

LAS Noticias

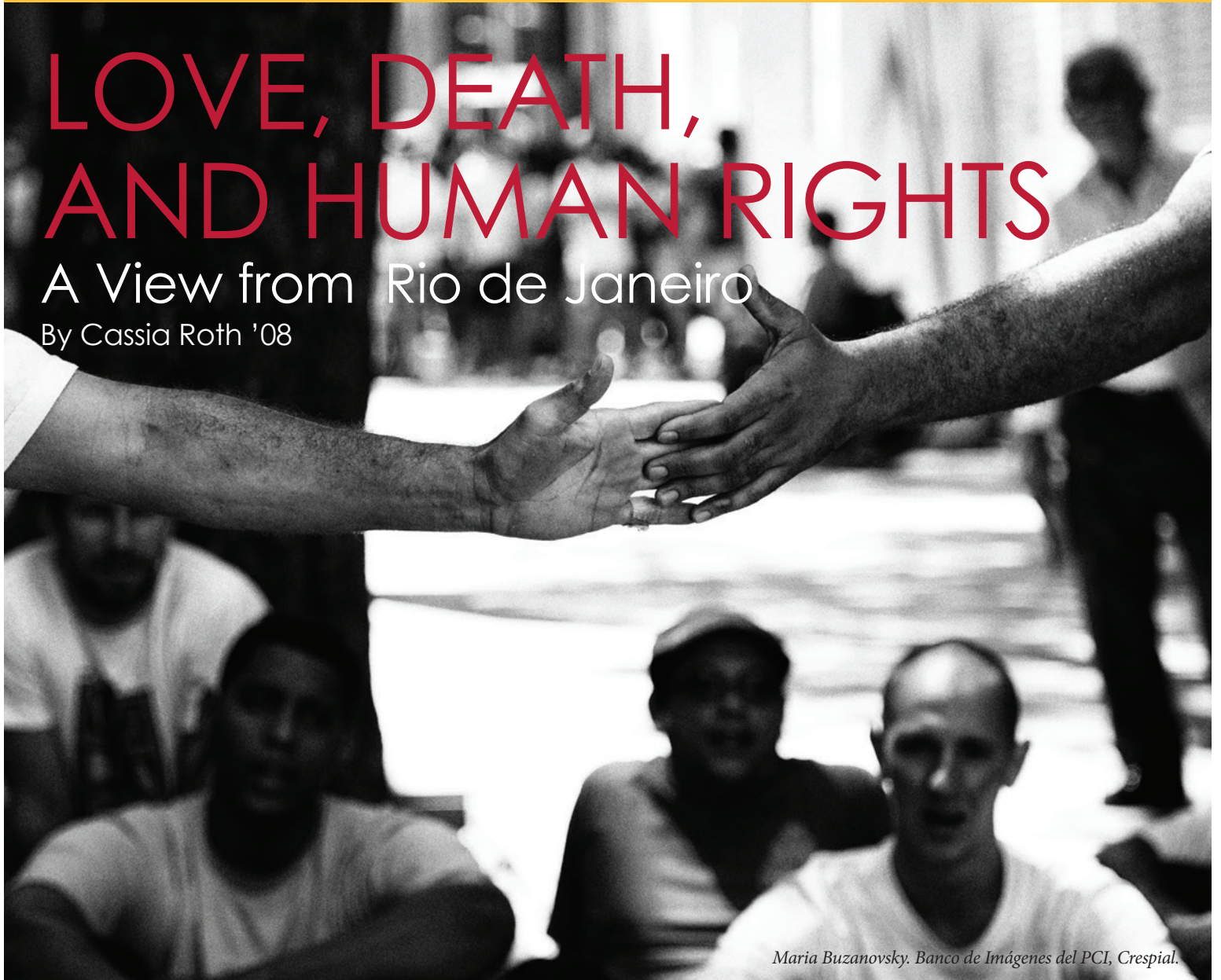
THE LATIN AMERICAN STUDIES NEWSLETTER

Bowdoin College, June 2016, #8

LOVE, DEATH, AND HUMAN RIGHTS

A View from Rio de Janeiro

By Cassia Roth '08



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CHANGING COURSE

THE NEW LIFE OF ENRIQUE YEPES

By Hanétha Vété-Congolo



After twenty years of creative teaching and scholarship, Enrique Yepes, Associate Professor of Romance Languages and Literatures, is leaving to start a new life. He came to Bowdoin in 1996 and initiated, with colleagues, Bowdoin's Latin American Studies Program. Enrique's research addresses eco-criticism, Latin American and Spanish poetry, and the interactions between poetry and social activism. He is a recipient of the Sydney B. Karofsky Prize for Junior Faculty (1999) and gave the 2001 Karofsky Encore Lecture for the Bowdoin College Common Hour: "To Be at Home: Reflections on the Concept of Home in Personal and Collective Transformation." Enrique was appointed Peter M. Small Associate Professor of Romance Languages (2007–2012). He has taught critical LAS courses such as: "Ecological Thought in Latin American Literatures," "Poetry and Social Activism in Spanish America," and "The Idea of Latin America."

Tell us about your background.

I was the youngest child of a seven-child family in Medellín, the second largest city of Colombia. There, I finished my undergraduate studies in education, literature and foreign languages (English-French) in 1989, while teaching at the high-school level and doing community work on weekends. After working at a Waldorf school and teaching literature at the college level, I went to Rutgers University in New Jersey, where I completed my PhD in 1998.

When did you come to Bowdoin and why?

Coming to Bowdoin in 1996 was a dream come true. Right before sending my job applications to various places, I spent several nights in my graduate dorm, soul-searching for the kind of institution and place where I would like to work. An image emerged in my mind of a small college in a quiet town near the ocean, with pines (yes, it was that detailed!). I wanted to work at

an institution that highly valued both teaching and scholarship, and which could offer me the opportunity to contribute to the cultural life of my country, too. When I was invited to my campus interview, I could hardly believe how close Bowdoin was to my "vision" and how welcoming and unassuming the Spanish and Latin American studies faculty was here. I was thrilled to be offered the job and was a pretty lousy negotiator: I just said yes! Ever since, it has been a privilege to meet students with such diversity of interests and experiences, which has tremendously enriched my intellectual, professional and personal life at so many levels. Working along a superb team of generous colleagues and staff in Latin American Studies, in Romance Languages and Literatures, and across the College at large, has been another reason for my constant gratitude. Bowdoin is pretty generous in allotting time and resources for research, which has allowed me to stay active in academic and artistic initiatives in different parts of the Americas, including Colombia. And taking my walks in a small

town, or going for bike and car rides to see how the sun sets on the nearby bodies of water—even in winter—to read poetry or live its solitude; my time here has certainly been memorable.

What have been the most salient changes at the College in your time here?

The most significant change has been an increased diversity of backgrounds among students and faculty, which brings an ever more challenging, stimulating, and wholesome learning experience for us all. The sense of small community that was still so prevalent and inviting in the 1990s has been transforming into a complex array of voices and presences in which the development of a communal spirit demands deeper listening and inclusion, as well as a constant rediscovery of one's values. This new present challenges us to seek and negotiate a balance between friendliness and fairness in administrative, pedagogical, and personal venues.

How were you involved with the LAS program?

Although Latin American Studies could be pursued through a self-designed major, Bowdoin did not have an official LAS Program back in 1996. Along with passionate colleagues already present on campus in different departments, and thanks to several new hires in the late 1990s, we were able to put together a proposal for an interdisciplinary major and Program, which the Administration embraced around 1999. So the College started a new millennium with an official curriculum, faculty and staff in Latin American Studies. I was honored to chair and co-chair it for several years in the 2000s, when the Program was consolidated thanks to a team of dedicated, dynamic colleagues and students.

What is your next step now?

This June, I will be joining a Benedictine monastery in Portsmouth, Rhode Island. The Benedictines are a contemplative order of the Catholic and Anglican Churches, dating back to the sixth century that is devoted to praying, service, and hospitality.



Poetry Festival in Medellin, 2013

The specific service of different communities varies, and each monastery is pretty autonomous. The one I am joining runs a boarding school, grades nine to twelve, so there is a chance I will be able to teach there. Intellectual life is a key aspect of the Benedictine tradition as well, and I will have the opportunity to delve into scholarly pursuits if I so choose. But the main reason for being there is spiritual freedom.

What prompted your decision to change course?

Ever since my childhood, I have always been interested in the life of the spirit, and have maintained a discipline of reading, prayer, and meditation. This is why poetry, the most contemplative of literary genres, has been my main area of scholarship. In recent years, as these interests grew, something shifted in me, demanding inner stillness and a more explicit dedication to the divine, to the invisible thread that keeps us alive and weaves us together, all of us, as if forming a common quilt of awareness. A couple of years ago, I took a weekend retreat at a monastery in New Hampshire, and I felt very much at home. I particularly felt drawn to the silence, something hard to practice when you're a professor. So, I guess it's finally time for me to shut up and listen.

What lesson learned or experience gained during your tenure at Bowdoin will help you in the transition to your new life?

I suppose that when you decide on a certain course, it feels like your previous life has been unknowingly preparing you for it. At least, that is how I now feel about these twenty years at Bowdoin. It seems like every aspect of my life at Bowdoin and Maine—a relatively small community; a close relationship with colleagues, students and staff; a fecund intellectual life built around the contemplation of beauty through literature; the crafting of courses and pedagogical venues; the focus on working for the common good; the long winters demanding a richer inner life; and even the fight to protect my contemplative time within the strenuous juggling of teaching and administrative responsibilities—has provided me with profound, practical attitudes that I can now translate to a hopefully more tranquil life as a monk. But what has taught me the most are the so many personal conversations, the ever so meaningful forging of friendships that the college community has offered, the incessant display of generosity that I have witnessed. I am choosing not to mention any names (they know who they are and the list would be too long) but so many people here are a constant source of inspiration, of support, of encouragement, of joy. That will stay in my heart and carry me through this new adventure. ■

Faculty Focus

JENNY BACA taught two new courses last year: “Latin American Environmental Politics” and “Democracy and the Environment in Chile.” She is excited to be developing a third new class for the coming fall semester, “Global Inequality, Social (In)justice, and the Environment”, which will introduce students at Bowdoin to Political Ecology, a subfield within Human Geography. During a brief trip to Chile in January, she presented my research at the Universidad Austral and led a conversation with forestry engineering professors, practitioners, and forestry workers centering on lessons from the past for the forestry politics of the present. She is currently working on transforming a panel she co-organized at the annual geography conference into a special journal issue on “The Political Forest: Decentering the State.”

GREG BECKETT presented new material on the humanitarian crisis in Haiti at Yale University and Duke University. He recently completed an article on the nineteenth-century Haitian anthropologist Anténor Firmin and his critique of the concept of race, which will appear in *Critique of Anthropology* in the coming year. He is currently working on several articles and a book manuscript on the lived experience of crisis in Port-au-Prince, Haiti. Greg will be on leave in 2016–2017.

MARGARET BOYLE'S *Unruly Women: Performance, Penitence and Punishment in Early Modern Spain*, was released in paperback by the University of Toronto Press. The book was awarded the honorable mention for the best book on women and gender from the Society for the Study of Early Modern Women. Boyle published two articles: one on the 16th-century Spanish intellectual Cecilia Morillas (*Gender & History* 27.2) and another on the 18th-century Peruvian actress Micaela Villegas (*Dieciocho: Hispanic Enlightenment* 38.1). She recently spoke at the Renaissance Society of America on Spanish women's medical culture.

NADIA CELIS published her book *La rebelión de las niñas: Del Caribe y la “conciencia corporal”* (Madrid, Frankfurt: Iberoamericana Vervuert, 2015), which she presented and discussed in Colombia, México, and the US. *La rebelión de las niñas* received honorable mention of the Premio Iberoamericano Award by the Latin American Studies Association. She gave several conference talks and guest presentations on her new research project on love, gender, and power in Gabriel García Márquez, including a conversation broadcast at the Feria del Libro de Bogotá, Colombia. She is devoting her upcoming sabbatical leave to this new project.

ELENA CUETO ASÍN travelled to Mexico twice: She attended a symposium at the Colegio de San Luis Potosí on Filipino-Hispanic relations in Literature and presented at the Congreso Internacional de Literatura Hispánica in Mérida on the representations of exiled Basque children during the Spanish Civil War. Her articles on Picasso in Spanish and Latin American poetry and on documentary films about Guernica made for Spanish, Basque and British television audiences were published in *Miriada Hispánica* and the *Catalan Journal of Communication and Cultural Studies*. Her comparative study of Spanish Civil War poetry in English and Spanish and its connection to graphic art, photography, and film is forthcoming in *Hispania*.



GUSTAVO FAVERÓN PATRIAU'S fourth book, *Puente Aéreo*, a selection of his journalistic work, was published in Peru. New editions of his novel *The Antiquarian* appeared in different languages. He was interviewed in radio and television shows in Latin America, as well as in printed media. As a guest speaker at the Second Mario Vargas Llosa Biennial, in Lima, he delivered talks on fiction, politics, and authoritarianism.

At Bowdoin, he taught a class on the Shining Path Maoist guerrilla movement and its representation in arts and literature. Students in the class interviewed some of the authors we read for the course, including Alonso Cueto, Luis Nieto Degregori, and Nobel Prize winner Mario Vargas Llosa. He is working on a book about Jorge Luis Borges' essays and short stories.

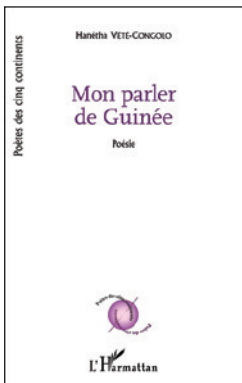
MATTHEW GOLDMARK works on colonial Latin American with an emphasis on the Iberian empire, Andean texts, and gender and sexuality studies. His research interests include colonial formations of gender and sexuality, indigenous cultural productions, U.S. Latina/o studies, and relations between European colonialisms in the early Americas. His current book project, *Bad Examples: The Troubled Futures of Kinship in Colonial Spanish America*, explores the role of non-biological theories of reproduction in disputes over inheritance and authority in 16th- and 17th-century Spanish America. His research has appeared in *Colonial Latin American Review* and *GLQ: A Journal of Lesbian and Gay Studies*.

STEPHEN MEARDON attended the 5th Latin American Conference of the History of Economic Thought in Santiago, Chile, last November and presented his research on “Charles

Kindleberger and Post-Soviet Hegemonic Stability?” He was the plenary discussant of a paper by José Cademartori, former Economic Minister in the government of Salvador Allende.

KRISTA VAN VLEET spent her sabbatical leave writing two articles and a book entitled *Circulations of Care: Young Mothers, Travelers, and Moral Experience in Peru*. Based on ethnographic fieldwork near Cusco, the book details the lives of young mothers who have been placed into a NGO-run orphanage by the state. Her research uses analyses of girls’ conversations, daily caring practices, theatrical performances, and photography to bring attention to broader issues of reproductive governance, youth agency, and moral discourses in a transnational context. She has also begun a new project in Bolivia that examines the stories that rural-to-urban migrants tell about relationships among living and non-living beings (such as supernatural forces and souls of the dead) in order to gain insight into processes of social fragmentation in the Andes.

HANÉTHA VÉTÉ-CONGOLO published *Léon Gontran Damas: une Négritude entière*. (Paris: L’Harmattan), the poetry collection *Mon parler de Guinée/Palé palé Djinen-mwen* (L’Harmattan), the articles “Le couple nègre martiniquais, quel modèle : l’exemple de *Dèaux douces*” in *Women in French Studies* and “*The Ripening’s* Epic Realism and the Tragic Martiniquan Unfulfilled Political Emancipation” in *Theorizing Glissant: Sites and Citations*, (eds. Marisa Parham and John E. Drabinski). She also published book reviews and other book entries, such as “Condé, Maryse” in *Blackwell Encyclopedia of Postcolonial Studies*, “Écritures féminines et dialogues critiques: Subjectivité, genre et ironie” in *International Journal of Francophone Studies*, and “Poetry of Haitian Independence” in *H-France. vol 16*.

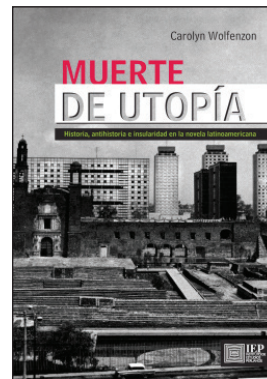


SUSAN WEGNER and her class on the Art of Ancient Mexico and Peru analyzed the presentation of images on the Bowdoin College Museum of Art’s (BCMA’s) collections website, which includes ceramics and jades from ancient Mexico, Peru, and Costa Rica. They also assessed historical photography of Maya sculpture at Quiriguá, Guatemala, noting the “visibility” or “invisibility” of the works as viewed through electronic means. The students suggested ways of making the search engine more robust, of adding crucial information on culture and meaning, adding

dates and explanations of the meaning and purpose of the works to further the goal of making ancient cultures of the Americas more accessible to the Bowdoin community. On April 29, 2016, the class joined Prof. Allen Wells’ History of Mexico students in viewing actual rather than virtual objects at the BCMA that speak to the history of 20th c. Mexico, to the way 21st c. artist Keister incorporates ancient Maya imagery into his prints, and how self-trained anthropologist-photographer Pierre Verger captured ancient Maya stone monuments.

ALLEN WELLS gave the keynote lecture, “El peonaje y ‘el lenguaje’ del poder en las haciendas henequeneras,” at the Conference for the Centennial of Salvador Alvarado’s Arrival in Yucatán, in Mérida, Yucatán, and a lecture at the Maine Humanities Council’s Winter Weekend, “Interpreting the Past through the Prism of the Present: The Banana Strike, *La Violencia* and the Cuban Revolution’s Impact on García Márquez’ *One Hundred Years of Solitude*.”

GENIE WHEELWRIGHT has thoroughly enjoyed teaching Intermediate Spanish this past fall and Accelerated Elementary Spanish in the spring. She loves discussing Latin American history, culture and politics with students. This past year she has fielded many an inquiry from astonished Latin American friends about our American elections process. Genie continues to encourage students to study abroad to see what life is like on the outside looking back.



CAROLYN WOLFENZON published her book *Muerte de Utopía: historia, antihistoria e insularidad en la novela latinoamericana* (Lima: Instituto de Estudios Peruanos). She gave a presentation on her book at Bowdoin and soon she will deliver talks on it at the Instituto de Estudios Peruanos, in Lima, and the Universidad San Antonio Abad, in

Cusco. 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 forthcoming in *Confluencia: Revista Hispánica de Cultura y Literatura*. She taught a new seminar for LAS and Romance Languages and Literatures entitled *Past and Present: Historical Novels in Latin America*, as well as independent studies on the literary representation of the Malvinas/Falklands War and the Cuban Revolution. She published interviews with Mexican authors Yuri Herrera and Valeria Luiselli and is now working on the book project *New Ghosts in Mexican Literature*.



“DON'T MEN ACT THIS WAY IN THE U.S. TOO?”

ON GENDER ROLES IN THE ECUADORIAN AMAZON

By Sarah Levy '16*

Last summer, thanks to a grant from the Latin American Studies program, I spent four weeks in a rural indigenous community in the Ecuadorian Amazon conducting research on ideas and practices of masculinity. The previous summer, I had traveled to this same community as part of an Anthropological Field School program run by Appalachian State University. In addition to beginning to learn Kichwa (Kechwa in Quechua), the local, indigenous language, the other students and I interviewed some of the women in the community who had started a tourism business that now brought in tourists from all over the country and the world to learn about traditional Kichwa culture. The women's goal in starting this organization was not only to help preserve indigenous culture, but also to work to end machismo and domestic violence in the community by creating more jobs for women and providing them with a support network of other women.

I was in awe of the strength and resilience of these women who worked tirelessly to cook and put on cultural presentations for the tourists while still attending to the needs of their own families. Many of these women took on all of the family responsibilities themselves, because their husbands or partners worked outside of the community. The men were often gone for long stretches of time, either because they were serving as tour guides on jungle trips for tourists, or because they simply stayed outside of the community after work to relax, drink, or in a few cases sleep with

other women. There were also still many issues with domestic violence within the 200-person community, and many of the women expressed that they didn't see any of this changing in the near future, because men were just “like that.”

As the month-long program ended, I found myself already thinking about how and when I could come back. I felt like my learning process was just beginning, both academically and personally, and I was eager to try to develop a deeper

understanding of why, even as opportunities were opening up for women, there was still a fairly traditional, patriarchal set of relationships between the men and women, which manifested itself in the prevalence of violence against women, the confinement of women to the private/domestic sphere, and the lack of domestic responsibility expected of the men.

One issue that stuck with me from that first year, which ended up shaping the way in which I conducted my research, was a question that several women asked me in the interviews: Don't men act this way in the U.S. too? I think it's important to note that these kinds of patriarchal relationships are not confined to indigenous communities, nor to Latin America, but can be found in our own society. I could've looked at men's attempts to dominate women in this country, but instead I looked abroad, which has been an unfortunate tendency in Anthropology- to exoticize a group of people as "other" and examine their culture critically without examining one's own culture with the same level of scrutiny. This was something that I became very mindful of when I returned for the second summer- the fact that I was a foreign, white woman entering into the community with my own set of pre-conceived ideas and expectations about what masculinity should or would look like.

I decided, therefore, that instead of conducting structured interviews with a set of specific questions that were molded by my own research interests and worldview, I would immerse myself in community life and listen to what people wanted to share about themselves. Although I was clearly an outsider, as I participated in the daily life of the community, the more surface-level interactions gave way to deeper, more open conversations, mostly with the women, but also with a few of the men.

One woman, who was the sister-in-law of the woman I was staying with, told me about how she got a scholarship to study in the U.S. but had to turn it down because her husband wouldn't let her go. Initially, he had said it would be fine, that he would help to send her there, but later when she was actually filling out the papers for a visa, he said she couldn't go. He worried that she would find other men there. Several other women mentioned their partners being jealous of their interactions with foreign men, which suggested to me that there was a feeling of anxiety among men about the broadening opportunities and mobility to which women in the community were increasingly gaining access. Men's roles in the community had definitely changed as well, as they increasingly worked outside of the community, to bring tourists in on motor canoes or to take them hiking through the jungle. In these jobs,

however, the men also had to defer to the tourists, and particularly for overnight trips, they had to take on traditionally feminine tasks, such as cooking and serving meals to the foreigners. This shift of responsibilities disrupts the traditional gender expectations that remain infused in society from the colonial era, and the change leaves indigenous men in an in-between place in which they technically have male privilege, but in relation to tourists, they are at the bottom of the race/class hierarchy. As indigenous men begin to lose some of that male privilege, they are faced with a situation in which they have to choose between re-asserting their dominance, their traditional male power, or reimagining what it means to have value as a man in their community.

Some men have already begun to inhabit new roles. One man, who



was the principal of the local elementary school, was always in the kitchen assisting the women, and when I asked him why, noting that not many other men seemed to do that, he said that a lot of men thought differently than him, that women's responsibilities were kitchen/domestic chores, but he thought that everyone had to work together to get things done. His son similarly was a constant presence in the kitchen unlike the other boys in the community, and he said that his dream was to be a chef. This father and son exemplify the way in which ideas and practices associated with masculinity are changing in the community, a change that in some ways harkens back to traditional Kichwa culture, in which men and women were seen as

complementary to each other, instead of as occupying separate spheres in a strict hierarchy.

These are just a few examples of conversations and reflections from my time in the community, but I hope through all of this research, to provide a more complex, nuanced understanding of the lives of indigenous men in Ecuador and Latin America more broadly, challenging the stereotypes that they are somehow inherently sexist, brutish or alcoholic. Most academic articles I've come upon only focus on Kichwa communities in the Ecuadorian Highlands, and have looked at indigenous women's roles, without taking much note of the indigenous men, other than the fact that they are often the abusers/offenders. I hope, in the work as a whole, to expose the layers of structural inequality that contribute to gendered violence and sexism, and to recognize the difficulties that indigenous men face in this globalizing and Euro-centric world. ■

**Sarah Levy '16, a LAS major, is the winner of the 2016 John Turner Award for academic excellence in Latin American Studies, a prize she shares with Miguel Avilés '16.*

Student News

Learning through Engagement in Latin American and Latino Communities

As a complement to their work in LAS courses, students expand on their knowledge through immersion experiences such as Alternative Spring Break trips or the Global Citizens Grant offered through the McKeen Center for the Common Good. In some instances, these experiences living and working in Latino and Latin American communities translate into community-engaged independent study.

Global Citizens Grant

The Global Citizens Grant provides travel funding for students 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.

SARAH FRANKL '16 worked last summer at Centro de Obras Sociales Maternidad de María in Chimbote, Peru, a clinic that addresses a variety of health issues, but particularly focuses on maternal and child health. There she worked with the clinic's maternity ward, outpatient clinic, pediatric unit, laboratory, and orphanage. She also spent many mornings on home visits, where she was able to meet and support many members of the Chimbote community. Most of her time was spent in the Maternidad's orphanage, where she worked hard to take care of the sixteen children under the age of five, as the orphanage grappled with a staffing shortage. Through the challenges and rewards of her experience, Sarah grew to love the children and her co-workers at the Maternidad, and hopes to return after she has received training to become a doctor.

CHRIS GYS '17 spent the summer working with Changes for New Hope in Huaraz, Peru, an organization that provides education around nutrition, social competency, creative expression and academic skills. Chris spent most of his time visiting various smaller communities around Huaraz to distribute multivitamins to children and lead activities related to the organization's "Haz lo correcto," or "Do the right thing," campaign. Through games and activities, Chris worked with fellow volunteers to teach children the value of trusting and working with others. His unique contribution to the "Haz lo correcto" program was the introduction of an independently-designed soccer program to emphasize teamwork. His experience observing the connection between language, culture, and identity strengthened his desire to pursue Spanish at Bowdoin and to pursue a graduate degree in Psychology.

RUBI DURAN '16 volunteered last summer for Alianza Arkana, a nonprofit organization located in Pacullpa, Peru that works to protect the Amazon rainforest through strategic alliances, defense of indigenous rights, permaculture, and intercultural education programs. Rubi worked with a group of indigenous people called the Shipibo on improving nutrition and educational outcomes. She was in charge of the "Crecer y Comer," or "Grow and Eat," program, where she crafted workshops, conducted meal demonstrations, and explored healthy meals with local mothers. Rubi also tutored local students and helped to gather supplies for a library in the Alianza Arkana community. Rubi's experiences pushed her to consider the reception of western medicine and the relationships between healer and patient, deepening her understanding of her career path to medical school.

Community Matters Fellowship

The Community Matters in Maine Summer Fellowship matches students with organizations in midcoast Maine whose work aligns with their interests. The 10-week fellowship strengthens campus-community partnerships.

MARYSOL NEWTON '17 spent last summer working with the Maine Migrant Health Program. While interning at Maine Migrant Health, Marysol assisted in organizing and conducting a needs assessment in order to identify new patient populations, beyond their current farmworker patient base, that MMHP could serve. Her research focused primarily on J1 and H2B visa holders. She identified the locations and needs of hospitality workers in Maine and then she used this information to better understand the target population's health care needs. She also helped stock the mobile medical units and organized health education materials. Through her unique opportunity to gain first hand experience of the daily operations at a Federally Qualified Health Center, Marysol became better informed of America's domestic health care needs.

Denning Fellowship

Named in honor of Common Good Award recipient and founder of Safe Passage, Hanley Denning '92, the Denning Summer Fellowship through the Forest Foundation is designed for students to build on past community engagement by working on a public issue related to their academic major. Following the 10-week placement, students are encouraged to draw upon their Denning experience in developing an independent study or honors project for the following academic year.

ALEXANDER THOMAS '16 spent last summer working at Maine Migrant Health Program, alongside CMM Fellow Marysol Newton '17, Alexander's primary project at MMHP was organizing and conducting a community health needs assessment among aquaculture, commercial fishing, seafood processing, and hospitality workers in Maine. Alexander also developed and conducted Aroostook County patient satisfaction surveys in order to gauge farmworker satisfaction with MMHP's services. Alexander analyzed the data and presenting his findings at staff meetings, helping MMHP understand how to improve its services and continue to address to the changing needs of farmworkers across Aroostook County.

Alternative Spring Break

In March, student participants on two Alternative Spring Break trips increased their knowledge of issues facing Latino and Latin American communities through a week immersed in learning and working in Immokalee, Florida and Tucson, Arizona and Nogales, Mexico.

Cultivating Communities in Immokalee, FL (Leaders: KEVIN HERNANDEZ '18 AND PERLA RUBI '17)

Participants engaged in hands-on work and communication with working migrant families in Immokalee. Key issues addressed on this trip included the impact of poverty and income inequality on immigrants' access to housing, education, and social services, as well as the role of language in shaping their identity and experience.

Immigration at the Border in Tucson, AZ and Nogales, Mexico (Leaders: BILL DE LA ROSA '16 AND RUBI DURAN '16) Participants studied the immigration debate in the United States and traveled to Tucson, the Sonoran Desert, and Nogales, Mexico to witness the consequences of heightened border security measures. In response to the deaths of more than 2,400 people, numerous humanitarian service groups have emerged to relieve migrant suffering and advocate for more humane immigration reforms. Participants were confronted with the realities of US border policies, including all stages of the arduous process that migrants undertake.



Miguel Avilés, Sarah Levy, Caroline Marinéz, and Bill De La Rosa

Prizes and Research Awards

The John Harold Turner Prize for academic excellence in Latin American Studies was awarded to two outstanding graduating majors, MIGUEL AVILÉS AND SARAH LEVY, who for the past four years were extremely active and brilliant participants in courses and co-curricular activities, and brought their classmates together in enlightening discussions about Latin American cultures, politics, and gender issues.

This year, the Program established the LAS Public Engagement Prize, designed to reward junior or senior students, majoring in any discipline, who have contributed to the recognition and understanding of Latin America, the Caribbean, or the Latin American or Caribbean diasporas through exemplary public engagement, meaningful community service, and/or efforts in public education. The recipients of the award this year were CAROLINE MARTÍNEZ AND BILL DE LA ROSA, who creatively connected their public service with their research besides sharing their experiences and observations in different forums across the nation.

LAS Research Awards were granted to PRESTON THOMAS AND NAOMI JABOUIN.

Naomi will be studying identity formation in



Preston Thomas



Naomi Jabouin

Martinique through its manifestations in visual arts, whereas Preston will conduct research on racialization in visual arts and advertisements in Puerto Rico.

Bill De La Rosa: Hispanic Scholar of The Year

BILL DE LA ROSA '16—already a Truman Scholar, Mellon Mays Undergraduate Fellow, Gates Millennium Scholar, and Michael and Susan Dell Scholar—has just been selected as Hispanic Scholar of the Year by the Hispanic Scholarship Fund, an organization that recognizes every year the work of two outstanding Hispanic scholars in the United States from the thousands who apply. De La Rosa attended the award ceremony in Los Angeles on Wednesday, April 20.



LOVE, DEATH, AND HUMAN RIGHTS

A View from
Rio de Janeiro

By Cassia Roth '08*

My partner Clayton was murdered while riding his motorcycle home from work on April 28, 2015. He was followed by three men on two motorcycles who opened fire and shot him in the back nearly twenty times. Clayton was a police officer in the favela of Manguinhos, an urban slum in Rio de Janeiro, Brazil. In the months before his death, drug trafficking in the region had become more prevalent. Clayton was known in his unit—and among the favela's drug traffickers—as an honest, hardworking cop who treated everyone with respect. The police investigation into his murder has clearly demonstrated that he was targeted and executed because of these qualities.

Clayton was a member of Rio de Janeiro's Military Police. He was an officer in a Unit of Pacifying Police, UPP, a community-based policing model aimed at developing lasting relationships with the city's poorest residents—those in the *favelas*. These urban slums have existed in Rio de Janeiro since the late-nineteenth century, and twentieth-century state policy towards *favelas* has swung between neglect and complete destruction. When Brazil emerged from its 20-year military dictatorship in 1985, drug trafficking proliferated in the city's *favelas*. Scholars have pinpointed various causes behind the rise of drug trafficking in the post-dictatorship years: the state's complete absence from *favelas*, the patron-client relationships that have long dominated Brazilian politics, and new uncompromising attempts to combat the sale of drugs.

Even before the arrival of drug trafficking, the history of police intervention in Rio's *favelas* has been one of reaction and violence in which heavily militarized operations entered communities to combat crime but then left soon after. This impermanent solution allowed the police to disrespect residents' human rights and the drug traffickers to remain in control. But in 2007, José Mariano Beltrame became the state's top security officer. Beltrame's administration implemented a new form of policing in which *favelas* would be taken over from drug traffickers after which a permanent police force would remain to engage with the community—the UPP.

Initial studies of the UPPs have been positive. However, as a former Coordinator of the UPP initiative has argued, the program has

focused more on the initial militarized occupation stage and not on the monitoring and evaluation stage that was supposed to be accompanied by increased state services. Moreover, no real changes to the training of officers has occurred. The state is trying to implement a new model of policing within an old and broken system.

The military police in Rio de Janeiro have a long reputation of violence and corruption. And while the force has improved drastically over the last decade, abuses of power by the police continue. The notorious 2013 case of Amarildo, in which UPP police tortured and disappeared a *favela* resident was prominent in the news. In April of 2015, 10-year-old Eduardo Ferreira was shot and killed by police in another *favela*. In September, UPP officers killed a 17-year-old boy and then tried to cover up the crime. And abuses continue.

Violence against the police has increased. In 2015 attacks on the police outside of work became more bold and terrifying. At the end of September, one officer was dragged behind a horse until he died. Weeks later, another officer was burned alive. In early December, yet another officer was found burned. Just a few days later, another one was found shot to death. This doesn't include the police officers who have been shot while at work, deaths which Beltrame has called "executions."

During one of my trips back to Brazil in September, the police tried to enter Manguinhos to arrest four drug traffickers accused of Clayton's murder. Officers were met with gunfire, and 13-year-old Cristian Andrade was killed in the crossfire. The human rights community was justifiably outraged. In reading their interpretations, however, I became enraged in return. *Amnesty International* wrote as if the event had occurred in a vacuum and the police had arrived guns blazing "just because." It hurts when the justice trying to be done was for your loved one and those who seem to support human rights erase the possibility that Clayton had them. We all need to be incensed about the death of a child, but let's look at the whole picture. Cristian's and Clayton's murders exist on the same violent spectrum.

Soon after, the state's Commission on Human Rights entered in contact with Cristian's family, pledging much needed support. Again, I was both supportive and outraged. Why hadn't the Commission contacted me or Clayton's family? Was Clayton's death not a violation of his human rights? So I set up a meeting. My questions were simple: Who has human rights? Do they choose who they contact and assist or do they wait for cases to come to them? Their answer was also simple: Everyone has human

rights. We try to contact everyone who is affected by violence. My follow-up—why did no one contact Clayton's family?—was met with "it depends on the case."

On the level of structural inequality, I understand. In overall numbers, many more poor persons, often of color, die in *favelas* than the police, and the police hold a great deal of unilateral power over residents' lives. Helping the most vulnerable makes sense. But on

the level of human emotion, I do not understand. How can we differentiate the value of life so openly?

The NGO Rio de Paz (Rio of Peace) has called attention to the city's lack of human rights. It has focused on both *favela* residents and police officers, placing the blame on a negligent state. Its visual representations of the victims of violence put a face to what often appears as statistics. And news outlets have questioned how we think about the deaths of police officers. Even

English-language media are presenting a fuller picture of what it means to be a police officer in Rio de Janeiro—and a *favela* resident. But major U.S. newspapers continue to report in terms that cater to American understandings of police violence—an understanding that simply cannot be transported into a Brazilian context.

Recently, the body of one of Clayton's murderers was found. 23-year-old Luanzinho had dubbed himself the "cop-killer," and days before he was shot to death, Luanzinho executed two more police officers. It's hard for me to feel sorry for a man who, after killing Clayton, posted on Facebook, "one more going to hell, hahahaha" (*mais um pro inferno kkkkk*). It hurts me to ponder that this extrajudicial killing was perhaps the only way to stop Luanzinho from continuing to murder. And perhaps the hardest thing for me to grapple with is to know that Luanzinho, too, deserves human rights.

In a country full of "rights," many enshrined in the 1988 Constitution, it seems only those with privilege can access those rights. My privilege as a middle-class, white American has been made obvious to me in the months since Clayton's murder. Yet these privileges mean nothing in the face of the tragic loss of Clayton's life. So the question remains: Who has human rights? And I don't have an answer. ■

* Cassia Roth '08 is a PhD Candidate in Latin American History at UCLA. Her dissertation, titled "A Miscarriage of Justice: Reproduction, Medicine, and the Law in Rio de Janeiro, Brazil (1890–1940)," examines reproductive health in relation to legal and medical policy in Rio de Janeiro. Cassia's research has been supported by the Woodrow Wilson Foundation, the Coordinating Council for Women in History, the Fulbright IIE, and the National Science Foundation. At Bowdoin she was a Latin American Studies and Spanish major. A full version of this article is available here: nursingclio.org/2016/01/12/love-death-and-human-rights-a-view-from-rio-de-janeiro/



Alumni News

ZULMARIE BOSQUES '11 has made Chicago her home. In June she will graduate from the University of Chicago's School of Social Service and Administration and get married! She hopes to work in the non-profit / philanthropy sector in Chicago. Zully is excited to return to Bowdoin for the Class of 2011 Reunion.

JESSICA BRITT '10 recently moved to Boston for the position of Evaluation Specialist on the National Program Team at Year Up, a nonprofit (founded by Gerald Chertavian '87) whose mission is to close the opportunity divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential (www.yearup.org). Jessica practices her Spanish with students and other staff on a regular basis. In July 2015 she went back to Granada, Spain where she had studied abroad her junior year. She stayed with her host parents for almost a week and reconnected with staff from the IES program.

ELIJAH GARRARD '12 is currently teaching 6th grade at a bilingual school in Mexico.

LIZZY HAMILTON '15 lives in Buenos Aires since August 2015, working for an Argentine consulting firm called The Mind Company. She enjoys living in such a vibrant city and developing herself professionally, while still being able to use her Spanish and travel around South America.

NATTAWAN JUNBOONTA '10 earned her M.A. from the University of Wisconsin-Madison in Information Studies and is currently a Ph.D. student in Education Theory, Organization, and Policy at Rutgers. Her current research is on civic education and global citizenship in the twenty-first century. Nattawan is interested in how Model UN programs influence the formation of youth civic identity.

KATE LEIFHEIT '12 lives in Baltimore and works as a public health researcher with the Johns Hopkins Department of Pediatrics. Among other projects, she's leading a study about Latino and non-Latino families living in extreme poverty and the child health effects of this material disadvantage. Next year Kate will start a Ph.D. in Epidemiology at Hopkins to continue this work.

PATRICIA MÁRQUEZ '88 is Dean of The Joan B. Kroc School of Peace Studies and a professor in the Latin American Studies program at the University of San Diego. Before immigrating to the US she was a professor at IESA Business School in Caracas, Venezuela. During the 2005-2006 academic year Patricia was the Cisneros Scholar at the David Rockefeller Center for Latin American Studies (DRCLAS) at Harvard and visiting professor at Harvard Business School. She has taught graduate and executive education courses. She recently gave a TED talk titled "Can Universities be Central to World Change?" which can be accessed on YouTube at [youtube.com/watch?v=1yNAMUQxYDM](https://www.youtube.com/watch?v=1yNAMUQxYDM).

BRIDGETT MCCOY '15 works on the international team at the Cadmus Group. The work is focused on helping USAID projects comply with US environmental law and follow best practices for social and environmental sustainability. Bridgett researches conditions in Latin American project sites, including the security situation of western Honduras and how climate change will affect Colombia's varied environment. She's also investigating the environmental impact of war in Syria. Bridgett volunteers at the Central American Resource Center (CARECEN) teaching immigrants about US history and civics to prepare them for their naturalization interview.

BETHANY KNAUFF MILLER '96 teaches Spanish and in July will be Associate Head of School at St. Anne's-Belfield School in Charlottesville, Virginia. She also teaches a 3-week Intensive course on Hispanic culture to 9th-12th graders each December. Bethany promotes study-abroad and global competency with an emphasis on volunteer work and homestays in Spanish-speaking countries around the globe.

SARAH MOUNTCASTLE '05 currently works in marketing in Chicago for PepsiCo's Global Nutrition Group, developing and expanding their 'good for you' brands including Tropicana, Naked and IZZE juices. She was recently selected for PepsiCo's version of the Peace Corps called PepsiCorps, in which she will take a few months away from her regular job to work on a consulting project for an international nonprofit organization. In October, she will head to Mexico with eleven other PepsiCo employees from across the world.

ANDREA NOBLE '15 is working in Ecuador as a Fulbright English Teaching Assistant (ETA) at the Universidad Técnica de Cotopaxi in the lowland Pacific side of the country. Once or twice a week, she travels 2 hours to the vastly different sierra to volunteer in a small, rural, indigenous *escuela básica*. She explores as much as she can around Ecuador, practicing her Spanish and learning more about Latin America. Andrea says, “None of this would have been possible without the amazing foundation of knowledge I learned at Bowdoin, and for that I am eternally grateful to the LAS program and the Spanish department.”

CAILEY OEHLER '15 is also a Fulbright ETA, teaching English in neighboring Colombia at the Universidad Colegio Mayor de Cundinamarca. She is also working on an independent project investigating connections between gastronomy and identity. Cailey has just been accepted for a second year in Colombia as a Senior ETA and is about to start a TEFL course to continue teaching abroad long-term. She would love to talk with any of you who happen to be passing through Colombia!

CHRISTINA PINDAR '12 just completed her second year of medical school at Case Western Reserve University in Cleveland, OH. She is now enjoying Family Medicine, working with many Spanish-speaking patients. She has witnessed how some patients have difficulty accessing quality care because of the language barrier and how a physician can advocate for them. She taught sexual health education at the county juvenile detention center. She reports, “It was incredibly humbling recognizing the vast differences in our lives and wondering how to have a productive and helpful conversation, meeting the students where they are and simultaneously challenging what they knew and accepted.” Soon Christina will begin a research project investigating how adolescent autonomy affects Long-Acting Reversible Contraception acceptance in adolescent girls. On an unrelated note, during her senior year at Bowdoin Christina completed a research project for a Latin American Studies class (Labor, Gender, and Immigration in the US-Mexico Borderlands) about the Latinas who were sterilized without informed consent at UCLA, and some of whom filed a lawsuit in 1975 against the medical center in the case *Madrigal v. Quilligan*. Recently, the documentary *No más bebés* was released, which is about these women. Christina was excited to realize she had unknowingly spoken with the filmmaker during her research, which reiterated the importance of reaching out to people whose work interests you; you never know what connections you may make!

ALEXANDRA REED '10 studies law at the University of Michigan. Last summer she was a law clerk for the Texas Civil Rights Project (TCRP) in Houston, working on a wide range of civil rights issues—from free speech to police misconduct to prisoners’ rights. She also had the opportunity to advocate for families of immigrants who have gone missing at the border between Texas and Mexico, through collaboration with the Migrant Rights Collective. This coming summer, in addition to finally marrying Jamie Neely (Bowdoin '10), Alex will be working at the Department of Justice in the Civil Rights and Civil Divisions.

CARLOS RIOS '12 is a college advisor for Rider High School in Wichita Falls, Texas. He recently completed Pre-Service Training for a teacher certification program and is looking forward to beginning an internship and teaching Spanish to secondary students in the near future.

EMILY SCHONBERG '10 was recently engaged! The officiant is bilingual and Emily hopes she’ll say a few words in Spanish to honor her grandfather who hails from Buenos Aires. At work, Emily started a Spanish Conversation Lunch Hour Club. The group includes native speakers and others just hoping to improve. Two weeks ago one of the attendees made *arepas* right there in the public kitchen space, and 18 people came to feast including clients from Spain, Colombia, Mexico, Brazil, and even France. Emily sends her wishes to all for your health and happiness.

HANNAH SHERMAN '15 is working in Washington D.C. at the Center for Financial Inclusion (CFI) at Acción International. CFI is an action-oriented think tank working toward full global financial inclusion. As a project associate, Hannah’s responsibilities include project management, outreach and communications, research and content development, and operations administration. Hannah is constantly using her Spanish skills and knowledge of Latin America. Most recently, she helped plan, and later participated in, a conference on financial capability in Mexico City. In July 2016 Hannah hopes to move to Latin America for a year.

LAURA TILL '12 is currently living in East Los Angeles, finishing an M.S. in Global Medicine at the University of Southern California, as well as a certificate in Spanish-medical interpretation at Cal State Los Angeles. She will return to Central America next month for a clinical rotation in Bocas del Toro, Panama. This summer, Laura will be moving back to her native Vermont to start medical school at UVM. Laura will sincerely miss her adopted barrio and speaking Spanish everyday in LA, but she hopes to put her interpreting and LAS experience to good use in Vermont by working with the growing Hispanic population.

EMILY WEINBERGER '15 is in Brooklyn, NY, working as a case manager and intake counselor at an alternatives-to-incarceration court called the Red Hook Community Justice Center. Emily works directly with court-mandated criminal defendants, connecting them with resources in the community, treatment programs, and alternative sanctions in an effort to avoid jail time. A high percentage of the clients at Red Hook are monolingual Spanish speakers, so much of her work is in Spanish. Emily is living communally with other corps members of AVODAH (the Jewish Service Corps), and facilitating/participating in workshops on social justice. Her first post-grad year has been incredibly fulfilling, challenging and inspiring!

GEORGIA WHITAKER '14 is in her first year of a doctoral program in Latin American history at Harvard and is working hard to learn Portuguese. She enjoys living in Cambridge, but dearly misses the Maine coast and Bowdoin pines.

VALERIE WIRTSCHAFTER '12 recently became Chief of Staff at a boutique consulting firm that works with U.S. based companies to develop long-term strategies as laws, regulations and policies evolve in both the United States and Cuba. She has applied to Ph.D. programs in Political Science for fall 2016, where she intends to focus on Latin America, and in particular Cuba and Brazil. Valerie previously worked as a research associate in the Latin American Studies program at the Council on Foreign Relations. She came to Bowdoin in Fall 2015 to present a lecture titled "The Road Forward for Cuba after Normalization: Risks and Reward". See the Events listing on page 16 for more details.

The Crandall Family Fund for Latin American Studies

Established in 2013, the Crandall Family Fund for Latin American Studies 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.

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

Donations can be sent to:

Bowdoin College
Office of Development
4100 College Station
Brunswick, ME 04011-8432

Blueberry Harvest School

Hosted by Mano en Mano, the Blueberry Harvest School (BHS) is a three-week educational program for migrant students ages 3-13, designed to reinforce learning in fun and active ways. Located in Harrington, Maine, it aims to meet students' academic needs, address summer learning loss, and provide a positive, hands-on, culturally-responsive learning environment for students coming from Mexico, the Caribbean, the United States, and various First Nations communities in Canada. Christine Rheem '15 (picture) writes: "The relationships that I formed with colleagues and students taught me much about creating inter-cultural connections through an academic environment. It was the hardest job that I have ever had and the most rewarding, and I very much look forward to returning this summer."

For more information on the Blueberry Harvest School and Mano en Mano, visit manomaine.org.



L-R: Woody Winmill '16 (Teaching Assistant), Ian Yaffe '09 (Director), Christine Rheem '15 (Teacher), and Maria Kennedy '16 (Project Coordinator) at the Blueberry Harvest School in 2015.

A Note from the Director



By Gustavo Faverón Patriau

I want to take this opportunity to bid farewell to our colleague, Professor Enrique Yepes, soon to become Brother Enrique at a Benedictine monastery in Rhode Island. Enrique was my first friend at Bowdoin and one of the two people who originally interviewed me for the job in the Winter of 2005, the other being John Turner. In a famous short story, Jorge Luis Borges enumerates the visible and the invisible literary works of an imaginary author, Pierre Menard, whose books are sometimes printed on paper whereas some other times are just a sort of mental, invisible production that Menard considers his most valuable creations. Enrique was one of the founders of the Latin American Studies Program at Bowdoin. This flourishing interdisciplinary intellectual enterprise might count as the most visible part of the works he leaves behind, here, for us to enjoy while he ventures into a new life of quieter and more soulful adventures. But his invisible legacy at Bowdoin, that of his warmth and his ubiquitous closeness to our students, his always available friendship and advice for colleagues new and old, his thoughtful attitude towards small and no-so-small problems, that invisible part of his work, now that he leaves, is rendered more visible than ever, in the love and respect of all who met and knew him at this campus in the twenty years he was part of our family. Not all will be happiness and solitude and time alone for meditation for him from now on, I warn him, since at least one day I plan to go to Rhode Island and ask him to be the monk that smokes a cigarette with me out in the snow, while I tell him my problems, as I did all these years at Bowdoin, to the deterioration of our lungs and the growth of our friendship. Have a nice life after the nice life you had here, Enrique. I wholeheartedly hope that you, as does another character in another Borges short story, one day find the unknown name of God. If you do, let us know. And be profoundly happy: you deserve it. ■

In my last LAS Noticias note as Program Director, I want to thank my colleagues for their continuous collaboration and briefly summarize the changes introduced in LAS over the last three years. One of

them is precisely the transformation of this newsletter into a lively medium to communicate with people across the Bowdoin campus and beyond, incorporating articles by students, alumni, and faculty members, to reinvigorate a sense of community among those who are now part of the Program, those who were and those who will be.

Promoting research among our students has been one of our major goals. For that reason, starting in 2016, the Program decided to increase its funding for students' academic investigation, raising the LAS Research Grants to a maximum of \$4000. This year, an ad-hoc committee selected projects by students Preston Thomas and Naomi Jabouin, who will conduct work in Martinique and Puerto Rico, respectively, over the summer.

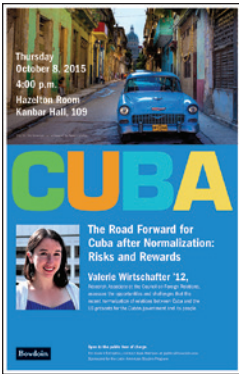
Also in keeping with our goal of recognizing the work of students engaged in the study of our field, in 2016 the Program instituted the LAS Public Engagement Award, given to juniors or seniors, majoring in any discipline, who have contributed to the recognition and understanding of Latin America, the Caribbean or their diasporas through exemplary public engagement, meaningful community service or efforts in public education related to their academic work. This year the prize was shared by Bill de la Rosa and Caroline Martínez. Meanwhile, our traditional John Harold Turner Award for academic excellence in LAS was deservedly received by graduating majors Miguel Avilés and Sarah Levy (a former recipient of a LAS Research Grant.)

We were blessed with the enthusiasm and generosity of alum Russ Crandall, whose intention of contributing to the permanent growth of the Program turned into the institution of the Crandall Family Fund, which has more than doubled the Program's annual budget. The Crandall Family Fund will allow us to organize activities that were almost beyond our reach not long ago, like the upcoming symposium, "Rendering Haitians of Dominican Descent Stateless", organized by professors Allen Wells and Greg Beckett, which will take place on November 4, 2016.

Our decision to enhance our course offerings' on the Caribbean, the US Latino communities, and Brazil, as well as reinforcing our established relationship with Environmental Studies, was met with the creation of courses in those areas, all of them cross-listed with different programs and departments. Just in the last year we were able to offer for the first time courses like Karla Padron's "Transgender Latina Immigration," Matthew Goldmark's "Colonial Latina/o Histories," Jennifer Baca's "Latin American Environmental Politics" and "Chile: Democracy and Environment," and Hanétha Vété-Congolo's "Francophone Literatures." This continuous experimentation will no doubt keep going in the years ahead.

A Year In Events

The Latin American presence at Bowdoin, 2015–2016



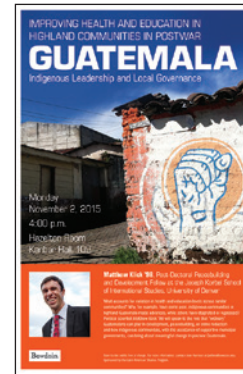
VALERIE WIRTSCHAFTER '12: “The Road Forward for Cuba after Normalization: Risks and Rewards.” 10/8/2015. Sponsored by the Latin American Studies Program.



STUDIES IN BEAUTY INITIATIVE: “Chateau Rouge.” Performed by Compagnie Dife Kako. 10/8/2015. Sponsors: Andrew Mellon Foundation, Romance Languages and Literatures, Africana Studies Program, Latin American Studies Program, Cinema Studies Program, Sociology and Anthropology, and Theater and Dance.



STUDIES IN BEAUTY INITIATIVE — Film Screening: Raynald Leconte’s “In the Eye of the Spiral.” 10/28/2015. Sponsored by the Andrew Mellon Foundation (Dean’s Office), the Departments of Romance Languages and Literatures and Sociology and Anthropology, and the Latin American Studies, Africana Studies, and Cinema Studies Programs.



MATTHEW KLICK. “Improving Health and Education in Highland Communities in Postwar Guatemala: Indigenous Leadership and Local Governance.” 11/2/2015. Sponsored by the Latin American Studies Program.



“ABRAZOS”: Film Screening and Discussion with Filmmaker Luis Argueta. 3/30/2016. Sponsored by the Blythe Bickel Edwards Fund, the Latin American Studies Program, Cinema Studies, and the Department of Sociology and Anthropology.

BAMBY SALCEDO. “Yo soy un milagro.” “TransVisible: The Bamby Salcedo Story,” with Q&A. Open Class with Prof. Karla Padrón, “Transgender Latinas in the United States.” Reception Q&A with Bamby Salcedo, lunch with Bamby Salcedo, and discussion on Transvisibility. 4/18-19/2016. Campus visit and events organized by Karla Padrón and LASO.

MICHAEL LETTIERI. “More than 43: Making Sense of Mexico’s Murdered and Missing.” 4/28/2016. Sponsored by the Charles F. Adams Lectureship, the Latin American Studies Program, and the History Department.

CAROLYN WOLFENZON. Book Release Celebration. “Muerte de Utopia: historia, antihistoria e insularidad en la novela latinoamericana.” 4/19/2016. Sponsored by Latin American Studies and Romance Languages and Literatures.

