She is guest editor of the next issue of *Negritud: Revista de Estudios Afro-Latinoamericanos*. The following articles were also published: "L'Africain en Amérique ou la créativité de l'interoralité" in *L'Esclavage de l'Africain en Amérique du 16e au 19e siècles : les Héritages*, (Presses Universitaires de Perpignan) ; « Lorsque la folie seule fait taire le silence : pour le développement, *Le livre d'Emma et À l'angle des rues parallèles* » in *Écrits d'Haïti: Perspectives sur la littérature haïtienne contemporaine (1986-2006)*. (ed. Karthala) and, a postface, « Sens, signification et symbolique de la ré-écriture dans *Fables en case créole, Fab bò kay* » in Tèrèz Léotin, *Fables en case créole : bab bò kay: Adaptation créole des fables de La Fontaine* (L'Harmattan).

Susan Wegner taught her course, Art History 130: Introduction to the Arts of Ancient Mexico, Peru and the Caribbean this spring, incorporating for the first time art from the Taíno cultures of the islands. She has received a Course Development Grant to travel to Portugal to collect images and documents on the "Great Age of Discovery" and the many Portuguese navigators who made early contacts with the peoples of Brazil. These materials will help her construct a new course on "First Encounters," looking at initial meetings of Spanish, Italian and Portuguese mariners with new world cultures, early transport of native Americans back to Europe, and developing understandings and misunderstandings between the old worlders and the new, all as communicated through images made by each nation.

Allen Wells' *Summer of Discontent, Seasons of Upheaval* (Stanford: Stanford University Press, 1996), co-authored by Gilbert M. Joseph (Yale) has been translated and published as *Verano del descontento, épocas del trastorno: Élités políticas e resistencia rural en Yucatán, 1876-1915*, trans. Ari Bartra

(Mérida, Mexico: Universidad Autónoma de Yucatán, 2011).

"Commodity Chains in a Global Economy, 1870-1945," co-written with Steve Topik (UC-Irvine) will appear in Vol. 5, *A World Connecting: 1870 to 1945*, ed., Emily Rosenberg, in *A New History of the World*, general editors, Akira Iriye and Jürgen Osterhammel, 6 vols. (Cambridge, MA and Munich: Harvard University Press and C. H. Beck Publishers, forthcoming in English and German, fall 2012). He will be on sabbatical during 2012-2013 working on a new project, tentatively titled, "Latin America's Representative in the U.S. Congress: Charles Porter and the Latin American Crusade for Democracy," which speaks to long-standing interests in revolutionary movements and U.S.-Latin American relations during the Cold War. Finally, he continues to experiment with team-teaching. His experience this past fall team-teaching on the Historical and Contemporary Maya with David Carey, a historian of the Guatemalan Maya at the University of Southern Maine, which included students from both colleges and which met on alternative weeks in Brunswick and Portland, was especially gratifying.



Genie Wheelwright was promoted to Senior Lecturer this year. She continues to enjoy teaching language at the 100 and 200 levels. Genie's Spanish 204 class in the spring was a community-based course. Students volunteered at the Centro Latino in Portland, tutoring Hispanic immigrants in English and basic literacy. For the greater Brunswick community Genie helped put together a week of activities, Cuba Week, to celebrate Brunswick's sister city relationship with Trinidad, Cuba.

Carolyn Wolfenzon has recently published the article *Batallas en el desierto: la inversión del melodrama cinematográfico como estrategia crítica sobre la Revolución Mexicana* in *Confluencia* (May 2012). Two other articles by her are now forthcoming: "El Tercer Reich de Roberto Bolaño: la historia como juego de guerra" will be published in the second edition of the book *Bolaño salvaje* (edited by Edmundo Paz Soldán and Gustavo Faverón Patriau), and "Las muertas y Los relámpagos de Agosto de Jorge Ibaranguoitia: la violencia como síntoma de lo mexicano" (forthcoming 2013). She is now working on the figure of "El aparapita" in *Felipe Delgado*, the masterpiece of the Bolivian author Jaime Saenz. Next year, she will serve on two different projects as an adviser for students Alexandra Fogarty and Hannah Lorastein, recent recipients of the LAS grant.

Enrique Yepes has an article on Colombian poet María Mercedes Carranza forthcoming in *Revista Lingüística y Literatura* (June, 2012). He was also invited as a keynote speaker to two events this year: the Translations Poetry Festival at Bates College last October, and the Tales of the Borderland: Crossing Physical and Textual Borders in the Hispanic World conference at the University of California, Riverside. He presented part of his work on ecological thought in contemporary Spanish American poetry at the Latin American Studies Association convention this May in San Francisco, and will be working on his book project on this topic throughout his sabbatical leave in the 2012-13 academic year.

Faculty Focus: An Interview with Nadia Celis

by Elena Cueto Asín

Nadia Celis, Assistant professor of Spanish, just co-edited a collection of essays on Puerto Rican author Mayra Santos Febres, one of the authors she also studies in her upcoming book, "La rebelión de las niñas : cuerpos y poder en el Caribe hispánico". "Las rebelión" focuses on the fictionalization of girlhood, exploring both the values ascribed to female bodies in Caribbean cultures and their effects on women's own relationship to their bodies and identities. This book is also a critical response to the dominant "fetishization" of girls in Latin American and Caribbean canonical fiction.



You were born and raised in Cartagena, on Colombia's Caribbean coast. What got you interested in studying an area so close to your own identity and experience?

Yes, I grew up in Cartagena, a very vibrant Caribbean city, but it took me until I was an undergraduate to realize I had grown up in the Caribbean. Due to a long history of "omissions" in Colombian official history, for almost two centuries our Northern Coast was renamed "Atlantic Coast" and with that, among other gestures, our cultural and historical connections to the Caribbean were erased from the definition of Colombian national identity. Writers, artists, musicians, and academics played a significant role in the recognition and fixing of this lapse, which only happened at the end of the 20th century. Hence, I got to witness Colombian re-discovery of its Caribbeaness as a college student. This is how the Caribbean came to light for me as a reality after I recognized it as a concept, and this certainly shed a different light on my life experience. In the last year of college I also went on an exchange program to Jamaica. This was the first of many encounters with other Caribbean countries, where I have always felt at home regardless of language and other differences. Since then I have been fascinated with the interplay between the ideas, the experiences that shape our identities, and the practices by which we think of, feel or express our sense of belonging. Literature is an extraordinary document of such ideas and practices.

How did you get interested in US Latino/a literature?

That was the result of a similar yet further discovery. The "Latino" label is a very North American concept. It did not occur to me that I could be identified as Latina until I was in graduate school in Rutgers University, in New Jersey, where I found myself surrounded by Latin Americans and Latin American descendants from many different countries and backgrounds. In contrast with my experience achieving a Caribbean identity, by not having grown up in the United States I did not have the life experience that would entitle me to feel like a US-Latina. However, because of my appearance and accent, I started to embody a Latina in other people's eyes. Once again, my fascination for the ambiguities and contradictions within predominant notions and

categories of identity led me to explore this matter. As a Caribbean scholar, this is also the natural extension of my research, since among the larger populations of US-Latinos are Cuban, Puerto Rican and Dominican-Americans, i.e., many of the cultural features associated with Latinos and Latinas are coming from the Caribbean, then being identified by others as "Latin" once they are in the US. My main focus in studying Latinas literature and representation has been precisely this displacement, and the consequent issues of translation of Caribbean and Latin American cultures to the United States economy of ethnic identities.

Apart from literature, your main field of study, you have also explored dance and other cultural production. What connections do you see across these areas?

One of my main research questions has always been what makes Caribbean people such good travelers, and their cultural production so keen to receive global attention. In the Colombian Caribbean, I could mention Gabriel García Márquez and Shakira as notorious examples of such qualities. By looking at the scenarios in which Caribbean culture is displayed beyond the region, I started to notice that much of the cultural translation of Caribbean artistic and cultural trends does not necessarily happen through words, but through images and movement. The capacity to speak through bodies, a feature we share with the whole Black Atlantic, has not only been key to the international success of Caribbean music and culture, but it is also at the core of Caribbean peoples' communication, knowledge and creativity. This is so natural in the Caribbean that we fail to acknowledge the sophistication of the codes that allow us to read bodies and speak through them. That capacity is what I call, in my latest work, an "embodied consciousness." Caribbean literature has often resorted to embodied memories and body expressivity as a means to contest the official records of the colonial past and their legacy of social hierarchies and marginalization, but that form of expression remains equally alive in popular culture, music, dance and performance. Therefore, my research has moved fluidly between words and movement.

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. This research contributes to a subsequent independent study for a semester or a year, under the direction of a faculty member.

2012 Recipients



Hannah Lorastein, '13 "Everyday in Black and White: Toward a New Understanding of Race in Lima, Peru"

This summer Hannah will conduct research on the lived experience of racial labels and categories in Lima, Peru. She plans to work with two different non-governmental organizations, *Centro de Desarrollo Étnico* and *Lundo*, which are engaged in anti-racist activism in Lima. Upon her return to Bowdoin, she will conduct an Independent Study with Prof. Wolfenzon exploring how racial categories are portrayed in 20th and 21st century Peruvian novels and films. She hopes to integrate her interviews and observations from Lima with literature and film in order to better understand the cultural construction of race in Peru and elsewhere.

Alexandra Fogarty, '13 "The Identification of Argentine Horsemen with the Literary Image of the Gaucho: the Impact of Modernization on Identity"

Alexandra will be conducting research on the aesthetic representation of the gaucho in Argentinian society, as traditionally depicted in literature and as expressed in the words of ranchers themselves. In Argentina, the *gaucho*, or "cowboy," became one of the first figures of national identity and continues to be romanticized. Alexandra will study several literary works under the direction of Prof. Wolfenzon before going to to one of the largest and most internationally recognized horse breeding operations in rural Carmen D'areco. While there, she will interview *petiseros*, highly skilled horsemen who breed, raise, and train horses, and study how they relate to the traditional image of Argentinianess, the *gaucho*, and how they have faced the growing need to modernize every aspect of their livelihood.



The John Harold Turner Prize in Latin American Studies

Named after Professor Emeritus John H. Turner, this prize is awarded to a graduating Latin American studies major who, in the judgment of the Latin American Studies Committee, has achieved academic distinction and has contributed to an understanding of the region.

In 2012 the John Harold Turner Senior Prize in Latin American studies was awarded to Elijah "Eli" Garrard. Eli has an outstanding academic record and a clear commitment to research and service in Latin America. He spent Spring 2011 at the *Fundación Universidad del Cine*, a private university in Buenos Aires, Argentina. This study abroad experience informed his Independent Study on "Body Politics in Contemporary Argentinian Cinema," for which he received an LAS Research Grant. While in Argentina and in Maine, Eli has worked as a tutor of both Spanish and English. Recently he was awarded a Fulbright Grant to Argentina where he will spend 2012-13 as an English Teaching Assistant at a teacher-training institute in the provinces. While there, he hopes to involve local kids in a community art project, teaching them to tell personal and family stories through the medium of comics.

To read more about our students, including information on our 2012 graduating seniors, visit www.bowdoin.edu/latin-american-studies/student-research/index.shtml

Learning in Latino and Latin American Communities through Summer Fellowships and Service Experiences

Through opportunities supported by the McKeen Center for the Common Good, including service immersion experiences such as Alternative Spring Break and Weekend Service Trips, as well as through the Global Citizens Grant and Community Matters in Maine summer fellowship programs, students engage in environmental sustainability, housing access, public health, and education issues in different parts of Latin America and in Latino communities in the United States. Here are some highlights of their work during the past year.

Alternative Spring Break: Providing Safe Passage in Guatemala

Under the leadership of **Katherine Woo '12** and **D.J. Darden '12**, a group of 11 Bowdoin students devoted a week during spring break to volunteering at *Safe Passage*, an organization working in Guatemala City to bring hope, education, and opportunity to the children and families living in extreme poverty around the City's garbage dump.

This was the eleventh year of the Alternative Spring Break program, and the eighth trip to *Safe Passage*. This year, the student trip coincided with a trip for Bowdoin alumni to also volunteer with the organization, which was founded by Bowdoin alumna, Hanley Denning '92.



Global Citizens Grant

In last year's newsletter we announced that Elena Crosley, Ben Richmond, and Abby Suresh, winners of Global Citizens Grants to spend two months in service with grassroots organizations in Latin America, were getting ready for their travels. They've each provided us with a brief summary of their experiences, and all of them have connected their work with courses in Spanish or Latin American Studies following their service in these communities.

Elena Crosley '13 volunteered at the organization *Building New Hope's* veterinary clinic, *Casa Lupita*, and school, *Escuelita Yo Puedo* in Granada, Nicaragua. *Casa Lupita* treats the dogs, cats and work horses of Granada, Nicaragua and many spays and neuters are performed in order to reduce the number of street animals. *Escuelita Yo Puedo* is a school that provides children with homework help, English classes, and piano lessons. "My time spent in Granada, Nicaragua was unlike anything I had been exposed to before. I was able to spend my mornings working with students on their English and math while being updated on the latest Spanish slang words and in the afternoon I could assist a veterinarian in the surgery room and have the opportunity to talk to owners in the waiting room about their animals, the clinic and their country. I will always hold this experience close and I will continue to value human relationships and the importance of education."

Ben Richmond '13 spent January and February of 2012 working with *Teach Huaraz Peru* in Huaraz, Peru. *Teach*

Huaraz is a local, grassroots organization that supports the community of Huaraz by providing English lessons for children in local schools and educational programs for youth. Ben worked as an English tutor at a local language center and helped *Teach Huaraz* establish a 7-day pilot youth wilderness therapy program for at-risk youth. The wilderness therapy program consisted of classes about health, decision making, and outdoor skills, as well as an extended outdoor experience in the area's surrounding mountains. "I was proud to be able to help enhance *Teach Huaraz's* services to the community by laying a foundation for its wilderness therapy program."

Abby Suresh '12 volunteered at *Compas de Nicaragua* for eight weeks last summer. After one week spent in the rural town of La Paz participating in coffee planting with members of a local farmers' cooperative, she worked the remaining seven weeks in the impoverished barrio of La Primavera in Managua, Nicaragua. In Managua, Abby worked with other members of *Compas* at the Women in Action Center (WIA), building a backyard vegetable garden and a composting system; teaching English classes to local school age children; and running health workshops ('charlas') for women on topics like personal hygiene, menopause and nutrition. In addition, she helped repair the roofs of several of the Women in Action's members' houses and expand the test backyard garden at the WIA center to new gardens behind the women's houses. "Choosing to spend my summer volunteering in Nicaragua was a fantastic decision. I learned so many unsaid things about the Nicaraguan culture - most memorably the absolute friendliness and love Nicaraguans offer to anyone who even attempts to speak Spanish and understand their culture. Working toward the goal of bettering the lives of women by planting and caring for a garden and running basic health talks every week was more satisfying than any other summer job or internship I could imagine. Many things I saw and felt while in Nicaragua will always stay with me, particularly a line that many local women repeated to me and other volunteers on numerous occasions: "Every time we see you - you give us hope to go on." The absolute honesty and passion behind that statement really touched me and made all of the struggles getting used to the culture seem negligible. I hope that this experience will be just the beginning of my work in impoverished regions abroad."

During the summer of 2012, Global Citizens Grant recipient **Emma James '13**, an Anthropology major and Education minor from Avon, Maine, will be working with *BiblioWorks*, a nonprofit based in Sucre, Bolivia that builds and funds libraries to increase literacy in rural communities in the surrounding areas. Look for details of her experience in next summer's newsletter.

Weekend Service Trips to a Latino Community in Maine

The Weekend Service Trip program, started in the fall of 2009 by Krista Bahm '11, provides students the opportunity to explore and learn more about various communities in Maine through service. This past spring Mariya Ilyas '13 and David Vasquez '14, led a group of nine students up to Milbridge, ME, where they volunteered at Mano en Mano, a non-profit led by Ian Yaffe '09 that works to provide educational services, healthcare, and low-income housing to Latino immigrant farmers in Downeast Maine. During the weekend, the Bowdoin students helped Mano en Mano raise more than \$1,000 at its 5th annual Spring Fling to fund a \$1,000 scholarship it gives to one college-bound Latino student every year for four years. This marks the third trip that Bowdoin students have taken up to Milbridge to work with Mano en Mano and deepen their understanding of Latino communities in Maine. Read more about the students' experiences at: <http://www.bowdoindailysun.com/2012/03/taking-a-day-away-to-help-a-latino-community-in-maine/>



Mi Gente: A Resource Guide for Latinos in Maine

As the Latino communities in Maine grow larger and more diverse, the need for information about resources has become more obvious, and Bowdoin students, led by Molly Pallman '12, and assisted by Genie Wheelwright's students in Spanish 204 this spring, have learned more about the needs and resources available by revising and correcting *Mi Gente*, a guidebook for Latinos in Maine.



LASO Update

by Desdama Rios, Carlos Morla '12, and Carlos Rios '12

LASO was very productive this year academically, professionally, and socially. We were successful in organizing annual events as well as weekly discussion topics, informal study groups, and fireside chats with professors. Some highlights include LASO's annual Valentine's Day Date Auction that turned out to be the most successful in LASO's history! We raised \$1,400, all of which was donated to Mano en Mano. To celebrate Hispanic Heritage Month, LASO invited filmmaker Luis Argueta to screen his immigration rights documentary "The Postville Raids" and author Alicia Santos to discuss her memoirs. After thoughtful consideration of historical practices and future goals, this year's board recommended that future LASO leadership adopt an egalitarian model of leadership – a council instead of a traditional hierarchical model. LASO's members voted in favor of the new model and will implement the change in the fall 2012 semester with the goal of engaging all LASO members in steering our future success. We celebrated the end of the year with a despedida dinner with over 20 LASO members and faculty members Mariana Cruz, Lori Flores, and Desi Rios. That night, we celebrated our successes, our futures, and the bonds we have formed as a community.



Student Focus: An Interview with Kristopher Klein '12

by Enrique Yepes



Kris Klein obtained Honors in Latin American Studies for his thesis, "Ugly Betty and Four Latina Narratives of Identity," under the direction of Elena Cueto Asín. He has been active in the Latin American Student Organization at Bowdoin, has continued to do service in Uganda since receiving a Career Planning Center Public Interest Grant a few years ago, is a Mellon Mays Fellow, and was admitted to several graduate programs, among which he chose the Border Studies program in the University of Texas-El Paso, where he will start this fall.

"In my experience, the LAS department feels like a family; they are committed to helping you grow as a person, analyze like a scholar and find your academic niche. I will miss my family, my LAS family who has truly defined my career here at Bowdoin."

Tell us about your Honors Project thesis and how you conceived the idea. The interest for my thesis project is personal; I was raised by exceptional role models, like my grandmother and mother. Growing up, they were glued to the telenovela and explained to me how it spoke to them about the world. My thesis examines the TV series *Ugly Betty*, a hybrid American telenovela/sitcom, and how it incorporates contemporary Latina images. I contrast *Ugly Betty* with different patterns of identity construction in four narrative works written by influential Latina authors in the last few decades, and study how self-identification is negotiated in tension with hegemonic prescribed ideals of gendered and ethnic roles.

What have the Mellon Mays Program and LASO meant for your academic and personal growth? Together, the Mellon Mays Program and LASO have contributed to an evolution in my academic and personal interests. The Mellon provided me the opportunity to engage in research with several of the professors situated in LAS.



During my sophomore year (and still today), I worked with Elena Cueto Asin on television studies, looking at the production and caricature of the telenovela. During my senior year, I was able to work with Nadia Celis on Caribbean gender and with Mariana Cruz on education and LatCrit (Latino Critical Theory). LASO has always served as a home base during my four years. We are a strong

network of Latinos here at Bowdoin, and LASO is the place where we meet, learn and most of all, support each other in our endeavors.

How have community engagement and off-campus study helped shape your profile as a major? I had always believed my future belonged in teaching. My first year summer I was granted a CPC Public Interest Fund to teach in Gulu, Uganda; this experience confirmed my passion for education and teaching. Because I knew what profession I wanted to work in, junior year was spent studying abroad

for two semesters in Mendoza, Argentina to study Latin American literature. That summer, I was awarded funding from the Mellon to conduct a second summer study abroad in Maceió, Brazil, where I studied Nordestino (People from Northeast Brazil) identity and Portuguese language. All of these experiences have continued to illustrate the complex nature of Latin America and the necessity of education to comprehend her singularity in cultures, races, ethnicities and legends.

Why did you choose the Graduate Program in Texas-El Paso? Beside the fact that I am from El Paso originally and most of my Tías live there, I chose El Paso because of its proximity to the U.S./Mexico Border, which is integral to my research. I hope to study borderlands as a concept, as a practice and as an identification point for identity. The LAS major has prepared me to think through different mediums – literature, history, art and film/television – and scrutinize the intricate relationships between institutions and people, cultures and traditions.

Any dreams about your future? Pues, I am currently working on a novel that I will continue to write during the summer here at Bowdoin, while I work with Mellon program. I am excited to finish it and hopefully one of my literature professors, Gustavo Faverón, will read it! As for long term plans, I hope to teach Latin@ studies somewhere, a field that continues to evolve, just like its peoples. Gracias.



Alumni News

Christina Argueta, '11

I am currently finishing up my first year of law school at NYU. This summer I will be working as a legal intern at LatinoJustice PRLDEF, a New York-based organization that uses impact litigation to improve the economic, social, and educational opportunities of Latinos in the United States.

Zulmarie Bosques, '11

After graduating Bowdoin I moved to the Southside of Chicago, IL to work at Urban Prep Academies via their one-year Fellowship Program where recent college graduates volunteer at the first all-boys charter high school. Through a mentorship role, I work directly with 30 freshmen and teach a humanities-based life skills course. I will be staying around the next academic year as the Bronzeville campus' college counselor to focus on motivating our young men to attend prestigious institutions such as Bowdoin College.

Jessica Britt, '10

I have been working at Safe Passage/Camino Seguro since September 2010. I began my time as a classroom assistant at the educational reinforcement organization for the children and families who live around the Guatemala City garbage dump. After a couple of months getting to know the organization in that role, I have worked in a few different positions in the development department, currently as the coordinator of the department in Guatemala overseeing donations and public relations. Just a few weeks ago we welcomed a double service team of half Bowdoin students/half alumni which was a remarkable statement about Bowdoin's commitment to the common good and to our alumni (Safe Passage founder Hanley Denning graduated from Bowdoin in 1992).

Russ Crandall '94

I am currently leading the Davidson in Peru semester abroad program based in the southern provincial city of Arequipa. I encourage Bowdoin students and alumni to look me up (rucrandall@ davidson.edu) if they are passing through Arequipa where I will be until July. My book on the U.S. interventions in the Dominican Republic, Grenada, and Panama was recently translated and published in Spanish as *Democracia a la fuerza*.

Sarah Edgecomb, '03

After pursuing a JD at U of Miami Law and practicing law in South Florida for a few years, I recently completed a Masters in International Legal Studies at NYU Law. I am still living in New York and am very interested in working on human rights in Latin America. I am primarily interested in working with NGOs, international organizations or government agencies.

Kathy Guerrero Wheeler, '94

I am a Dominican-American stay-at-home mom who, after graduating from Bowdoin in '94 and marrying an Anglo Bowdoin graduate of '93, received a

graduate degree in Communication Sciences focusing on cross-cultural conflict resolution from Temple University. Although my children don't believe me, I do use it every day! The most fun I have with being bi-cultural and a native Spanish speaker is volunteer mediating when one of the parties is more comfortable in Spanish and being able to do fun accents with my kids. Last spring I also started a children's Spanish program at the local library. After a visit from a university Spanish professor, her advanced Spanish students have been teaching the program! The common good... from home.

Shelly Goulder, '07

The last year has been a bit of a whirlwind: I led a summer trip for high schoolers to Ecuador, worked in a mountain hut in New Hampshire and then in a lodge north of Lake Tahoe (lots of hiking and skiing!), and consulted for an education reform start up in Boston. I will be going back to school in June to get my master's in teaching secondary language arts.

Molly Juhlin & Gia Upchurch, '05

We ran the Boston Marathon on April 16, 2012 to raise money for Jumpstart, a national organization that is working toward the day every child in America enters school prepared to succeed. To learn more about our run, visit the team's website: http://www.jstart.org/site/TR/RFTR/General?pg=entry&fr_id=1160



Molly and Gia at the starting line of the Boston Marathon

Matt Knise, '10

Following graduation from Bowdoin I moved to Washington, DC to join Deloitte Consulting's Federal practice. After a year with the firm, I left Deloitte to join Capital One as a business analyst in their McLean, VA headquarters. Although I have held a variety of roles, I most recently was a part of the team that helped to launch a new PlayStation credit card. While my new position doesn't require me to use my Spanish as often as I would like, I was recently able to brush up on my skills by authoring a letter in Spanish for our customers in Puerto Rico. In the near future, I am hoping that I can combine my interests in business and Spanish by moving to our Hispanic segment team.

Alumni News

Bernardo Montero, '92

After graduation, I taught social studies in Miami Dade Public Schools, the 4th largest school district in the nation. I taught middle school to inner city children for approximately ten years before going into administration. I attended NOVA Southeastern University while teaching and received my Master's Degree in Educational Leadership in 2002. After Florida passed charter school legislation in 1996 and in 2003, I interviewed with an educational management organization and several members of the governing boards of various charter schools managed by Academica. I began working as an assistant principal in 2003. In 2004, I opened Doral Academy Charter Middle School as its first principal and ever since, I have had the fortune to work as a school principal. Currently, I lead a charter school in Pembroke Pines, Florida with an enrollment of 3,000 students. I am proud to say that my job is extremely gratifying, helping students go to elite colleges, helping families find the means to send their children to those colleges, and helping teachers become highly effective. It can be a daunting task, but I wouldn't trade it for anything in the world.

Liz Pedowitz, '10

Since graduating I worked for a year as a research assistant at Tufts Medical Center in Boston, MA on a quality of life study for parents of children who've gone through stem cell transplants. This past summer I matriculated into Mount Sinai's School of Medicine in Manhattan, NY. My Spanish major has been extremely helpful as Mount Sinai is on the border of Spanish Harlem. The school has a student-run free clinic called the East Harlem Health Outreach Partnership for East Harlem residents who don't have insurance and my Spanish knowledge has been extremely useful there because most of our patients do not speak any English. Currently I'm working on starting a walking group for the center. I have also been taking a Medical Spanish course to brush up on my knowledge of medical terms to be able to compile medical histories and do physical exams. I miss Bowdoin and Brunswick, ME a lot, but am definitely enjoying the new city life, too.

Sarah Pritzker, '11

I have spent the months since graduation working as a bicycle guide in Montana, Utah, California and New England. During the winter months I prepared for the GMAT I plan to pursue a business degree so I can work for a non-profit. In February I'm headed to South America to journey in Ecuador and Peru and visit friends in Chile.

Alex Reed '10

In January, I returned to the U.S. after spending the last nine months in Uruguay on a Fulbright English Teaching Assistantship. Somehow, my time in Uruguay fulfilled—and even exceeded—my ridiculously high expectations. In between speaking lots of rioplatense Spanish, watching lots of fútbol, eating lots of dulce de leche, and drinking even more mate, I felt like I really got to know Uruguay (and a significant portion of its 3.5 million inhabitants...the entire country has a great small-town feel!). I also had the

opportunity to do some traveling in Argentina, Brazil, Chile, Bolivia, and Peru before returning to the U.S. broke and exhausted. I highly recommend the Fulbright program to anybody looking to participate in a meaningful cross-cultural exchange program! Right now I'm working at a DC-area law firm that specializes in representing disabled veterans before the VA. I started about a month ago, and so far, I've had ample opportunities to use my Spanish with our large number of Puerto Rican clients.

Katherine Roboff, '03

Higher Achievement is going well...We provide after school and summer programming to middle school students, to help prepare them for college-preparatory high schools (public, private, and charter – there's a lot of school choice here!). We started in D.C. thirty-five years ago and recently began expanding to new cities, including Baltimore, Richmond, and Pittsburgh. I've been working at our D.C. affiliate for the past five years. I'm our Director of Programs and oversee all of our program departments, including our academic and mentoring programming at six school sites; our high school placement department; student recruitment, etc. There are always a lot of moving parts, but I enjoy bringing them together. We've been getting more involved with local advocacy work and some other external partnerships as well. We keep busy and have a great team! I am also helping establish a new public charter school in DC which opens next year: Mundo Verde Bilingual Public Charter School: <http://www.mundoverdepcs.org/> The school will focus on sustainability and bi-literacy.

Alyssa Rose, '11

After graduating this past May, I went on to work at the Rassias Advanced Language Program as an Assistant Spanish Teacher at Dartmouth College over the summer. In August, I started teaching Spanish and working in admissions at Blair Academy, a private, co-educational, boarding school in Northwestern New Jersey. This year at Blair has been wonderful and has opened my eyes to the world of teaching, which I've discovered is my passion. This summer, I will be starting graduate school at Middlebury College at the Vermont campus and then shortly after, will be moving to Madrid, Spain to continue my graduate studies in Spanish language and linguistics. Following my two semesters in Spain, I plan to finish my graduate school education in Buenos Aires, Argentina and hope that another teaching job is in my future after I graduate next year!

Cassia Roth, '08

I am a Ph.D. Candidate in Latin American History at the University of California, Los Angeles. I am currently spending 9 months in Rio de Janeiro, Brazil where I am conducting dissertation research on abortion, infanticide, midwifery, and pregnancy from 1850-1930. My dissertation looks at the gradual emancipation of slavery through the lens of women's reproductive practices. I am working at the National and City Archives, as well as several private and state-run institutes. In my free time I go to the beach, take samba lessons, and drink cheap beer.

Alumni News

Emily Schonberg, '10

I've finally settled in Somerville, just outside of Boston where I live in a single studio apartment that feels like my own little cozy home. I'm dating a loud, funny, wonderful Boston native who I met through a Bowdoin friend (they went to high school together) and I work at the Museum of Fine Arts in the IT Department (for an art major, go figure!). It's an amazing place to be. When times get rough working on tedious spreadsheets, I simply pop up into the galleries and escape into the paintings. I also get a chance to speak Spanish with our diverse staff!

Brooks Winner, '10

I currently live in Rockland, Maine and work at the Island Institute, a nonprofit organization dedicated to helping sustain the year-round island communities of Maine. As the Community Energy Associate, I work with island communities to reduce energy costs through energy efficiency, community-owned renewable energy projects and energy education programs. I volunteer as the Co-Director of Few for Change, a scholarship fund supporting students from an indigenous community in rural Panama that I helped found after returning from studying abroad there with the School for International Training. Few for Change has raised over \$12,000 in the past two years and has provided three-year scholarships to twelve outstanding young leaders in the Comarca Ngobe-Bugle.

Alumni Focus: An Interview with Michelle Greet, '93

by Allen Wells



Michelle and daughter Kaylee on top of Notre Dame last summer

Tell us about your new book project, *Transatlantic Encounters: Latin American Artists in Paris between the Wars*. How did you get interested in the topic? Where do you see yourself making a contribution to the scholarship? In what ways does this build on your past work on Andean Indigenous Art and in what ways is it a departure? *Transatlantic Encounters: Latin American Artists in Paris between the Wars* actually combines two areas of interest of mine. Before attending Bowdoin, I was an AFS exchange student in Belgium, where I participated in an intensive French-language immersion program, lived with a wonderful family and attended a Belgian high school. At Bowdoin I continued studying French, but decided to start studying Spanish as well, which led to my junior year abroad in Ecuador and a major in Romance Languages. Thus, purely on a linguistic basis, the project is a perfect fit. As for the specific topic, while studying Latin American art, I have often come across references to artists who partook of a period of study or travel abroad in Europe, usually in Paris. These references are usually part of a biography or chronological overview of an artist's career, but never situated in the context of European avant-garde developments. To date, through extensive archival research, I have identified nearly three hundred Latin American artists living and working in Paris between 1918 and 1939, staying anywhere from several months to several decades. These numbers demonstrate a critical mass that rivaled or even surpassed other groups of foreigners such as Russian Jewish artists in the School of Paris. Nevertheless, the presence of Latin American artists has been overlooked in art historical literature on the period. While numerous scholars have written about the arts in Paris during this period, none examines the participation of Latin American artists in the Parisian art scene even though these artists both contributed to and re-interpreted nearly every major modernist trend between the

wars including cubism, surrealism, constructivism, and the more figural modes associated with the School of Paris. This book and accompanying website will examine Latin American artists' intense interaction with European artists and critics as well as their major contributions to the international art scene in Paris between the two world wars.

My previous work has dealt consistently with issues of cultural contact and global interchange. My first book, *Beyond National Identity: Pictorial Indigenism as a Modernist Strategy in Andean Art, 1920-1960* (November 2009) is part of Penn State University Press's series "Refiguring Modernism: Arts, Literatures and Sciences." *Beyond National Identity* traces changes in Andean artists' vision of indigenous peoples as well as shifts in the critical discourse surrounding their work between 1920 and 1960. The book examines pictorial manifestations of Indigenism through case studies of three internationally renowned Ecuadorian artists, Camilo Egas (1889-1962), Eduardo Kingman Riofrío (1913-1998), and Oswaldo Guayasamín Calero (1919-1999), whose distinct yet exceptionally innovative approach to the depiction of the indigenous subject exemplifies the impact of global interchange on regional production. While my first book only deals with Latin American artists in Paris in a single case study, many of the issues that emerged in this book will be carried forward and expanded upon in the new project.

An Interview with Michelle Greet, '93 (continued)

After college, you didn't go directly to grad school. Tell us about the path you took after Bowdoin and how that varied experience led you to pursue a degree in Latin American art history. My path after Bowdoin is rather eclectic and actually began during my junior year abroad in Ecuador. After spending a semester with the School for International Training program, I remained in Quito and enrolled at the Universidad Católica for the spring semester. Since the courses at La Católica weren't particularly rigorous academically, I had plenty of time to pursue other interests. I had studied dance before coming to Bowdoin and had taken modern dance classes in college too; but it was in Quito that I became serious about it. I discovered a dance studio called Humanizarte where I could take modern dance and ballet, and pretty soon was taking class every day. I made friends with many of the students and the rest of my year in Ecuador pretty much revolved around the dance studio. Since Quito is a small city, the arts aren't separated by discipline the way they are in the U.S. I was therefore constantly going to the theatre, the symphony, folkloric dance performances, as well as to museums and art galleries. One of those galleries was the Fundación Guayasamín, established by the artist who would eventually become the subject of my first book.



La Tour Eiffel. Diego Rivera (Mexico, 1914)

When I returned to Bowdoin my senior year, I was convinced I wanted to be a dancer. I commuted to Portland several times a week for dance classes and talked my way into a work-study scholarship at the American Dance Festival in Durham, NC the summer after I graduated (even though I didn't win a scholarship via audition). After an amazing summer at ADF, I moved to NYC, as any wanna-be-dancer should. My Ecuadorian boyfriend, whom I met at Humanizarte, joined me and we spent three financially-challenged, but amazing years waiting tables, washing dishes, working in hotels (basically doing anything) to pay for class and rent. Despite my love of dance, I pretty quickly realized that I was much more talented academically than physically, and that dance was probably not the best career for me.

One of the part-time jobs I held while in NY was at the Lincoln Center Library for the Performing Arts in the dance collection. I thought working as an archivist might be the right path and enrolled in an M.A. program for Library Science at Pratt Institute. Pratt had a track for art history slide librarians that sounded interesting, so it was there that I took my first art history class. Once again, I had an epiphany: I hated the technical side of library science classes and loved the art history class. Art History seemed to bring together everything I valued: culture, language, travel, history, and creativity. So I dropped out of the Library Science program and signed up for some art history classes at Brooklyn College (mostly because it was much cheaper than Pratt) to get the pre-requisites I needed to go to graduate school for Art History. While I loved all the traditional classes on Renaissance or Impressionist art, my experience in Ecuador made me realize that a lot of interesting art had been and was still being created outside Europe and that was the art I wanted to study. With pre-requisites in hand, I enrolled in the M.A. program in Art History at Hunter College, where I convinced the department to allow me to write a thesis on colonial Peruvian art. At the time, there were no professors at Hunter teaching Latin American art history (there are now two), so I pretty much had to forge my own path. From there I applied to the Ph.D. program at the Institute of Fine Arts at NYU to study modern Latin American art history under Dr. Edward Sullivan. I finished my Ph.D. at the IFA in 2004. Meanwhile, the Ecuadorian boyfriend was studying at Parsons School of Design and later ended up at the Institut Français de la Mode in Paris where he still lives and works as a designer. Even though we have long since gone our separate ways, the initial idea for my current project had its roots in some of our transatlantic and transhemispheric adventures.

What kinds of courses do you teach at George Mason? How does your research inform your teaching?

Since GMU is a research institution, I teach two courses per semester at either the undergraduate or the graduate level. At the graduate-level I get to teach primarily in my area of specialization, and have designed several seminars on Latin American art. The course I am teaching

An Interview with Michelle Greet, '93 (continued)

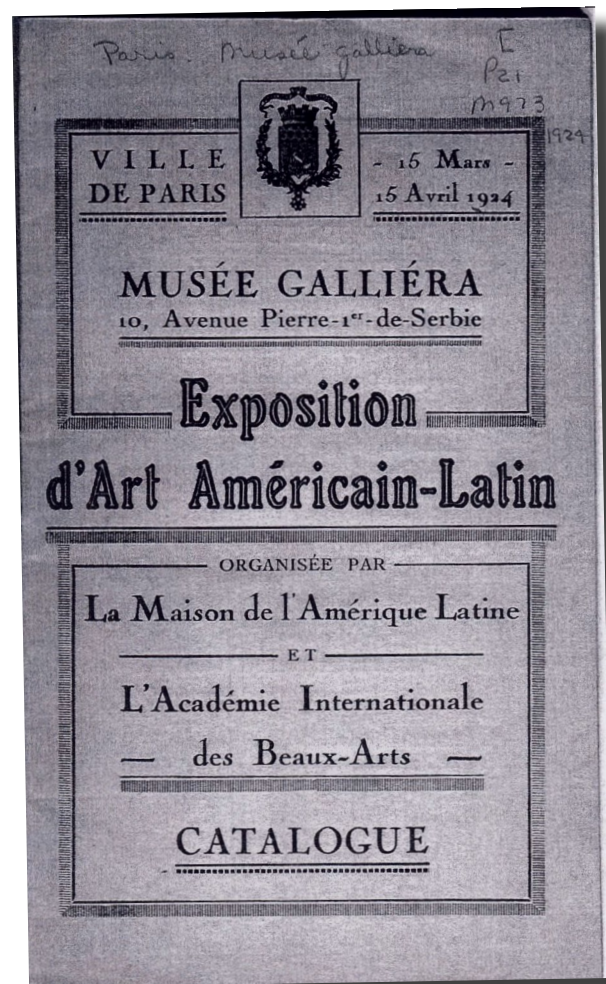


Carnaval em Madureira, Tarsila do Amaral (Brazil, 1924)

next semester is called "Latin American Vanguards." It begins with a look at theories of the avant-garde from both Europe and Latin America. Then we proceed to look at vanguardist activity in six Latin American cities: Mexico City, Buenos Aires, São Paulo, Lima, Quito, and Havana. I have also taught a seminar on "Transnational Surrealism" that examines surrealism in Paris, New York, and Mexico City. And I have a course specifically on my new book topic "Transatlantic Encounters in European and Latin American art." At the undergraduate level I teach three survey courses: 20th Century Latin American Art, 19th Century European Art, and 20th Century European art. I also offer a seminar on Mexican Muralism and alternate teaching our methods and museums courses. While not all my courses intersect with my research interests, I often discuss my projects in class. This semester, for example, I am teaching 20th Century European art and introduced several Latin American artists in my presentation of cubism, surrealism, and abstraction.

How did Bowdoin prepare you for grad school? I probably shouldn't admit this, but my major in Romance Languages and minor in Latin American studies at Bowdoin happened almost by accident because I happened to have taken lots of classes in those fields. I had previously considered majors in government, philosophy, anthropology, and probably would have majored in the visual arts if I had tried it sooner. I always look back at Bowdoin as an incredibly idyllic place, primarily because it gave me room to explore and find my direction while still gaining a strong academic foundation. The writing and research skills I gained as an

undergraduate left me extremely well prepared for graduate school even though I didn't discover art history until after leaving Maine. I have especially fond memories of taking Spanish 101 and 102 with Janice Jaffe before studying abroad in Ecuador and then returning as a T.A. for discussion sections. And of course Allen Wells' Latin American history class was instrumental. I have to say, my one regret is never taking an art history class with Dr. Clifford Olds at Bowdoin. When I got back to Bowdoin from Ecuador, after having been inspired by the work of Oswaldo Guayasamín, I did, however, try my hand at the visual arts. I took drawing and painting classes with Mark Wethli that were truly amazing and definitely influenced my eventual decision to study art history. Where else can you try something brand new in your senior year? But more than anything the truly phenomenal teachers, who encouraged adventurous thinking no matter what the subject, best prepared me for graduate school and a career as an art historian.



1924 exhibition catalogue of the Musée Galliera

To read the entire interview with Michelle, visit www.bowdoin.edu/latin-american-studies/alumni

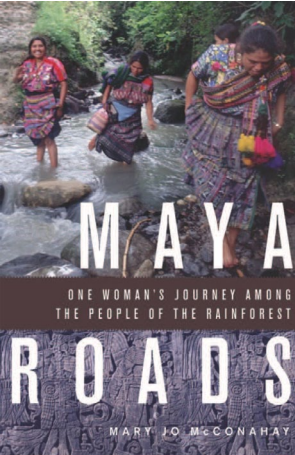
Events

October 5, 2011 - Miguel Tinker Salas, Professor of Latin American History and Chicano/a Latino/a Studies at Pomona College gave a lecture "Venezuela: From Model Democracy to Bolivarian Republic".

October 14 & 15, 2011 - The Cimarrón Project, an ensemble that performs Afro-Cuban music and dance, held music and dance workshops on campus and presented a concert.

October 17, 2011 - Bowdoin alumni Ben Beach '97, Elise Selinger '10, and Ian Yaffe '09 led a panel discussion on "Building Stronger Communities with Fair and Affordable Housing".

October 19, 2011 - Journalist Mary Jo McConohay read and discussed her book *Maya Roads: One Woman's Journey Among the People of the Rainforest*.




"Every once in a while I stumble across a book that is so beautifully written and infused with so much intelligence and heart that it leaves an indelible mark on me. Mary Jo McConohay's *Maya Roads* is such a book. In its hungry passion and wide-eyed wonder, it's an extraordinary literary journey and a moving testament to a region and a life."

—Don George, National Geographic Traveler, Book of the Month, August 2011

Meet Journalist Mary Jo McConohay for a discussion and reading of her book, *Maya Roads*

Wednesday, October 19, 2011, 7:00 p.m.
Searles Science Building, Room 315



The Place of Expressive Culture in Policy

Tuesday, March 6, 2012
7:30 p.m.
Kresge Auditorium,
Visual Arts Center



Paula Marcela Moreno Zapata was the minister of culture of Colombia from 2007 to 2010, the youngest person and the first Afro-Colombian to hold a cabinet-level ministry in modern Colombia. She is currently the president of Vozes Health Foundation, advisor of international agencies and foundations such as ADOY/VOCA, the Open Society Foundation, and UNESCO, and a recipient of the Urban Blackwell Award 2009 given by the Women's Committee of the National Conference of Black Mayors of the United States for her contribution to the cultural development of Afro-Colombian communities.

Open to the public, free of charge. Sponsored by the Charles F. Adams Lectureship Fund, organized by the Latin American Studies and African Studies programs in partnership with the Joseph Melville Center for the Common Good and the Department of Music, Dance and the Common Good: Composing Community Series. For more information, contact the office of events at 317.725.3435.




November 3, 2011 - Mark Schuller, Assistant Professor of African American Studies and Anthropology at York College (CUNY) screened and discussed the film *Poto Mitán: Haitian Women, Pillars of the Global Economy*.

March 1, 2012 - Barbara Ginley, MPH Executive Director held an informational event on the Maine Migrant Health Program and summer opportunities.

March 6, 2012 - Paula Marcela Moreno Zapata, Colombian Minister of Culture from 2007-2010, gave a lecture on "The Place of Expressive Culture in Policy".


April 4, 2012 - Dany Laferrière, author and film director, screened and discussed his documentary film *La Dérive douce d'un enfant de Petit-Goave* (*The Gentle Drifting of a Little Boy from Petit-Goave*).

April 11, 2012 - Bowdoin alumnus Adam Ureneck '04 presented a brown bag lunch discussion on "Addressing Poverty in Peru".



MAINE MIGRANT HEALTH PROGRAM

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Learn about the MMHP and Summer Opportunities:
**THURSDAY MARCH 1ST, 7PM
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WITH
BARBARA GINLEY, MPH EXECUTIVE DIRECTOR

THIS EVENT IS SPONSORED IN PART BY THE
MCKEEN CENTER AND PRE-HEALTH ADVISING



Adam Ureneck '04 in the Puno region of Peru helping to install eco-toilets



DANY LAFERRIÈRE
**LA DÉRIVE DOUCE
D'UN ENFANT DE
PETIT-GOAVE**
UN FILM DE PEDRO RUIZ

"J'AI CRU AU DEBUT
QUE LES LIVRES VRAIMENT ME FAI
MAINTENANT JE COMMENCE À COMPRE
QUE JE VIENS DE MES LIVRES"

PREMIER FILM
FESTIVAL DE CANNES
2009

TVS