

LAS Noticias

THE LATIN AMERICAN STUDIES NEWSLETTER

Bowdoin College, June 2017, #9

Photo courtesy of Robin Derby



Rendering Dominicans of Haitian Descent Stateless

See page 18

2 Bringing Brazil
to Bowdoin

6 Homage to
Genie
Wheelwright

8 Art and Identity
in Martinique

12 Ian Yaffe and
Mano en Mano

BRINGING BRAZIL TO BOWDOIN

JAY SOSA

By Krista Van Vleet



Bowdoin College welcomed Jay Sosa in Fall 2016 as Assistant Professor of Gender, Sexuality and Women's Studies. His dissertation "São Paulo Has Never Been Pinker" examines the aesthetics of LGBT activism and the political public sphere in Brazil's largest city. He comes to Bowdoin with a PhD in Anthropology (Chicago, 2016), MA in Social Sciences (Chicago 2010), and a BA in History of Art, Latin American and Caribbean Studies, and Cultural Anthropology (Michigan 2003).

We are so happy to have you here at Bowdoin! What have you taught and what have you learned during your first year?

This year, I taught "Introduction to Gender, Sexuality, and Women's Studies," "Queer Theory," and "Sex and the State." Generally, my courses use different theoretical lenses to examine contemporary politics and culture. I always say that I want students to become critical readers of their historical present. My courses this year have covered topics such as reproductive justice, violence and sensationalism in the media, sexuality and the war on terror, and the historical memory of HIV/AIDS. One thing that I have learned from working with students this year is how quickly the present changes. Our students' historical references are not mine. So, giving students context on the present, and the way we are living through consequences of even recent history, has been interesting.

How does your focus on Latin America shape your understanding of gender and sexuality?

This will be a major focus of a new course that I'll teach in the fall of 2017, "Carnival and Control: Race, Gender, and Sexuality in Brazil." Brazil is known as a country of contradictions. São Paulo's LGBT pride parade is reported to be the largest of its kind in the world (with four million participants). But Brazil also reports the largest number of LGBT homicides in the world. My work has tried to understand the lived complexities of fighting for the rights of sexual minorities in a country where sex is, on the one hand, much more open, and, on the other highly circumscribed (and violently enforced) by gender expectations. Of course, the U.S. also has contradictory and hypocritical conventions around gender and sexuality.

"I called my dissertation 'an ethnography of a political demand,' because I was interested in the ways in which demand oriented the claims of protesters, bureaucrats, lawyers and journalists..."



Protest at 2011 São Paulo Freedom March

You received your PhD from The University of Chicago. Can you tell us a little more about your dissertation research in Brazil?

I worked with LGBT activists in São Paulo, Brazil's largest city. I conducted fieldwork between 2011 and 2013, years of rapid political change in Brazil. The activists with whom I worked were very focused on passing a federal anti-discrimination bill (PLC 122). I called my dissertation "an ethnography of a political demand," because I was interested in the ways in which demand oriented the claims of protesters, bureaucrats, lawyers and journalists as these different groups set out to define what PLC 122 would accomplish.

What are you are working on currently?

Currently, I am working on a book called *Participatory Desires*. The book is based on my dissertation research but shifts the focus away from the singular demand for anti-discrimination legislation to explore some of the experimental democratic cultures that I observed in queer protests.

I am also collecting materials for a new project, what I hope will be a study of the cultural representations of Dilma Rousseff, Brazil's first female president who was impeached in 2016. My pet name for the project is "Mother-Warrior, Diva, Terrorist." The project would look at how Rousseff's biography as a freedom fighter against the dictatorship was reinterpreted during her presidency by both Brazil's left and right wings.

Tell us a little about your life before graduate school. You went to the University of Michigan, right?

I was born in Chicago and went to elementary and high school in the suburbs. I attended Michigan because they gave me a full scholarship, which proved a good decision. I began college in 1999 just as the economy was slowing down, and by 2003, I was entering what was then called the worst job market in 40 years (and it's only gotten worse). I have always been grateful that I got through college (and grad school) debt free.

After college, I spent a year on a Fulbright in Bolivia, working at the National Museum of Art in La Paz, the national capital. When I returned to the U.S., I moved to Philly, where I worked at the University of Pennsylvania on an HIV prevention study. Then I returned to Chicago for grad school and lived between Chicago and São Paulo. This is my first time living in New England. It is a big change living in such a small place. At first I was afraid of the lack of anonymity—I freaked out when the server at the coffee shop remembered my face and my order after two weeks! But I am getting used to the more relaxed pace.

Should Latin American Studies matter to students at Bowdoin? Why or why not?

Of course Latin American Studies should matter! The history (not to mention the future!) of the U.S. is deeply entwined with the rest of hemisphere. Brazil is the fifth largest economy in the world, and Mexico is one of the U.S.'s top trading partners. U.S. pop culture, aesthetics, music, food all borrow from Latin America, whether people recognize it or not. Scholars like Eduardo Bonilla-Silva even argue that racial and ethnic categories in the U.S. are coming to resemble how Latin Americans interpret racial difference. I would go further and say that the U.S. political system is incorporating both inclusionary and exclusionary populisms that have been the hallmark of Latin American politics. And as for the need to speak Spanish in a globalizing world, I mean, c'mon!



Jay Sosa

Faculty News

This past year **JENNY BACA** taught “Environmental Politics of Latin America” and “Global Inequality, Social (In)justice, and the Environment,” which introduced students at Bowdoin to Political Ecology, a subfield within Human Geography. During a brief trip to Chile in January, she presented her research at the Museo de la Memoria y los Derechos Humanos in Santiago. Jenny will soon participate in a conference in Sweden focused on the historical experience of worker-led forestry, a subject at the heart of her dissertation research. She is currently co-editing a special journal issue of *Antipode*, entitled “The Political Forest: Decentering the State,” and will start a Science & Technology Policy fellowship in DC in September.

GREG BECKETT was on leave during 2016–17. This year he published articles on humanitarian intervention in Haiti: “A Dog’s Life: Suffering Humanitarianism in Port-au-Prince, Haiti,” in *American Anthropologist*; on the Haitian intellectual Anténor Firmin, “The Abolition of All Privilege: Race, Equality, and Freedom in the Work of Anténor Firmin,” in *Critique of Anthropology*; and on Caribbean political theories of freedom, “The Politics of Disjuncture: Freedom from a Caribbean Point of View,” forthcoming in *Small Axe*. In addition, he co-organized the symposium, “Rendering Dominicans of Haitian Descent Stateless,” that was held at Bowdoin last fall. Greg is currently completing a book manuscript on the experience of crisis in Port-au-Prince, Haiti. He will be teaching “Contemporary Haiti” next fall.

MARGARET BOYLE won the Vern Williamsen *Comedia* Book Prize for *Unruly Women: Performance, Penitence, and Punishment in Early Modern Spain* (Toronto: University of Toronto Press, 2014). The prize was awarded by the Association for Hispanic Classical Theater, which promotes Spain’s classical drama in production. Margaret and Bowdoin Digital and Computational Studies professor Crystal Hall published “Teaching Don Quixote in the Digital Age” in *Hispania* (99:4). She also has an article forthcoming in *Comedia Performance* about a theatrical adaptation of the life of Sofonisba Anguissola and her time at the 16th-century Spanish court. This past fall Margaret spoke on the relationship between early scientific practices and motherhood at the Grupo de Estudios de la Mujer en España y las Américas conference (GEMELA) in Puerto Rico. In March, she was an invited speaker for a symposium on the 400th-anniversary of *El burlador de Sevilla* at the University of New Hampshire-Durham.

NADIA CELIS completed four articles and book chapters, “Las niñas del Caribe y la ‘conciencia corporal’: Apuntes para una descolonización encarnada,” forthcoming in *Forum for Inter-*

American Research; “Tras medio siglo de *El hostigante verano de los dioses*: Fanny Buitrago y la ‘autenticidad’ Caribe,” *Revista Iberoamericana* Vol. LXXXII, 255-256 (Abril–Septiembre 2016): 471-486; “La Negra’s ‘Provocation’: ‘Corporeal Consciousness’ and the Taking of Space in *Nuestra Señora de la noche* by Mayra Santos Febres,” forthcoming in *Philosophizing the Americas: An Inter-American Discourse* (New York: Fordham University Press, 2017); and “La soledad de Úrsula: Intimidad y violencia en Macondo, ayer y hoy” *Literatura y memoria II*. The latter is a precis of her current book-project on Gabriel García Márquez, tentatively titled, *The Intimate in Macondo: Love and Power in One Hundred Years of Solitude*. With the support of a Harry Ransom Center fellowship, Nadia spent a month last summer at the University of Texas, Austin consulting García Márquez’s personal archive. Her book, *La rebelión de las niñas: Del Caribe y la “conciencia corporal”* (Madrid, Frankfurt: Iberoamericana Vervuert, 2015), was awarded the Nicolas Guillén Award by the Caribbean Philosophical Association. More info at <http://www.caribbeanphilosophicalassociation.org/nicolas-guillen-prize.html>. Nadia gave lectures on both *La rebelión* and her new project in Colombia at the Instituto Internacional de Estudios del Caribe, the Fundación Cultural Casa Colombo Alemana, and the Agenda cultural del Museo Histórico de Cartagena de Indias, all in Cartagena, and the Universidad de La Salle, the Escuela de Estudios de Género, Universidad Nacional de Colombia, the Semillero de Investigación en Geofísica, Universidad del Rosario in Bogotá.

ELENA CUETO ASÍN traveled to Mexico City in October. She visited the Ateneo Español, founded by the community of Spanish exiles in 1949 as a cultural center, and the most important collection of documents about the diaspora following the Spanish Civil War. Her book *Gernika y Guernica, en la escena, la página y la pantalla* is forthcoming from Prensas Universitarias de Zaragoza.

GUSTAVO FAVERÓN PATRIAU was a guest speaker at the 2016 Mario Vargas Llosa Biennial in Lima, Perú and the 2016 International Book Fair at Guadalajara, Mexico. While in Lima he held an open town hall meeting on Peruvian politics for an audience of hundreds. He is currently finishing the manuscript of his second novel and starting work on his third scholarly book. He has recently been invited to deliver a talk on Borges and the Baroque at Duke University next year.

MATTHEW GOLDMARK conducted research at the National Library of Portugal, thanks to a Bowdoin Faculty Research Award to gather material for his current book project on Early Modern Empire. He also presented new material on seduction and the Spanish empire at the University of New Hampshire.

In addition to his book manuscript tentatively titled, *Formal Attachments: Composing Kinship in Colonial Spanish America*, he is currently working on several articles that explore connections between contemporary U.S. Latina/o and colonial Latin American texts. At the conclusion of his Postdoctoral Fellowship, Matthew will join the Department of Modern Languages and Linguistics at Florida State University as an Assistant Professor.

MARCOS LÓPEZ spent the 2016–17 on sabbatical leave. With funding from the Wilson Foundation, he spent part of the year conducting ethnographic research in Mexico's San Quintín Valley. He recently completed a book chapter, "In Hidden View: How Water Became a Catalyst for Farmworker Resistance in Baja California, Mexico," that appears in Catherine Ashcraft and Tamar Mayer's edited volume, *The Politics of Fresh Water: Access, Conflict, Identity* (London: Routledge, 2017). He is currently completing several journal articles and his book manuscript, tentatively titled, *El Agua Caliente: Agriculture, Water and the Under Currents of Indigenous Farmworker Resistance in Mexico*, which examines how migrant indigenous farmworkers use cultural practices to organize in a desert landscape where water is used to nourish thirsty plants bearing fruit for US consumers, but not for the workers who harvest them.

STEPHEN MEARDON was Fulbright U.S. Studies Chair at the Universidad de las Américas, Puebla, Mexico, in Fall 2016. Beginning in Spring 2017, while on leave from Bowdoin, he is Director of the Center for the Study of Western Hemispheric Trade at Texas A&M International University (TAMIU) in Laredo, Texas. In March he gave an address at TAMIU imagining the prospects for "A World Without NAFTA," explaining the stakes for the U.S., hemispheric, and world economies.

KRISTA VAN VLEET enjoyed teaching an upper-level seminar, "Global Sexualities/Local Desires," this fall. During her research leave in the spring 2017 she went to Bolivia to conduct life history interviews for a new project, "On the Boundaries between Life and Death." Recent publications include: "The Intimacies of Power: Rethinking Violence and Affinity in the Andes," in *The Gender, Culture, and Power Reader*, D. Hodgson, ed. (New York: Oxford University Press, 2015); "Ethnology of the Southern Highlands," in *Handbook of Latin American Studies: No. 71, Social Sciences. 117-132*, T. North and K. McCann, eds., (Austin: University of Texas Press 2016); and "Diving into the Gap: 'Words' and 'Voices' and the Ethnographic Implications of Linguistic Disjuncture," in *The Monologic Imagination*. M. Tomlinson and J. Millie, eds, (New York: Oxford University Press, 2017), 159-170.

SEBASTIÁN URLI'S article "Entre el gajo y la lengua: Berenguer y los límites del sujeto," has been published this spring in *Revista Iberoamericana*. His "El hueso se convirtió en un hueso que escribe": Gelman between "juan" and "Juan", is under review at

A Contracorriente. He just presented a paper on the contemporary Uruguayan novelist Fernanda Trías at the NeMLA conference held in Baltimore and is attending the LASA Southern Cone Conference in Montevideo this summer where he will present a paper on bio-politics and genealogy in the poetry of Argentine writer Juana Bignozzi. The journal *Revista de la Biblioteca Nacional* (Uruguay) has invited him to write an article about the poet Marosa di Giorgio for a special issue that will appear in Spring 2018.

This year **HANÉTHA VÉTÉ-CONGOLO** published *L'interoralité caribéenne: le mot conté de l'identité* with *Connaissances et Savoirs* and *The Caribbean Oral Tradition in the New Millennium* with Palgrave MacMillan.



This summer, **SUSAN WEGNER** will be guiding the work of two students, Benjamin Wu and Amber Orosco, who are recipients of Mellon Research Awards. They are updating research into the Molinari medal collection in the Bowdoin College Museum of Art (BCMA). In addition to analyzing the chemical composition of the medals, the two will investigate the meanings that the medals held for the countries that created them. One of the most intriguing medals to be evaluated is a royal badge of fidelity to King Ferdinand VII of Spain (1966.137.256), made by the Mexican medalist, Pedro Juan María de Guerrero, in 1809. Guerrero created many fascinating images during this tumultuous era in Mexico's history, including a Royal Badge of Allegiance with a portrait of the king inside an anatomically detailed heart with arteries and capillaries.

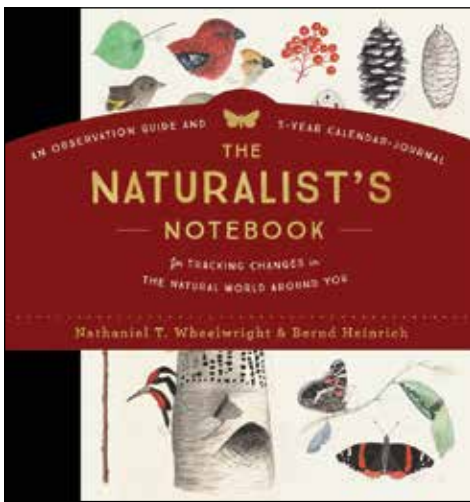


Some of the last of his medals honor the War of Independence and its three guarantees of Religion, Union, and Independence, 1821, which shows globes dripping with broken chains. The students will put the BCMA medal into the context of Guerrero's startling inventions created to show Mexico's opposition to French rule and the struggle to break free from European dominance.

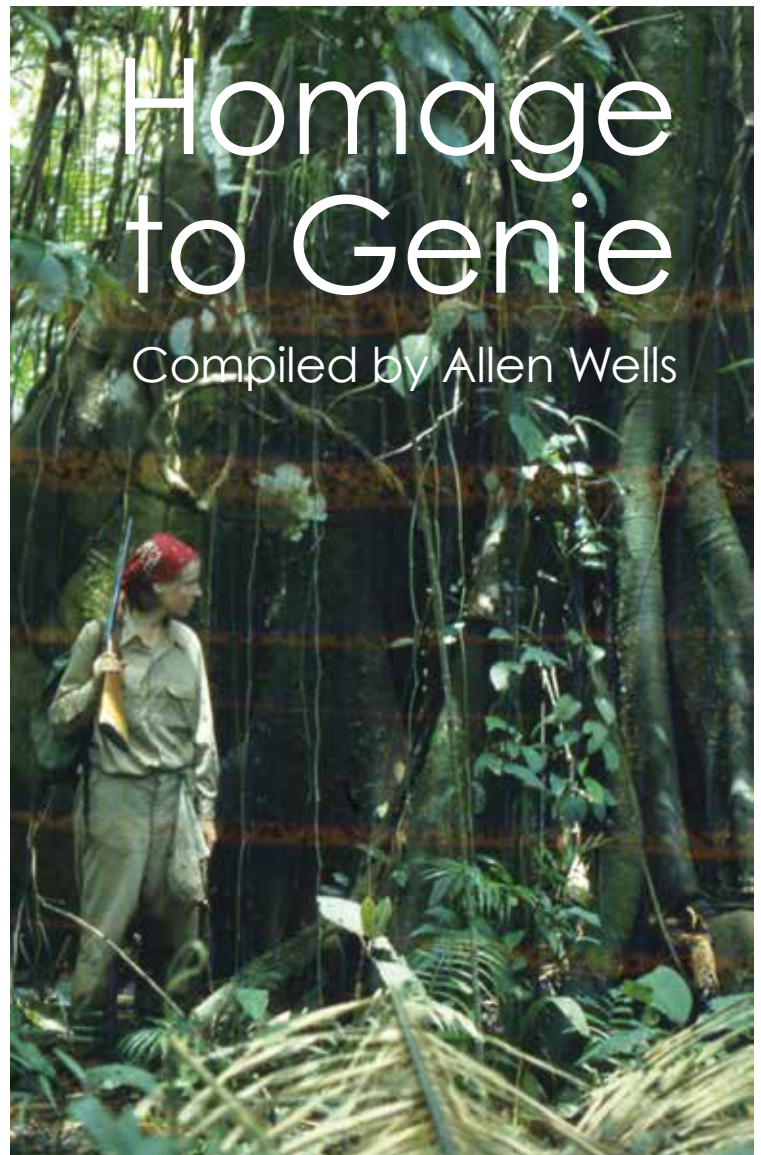
Faculty News Continued...

ALLEN WELLS co-organized a symposium in the fall, “Rendering Dominicans of Haitian Descent Stateless,” and in the spring, he brought a traveling exhibit of Chilean art to campus, “*Memorias: Geography of a Decade, Chile, 1973–1983.*” His op-ed, “America Has Not Always Been as Welcoming to Refugees as We Think,” was published in *The Conversation* <http://theconversation.com/america-has-not-always-been-as-welcoming-to-refugees-as-we-think-73630>, and then reprinted in *Newsweek* and *Salon*. In addition, he gave invited lectures at Pomona College, University of California, Irvine and Miami University (Ohio).

NAT WHEELWRIGHT'S new book, *The Naturalist's Notebook* (Storey Publishing) will appear in Sept. 2017. Co-author, Bernd Heinrich, is an award-winning natural history writer.



While on sabbatical this year **CAROLYN WOLFENZON** has been working on her second book project, tentatively titled: *Nuevos fantasmas recorren México*. She has written a paper about the work of Valeria Luiselli that she presented at the May 2016 Latin American Studies Association meeting: “Nuevos fantasmas recorren México: *Los ingravidos* de Valeria Luiselli.” She was invited to the symposium, “Transitando: ciudad, abandono y violencias” at the Institute on Violence and Complexity at the University of Puerto Rico, Río Piedras in March, where she presented a paper, “Violencia y ciudad en *El huésped, El cuerpo en que nací y Después del invierno* de Guadalupe Nettel.” She was invited to present her book *Muerte de Utopía: historia, antihistoria e insularidad* at Rutgers University for the Faculty Colloquium last November. In addition, last December Carolyn presented her book virtually (via teleconference) at the University of Peking (Beijing). She published “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.*” *Confluencia* 32.1 (Fall 2016): 86-100.



For the better part of the last two decades, Senior Lecturer in Spanish Genie Wheelwright has been an effervescent presence in the classroom and our program, sharing her passion for Latin America and the Spanish language with hundreds of Bowdoin students. She has just completed her final semester in the classroom, as Genie and her husband Nat make plans for a well-deserved retirement.

Genie has taught students at Bowdoin on and off since 1987, although she became a permanent fixture in the Romance Languages and Literatures department in 2003. Before that she was a superb high school teacher “across the green bridge” in Topsham. At Mt. Ararat High School, Genie pioneered a new language pedagogy, TPRS (Total Physical Response Storytelling) in her Spanish classes. She was recognized in 2001 as the Maine Foreign Language Teacher of the Year.

Genie and Nat’s first experience in Latin America in 1975 was an exciting one. As Nat relates, “Right after graduating from Yale, Genie and I were hired by the Yale Peabody Museum to collect

bird blood samples for one of the first avian taxonomy studies to use molecular techniques.” During *La Violencia*, a civil war that lasted twenty-five years and cost the lives of 250,000 Colombians, “we spent eight months traveling to the most remote parts of Colombia and Ecuador.” At times, this required proactive measures; note picture of Genie, shotgun in hand in the Ecuadorian Amazon (see p. 6).

Genie’s impact on her students has been profound and often went far beyond the confines of the classroom. In a recent write up for the College’s webpage, Kyle Dempsey ’11 noted that while he was a student he received a Global Citizens Grant to volunteer at a public hospital in Nicaragua. He landed the opportunity with the assistance of Profesora Wheelwright, who connected him with her father, a humanitarian physician who had worked in Nicaragua. The experience in Nicaragua has had a lasting impact for Kyle. “It opened so many doors for me,” he said. When he returned to the states, Dempsey linked the hospital to two nonprofits, one that sent medical supplies to the hospital in Nicaragua and another that sent healthcare providers for long-term volunteer assignments. This experience helped Kyle win a prestigious Truman scholarship.

Satya Kent ’19 related her experience in Genie’s intermediate class during her first semester at Bowdoin. “...It was my introduction to college-level Spanish and I was a bit nervous. However, it quickly became clear that I had nothing to worry about. Genie has a unique teaching style that is unscripted and down to earth, which I loved because I thrive in more informal learning environments. In the middle of class, she would often utilize crazy costumes, sock puppets, and skits which were so entertaining and goofy that in the moment, you forget that you’re actually learning advanced material. Genie also understands the value of a good class discussion, not just about material the course is supposed to cover, but about related events that suddenly surface. For example, the day after the “Gangster Party” incident, our class had an hour-long discussion about cultural appropriation that was challenging to speak about, yet unexpectedly refreshing. Genie’s class inspired me to continue studying Spanish to the point where I’m now (unexpectedly) majoring in Hispanic Studies.

Always an innovator in taking learning beyond the classroom and fostering connections, Genie initiated a collaboration that brought students of Spanish from Mt. Ararat together with Bowdoin students in intermediate Spanish for a day of language and cultural immersion, including discussion of contemporary Hispanic Studies topics, campus tours in Spanish offered by Bowdoin students, and concluding with salsa dance lessons.

Genie’s *colega*, Julia Venegas offers this revealing reflection of her as a pedagogue and mentor: “What most stands out about Genie’s approach is her respect for her students and her extremely high

“She facilitates a rich, relevant and challenging learning experience for Spanish learners, taking as a given her role in helping Bowdoin students become culturally aware and engaged citizens.”

—Julia Venegas on Genie Wheelwright

expectations of them. She facilitates a rich, relevant and challenging learning experience for Spanish learners, taking as a given her role in helping Bowdoin students become culturally aware and engaged citizens. In a Genie Wheelwright class, students are constantly making connections, in Spanish, between themselves and important issues both international and local. Her students might draw on their growing communication skills to spend an October morning discussing the pros and cons of the five Maine Ballot Questions, or apply what they’ve learned about the Day of the Dead while viewing José Guadalupe Posada sketches at the Bowdoin museum. And at some point, each student of Genie’s must walk to Pleasant Street, at the center of town, to encounter a certain piece

of mural art (of Maine’s historic ties to Cuba) that adorns the side of a building. Genie also knows how to have fun with her students. In a beginner class, she might enter the room one morning dressed from head to toe in colors and patterns, barely recognizable to her students underneath layers of gaudy Goodwill finds. Even before the laughing subsides, the learning of colors, fabrics, and clothing has begun, and an indelible image has been created, one that for her students will last long after the chapter quiz.”

“Calm and diplomatic, a natural at bringing people together and building bridges,” is the way that Janice Jaffe explains Genie’s contributions to the Romance Languages and Literatures department over the years. Those interpersonal skills were instrumental to Genie’s success as a mediator in the Maine courts through the CADRES program as well.

Genie also has generously served as a liaison to the Brunswick-Trinidad Sister City Association, spearheading the annual Cuba week festivities that we look forward to every spring. In addition, she has served on the boards of the Coastal Youth Orchestra and the Curtis Library and, of course, as a vocalist for nearly thirty years in Portland’s Choral Art Society.



Genie will be sorely missed in the classroom, but we know she will not be a stranger to our program in the future. Of one thing, we will be certain; she now has more time to share her love of Spanish with her two grandkids, Ivy and Adrian. *Un abrazo enorme*, Genie!



Art and Identity in Martinique: A Conversation with Naomi Jabouin

By Hanétha Vété-Cóngolo

Photo courtesy of Naomi Jabouin

How did you first become interested in art?

The arts have been an interest of mine since ninth grade. I remember the first time I decided to draw for fun was on a hot summer day and I was extremely bored. I decided to look up a portrait on the Internet and see if I could draw it. The rest of the summer I carried a sketch book around with me and I have ever since. My love for drawing sparked my interest in Art History that has only grown during my time at Bowdoin. I am double majoring in Art History and Francophone Studies.

Your independent study combines three interests of yours—art, Caribbean culture and the French language. Tell us a bit more about your topic.

It focuses on the artwork of three influential Martinican artists, Valérie John, Victor Anicet, and René Louise. Their artwork investigates

the impact that colonization, enslavement and the current political status of the country has on the construction of Martinican identity. The island is a *Collectivité territoriale* of France, which means that it is a part of France. I explore each artist's interpretation and response

to the island's history. For example, John is inspired in part by Africa and uses "le pagne d'Afrique," a traditional African cloth. Anicet creates work inspired by the history and legacy of Amerindians, who were the first inhabitants of the island. Louise analyzes and visually interprets different Caribbean religions. Taken together, their art emphasizes the importance of pride and respect for one's self, one's country, and one's culture. My independent study examines how their artwork is comparable to an earlier artistic and cultural movement, *la Négritude*, and how it expresses a universal valuation of African people.

“As a first-generation Haitian-American, I realized how little I knew about my historical and cultural roots. I decided to create an academic project that would allow me to learn more about Caribbean history, its people and its culture.”

How did you get interested in this subject matter?

I was introduced to the history of Martinique in your course on the Négritude movement.

I was shocked to have never heard of the Martinican writer Aimé Césaire, one of the founding members of the movement, who left an unforgettable mark on Martinican culture and literature. As a first-generation Haitian-American, I realized how little I knew about my historical and cultural roots. I decided to create an academic project that would allow me to learn more about Caribbean history, its people and its culture. I wanted to combine my interest in the arts and the Négritude movement in Martinique. My research led me to the three artists who inspired me the most—John, Anicet and Louise.

Why was it important to travel to Martinique?

I needed to go to Martinique to complement what I had read: to be where the artists produced their work; to observe them at work, and to have my own first-hand experience. Since there are very few sources on these artists in the United States, I needed to find material for my project, including articles, books, newspaper clippings, anything on Martinique artists, artistic groups, and even general art histories of Martinique. The interviews with the artists became my principal resource for the study. Walking through the streets of Martinique is in itself a history lesson of the country; sculptures, murals and museums celebrate the strength of the people. They speak to such topics as the abolition of slavery, and celebrate Césaire's many contributions.

What exactly did you do in Martinique?

During my stay, I conducted research in the Archives Départementales de Martinique, the Bibliothèque Schoelcher, an art school, the Campus Caribéen des Arts, and I walked through museums and art galleries. I conducted interviews with prominent artists of all ages, both male and female. I was able to see each of my three artists several times. Our first meeting usually consisted of asking for background information about their career, how they came to the arts, what school they had attended, what materials they work with, and what inspires them. Follow up meetings allowed me to go more deeply into their art and observe them at work in their studios. I was able to stay all day, as the artists were very generous with their time. They even provided books and articles which they thought would help me. In addition, I was lucky to have visited Martinique the same month as the international “Festival Culturel de Fort-de-France,” a celebration of the arts in the capital. Each day there were different exhibitions of all types of Caribbean art and I had the opportunity to meet with several artists.

What impact has this experience had on you?

As a person, I never felt so comfortable and uplifted about my culture and my family's history. For the first time, I was not a “black woman,” I was just a “woman” walking through the streets with an identity that I could create for my own. I never knew it was important to experience what it is like to be surrounded by my own



Victor Anicet, *Restitution #3*, courtesy of the artist.

people, where people know my culture and where there is so much creativity. In contrast, I've just started studying abroad in Bordeaux, France and after only six days I already have had a number of jarring experiences—people mocking my braids or asking me to tell them about the popular “black shows” in America, so they can get their product to reach a black audience (This “product,” by the way, is a bottle of cognac). So, yes, the time spent in Martinique convinced me to never forget to love my African hair, my brown skin, and myself, and never fail to see myself and my people as people who truly and meaningfully create. This also exposed me to a whole new

academic and intellectual world. As a student, it made me realize how important it is to learn about the history of the Caribbean, their artists and writers, just like we learn about European history. I want to teach others what I've learned and still have to learn about the Caribbean. It still shocks me how a history so rich is not even mentioned in school in this country.

What did you learn about Martinican art?

Two things that stood out about all the artists was their focus on genuine creation rather than mimicking reality. They talked about *penser par nous*, which means “thinking our own thoughts” and refers to the ideas and cultures imposed during colonization which belittled them as Africans. During one of my interviews with Anicet, he mentioned that there are not as many straight roads in Martinique as in the United States: people drive up circular routes around the mountains. Therefore, he believes, Martinican people do not see “perspectives.” Depicting special relationships on a flat surface creates perspective; an artistic technique for creating realism. Therefore, the comprehension of space is different for Martinicans. As a result, their art is more abstract, and does not focus on recreating reality. I believe this theory illustrates that there are different ways of understanding and creating art; one's own experiences forms his or her view of the world. Martinican artists reflect and respond to the stories and history of their ancestors.

What are your goals for this project?

After my return from France, my next step is to turn this independent study into an Honor's Project! I am excited to conduct further research about these amazing artists' concepts and artwork.

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 McKean 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.

Community-engaged Course

Janice Jaffe's advanced seminar "Translating Cultures," exposes students to the study of translation and interpreting theory and practice, and the challenges of producing work that is both culturally and linguistically appropriate for its intended audience. Her students translated key documents used by Family Crisis Services into Spanish. The translation process included meeting with staff from the Portland office of Family Crisis Services, including **MONICA BOUYEA '14**, the FCS Portland Site Advocate, to discuss the organization's needs in regard to providing services to Latino clients with limited English. In addition, prior to undertaking their translation, the students participated in a workshop in Maine District Court in Portland focused on interpreting for Latino and other immigrants in protection from abuse cases.

Alternative Spring Break

In March 2017, 12 students participated in Bowdoin's twelfth Alternative Spring Break trip to Guatemala City, Guatemala to work alongside staff at Camino Seguro (Safe Passage), founded by Hanley Denning '92, which serves families who live and work around the city's notorious garbage dump. Trip Leaders **CHRISSEY RUJIRAORCHAI '17** and **RYAN HERMAN '17** prepared participants with an 8-week seminar that considered the history of the garbage dump, the political history that has led to the conditions observed there today, and pedagogical preparation to help participants work effectively with Safe Passage's students.

Global Citizens Fellows

EVAN BAUGHMAN '17 worked as Maine Community Fellow at the Immigrant Legal Advocacy Project (ILAP) in Portland. In this role, he managed ILAP's Temporary Protected Status renewal cases for clients from Honduras and El Salvador. **CHRISSEY RUJIRAORCHAI '17** worked at Safe Passage in Yarmouth last summer. Chrissy worked to develop and expand a sustainable action plan for visitors, support teams, and ambassadors that support Safe Passage's mission of empowering

the poorest, at-risk children in the community of the Guatemala City garbage dump. Lastly, **JONAH WATT '18** worked at Maine Migrant Health Program (MMHP) in Augusta and Downeast Maine, where he staffed mobile health clinics for hundreds of migrant and seasonal workers and their families, the majority of whom come from Latin American countries.

Fulbrights

Four students have been awarded teaching Fulbright Fellowships and are on their way to the region in the year ahead: **JULIET EYRAUD '16**, an Education and Computer Science double major, will teach in Peru, **ANA GARCÍA-MORENO '17** (Biology and Romance Languages and Literatures) and **AMANDA SPILLER '17** (Sociology) will both be in Mexico, and **ROGER TEJADA '14** (Government and Legal Studies) will spend next year in Brazil.

Prizes and Research Awards:

Latin American Studies Research Awards: Latin American Studies major **JONAH WATT '18** and Biology major **GENEVIEVE DE KERVOR '18** have been awarded



Jonah Watt



Genevieve De Kervor

fellowships to conduct research in Chile this summer. Both are studying abroad and will stay on during the summer to gather data and materials for their independent work upon their return next fall.

The John Turner Prize: Named after Professor Emeritus John H. Turner, this prize is awarded to a graduating Latin American Studies major who, in the judgment of the Program's Faculty, has demonstrated outstanding academic achievement. This year the award goes to **ELIZA GRAUMLICH '17** (Hispanic Studies and Latin American Studies), an exceptional student who has excelled in her coursework, while earning the respect of the faculty and her peers.

The LAS Public Engagement Award

recognizes juniors or seniors who have contributed to the understanding of Latin America, the Caribbean, or the Latin American or Caribbean diasporas



Amanda Spiller



Eliza Graulich

through exemplary public engagement, meaningful community service, and/or efforts in public education. This year's co-recipients, **AMANDA SPILLER '17** and **ELIZA GRAULICH '17** are richly deserving of this award.

After studying abroad for two semesters in Chile and Uruguay, Amanda, a Sociology major, conducted research on the linguistic and cultural assimilation of the Mapuche people in Southern Chile. Next year, Amanda is off to Mexico on a Fulbright and then plans to pursue a Master's degree in trauma and resilience social psychology.

Last spring, Eliza helped plan a photographic exhibit of Mexican art, while working as an intern at the Santa Paula Art Museum in Southern California. The images were taken by Anglo photographers traveling through Mexico, who were conducting research for the Padua Hills Theater in Claremont. For forty years, that theater performed bilingual plays, musicals and dances for largely Anglo audiences. The exhibit opened in February and will be on display until July 2017. After graduation, Eliza plans to teach English in Madrid for a year. Following that, she writes, "I hope to combine my interests in writing, translation and education as a museum educator or curator."

Honors Thesis

CHRISTIAN ZAVARDINO '17 has just completed a fascinating honors project that examines a little known episode in the history of the early modern Atlantic World. He recently was interviewed by his advisor, Allen Wells.



Christian Zavardino

AW: Christian, say a few words about your honors thesis.

CZ: My history honors thesis is titled "Good for Nothing but Mischief": Irish Catholic Indentured Servants, Rebellion, and the Imperial-Religious Politics of the Seventeenth-Century English Caribbean." As the title suggests, the focus of my research is the Irish Catholic population of England's Caribbean possessions during the seventeenth century—namely Barbados, Montserrat, St. Christopher (present-day St. Kitts), Nevis, and Antigua. Oliver Cromwell deported roughly ten to twelve thousand Irish, mostly political prisoners and vagrants, to British possessions in the West

Indies in the 1650s. Most made their way to Barbados, which at the time was the most lucrative sugar island in the Caribbean. I've investigated how Irish Catholics attempted to subvert English Protestant authority in the New World, allying themselves with French and Spanish Catholic authorities on neighboring islands. I argue that Old World cultural antagonisms, religious rivalries, and political alliances in Europe transferred fairly intact to the Caribbean.

AW: How did you settle on this topic?

CZ: What initially drew me to this topic was its relative obscurity. When the history of Irish immigration is brought up, most of us imagine scores of poor Irish families escaping famine and economic hardship in the nineteenth century and crossing the Atlantic to ports like Boston and New York in search of a better life. But the history of Irish transatlantic migration stretches much further back. Historians have given short shrift to this early history, although recent years have seen an uptick in the number of works that discuss it in depth. For the most part, economic interpretations of Irish rebelliousness have been most prominent in the literature, which is one of the reasons why I've taken an approach that more seriously considers other factors, such as imperial rivalries and religious and cultural conflicts. My findings complement the class conflict argument and adds nuance to explanations for Irish rebellion in the Caribbean.

Doing the research for this project has been fascinating. It has taken me to Europe and the Caribbean itself. Over the summer, I received a grant to conduct research in the British Library in London, which contains a number of accounts, journals, and letters from English officials and visitors to the islands, describing everything from economic activities to working conditions to local politics. I also was awarded a History Department Nyhus Grant to travel to Barbados this past January to work with the seventeenth-century minutes of the island's governing body, the Council of Barbados.

AW: Plans for the future?

CZ: This upcoming fall, I will apply to doctoral programs in history. Ideally, I would like to study early modern Atlantic history. The sixteenth through the eighteenth centuries were an extraordinary time for empire-building, a period that saw the development of truly global connections, for better or for worse, among groups and societies spanning four continents. Doing my honors project has really given me a good sense of what historians do. I've gotten hands-on experience conducting fascinating research, spent a lot of time grappling with the historical questions I'm considering, and, most of all, I've learned to appreciate the importance of careful and concise writing. It has been a really satisfying experience, and I can't wait to see what the future has in store.

On How to Work with the Unpredictable:

IAN YAFFE AND MANO EN MANO

By Nadia Celis

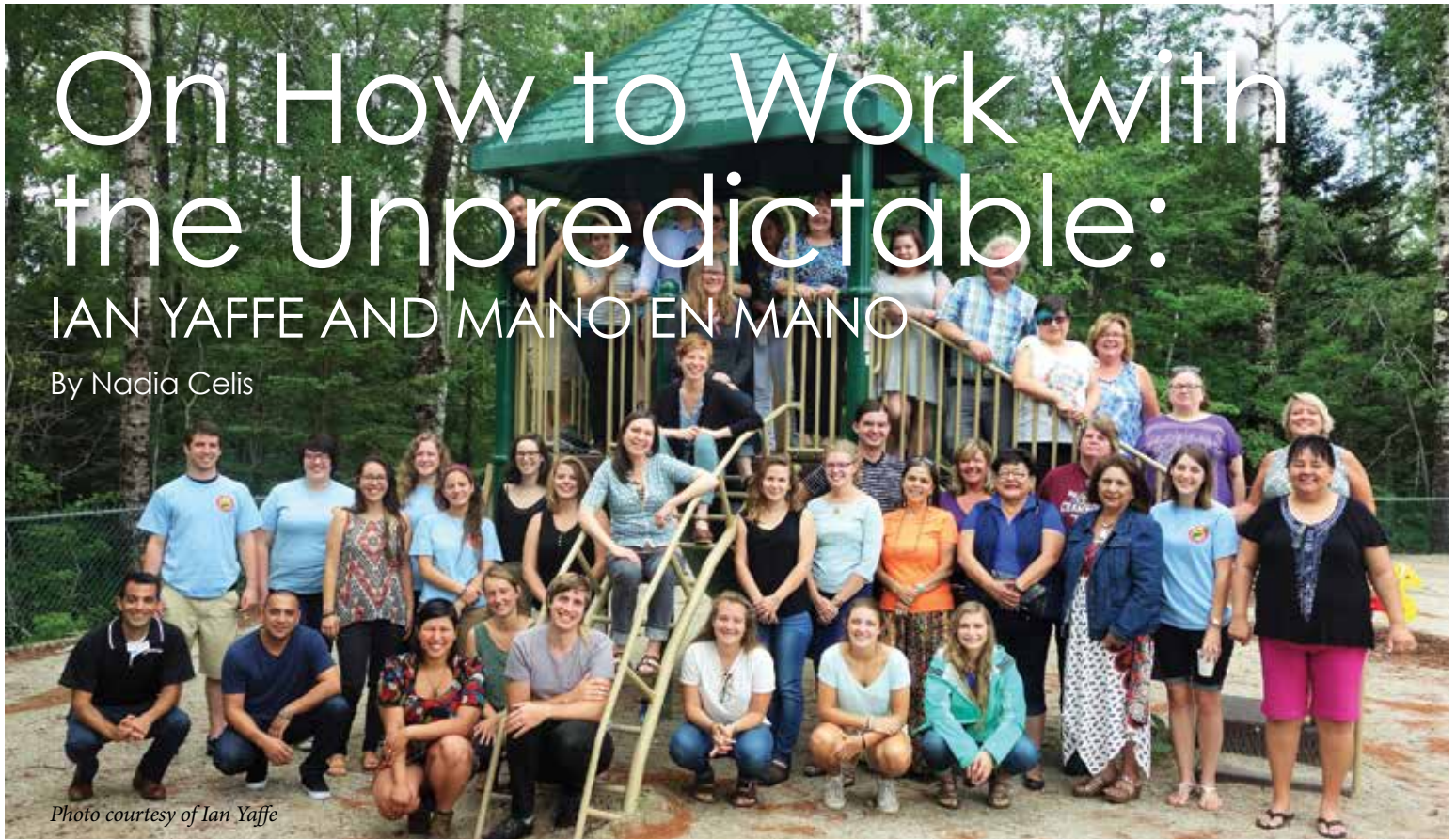


Photo courtesy of Ian Yaffe

When Ian Yaffe graduated in 2009, he did not have a plan. “I was going to join the Coast Guard, and I eventually did, but it was not clear what would be next. I never thought that I would be back in Maine,” Ian recalled. “I chose Latin American Studies as a major for myself, never expecting I would find the alignment of my interests in Latin America with a job in this area.” Then Ian saw an article in the *New York Times* about Mano en Mano, an NGO dedicated to serving immigrant and farmworker communities in Downeast Maine. “I never heard about this organization while at Bowdoin, but it looked so interesting that I decided to apply for a job.”

This is how Ian Yaffe became the Executive Director of Mano en Mano / Hand in Hand. Seven years later, Ian leads a team of 10 permanent staff members across the state of Maine with 10 part-time tutors, which expands to 40 employees during the summer, when Mano en Mano runs a school for children of migrant workers. Under Ian’s leadership, the organization has embarked on ambitious projects to improve the quality of life for the people it serves, providing housing and educational opportunities, and fostering the engagement of migrant populations with their new communities in culturally relevant ways. The NGO’s budget was \$60,000 when Ian arrived in 2010; now Mano en Mano’s yearly budget tops a million dollars.

Mano en Mano stands out for its comprehensive approach towards meeting the needs of farmers and immigrants. Their team offers information and advocacy to facilitate access to social services. Under Ian’s leadership, the organization has also embarked on ambitious projects to improve the quality of life of the people it serves, providing housing and education opportunities, and fostering the engagement of migrant populations with their new communities in culturally sensitive ways.

As Ian related, “The first project that I had to take on was the first affordable housing project for farmworkers in Maine. When I arrived, the project was ready, plans for the building were done and the land was picked, but they were in the middle of a legal battle with the town. Some people were not happy with the project they perceived was bringing benefits to immigrants over locals. The project was actually for farmworkers. Once clarified, the town has been easy to work with.” This housing unit, which provides subsidized apartments specifically for farm and aquaculture workers, was built in collaboration with community partners and with funding from the USDA. Open in 2011, the unit was the first of its nature in the state of Maine.

How did you manage to grow so much as an organization?

“We have taken opportunities that have been there, and collaborated with the right people. Our mission and commitment to work with migrant farmworker families have allowed us to partner well with the Maine Department of Education in a way that increases the quality of services received by children, youth, and families and decreases overall costs to the State. Over time we’ve grown from

...serving families in the Milbridge area, to a regional program in Washington County, to now serving all Migrant Education Program students across Maine.”

The Migrant Education Program in Maine is a federally supported program aimed at educating farmworkers’ kids across school districts, regardless of their immigration status. It serves families that have been here long before the US was a country alongside migrant workers from Mexico and Canada, employed mostly for the wild blueberry and broccoli harvests.

“During the summer, Mano en Mano runs the most diverse public school in the state of Maine, with 95% students of color, and less than 5% percent white, non-Latino. The largest group is actually Native Americans, from the Passamaquoddy of Maine and the Mi’kmaq from Canada, who come every year for the blueberry season. In addition, there are migrant children traveling along the “Eastern Stream” from Florida and Texas to Maine, as well as families moving within Maine to the blueberry barrens of Washington County. We partner with the Maine Migrant Health Program to provide medical, dental, and vision services. The Maine Farm & Sea Cooperative helps us with a food service program, which includes hot breakfast, hot lunch, and a snack at the end of the day, ensuring kids are ready to learn. Everything is cooked fresh and about twenty-five percent of our foods are local. We have a principal, teachers, teaching assistants, a community engagement team, bus drivers, and everyone you need in a regular school, serving students 3 to 13 years-old.”

The curriculum was developed in collaboration with professors from the University of Maine at Machias, as well as Bowdoin students who have assisted as interns and volunteers through a variety of partnerships. With the support of the College’s McKeen



Ian with Blueberry Harvest School students fishing near Acadia National Park. Photo courtesy of Ian Yaffe.

Center, one of the pre-orientation trips also takes Bowdoin first years to Mano en Mano every year.

“Ours is a ‘Hands-On/Project-Based Learning’ approach, which includes math, reading and science taught while the kids have an experience that feels a little like going to camp, although with the

“ We try to use a model of self-determination, having the community decide what they need. We think of ourselves as facilitators, and try to act like a resource to the people so they can build their own path. ”

benefits of an actual school. Their teachers speak their language, look like them, and the curricula include history relevant to their families and cultures. Our biggest goal is to teach a love for learning—that kids get excited to go back to school wherever they go. The coolest thing that I heard about it was a student saying that none of their friends from away would believe that school was so fun.”

“We are convinced that if they feel that school is a place where they can have fun and succeed, they’ll be better at other places. It is tough for migrant children to be always in communities where they are outsiders. This is one of the only schools they will attend where they feel that they are not a minority. During the summer in Maine everyone is like them, and their

collective experience is our entire purpose and mission.”

Currently, Ian travels to other states as a consultant for migrant education programs, helping other programs learn innovative, collaborative, and community-centered approaches to serving migrant families.

What has been your most significant contribution to Mano en Mano?

“My job is to step back and let people do their thing. We try to use a model of self-determination, having the community decide what they need. We think of ourselves as facilitators, and try to act like a resource to the people so they can build their own path. We are not looking for easy solutions because other people would have done it. It is never a good idea to tell us that we cannot do something. Sometimes staff like this way to work, sometimes they don’t. Ours is not a good place to be if you like a predictable path. But the communities we work with don’t have predictable lives, and we have to change with their needs. We never expect that we are going to be good enough. There is always a better way to do our job to meet the needs of the community.”

One of Mano en Mano key goals is to support the integration of immigrant farmworkers into local communities. In Milbridge, a town about 1400 people, Latinos are more than ten percent of the population, and comprise over one-third of the elementary school population. Having been there for an average of fifteen years, some of the farmworkers have raised their kids in Maine and

Ian Yaffe Continued...

now have grandkids born in Milbridge. They have opened their own businesses, as is the case with the two Mexican restaurants available in town. Many migrant workers return every year as well.

How would you describe the relationship between Mainers and the immigrant workers?

“Maine doesn’t realize the potential of immigrants to the State. In this small town, a couple hundred immigrants have changed the community, and revitalized it. In 2016, we partnered with Colby College to conduct an economic impact study of the community, and we found that immigrants and farmworkers in the Milbridge region contribute about four million dollars per year to the local economy, supporting sixty full-time jobs through their spending as consumers alone. Not to mention the \$821 million agriculture industry in Maine that depends on them, and the 14,659 Mainers employed by immigrants across the State. They also bring their vibrant culture with them.”

“Overall the relationships are really good in Milbridge. The government and the locals tend to be very supportive, but everywhere else it’s just complicated. Many people of Maine have opened doors for new people of different backgrounds, there are many who want them gone, and so many who have no contact with anyone very different from them. Their perception of others has a lot to do with their contact with immigrants, as well as with their own economic and job status. From the outside, it is hard to understand that rural life is just different. People have a strong sense of place and community, yet they have been losing jobs and population over decades.”



Annual Mother’s Day Dance, Milbridge Elementary School, May 2016.
Photo courtesy of Ian Yaffe.

Why do you think these immigrants choose Milbridge?

“Everyone thinks that they are a lot different from others than they actually are. Immigrants have the same values that the people here do; they want to raise their kids in a small town, with good schools, safety and stability. Maine cannot survive without new people moving here. If locals were only to care for their own interests, they should want to welcome immigrants to their communities. Yet, it is an uphill battle to convince people that immigrants are not a bad thing, and that they can be good for the communities and the State, not to mention they deserve to be treated with dignity and respect. We will eventually have to grapple with these questions—our collective future depends on our response—and Milbridge is ahead of the curve.”

How did your time at Bowdoin help to prepare you for this job?

“There are fundamental things that have prepared me for this job in ways that I understand today, but didn’t anticipate at the time: studying abroad and learning another language, and how the learning of that language is attached to a whole world –which often gets lost in translation. I mean learning another language not as a “second” language, somehow less important than your first, but being exposed to different ideas, coming from different worlds. There is nothing like learning a language to learn that you are wrong, to expose yourself to be wrong. Studying abroad in Cuba was also fundamental. The sense of different realities and those realities not coinciding with our experiences and expectations is very much in display there.”

“Also, as an interdisciplinary program, Latin American Studies gives you an appreciation not only for the diversity within the region, but for the diversity of ideas. It teaches you that there are so many different ways to look at the same place, problem, or challenge. Immersing yourself in a different worldview gives you an opportunity to value difference, not like something that you have to tolerate, but like something that enhances your sense of purpose and identity. In that sense, any job is the perfect job for a Latin American Studies major, as long as you don’t expect the world to be simple, or to become an expert in Latin America after ten courses.”

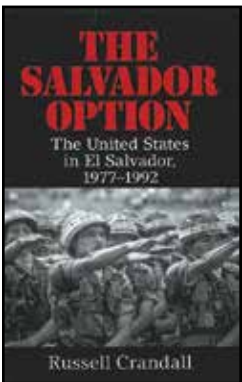
Alumni News



University of Florida Research Foundation Professor of Political Science **LESLIE ANDERSON '79** has been awarded a National Endowment for the Humanities fellowship to support her research of democratic enclaves in Nicaragua and the “politics of resistance.” Her research focuses on the development of democracy—how and why it develops and why it fails or breaks down, and

includes the study of electoral politics, both left and right social movements, and democratic values.

RUSSELL CRANDALL '94, Professor of Political Science, Davidson College, published *The Salvador Option: The United States in El Salvador, 1977–1992* (New York: Cambridge University Press, 2016). Along with his wife Britta Crandall and their three young sons, Russ led a group of Davidson College students on a study abroad trip to Arequipa, Peru during the fall semester. Russ published a couple pieces indirectly related to that experience: “Mario Vargas and His Authoritarians,” and “The Evo Morales Hangover,” both in *The American Interest*. (<http://www.the-american-interest.com/2016/12/09/mario-vargas-llosa-and-his-authoritarians/> and <http://the-american-interest.com/2016/12/16/the-evo-morales-hangover/>). He is at work writing a history of the war on drugs. *Russ also gave a lecture at Bowdoin this year. See the events page for more details.



BILL DE LA ROSA '16 writes: “Shortly after graduation, I moved to Washington, D.C. to work for the Office of Planning, Research, and Evaluation within the U.S. Department of Health and Human Services as a Truman-Albright Fellow and Policy Analyst. In this capacity, I work directly with the National Research Center on Hispanic Children and Families to research policies that better serve low-income Hispanic families. I have also worked as a Public Information Officer for the Office of Refugee Resettlement at a shelter for unaccompanied minors in Fort Bliss, Texas. In this role, I conducted high-level tours for the United Nations High Commissioner for Refugees, the Executive Office of Immigration Review, and the Department of Defense. With 2,181 unaccompanied minors in care, the sheltering operation was among the largest youth congregate shelters in the United States.

Next fall, I will pursue two master’s degrees in Migration Studies and in Criminology and Criminal Justice at Oxford University on a Marshall Scholarship.”

Last summer **CHARLOTTE DILLON '16** worked for Mano en Mano in northern Maine as a community liaison for the summer Blueberry Harvest School—a program for the children of migrant farmworkers who harvest wild blueberries. Currently, she is in the state of Oaxaca (Mexico) volunteering at a shelter for Central American migrants fleeing violence and economic hardship heading to the United States and other parts of Mexico. Come summer Charlotte will be back in Maine continuing her work with farm workers.

ELIJAH GARRARD '12 spent the 2015-6 academic year teaching at a bilingual school in Mexico. In August, he moved to Mongolia, where he has been teaching English to the engineering faculty at Dornod Polytechnic College.

MICHELLE GREET '93, Associate Professor of Art History, George Mason University, was elected president of the Association for Latin American Art, the main professional organization in the field of Latin American Art History: (<http://associationlatinamericanart.org/about-us/>). Michelle also recently published an essay, “Rivera and the Language of Classicism,” in the exhibition catalog for *Picasso and Rivera: Conversations Across Time* at the Los Angeles County Museum of Art, where she also gave a public lecture. She will spend the summer in Ecuador, embarking on a new research project about the emergence of Abstract Art in the Andes in the post-war period. Her book *Transatlantic Encounters: Latin American Artists in Paris between the Wars* is forthcoming with Yale University Press.

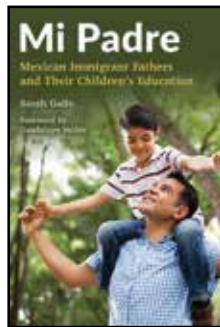
NATTAWAN JUNBOONTA '10 is a third-year PhD student in Education Theory, Organization, and Policy Studies at Rutgers University. Her research interests include social justice policy, civic education, and democratic education. Her pilot project studies Model United Nations’ participants and how Model United Nations influence, if at all, the way young people think about and reflect on the concepts of citizenship and global citizenship. Nattawan also found time travel to travel to Thailand and Japan last year. Although New Brunswick, NJ is definitely warmer than Brunswick, Nattawan still misses Maine’s nature scenes and fresh air and the friendly Bowdoin community.

MICHAEL LETTIERI '05 is working at the Trans-Border Institute at the University of San Diego, researching violence and human rights in Mexico and advocating for a humane, rational approach to US-Mexico relations. He also occasionally teaches courses on contemporary Latin America, and frequently crosses the border to visit Tijuana and beyond.



SARAH LIPINOGA GALLO '03 is Assistant Professor of Bilingual and Immigrant Education in the Department of Teaching and Learning at Ohio State University. She is currently conducting a year-long ethnographic study in Mexican public schools to better understand repatriated children's transitions from U.S. to Mexican schools. This research is supported by Fulbright

and the National Academy of Education and Spencer Foundations. Sarah's kids are enjoying life in their school in Puebla as well (see picture from the *pastorela* play, in which she had the joy of starring as a shepherd). Sarah's book about Mexican immigrant fathers and schooling in the United States, "*Mi Padre: Mexican Immigrant Fathers and their Children's Education* has just been published (New York: Teachers College Press, 2017).



BERNARDO MONTERO '92 is currently principal at Somerset Academy in Broward County, Florida. He pursued a master's degree in educational leadership, and is currently finishing his dissertation in higher education. Bernardo's time at Bowdoin has taught him that education is the key to life's success. Bernardo recalls how LASO (Latin American Students Organization) formed during the time he was a student, which had a big impact on him. He currently serves as the President of one of the largest and most successful charter school organizations in the country, hoping to provide students what Bowdoin provided him, a great education.

JACK MENSİK '14 wrapped up work as a paralegal at ProBAR Children's Project in Harlingen, Texas in Fall 2016, and will be moving on to an MA program in Latin American Studies at the University of Chicago next fall. In his studies, Jack intends to explore why people in the Western Hemisphere migrate. As a Chicago native, Jack is looking forward to returning to his hometown next year. Following his Master's, he plans to attend law school.

YANNA MURIEL '05 was recently featured in a *New York Times* article: "A Surreal Life on the Precipice in Puerto Rico," which documents changes to daily life in Puerto Rico during an ongoing economic crisis. Yanna was interviewed about her

decision to farm her family's land on the island with an emphasis on self-sustainability.

ANDREA NOBLE '15 returned home from a year as a Fulbright ETA in Ecuador last August, and is back in Maine completing the Bowdoin Teacher Scholars Program. Andrea teaches Spanish at a middle school in Portland and loves it! She and her mentor teacher use the TPRS (Teaching Proficiency through Reading and Story-telling) method of language acquisition. Andrea also enjoys sharing her experiences living and traveling in South America with her students, and she hopes to find a teaching job somewhere in the northeast doing this same style of teaching.

CAILEY OEHLER '15 is finishing her second year on a Fulbright in Bogotá. She plans to return to the East Coast to work as a Spanish teacher this coming school year.

ALEXANDRA REED '10 married Jamie Neely '10 in Glen Ellyn, Illinois, ten years after the two met during their first year at Bowdoin. Fellow LAS alumnus Ian Yaffe '09 was there to celebrate with the couple (see picture below!). Alex is in her final year at the University of Michigan Law School, where she still gets to use her Spanish as a student attorney with Michigan's Human Trafficking Clinic. After law school, she will be clerking for a federal district court judge in the Northern District of Illinois.

*Alex also gave a lecture at Bowdoin this year. See the events page for more details.



CHRISTINE RHEEM '15 is currently finishing up as the coordinator of a US study abroad program in Havana, Cuba. After two years of living and working outside of the US, she is returning this summer to start a Master's program in teaching history at the secondary level at Boston College as a Donovan Scholar. The program focuses on developing teachers as activists for equity and justice and will

allow Christine to continue to develop her passion for education and community work. She is happy to be going back to working in public education and looks forward to a future of teaching students about Latin American and Latinx history.

CASSIA ROTH '08 writes: "I received my PhD in Latin American History from UCLA in June 2016. My dissertation, "A Miscarriage of Justice: Reproduction, Medicine, and the Law in Rio de Janeiro, Brazil, 1890–1940," received the Norris Hundley Dissertation Prize from the UCLA History Department for best dissertation. I also recently published an



article in the journal *Slavery & Abolition* titled "From Free Womb to Criminalized Woman: Fertility Control in Brazilian Slavery and Freedom." This summer, I will head to Rio on a Fulbright Postdoctoral Research Fellowship, and in fall 2017, I will be a Marie Curie Sklodowska Research Fellow at the University of Edinburgh. After that, I begin a tenure track appointment in the History Department at the University of Georgia."

SARAH RUSSELL '91 just returned from a two-year sabbatical in Barcelona, Spain, where she was accompanied by her partner and four kids, ages 5, 7, 9 & 11. Sarah was convinced she and her family would have a total immersion experience, but those expectations were quickly adjusted to simply having an amazing international experience. Sarah's children now speak a little Catalan and a little Spanish, but most importantly they have a passion for a wide world beyond Maine. Sarah is now seeking ways in which to use her Spanish to support the Latino/a immigrant community and asks people to contact her if they are working in this area.

RICHARD SHERMAN '02 has been working at the University of Pittsburgh for the past few years. He advises international students about maintaining their immigration statuses while studying in the United States. Richard has served as a regional peer mentor, and would love to talk to anyone who is interested in the field.

EMILY TALBOT '16 spent a third summer at Breakthrough Collaborative summer intensive school (at the branch in my hometown of Santa Fe, NM) for high achieving, socially overlooked middle schoolers. She has since moved to Mérida, Yucatán, México, where she is working at a socio constructivist bilingual primary school, Comunidad Educativa Yaxunah. While her first year of full-time teaching in a larger classroom setting has been a challenge, she continues to learn from coworkers about how the *gasolinazo* price increases in Mexico and increased nationalism as a response to Donald Trump's election affect daily life in Mérida. Many of her students were severely impacted psychologically by the election, and many have asked her about the situation in the US. In addition to teaching, Emily has enjoyed going to Día de los Muertos festivities, Christmas celebrations with friends, seeing ruins and beaches, and having several Bowdoin bears visit in the warm tropics.

EMILY WEINBERGER '15 lives in Brooklyn and works as a Program Coordinator for NYU/Bellevue Hospital's Department of Child & Adolescent Psychiatry. Emily serves on the Juvenile Justice Mental Health team, spending most of her days in one of the two NYC secure juvenile detention centers, located in Brooklyn and the Bronx. For Emily, it has been an incredible experience to work under such passionate psychologists and psychiatrists at the important intersection of juvenile mental health and criminal justice.

GEORGIA WHITAKER '14 lives in Cambridge, MA where she is in the second year of a PhD program in Latin American history at Harvard.

KAYLEE WOLFE '15 has been working since graduation in the fields of sexuality education, violence prevention, and reproductive justice. Currently, Kaylee is the Campus Safety Advocate for Family Crisis Services, working with students and administrators at colleges and universities throughout southern Maine (including Bowdoin!) to prevent sexual and relationship violence and provide support and resources for survivors.

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

Enriching the LAS Curricula: The Crandall Fund at Work

Rendering Dominicans of Haitian Descent Stateless: A Symposium

November 4, 2016, coordinated by Greg Beckett and Allen Wells

Approximately 200,000 people who have lived and worked in the Dominican Republic—some for generations—have had their legal status called into question by recent changes to the country’s constitution. Tensions peaked in 2013 when a constitutional court sanctioned the changes and moved to strip the citizenship of children born to Haitian immigrants in the Dominican Republic as far back as 1929.



Such unprecedented actions, which some legal experts contend defies international human rights law, are directed at a vulnerable minority who serve as a marginalized underclass on the eastern side of Hispanola. This policy has the potential to render tens of thousands of Dominicans of Haitian descent permanently stateless and expose them to deportation proceedings.

'Rendering Haitians of Dominican Descent Stateless' considered the implications of the current crisis for people of Haitian descent living in the Dominican Republic, relations between the two countries, and what this policy will mean going forward for the Dominican economy. In addition, the symposium addressed how exclusionary this immigration policy is in comparison to other nations in the Western Hemisphere.

The symposium’s keynote address, the Kenneth V. Santagata Memorial Lecture was delivered by Pulitzer Prize winning author, Junot Díaz, on Thursday, on November 3, 7:00 pm.



Gustavo and Priscilla Gac-Artigas— Gallery Talk and Opening of Traveling Art Exhibition: "Memorias: Geography of a Decade, Chile, 1973–1983"

Coordinated by Jenny Baca and Allen Wells

Memorias was on display in Lamarche Gallery, Smith Union from April 24–May 31, 2017.

Chile’s September 11th (1973) and its tragic aftermath was a watershed for Latin America. Much more than an artifact of the Cold War, the coup and the repression that ensued raise significant questions about the costs of foreign interference in the democratic process, the consequences of political polarization; and the trauma that results when a people experience oppression and forced exile.



Memorias comprised prints by renowned Chilean painters; posters, retracing a decade of cultural solidarity events in Europe; photos of the 1973 coup from the prestigious Gamma press agency; and a photo-reportage of an exiled group: the Theatre de la Resistance-Chile. The exhibit documented a pivotal moment in Chile’s history through the cultural output of its artists and the personal journey of a theater director and playwright forced into exile in Paris.

A Note from the Director



By Allen Wells

As this issue illustrates, it has been a busy year for our program. Bolstered by four energetic postdocs—Jenny Baca (Environmental Studies and Latin American Studies), Matthew Goldmark (Romance Languages and Literature), Darien Lamén (Music), and Sebastián Urli (Romance Languages and Literature),

our students have

been exposed to exciting new offerings this past year, including “Self-Figuration and Identity in Contemporary Southern Cone Literature” (Sebastián), “Environmental Politics of Latin America” and “Global Inequality, Social (In)justice and the Environment” (Jenny), “Power, Play, and Resistance in the Music of the Caribbean” (Darien), and “Colonial Seductions in Spanish America” (Matthew). In addition, two new classes offered by tenured faculty enriched our curriculum: “Race and Ethnicity” (Ingrid Nelson, Sociology); and “Hispanic Cities in Cinema: Utopia, Dystopia and Transnationality” (Elena Cueto Asín); Matt, Jenny and Darien will be leaving us at the end of this year. We are very grateful for their contributions to our program and wish them nothing but the best in the future.

In addition, we’re delighted that Jay Sosa (Gender, Sexuality and Women’s Studies) has joined our program. A wide-ranging interview with our *novo companheiro* is included in this issue. Next fall, Jay will offer his first cross-listed course with LAS entitled, “Carnival and Control: Race, Gender, and Sexuality in Brazil.” Next year, we will welcome Shana Starobin, a tenure-track hire in Government and Environmental Studies, whose research focuses on non-state actors in Central America, Mexico, and, most recently, Cuba.

This year the program began to harvest the generous fruits of the Crandall Fund, the endowment dedicated to enriching our program. A symposium, “Rendering Dominicans of Haitian Descent Stateless,” brought four scholars to campus this past

November to present their research on the impact of a 2013 Dominican citizenship law that threatens to denationalize up to 200,000 Dominicans of Haitian Descent. Many have been living in the Dominican Republic for generations; some have been deported by the Dominican government to Haiti, while others have fled across the border and are living in poorly served refugee camps. Thanks to the College’s Santagata Fund, Junot Díaz presented a Junot-like, keynote address for the conference that packed Smith Union.

In addition, this spring, the fund made it possible to bring to campus a traveling exhibition of Chilean art which depicts the Allende and Pinochet periods (1973–1983). Rarely have I witnessed the kind of cross-campus institutional support that this exhibit elicited. It was especially rewarding that each in their own way—the symposium and the art exhibit—enriched so many courses across the College curriculum.

We’re especially proud of the outstanding work of our current students, who are not just keeping their faculty on their toes, but are tackling exciting research and service in the region. Not all of the students described in this issue are LAS majors or minors, but all share common traits—they have enlivened our classrooms, studied away or conducted research in or on the region, and happily, from our perspective, been bitten by the Latin American bug.

Former students, whether they turn their attention after graduation to development work, NGOs, or education are the gift that keeps on giving. Receiving your updates that share what you’ve been up to of late are not only gratifying for those of us who remember you so fondly, but are invaluable as models for prospective and current students who can imagine futures for themselves working in Latin America or on Latino/a matters in this country.

It takes a pueblo to put together a newsletter like this. A special shout out to Hanétha Vété-Cóngolo, Krista Van Vleet, Jay Sosa, Nadia Celis, Janice Jaffe, Andrew Lardie, Corey Colwill, Margaret Boyle, and Nat Wheelwright for their contributions. *Agradecimientos especiales a* Jean Harrison, Gustavo Faverón Patriau and Annika Cook for assembling the swatches and producing such a beautiful fully realized fabric.

Finally, I’m pleased to announce that *nuestra compañera* Nadia Celis will be the director of the program next year.

A Year In Events

The Latin American presence at Bowdoin, 2016–2017



HAITIANS WHO CHANGED HOW THE WORLD TREATS AIDS, TUBERCULOSIS, AND CHOLERA. Coordinated by Allen Wells, 10/20/2016.

Haitians have developed novel treatment and prevention strategies for AIDS, TB, and cholera that have had major public health impact in Haiti and served as models for other countries. Haiti has seen a decrease in HIV prevalence from 6% in the 1990s to 2% today. One of the first developing countries to provide antiretroviral therapy to people with AIDS, Haiti is leading efforts to address drug resistant tuberculosis and it recently conducted the largest anti-cholera vaccination program ever undertaken.

FRANCOPHONE FILM FESTIVAL *The Pearl Button* [*Le Bouton de nacre*]. Coordinated by Meryem Belkaid, 11/19/2016. The Departments of Romance Languages and Literatures, held the annual Tournées Francophone Film Festival. Among the films screened at the festival, was the Chilean Patricio Guzmán's *The Pearl Button* [*Le Bouton de nacre*].

ALEX REED '10: "Policing the Police: The Justice Department's Investigations of the Baltimore and Chicago Police Departments,"

Coordinated by Allen Wells, 3/1/2017. Alex Reed '10 illuminated the key civil rights issues addressed by the Special Litigation Section as it works with—and, if necessary, litigates against—modern police departments to achieve systemic reform.

CUBA WEEK 2017, MARCH 26–APRIL 2: PRIMO CUBANO CONCERT AND LATIN DANCE. Coordinated by Genie Wheelwright, 3/30/2017, and film screening of *Return to Cuba: In the Footsteps of Walker Evans* on 4/2/2017.

RUSSELL CRANDALL '94: "The Salvador Option: US Policy in El Salvador, 1977–1992", coordinated by Allen Wells, 4/3/2017. El Salvador's civil war between the Salvadoran government and Marxist guerrillas erupted in early 1981 and endured for eleven bloody years. Unwilling to tolerate an advance of Soviet and Cuban-backed communism in its geopolitical backyard, the US provided over six billion dollars in military and economic aid to the Salvadoran government. El Salvador became a deeply controversial issue in American society, dividing Congress and the public.

