

L.A.S. NOTICIAS!

the latin american studies newsletter
bowdoin college / #6, june 2014



A Note from the Director

In 2013-2014 LAS benefited from courses originating in ten different departments and programs across campus. We offered a total of 33 courses to 468 students, cross-listed with Spanish, Africana Studies, History, French, Sociology, Gender and Women's Studies, Environmental Studies, Anthropology, English, and Gay and Lesbian Studies.

Marcos Lopez taught two new courses, "Latina/os in the U.S." and "Immigration and the Politics of Exclusion." Laura Premack also taught a new class, titled "Spiritual Encounters: African Religion in the Americas," and a revised version of "Beyond Capoeira: History and Politics of Afro-Brazilian Culture." These courses were welcome additions given our desire to expand our offerings on Brazil and Latino Studies. We are thrilled that next year Laura will offer a "History of Brazil" survey and Marcos will teach a new class, "Global Bodies and the Politics of Work," which touches

on Latino/a issues. New courses next year will also include Allen Wells' "The Haitian Revolution and its Legacies" and two other courses on the French Caribbean, Greg Beckett's "Contemporary Haiti," and Hanétha Vété-Congolo's course on aesthetics. Finally, Carolyn Wolfenzon will offer a new course on contemporary Latin American historical novels that treat the colonial period. Partially focused on the Andean region, that class will coincide with updated versions of other courses on that region: Krista Van Vleet's "Culture and Power in the Andes," Allen Wells' "The Historical and Contemporary Maya," and Susan Wegner's survey on Ancient Mexico and Peru. Susan's class will have a new accent on environmental factors, in keeping with the current campus-wide student and faculty focus on questions relating to the environmental crisis.

GUSTAVO FAVERÓN PATRIAU, L.A.S. PROGRAM DIRECTOR

THE CRANDALL LATIN AMERICAN STUDIES FUND was established this year to support student research and promote faculty-student collaboration. Thanks to a generous lead gift from Russell Crandall '94, this fund will greatly enrich the LAS Program's curricular initiatives. For information on how to contribute to the fund, please go to page 13.

Faculty News

Greg Beckett

published two articles this year. The first, "The Politics of Emergency," offers an overview of key approaches in the political anthropology of crisis and emergency and appeared in *Reviews in Anthropology*. The second, "Thinking with Others: Savage Thoughts on Anthropology and the West," appeared in *Small Axe* as part of a special issue honoring the work of the late Michel-Rolph Trouillot. He has also recently submitted articles on "anarchic urbanism" in Port-au-Prince and on the "unthinkability" of the Haitian Revolution for review. In the fall of 2013 Greg presented new work at several international conferences on the problems of democracy in Haiti, on the emergence of the practice of nongovernmental politics, and on the political and ethical aspects of humanitarian intervention. Greg was on teaching leave in the fall of 2013, but he worked with a student on an honors project (based on the student's summer research) on narratives of nationalism in Nicaragua.

Margaret Boyle

published her book, *Unruly Women: Performance, Penitence and Punishment in Early Modern Spain* (March 2014, University of Toronto Press - see inset below). Together with her students, she curated an exhibit about women's behavior and archetypes (early modern and contemporary) at the Bowdoin College Museum of Art. In October 2013, she spoke about the intersection between domestic arts and science at the Sixteenth Century Studies conference, and in March 2014 she spoke about actresses at the Renaissance Society of America. She also published an article in the *Bulletin of the Comediantes*.

Nadia Celis

completed her book manuscript *La rebelión de las niñas: Del Caribe y la conciencia corporal*, forthcoming with Iberoamericana Vervuert in 2014. Her article "Bailando el Caribe: Corporalidad, identidad y ciudadanía en las plazas de Cartagena de Indias" was published in *Caribbean Studies*, and two other articles are forthcoming in academic journals. Professor Celis presented papers in four international scholarly meetings, and continued to work closely with the Caribbean Studies Association as an elected member of its board. She was also awarded tenure in 2014. Congratulations Nadia!

Elena Cueto Asín

continued her research on the works by Spanish and Latin American authors on the theme of the Spanish Civil War, many of them writing in exile in different parts of the Americas. In March 2014 she visited Colombia. She attended the XIII Congreso Internacional de Literatura Hispánica held in Cartagena de Indias, where she presented a paper on the poetry of León Felipe.

Gustavo Faverón Patriau

gave several invited talks at conferences and book fairs last year. He taught a course on the representation of cannibalism in Latin American fiction at the Universidad Nacional de San Marcos (Lima, Peru.) He published the book chapter, "Un hombre hueco" in *Creer a golpes. Crónicas y ensayos de América Latina a 40 años de Allende y Pinochet*, edited by Diego Fonseca (Penguin/C.A. Press). His coedited book on Roberto Bolaño was published in an updated second edition in Spain as well as in Italian

translation as *Bolaño Selvaggio* (Rome: Senzapatria Editore.) His novel, *El anticuario* will be published this year in English translation (Grove Atlantic - see inset). Its second Spanish edition will appear in Barcelona. It is being translated into Arabic (in Egypt), Turkish, Japanese, and Chinese, among other languages.

Stephen Meardon

spent the spring semester of 2014 as a visiting faculty member in the economics department of the Universidad EAFIT, Medellín, Colombia. In March he will present his research "On Kindleberger and Hegemony: From Berlin to M.I.T. and Back" in the seminar of the Centro de Estudios sobre Desarrollo Económico at the Universidad de los Andes in Bogotá. In May he will co-teach an intensive master's-degree course on "Comercio, Innovación y Crecimiento Económico in the Universidad EAFIT's master's-degree program.

Laura Premack

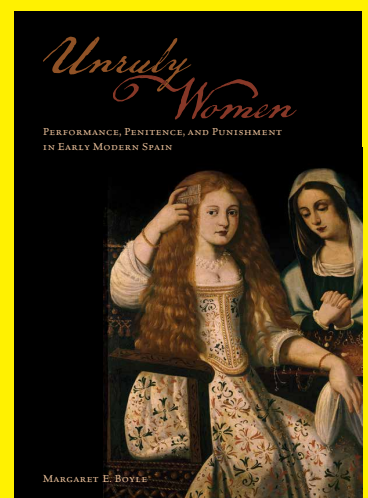
completed her second year as Andrew W. Mellon Postdoctoral Fellow in Africana Studies and Latin American Studies. In the fall, she taught her popular course on Demons and Deliverance in the Atlantic World and in the spring she taught courses on Afro-Brazilian culture and African-diasporic religions in the Americas. During the course of the year, she gave papers at seminars and conferences in Indiana, California and Florida on her research on global evangelicalism, doing global history, and religion in Brazil. In January, she was delighted to return to Brazil and begin doing fieldwork for her new project on Brazilian Spiritism.

Krista Van Vleet

co-organized a two-day symposium titled "Adolescents in the Americas: Negotiating Identities, Shaping Contexts in an Interconnected World." The symposium brought together leading scholars in sociology, anthropology, education, gender studies, gay and lesbian studies, Latino studies, and Africana studies with faculty and students on Bowdoin's campus in October 2013. Participants examined the ways that youth in the United States, Canada and Latin America impact contemporary politics and public culture and navigate diverse social and interpersonal relationships. She presented various aspects of her research on youth

MARGARET BOYLE UNRULY WOMEN

In the first in-depth study of the interconnected relationships among public theatre, custodial institutions, and women in early modern Spain, Margaret E. Boyle explores the contradictory practices of rehabilitation enacted by women both on and off stage in *Unruly Women*. Available from University of Toronto Press, 2014.



motherhood and modernity at this symposium and at the Society for Applied Anthropology in Albuquerque, NM in March 2014. She also presented a paper on authority and gender in narrative performances at the "Performing Indigeneity" Conference at Brown University in December 2013. Her review article on the "Ethnology of the South American Highlands" for the *Handbook of Latin American Studies*, vol. 69, (August 2014, forthcoming), 125-138.

Hanétha Vété-Congolo

published two articles this year, "La poésie explicative de Damas : de *Pigments à Dernière escale*" in *Contemporary French & Francophone Studies: SITES* vol. 18, issue 2 (March 2014) and "Du modèle pour le couple martiniquais: L'exemple de *Déaux douces* ou Zaïre et Théophile, les Ancêtres morts debout pour la vie" in *AfroEuropa* vol. 5, issue 2 (Spring 2014). She was a guest lecturer at Vanderbilt University, "Caribbean Interorality: an Introduction" (September 2013); gave a talk, "Le douboutisme" at Lycée Petit Manoir, Martinique (January 2014), and attended the 4th International Conference of Negritud in Cartagena, Colombia where she gave a paper: "A lavi, a lanmò: Papa Sésé and Madiba Tata," (March 11-14, 2014).

Susan Wegner

is a curatorial contributor to the exhibition in the Bowdoin College Museum of Art: "Why Objects Matter: Discoveries at the Bowdoin College Museum of Art," Nov. 7, 2013 through June 1, 2014. She assisted with labels for the neo-tropical migrant warblers shown in study skins; the ancient Costa Rican jade pendants; and the ancient Peruvian, Nasca vase with condor figures in polychrome. The exhibition highlights material culture from many peoples, ancient and modern, and stresses the potential for learning from objects not usually included in the category of "fine art". She and Nat Wheelwright led an interdisciplinary discussion of these objects in a gallery talk on April 17, 2014.

Allen Wells

The Spanish language translation of Allen Wells' *Tropical Zion* will be appearing as: *Sion tropical: General Trujillo, Franklin Roosevelt y los judíos de Sosúa* (Santo Domingo: Academia Dominicana de la Historia, forthcoming 2014). Also coming out is Steven Topik and Allen Wells, *Global Markets Transformed, 1870-1945* (Cambridge, MA: Belknap Press

of Harvard University Press, 2014). Allen served as a consultant on the Dominican Republic for the Varieties of Democracy Project, conducted by the Kellogg Institute, University of Notre Dame; and was a member of John Paton's doctoral dissertation committee for his thesis, "Intellectual and Political Resistance to the U.S. Occupation of the Dominican Republic, 1916-1924," University of Maine, Orono, 2013.

Genie Wheelwright

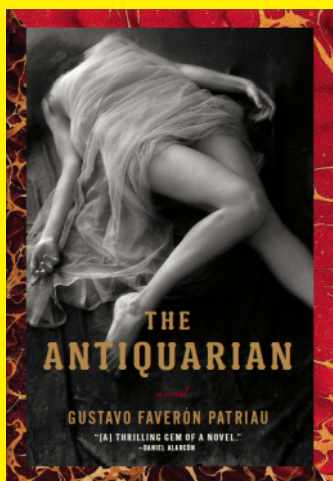
has been on sabbatical for the 2014-2015 year. She has focused on traveling to Spanish-speaking countries to immerse herself in the language so difficult to hear in Maine. She was in Cantabria and País Vasco, Spain in the fall, staying in rural bed and breakfasts dating back to the 1700's, chatting with the families about their lives and environs. In January she traveled to the Dominican Republic as an interpreter on a USM medical trip. Again she was in rural villages, some accessible only on foot. She particularly enjoyed talking to and learning from the older patients. March took Genie to Argentina and Chile, especially the island of Chiloe, where once again she stayed with rural families who introduced her to gastronomical delights such as *curanto en hoyo*. Throughout the year Genie has been reading works by authors from Colombia, Peru, Chile, Argentina, Cuba, and Spain.

Carolyn Wolfenzon

is working on her book manuscript titled *El discurso repetido: novelas entrampadas en la historia en Antonio Di Benedetto, Reinaldo Arenas, Carmen Boullosa, Enrique Rosas Paravicino y Abel Posse (A Discourse Repeated: Latin American Novels and the Trap of History)*. Her article "El plano urbano y la política: el Río Fugitivo de Edmundo Paz Soldán y la dictadura boliviana en *El delirio de Turing, Sueños digitales y Río Fugitivo*" is under review, and "La figura del aparapita en *Felipe Delgado* de Jaime Sáenz: nacionalismo, misticismo y conflicto social" will appear in *Chasqui*. She has two articles in progress "Reescritura contemporánea de *Pedro Páramo* en *El amante de Janis Joplin* y *Cobrárselo caro* de Elmer Mendoza" and "*Operación masacre* de Rodolfo Walsh: escenificando la locura individual y colectiva en la Argentina de 1956". This second article will be included in a book about Contemporary Latin American chronicles from 1930 to 1970, to be published by a Chilean university press. At this moment she is also working as a journalist for *El Buensalvaje*, a literary Peruvian journal where she is interviewing contemporary Latin American authors like Edmundo Paz Soldán, Guadalupe Nettel, and Elmer Mendoza.

Enrique Yepes

presented part of his research on literature dealing with ecological themes in a Faculty Seminar Series talk at Bowdoin last December, and in his course, "Ecological Thought in Latin American Literatures" last fall. That course also included a community engagement component involving local environmental organizations and exchanges with the AP Spanish class at Brunswick High School. Yepes also wrote "Derroteros de la ecocrítica en tierras americanas" ("The Paths of Ecocriticism in Lands of the Americas"), *Latin American Research Review*, vol. 49, no. 2 (2014): 243-252. He continues to enjoy his research on the ways in which contemporary Spanish American poetry engages environmental concerns and history in the region, part of which he is sharing in several academic venues this summer in Colombia. As part of his interest in the history of the concept of Latin America, Yepes has also enjoyed teaching his course, "The Idea of Latin America" this spring, with new readings and a focus on essays that develop the geopolitics of the region in the 19th century.



GUSTAVO FAVERÓN PATRIAU *THE ANTIQUARIAN*

Faverón's debut novel, first published in Spanish in 2010, is a neo-gothic psychological thriller that explores the underground culture of obsessive book collectors while probing connections between madness and social violence. It will be released in the US by Grove Atlantic in June 2014. The English version will soon be followed by Arabic, Japanese, Chinese, and Turkish editions. (Excerpts taken from Abby McBride's article on bowdoin.edu, May 14.)

Faculty Focus: An Interview with Greg Beckett

by Hanétha Vété-Congolo



“Disasters are social processes, not natural events”

Professor Greg Beckett talks about the ethical and political dimensions of international intervention in Haiti

You recently joined the Bowdoin faculty community as an anthropologist whose research is primarily dedicated to Haiti. What motivated this focus on Haiti?

My interest in Haiti began when I was in college. I was drawn to Haiti for two reasons. First, I was studying linguistics and cognitive psychology until a course on the Caribbean lured me into anthropology. It was in that class that I really learned about the deep history of Haiti, and of the history of the Caribbean region. I like to joke in my own courses that, by the end of the semester, students will come to see the Caribbean as the center of the world. At any rate, that's how I felt as a college student studying the anthropology of the region. And Haiti's history, from the colonial era, to the revolution, and beyond, just struck me in a particular way. I recall asking myself: How is it possible that I didn't know this already? So I wanted to learn more, and of course I have a much better sense now both of Haiti's history and also of why the country's history is so often silenced or ignored. The second motivation to focus on Haiti emerged from the first, as I became increasingly interested in the burgeoning popular politics in the country (this was in the early 1990s) and the quite brutal backlash against the democratic movement. From that moment on, I have always felt that Haiti has been, for better or worse, usually for worse, on the cutting edge of sweeping changes in the political, economic, and ethical dimensions of the modern world.

What has your research allowed you to determine concerning the relationship between environmental, urban, and political crises in Haiti?

The first thing you learn when studying Haiti is that these things—politics, the environment, urbanization—are inseparable. As social scientists we rely on certain analytic categories to help us think about the world, and it is all too easy to then expect those categories to carry over into the world, to actually be there on the ground, so to speak. But this isn't the case. And in Haiti, it is really not the case. We tend to think of crises as distinct

things—as events or as problems located in a specific time and place. But in Haiti (and I suspect in many other places too) crisis is such a pervasive force it has come to structure people's daily lives. And there is no way to distinguish the problems of urban planning or informal housing, say, from the problems of deforestation and soil erosion. The collapse of agriculture and the rural economy have driven thousands into the slums of Port-au-Prince, and that in turn has made charcoal—the main form of energy in urban households—a lucrative commodity. Charcoal is made from slowly burning trees, so there is a clear feedback loop between economic problems, rural-to-urban migration, urban poverty, deforestation, and so on. And all of this happens with the complicity of the government and with the international community (which determines much of the economic policies of the Haitian state). So in that kind of situation, where is the crisis located? What I have come to learn is that we need to shift our thinking and see “crisis” not as an event or a discrete moment but as a structure that is really quite durable. Doing that allows us to pose key anthropological questions: What does it mean to live with crisis? What happens when crisis is the routine of daily life?

Your research also considers the ethical and political dimensions of international intervention after the 2010 earthquake in Haiti. Why is this topic of interest to you and what can you tell us about it?

Disasters are so commonplace today that we forget them soon after they fade from the pages of the newspapers. There is always a new disaster that commands our attention. But the 2010 earthquake in Haiti was one of the worst disasters in modern history, and whether we realize it or not, the response to the earthquake will have significant consequences for many of us. I think this is the case for two reasons. First, the Haitian disaster reminds us how much disasters are social processes, not natural events. In the social scientific study of disasters, we say that a disaster is the outcome of a natural hazard (like a fault line) plus conditions of social vulnerability (poverty, social exclusion, racism). In the Haitian case, we

“Disasters are social processes, not natural events”

saw an extreme version of this equation. Given this, it is important not to reduce disasters to the hazards that help precipitate them. A disaster does not begin or end with an earthquake or hurricane. Despite the massive loss of life, most Haitians do not even consider the earthquake to be the problem; rather, they see the international response to the earthquake as the real disaster. This leads me to my second reason for believing that the Haitian case is of general significance. The international response to the disaster in Haiti represents a truly novel mode of political action. Framed in humanitarian terms, the intervention is backed by military force and operates in ways starkly similar to the colonial past. It is possible to see what is happening in Haiti now as an experiment in a new mode of governance—a kind of humanitarian neocolony. I suspect that the Haitian example will become a template for future interventions in other parts of the world.

How does your research on Haiti find resonance in your courses and how do students react to it?

Haiti is always there, in one way or another. It comes up in every class I teach. In some courses this is explicit because Haiti is part of the topic. In other courses it is implicit. But even when there are no readings about it on the syllabus, Haiti is still shaping my thinking about the material. I teach courses on political anthropology, crisis and emergency, humanitarianism, violence, and ethics—so it is not hard to imagine how Haiti might fit into those topics. But even when I teach canonical texts in social theory, say those by Karl Marx or Emile Durkheim, I always have in mind how those theories might help explain something about the historical,

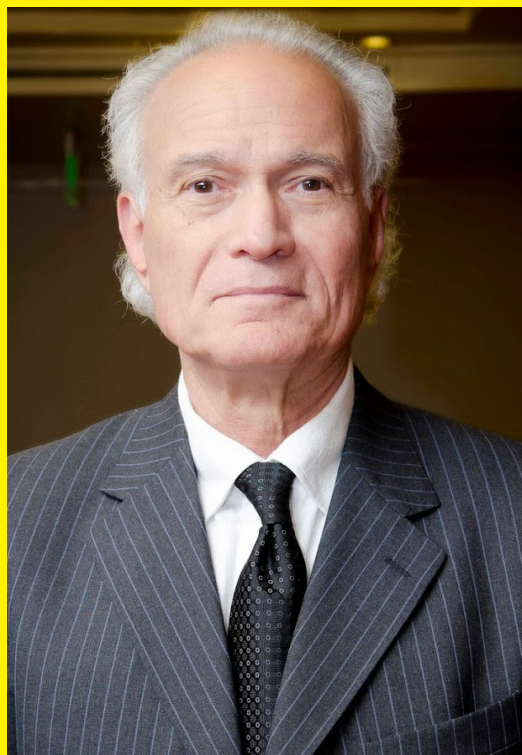
social, economic, or political conditions in the world. And for me, that means testing theory against what I know best, which is the Haitian case. In practice, this means I often bring Haiti up as an example in class. I find students respond positively to reading about Haiti (much like I did when I was their age), but that they respond even more emphatically when I present aspects of my own work. Hearing how the topics we encounter in course readings take shape on the ground in a place like Haiti really helps students to grapple with complex processes. I also think it is important for them to see how the ideas we discuss in the classroom matter in the world beyond Bowdoin.



L.A.S. WELCOMES PROFESSOR JOSEPH TULCHIN THIS FALL

Latin American Studies is pleased to announce that Professor Joseph Tulchin will offer an advanced seminar in Fall 2014 entitled “U.S.-Latin American Relations.” The seminar will be cross-listed in History and Government. Currently a senior fellow at the David Rockefeller Center for Latin American Studies at Harvard University, Prof. Tulchin has published widely on the history of U.S.-Latin American relations. Among his notable publications: *The Aftermath of War: The Latin American Policy of the United States, 1918-1925* (NY: New York University Press, 1971); *Argentina and the United States: A Conflicted Relationship* (Boston: Twayne Publishers, 1990); and *Entre la autonomía y la subordinación. Política exterior de los países latinoamericanos*, with H. Muñoz, eds. (Buenos Aires: Grupo Editor Latinoamericano, 1984).

After a distinguished career on the faculty at the University of North Carolina, Chapel Hill, Prof. Tulchin served as Director of the Latin American Program, Woodrow Wilson International Center for Scholars, in Washington, DC between 1990 and 2006. He has offered courses at Yale University, Johns Hopkins University, Amherst College and at a number of Latin American and European universities, including the Universidad Católica, the Universidad Torcuato di Tella, the Universidad San Andrés and the Universidad de Buenos Aires (all in Buenos Aires), the Facultad Latinoamericana de Ciencias Sociales (San José, Costa Rica), and the Instituto Universitario José Ortega y Gasset (Madrid).



2014 Latin American Studies Research Awards: Leo Shaw '15 and Natasha Soto '15

Established in 2000 by the Latin American Studies Committee, and funded by the office of the Dean for Academic Affairs, these research awards are given on a competitive basis for students wishing to conduct independent research in Mexico, Central or South America, the Caribbean, or on Latinos and Latinas in the United States. Students engage in a semester-long independent study or year-long honors project under the mentorship of a faculty member upon their return to campus.

This year Latin American Studies Research Awards were given to **Leo Shaw** (2015) and **Natasha Soto** (2015).

Leo's project, "Contested Visions of Modernity: Architects and Urban Planning in Turn-of-the-Century Buenos Aires", will be researched over the summer in Buenos Aires, Argentina, where Leo will study the debates that decided which urban planning and architectural projects would transform Buenos Aires into what commentators called the "Paris of South America".

Natasha's project, "Voluntourism: Group Home for Teenage Mothers as a Contact Zone", will send Natasha to Cusco, Peru to study service and tourism concepts of sexuality, gender, and care in Latin America.



Left to right: Leo Shaw '15, Natasha Soto '15, Marcus Karim '14, Maggie Acosta '16, and Meredith Outtersen '17.

2013 and 2014 Global Citizens Grant: Maggie Acosta '16, Marcus Karim '14, and Meredith Outtersen '17

The Global Citizens Grant provides students with travel funding to work for the summer with grassroots organizations outside the United States and to deepen their understanding of issues such as education, public health, immigration, or sustainability within a particular cultural context. As announced in our last newsletter, two students were awarded Global Citizens Grants to work in Latin America in the summer of 2013, both, coincidentally, in Peru.

Maggie Acosta '16, a bilingual pre-health student majoring in Neuroscience with a minor in Anthropology, spent last summer in Huancayo, Peru, in the heart of the Andes. She worked with Expand Peru, an organization focused on healthcare and education. Maggie began her own project working for a neurologist in the regional Es Salud Hospital and opened an after-school program for kids ages 6-13 that has since continued. A highlight was getting to know, working with, and learning from Peruvian college students. As a result of this, Maggie plans to pursue work in public health administration addressing the needs of vulnerable populations.

Marcus Karim '14, also a pre-health student with a Biochemistry major and Spanish minor, was in Huaraz, Peru with Changes for New Hope, an education-based non-profit that seeks to provide educational, health, and social support to local children and their families. Marcus spent his mornings working in a soup kitchen, providing meals to clients in the local community, and transitioned into a teaching role in the afternoons where he instructed students in math, science, and public health education. He also conducted self-esteem building activities with students to allow them to begin to develop a deep sense of worth and integrity in themselves, allowing them to see, and hopefully realize, their innate potential in the world around them.

For the summer of 2014, **Meredith Outtersen '17**, has won a Global Citizens Grant to travel to San Juan de la Concepcion, Nicaragua where she will work on enrichment programs with La Mariposa Spanish School & EcoHotel. Look for an update on her initiatives there in next year's newsletter.

Learning through Community Engagement in Latin American and Latino Communities

Each year students pursue opportunities such as the Global Citizens Grant or Alternative Spring Break, offered through the McKeen Center for the Common Good, as a complement or to build on their learning in Latin American Studies and Spanish courses. In some cases these experiences spawn community-engaged research projects that students complete as independent studies.



Alternative Spring Break

In March, immersion trips to Florida, Georgia, and Guatemala provided students direct experience learning in Latino or Latin American communities.

Harvesting Communities (Leaders: Carl Boisrond '16 and Matthew Friedland '15) In Immokalee, Florida, students worked with community outreach organizations including the Guadalupe Center, which provides educational programs to farmworker families, and Immokalee Housing and Family Services, to understand issues of poverty, social mobility, and education in the context of harvesting communities.

Revitalize Atlanta (Leaders: Malik McKnight '15 and Elina Zhang '16) With the goal of better understanding the path to resettlement, from citizenship to education to job placement, and diverse obstacles faced by refugees and immigrants, students worked with refugee resettlement programs of Lutheran Services of Georgia. Work with El Refugio and a visit with detainees at the Stewart Detention Center was a new feature of the trip this year that opened students' eyes to the struggles of immigrants facing deportation and their families.

Safe Passage to Guatemala (Leaders: Tracie Goldsmith '14 and Georgia Whitaker '14) This is the tenth year that students have worked in Guatemala City with Safe Passage/Camino Seguro, founded by Hanley Denning '92, to provide educational support and promote self-sufficiency among youth and adults living around the main landfill in Guatemala City. The students volunteered in Safe Passage classrooms and also gained an understanding of the contemporary historical and political context in Guatemala as well as the environmental issues in the area.

Community-engaged Courses and Independent Study

In the fall semester, students in Professor Enrique Yepes's course, Ecological Thought in Latin American Literature, visited environmental organizations in Maine (Chewonki Foundation, Bicycle Coalition, Cultivating Community, Toxic Action Center), and then presented their reflections in class, contrasting the theory covered in the course and their on-site observations. After class discussion, students visited the AP Spanish class at Brunswick High School, where they presented a summary

of their ideas and held a Q&A Session in Spanish regarding College life and environmental awareness. As a complement to developing cultural and linguistic competence in Spanish, and to learn about Spanish-speaking communities in Maine, Professor Margaret Boyle's students in Elementary Spanish II this spring researched and wrote essays in Spanish about organizations in Maine that serve Spanish-speaking immigrants, conducted interviews in Spanish with leaders working with and on behalf of Latinos and presented their findings to their peers. The organizations included: Immigrant Legal Advocacy Project, El Centro Latino de Maine, Pine Tree Legal, Maine Migrant Health Program, Mano en Mano, and the Portland Career Center.

Latino Community and Access to Justice in Portland

A Report on Barriers to Access and on Strategies and Suggestions for Improving Latinos' Access to Legal Services. Following her semester in Chile, where she worked with parkour programming, a physical discipline training involving obstacle courses to encourage youth empowerment, with at-risk youth and completed an independent research project, **Monica Bouyea '14**, returned to Bowdoin intent on deepening connections to Latino communities here and on learning more about access to justice issues for Latinos in Maine. Seeking to build on the volunteer work she had carried out weekly since her first year at Bowdoin doing intake at the Volunteer Lawyers Project, and to complement the weekly English lessons she was conducting at El Centro Latino de Maine in Portland, Monica carried out an independent study in Sociology this year investigating the diversity of barriers Latinos in Portland, Maine face in accessing legal services. Her research included interviews with a number of community leaders to learn about the nature and organization of the Latino community in Portland as well as Latinos' real and perceived barriers to accessing justice. The project also examined strategies already in place to help overcome these challenges and proposed some new strategies. The report has been shared with the Maine Judicial Branch Access to Justice Coordinator and El Centro Latino.



Student Focus: An Interview with Georgia Whitaker

by Carolyn Wolfenzon



How to become a Latin American scholar

Georgia Whitaker, a Latin American Studies major, graduated with Honors in History this year with a project on Operation Condor

How did you become interested in Latin American Studies at Bowdoin? In other words, what made you choose to major in Latin American Studies? What have been your favorite classes and why?

I became interested in Latin American Studies when I took a LAS/History course on Colonial Latin America with Professor Allen Wells during the first semester of my freshman year. I had spent some time travelling in Central America prior to attending Bowdoin—my initial impetus in signing up for the course—but this class was the first time I studied Latin America in an academic context. Though I had learned briefly about the Spanish conquistadors in high school, I was fascinated by how much I did not know about pre-Columbian history, Latin America's colonial period, and more recent US-Latin American relations—the latter of which Professor Wells accurately describes as “tempestuous”. I like to picture Latin American history as a web of puzzles; as I took more courses, I became increasingly aware of how much I did not understand and how much I enjoyed uncovering the connections between seemingly discrete past events. My favorite courses have been Latin American history courses with Professor Wells: The US and Latin America, Latin American Revolutions, The Contemporary and Historical Maya, and the Cuban Revolution, a course I took last semester. Professor Wells is a highly knowledgeable, encouraging and entertaining teacher with a constant awareness and appreciation for the larger picture and what he likes to call the “so what?” Professor Wells makes history, contrary to popular thought, feel like one of the most relevant fields of study.

I know that you are interested in community service. What type of activities have you done in addition to your Bowdoin courses, and how have these activities helped to form your academic interests?

I love to travel because it helps ground my classroom studies in the real world. One summer in high school I volunteered with Amigos de las Américas, a youth leadership and community development organization, and lived with a host family in a rural community in southwestern Nicaragua. Several summers later, I worked as a project supervisor for the same organization in the Dominican Republic, where I oversaw twelve Dominican and North American volunteers' community-based initiative projects and worked to develop relations with several Dominican partner agencies.

At home in the United States, I have worked as a bilingual tutor for native Spanish-speakers learning English and, most recently, interned at a small but well-known immigration law firm in Seattle. These out-of-classroom experiences have all made me want to better understand both the history of the countries I have visited and US-Latin American relations.

You are working on an honors project for your Latin American Studies major. Tell me about it, and about how you chose the topic.

Yes, I am currently conducting an honors project in the History department on the dynamics of civilian-military relations between Chile

How to become a Latin American scholar

and Argentina in the early 1970s, specifically, the roots of Operation Condor, a cross-border intelligence-sharing operation designed by six South American military governments in the mid- to late-1970s to track and inhibit the flow of leftist “communist subversives” across their borders. I studied in Valparaíso, Chile last semester and had the good fortune to gain access to a set of Argentine embassy and police archives while conducting a study in the Museum of Memory and Human Rights (el Museo de la Memoria y los Derechos Humanos) in Santiago. They are fascinating documents, and I’m having fun reading through the scholarship on this subject to piece together how this archive fits into the larger story and the research that’s already been done.

Most of the existing scholarship focuses on Condor’s ties to US foreign policy decisions. My aim is to regroup the debate of Operation Condor’s roots in the Southern Cone, and to study how regional factors at both the governmental and grassroots levels can further explain Condor’s development. My documents help show that these transnational migrations of leftists and the grassroots protests and connections that migrants formed upon resettlement (in Argentina, for example) actually provoked the beginnings of state surveillance and cross-border information sharing between Southern Cone military governments.

What advice would you give to new Latin American Studies students in order to be successful in the program?

Study Spanish! The LAS program is great in that its interdisciplinary approach allows students to design their field of study based on their own unique interests. No matter what a Latin American Studies major chooses to concentrate on, though, language skills are extremely useful. Spanish proficiency will allow students to meet more people, travel, read literature that represents non-North American perspectives, conduct interviews with Spanish-speakers in Latin America and the United States, and gain a deeper-rooted, more rounded appreciation for their chosen field of study.

The future: what are your plans, and how are they related with your Latin American Studies major and your studies at Bowdoin?

In my ideal world, I would attend grad school, earn a Ph.D., and then teach Latin American history at the college level. I have always been interested in the idea of teaching, but my professors at Bowdoin, especially my advisor Allen Wells, and my two majors have been highly inspirational and have made me want to pursue this career at the undergraduate college level.



(L to R) Georgia with her host family, Ilda and Manolo, in Chile, a poster issued by a Danish group in solidarity with the political situation in 1970s Chile and other Latin American countries, and Portraits of disappeared in Chile during Augusto Pinochet's dictatorship (Digital Library, Museum of Memory and Human Rights, Santiago de Chile)

Congratulations to Georgia!

This year, Georgia Whitaker was the recipient of the **John H. 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.

She was also awarded the **James E. Bland Prize in History** for her honors thesis, “Reconsidering Operation Condor: Cross-border Military Cooperation and the Defeat of the Transnational Left in Chile and Argentina during the 1970s”.

Research Awards

Sophomores and juniors interested in applying for a LAS Research Award may download the application here: <http://www.bowdoin.edu/latin-american-studies/student-research/research-grants/>

Applications are reviewed in the Spring. Accepted applicants will be notified in April. Research may be completed during the Summer or the December-January break.

Alumni News

We loved receiving the following messages from Bowdoin graduates who majored or minored in LAS, or whose studies concentrated in Latin America for another 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 the L.A.S. noticias! Keep us updated at lasnewsletter@bowdoin.edu.

Christina Argueta, '11

I am currently in my final year of law school at NYU and am looking forward to graduating in May 2014. After my first year of law school, I spent the summer of 2012 at a non-profit in New York City called LatinoJustice PRLDEF. At LatinoJustice I had the opportunity to work closely with the Latino community on issues of voting rights leading up to the presidential election as well as access to education. I spent this past summer in the private sector working in a very different capacity. I was thrilled that even in this setting my Spanish skills were extraordinarily useful and helped me to get staffed on projects that required Spanish speakers to decipher documents that only existed in Spanish or communicate with clients who were more comfortable communicating in Spanish than in English. I am excited to continue this work after graduation, working at the New York City office of Cleary Gottlieb Steen & Hamilton.

Zulmarie Bosques, '11

I am currently in my 3rd year serving as a College Counselor at Urban Prep Charter Academy for Young Men in Chicago. We will be graduating our first senior class this June. It has been a very rewarding experience. This fall I will be departing Urban Prep to pursue my masters in the University of Chicago's SSA program. I am seeking an administrative track with hopes to one day open a not-for-profit in Chicago.

Martha Clarke, '11

I am living in Paris serving as chief of staff to an executive at a French environmental services company. In my spare time, I dazzle the locals with an incomprehensible mix of French, Spanish and English and eat a lot of bread. Next fall, I'll be studying law at Northwestern.

Christina Curtin '12

I am living and working in Washington, DC, as an Account Executive for a startup, ACR Strategies, a fundraising firm that serves progressive nonprofits.

Elijah Garrard, '12

I recently returned from a year spent in northwest Argentina as a Fulbright English Teaching Assistant. I am now living in Seattle and continuing to work as a storyteller while I apply for more overseas English teaching jobs.

Thomas Kohnstamm, '98

I graduated with a Spanish major and LAS minor in 1998 and went on to get an MA in LAS from Stanford. I own a Seattle-based writing and video production studio that creates digital multimedia storytelling for clients including Skype and Xbox. I worked as a travel writer, primarily in Latin America, for many years and still write about the region. My wife is from Rio de Janeiro, we speak Portuguese at home with our son and try to spend part of each year in Brazil.

Michael Lettieri, '05

I finished my Ph.D. in Latin American history in early 2014 at U.C. San Diego, successfully defending my dissertation: "Wheels of Government: The Alianza de Camioneros and the Political Culture of P.R.I. Rule, 1929-1981." While I plan to continue this research on the politics of public transportation in Mexico, my current project is organizing a conference on the history of the press in twentieth-century Mexico this spring at the Center for U.S.-Mexican Studies. If all goes according to plan, an edited volume will emerge from that gathering by sometime next year.

Sarah Lipinoga Gallo, '03

After graduating from Bowdoin I worked for the non-profit Citizen Schools in a predominantly Latino immigrant middle school in Boston and then moved to Argentina to teach. I then moved to Philadelphia to complete my Ph.D. in Educational Linguistics at the University of Pennsylvania. My research focused on Mexican immigrant fathers and their elementary school children, with an emphasis on understanding how deportation-based immigration practices that target Latino men shape young children's lives and learning. Since graduating in 2013 I have become an Assistant Professor of Bilingual and Immigrant Education at The Ohio State University. My research and teaching are motivated by a desire to improve educational possibilities for Latino immigrant students by preparing educators to recognize and build upon the traditional and innovative resources that immigrant students and families bring to their classrooms.

Alexandra Peacock-Villada, '11

Since graduation I have had wonderful opportunities in biophysical research and in my current field of dentistry. Currently, I am working as a patient coordinator and soon to be dental assistant before I attend Tufts University School of Dental Medicine. I am both nervous and excited to be going back to school in the fall, but I truly believe Bowdoin has prepared me for this adventure to come! Even though I will be attending Tufts University siempre será una oso polar!!

Marcus Pearson, '05

I have settled into law practice in Seattle, working with Plauche and Carr, an environmental and natural resources law firm representing shellfish growers, farmers, ranchers, conservation groups, and state-wide coalitions for water resources planning. The firm also represents southern states as they assess the extent of the natural resource damages wrought by the BP Gulf Oil Spill. My wife Kelly and I welcomed our twin daughters, Scarlett and Luciana, in August 2013 (see photo on page 11) and are already planning on taking them down to Latin America soon to reconnect with the region that brought us together (we met in Torres del Paine, Chile). I also recently published an article in the *Denver Journal of International Law and Policy* critiquing the legal and policy bases for permitting a large-scale hydroelectric dam project in southern Chile.

Christina Pindar, '12

I continue to work at Massachusetts General Hospital as a research technician in infectious disease research. Our lab is conducting a clinical trial on fecal transplants to treat recurrent *C. difficile* infection. I've had an incredible experience here--I make the product we deliver to patients, accompany the physician during treatment, and follow-up with patients as they recover--so I truly have gotten to see every aspect of health care delivery and its ability to improve people's quality of life.

I also volunteer with a number of organizations. I mentor pre-teen and teen girls at Youth Enrichment Services as they develop leadership skills, improve self-esteem, establish and achieve goals, explore sports, and challenge gender stereotypes through themed activities and conversations. I also recently started volunteering with Found in Translation, an organization that trains low-income, multilingual women as medical interpreters to help them gain economic autonomy. Additionally, I recently started volunteering as a grant writer for Health in Harmony, an organization that works in Borneo to both improve healthcare quality and access as well as reduce rain forest destruction. I am almost through the med school application process.

Carlos C. Rios '12

I'm a College Advisor at one of three high schools in the Wichita Falls ISD in north Texas. I spend time reaching out to seniors to provide assistance on college, financial aid and scholarship applications. I also work with underclassmen at the school to provide assistance in preparing for the PSAT, SAT and ACT exams. I'm always looking for a future Bowdoin student among the many high school students that I work with and hope to send some to Bowdoin!

Cassia Roth, '08

I am a PhD candidate in Latin American History with a Concentration in Gender Studies at the University of California, Los Angeles. I am currently writing my dissertation on fertility control and childbirth in Rio de Janeiro, Brazil from 1890-1940. In January 2014, I received the Coordinating Council for Women in History/Berkshire Graduate Student Fellowship. (This April, Cassia presented a lecture on her research at Bowdoin - see page 14 for info).

Richard Sherman, '02

I work at the Office of International Services at the University of Pittsburgh, advising students about immigration regulations, offering educational programming, and collaborating with other offices on campus. I really enjoy developing relationships with students and stakeholders across campus. I'd love to connect with folks who currently work or are interested in a career in international education.

Emily Schoenberg, '10

I'm currently living in El Paso, Texas with my boyfriend who is stationed here, as he's a Specialist in the US Army. I am for the first time in my life a minority. Ethnically the city is comprised of a little more than 80%

Latinos/Hispanics. It's a culturally vibrant city full of new foods I've never tried before and celebrations and festivals that honor the Mexican tradition. I've started working for a local school district's Fine Arts department and my new job is to write and design its newsletter. I've had a blast so far getting to cover student performances such as the Mariachi and Folklórico festival, for example, where students from all grades performed traditional Mexican folk dances to traditional Mariachi in a blur of color and energy on stage. Then there was the altar competition for Día de los Muertos where students created homages to icons, fads, technology, music, friends, family and pets that/who have passed on. Many had gorgeous, large sculptures of skulls and skeleton brides, and one had a giant cardboard Polaroid camera!

Laura Till, '12

I'm heading into the final months of my Center for Disease Control fellowship at the Cincinnati Health Department, but I plan to stay and take advantage of the public university to finish some final medical school prerequisites this summer. In the meantime, I've been working on research projects regarding homicide, homelessness, lead poisoning, and life expectancy in the city. I'm also beginning the application process for masters of public health programs for 2015, and making plans for part-time training as a certified Spanish medical interpreter to get away from the desk and back to speaking Spanish more!

Valerie Wirtschatter, '12

I am a Communications and Advocacy Associate at Global Health Strategies, a health and advocacy consulting firm, where I have had the opportunity to work in New York and Rio de Janeiro on a wide array of global health projects. In this role, I work closely with our Brazil team to support on-the-ground events, manage contracts and prepare for meetings with government and NGO leadership in Brazil. I also work directly with that office to support partnerships with the Brazilian Ministry of Health, including those focused on vaccine development and innovation in family health and nutrition research.



Marcus Pearson's twin daughters Scarlett (left) and Luciana (right) born in August 2013.

An Interview with Kathryn Leifheit '12

by Carolyn Wolfenzon



“L.A.S. gave me the cultural competency to design health programs for Latin American populations”

Kathryn Leifheit '12 on going from L.A.S. to the Johns Hopkins University Bloomberg School of Public Health and her experience in Lima, Peru

How did you decide to major in LAS? Did your majors complement each other?

I also completed a major with the biochemistry program. Though I have always loved science, I knew early on that if I spent all my time in lab and memorizing formulas I'd go crazy. I had taken Spanish in high school and knew that I wanted to one day be fluent in Spanish. I had also done a month-long student exchange to Argentina prior to Bowdoin and felt captivated by the peoples and cultures of South America. Looking at the course manual before freshman year, I noticed an interesting trend - almost all of the non-science classes that caught my eye, whether they were offered under the Spanish, History, Sociology, Music, or Economics heading, happened to be co-listed as Latin American Studies courses! I loved the flexibility of the LAS program and the fact that I could pick and choose classes across disciplines.

You're one of the students I remember that took a course about Latin American economies. How did that course serve you?

I took Julián Díaz's Latin American Economies class my junior year. Having already completed Allen Wells' Latin American Revolutions course, I felt like I'd had a taste of Latin American history, but was missing an important piece. So much of the socio-political landscape in Latin America today is marked by the countries' economic pasts. Without some basic economic history, it's hard to explain recent waves of Mexican and Central American immigration to the US or to grasp why countries like Chile and Brazil are approaching “developed nation” status, while Haiti and Bolivia lag behind. Personally, I tend

to draw on this course whenever I'm thinking about socioeconomic disparities in Latin America. The differences in wealth and (of particular interest to me) health between rich and poor people in Latin America are among the worst in the world.

I know that right now you're completing a public health Master's degree at Johns Hopkins University Bloomberg School of Public Health. Tell me a little about how your LAS studies complement your work in public health, which is so important and timely in the US these days.

I decided to pursue public health in order to merge my interests in health, social justice, and Latin America. Many people come to public health school interested in a specific disease or public health topic. I came knowing only that I wanted a job where I could speak Spanish and work to resolve health disparities. My LAS major gave me the language skills and the cultural competency to design, implement, and evaluate programs aimed at improving the health of Latin American and Latino populations.

Right now you're working in tuberculosis research in Lima, Perú. How did you get involved in this project? How has the experience changed your life?

I moved to Lima this past September as part of my International Health practicum and will be here for six months, working on a research project that is a collaboration between Hopkins and a local NGO. We're working in low-SES neighborhoods of southern Lima,



enrolling participants who have recently completed treatment for multi-drug resistant or drug sensitive tuberculosis for long-term follow-up. By characterizing lung health decline in this population over time, we hope to illustrate the need for therapeutic interventions to prevent long-term disability from TB infections.

I don't know if I'm really in a place yet to reflect on how these last few months have

changed my life, though I'm sure that they have. I can say that it's a new and exciting experience to live and work in a sprawling capital city like Lima and that I'm certainly learning a lot about how international public health research works on the ground.

What paths has our LAS program opened to you? What would you recommend to new students?

Bowdoin's LAS coursework and faculty are superb. My major gave me great critical thinking and communication skills as well as a nuanced worldview. I also loved that LAS encourages and facilitates study abroad experiences in Latin America. The semester I spent in Valparaíso, Chile doing a Middlebury language exchange was truly a cornerstone of my Bowdoin education.

Aside from study abroad, I would also tell students to find classes that they're truly passionate about. For instance, I took a wonderful history class with a visiting professor named Lori Flores about the U.S./Mexico borderlands where I got to research issues in migrant farmworker health in the latter 20th Century.

Another tip I'd like to pass along to students is link their studies to hands-on service experiences through the McKean Center. Through programs like the Global Citizen's Grant and Alternative Spring Breaks, the Center offers a number of ways to engage with Latino and Latin American communities.

“The best way to appreciate beauty and imagination of Latin America is to take a poetry class with Enrique Yepes”

Speaking more generally, I've got to say that the best way to appreciate beauty and imagination of Latin America (outside of physically traveling here) is to take a poetry class with Enrique Yepes.

Any fun things or experiences you'd like to share?

Since I'm living in Lima right now, I think a lot about your “Real and Imaginary Cities” course, Carolyn. We read a lot of Peruvian authors that semester! I recently picked up a copy of Julio Ramón Ribeyro's *La palabra del mudo* to read on the bus. It's interesting to draw comparisons between Ribeyro's Lima and what I see out of my window on the way to work and to think about ways to give voice to society's *mudos* through my work. As an added bonus, when you're in a crowded bus lurching through the traffic-clogged streets of Lima, a book is much easier to hold onto than a newspaper ;-)

The Crandall Latin American Studies Fund

Established in 2013, the Crandall Latin American Studies Fund was created to support student research and to promote faculty-student collaboration. Thanks to a generous lead gift from Russell Crandall '94, Associate Professor of Political Science, Davidson College, this fund will greatly enrich the LAS Program's curricular initiatives.

A scholar specializing in contemporary Latin American politics, Prof. Crandall also has significant experience in public policy, serving as Principal Director for the Western Hemisphere in the Department of Defense and Director for Andean Affairs at the National Security Council. He recently published pieces on Chile's presidential elections in *The American Interest* and on the legalization of marijuana in Uruguay in the *New Republic*. His new book, *America's Dirty Wars: Irregular Warfare from 1776 to the War on Terror* (New York: Cambridge University Press, 2014).

Those interested in contributing to the Crandall LAS Fund, please make your checks payable to *Bowdoin College* and write “Crandall LAS Fund” on the memo line.

Donations can be sent to Bowdoin College Office of Development 4100 College Station. Brunswick, ME 04011-8432.

Event Highlights

October 4, 2014 - A two-day symposium, *"Adolescents in the Americas: Negotiating Identities, Shaping Contexts in an Interconnected World"* was held on campus examining the myriad ways in which the activities and voices of youth impact contemporary politics, public culture, and social and interpersonal relationships.

October 30, 2014 - Professor Steven Topik (History, UC Irvine) presented a lecture *"Coffee Colonialism: From the Spice Trade to European Colonies to Latin American National Export Crop"* tracing the evolution of the coffee market and our love affair with a beverage that has become such a mainstay in our lives.

February 18-23, 2014 - "Bowdoin's World Cinema Film Festival" was a varied program of important contemporary narrative and documentary films from around the world, with post-screening discussions moderated by faculty and students. Included in the program was *"Making Independent Films in Cuba"* with Director Miguel Coyula (Havana) and the silent film *"Blancanieves"* (Pablo Berger, Spain).

March 24, 2014 - Dr. Randy Browne (History, Xavier University, Ohio) presented a lecture *"Power and Survival: The Untold Story of Slave Drivers in the British Caribbean"* discussing a topic he believes most historians of slavery have overlooked - the role of slave drivers on plantations.

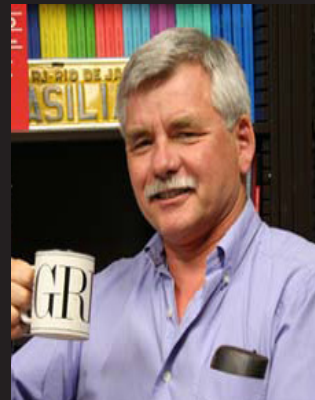
March 26, 2014 - Mayra Santos-Febres (Literature, University of Puerto Rico) presented a lecture *"Postcolonial Delusions - The Caribbean and Global Dissolution"* addressing the colonial legacy on the Caribbean and the region's ongoing relation to the Global North.

March 27, 2014 - Andrew Isenberg presented a lecture and discussed his book, *"Wyatt Earp: A Vigilante Life"*, a biography of a quintessential American figure that questions the way in which individuals, with the help of Hollywood, can rewrite their own legacy.

March 31, 2014 - Film director Scott Kennedy Hamilton led a discussion and screening of his film, *"The Garden"*, which tells the story of South Central Farm, a community garden and urban farm in Los Angeles.

April 17, 2014 - Cassia Roth '08 (Ph.D. candidate in History, UCLA) presented a lecture *"Criminal Births: Infanticide, Stillbirth and the Rio de Janeiro Police, 1890-1940"* examining how events like a difficult delivery or stillbirth were transformed into potential crimes.

April 23, 2014 - Dr. Chelsey Kivland (McKenna Postdoctoral Fellow, Dartmouth College) presented a lecture *"The Grassroots Gang: Politics, Violence, and Development in a Haitian Ghetto"* in which she explores the relationship between street gangs, grassroots community politics, the state, and international development and aid organizations in Port-au-Prince Haiti.



Steven Topik, Miguel Coyula, Mayra Santos-Febres, Chelsey Kivland, Andrew Isenberg, and Randy Browne were among our guest speakers in 2013-2014.

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