

BOLETÍN

Fordham University



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The Latin American & Latino Studies Institute

New York, Spring 1998

LALSI FACULTY

Ronald S. Méndez-Clark

Associate Professor of Spanish & Latin American Studies & Director (RH)

Héctor Lindo-Fuentes

Professor of History & Associate Director (LC)

Susan Berger

Associate Professor of Political Science

Jean Capello

Assistant Professor Spanish

Arnaldo Cruz-Malavé*

Associate Professor of Spanish

Clive O. Daniel

Assistant Professor of Economics

Greta Gilbertson

Associate Professor of Sociology

Luz Lenis

Assistant Professor of Spanish

John Macisco

Professor of Sociology

Darryl L. McLeod*

Assistant Professor of Economics

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Associate Professor of African & African American Studies

Gioconda Marín

Professor of Spanish

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Assistant Professor of Art

Elizabeth Penry

Assistant Professor of History

Gema Pérez-Sánchez

Instructor in Spanish

Clara Rodríguez*

Professor of Sociology and Urban Studies

Orlando Rodríguez

Professor of Sociology

Lloyd Rogler

Schweitzer Professor of Humanities

Doris Schnabel

Assistant Professor of Spanish

Cynthia Vich

Assistant Professor of Spanish

Helene Weldt-Basson

Associate Professor of Spanish

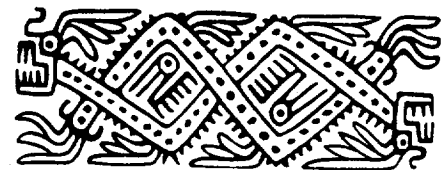
*LALSI Executive Committee Member

Figure in our logo is that of Huitzipochtli, main god of the aztecs, fol. 89R codex Magilabechiano, mid 16th C.
Central México



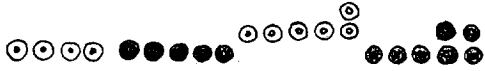
Director's Corner

With the feeling of spring in the air comes the realization that another academic year is almost over and the need to reflect on what was accomplished. The theme of this year was collaboration. The Latin American and Latino Studies Institute has strengthened its collaboration with other groups both at Rose Hill and Lincoln Center. Joint programs were organized with student groups such as *El Grito* and *Academia Hispana* at Rose Hill, and the Associate Director at Lincoln Center will be the advisor of *SOL*, the Hispanic student group at Lincoln Center. Collaboration with other interdisciplinary programs has also taken place. *LALSI*, together with Literary Studies and African American Studies, is preparing programs to encourage thinking and discussion about the centennial of the end of the Spanish American War. The centennial will be the theme of most of the Fall Semester activities. At Lincoln Center, the Associate Director is cooperating with African American Studies and a College Council Committee to prepare a report on the relative decline of minority enrollments. The report will offer suggestions to reach out to more qualified minorities to enrich the diversity of our campus. Collaboration is also taking an international dimension as we are presently exploring links with the international studies program of the Fundación José Ortega y Gasset in Spain.



As the *¿Qué Pasa?* section indicates, ongoing activities such as the Course Enrichment Program (COREP) are bringing a wide variety of speakers to our classrooms. At the same time we have ordered new videos to make available to faculty members teaching *LALSI* courses. Perhaps as a result of these endeavors we can report healthy enrollments in our courses, papers deserving to be nominated to the *Angelo Rodríguez Award*, and more majors. This level of activity is only possible thanks to the collaboration of faculty and students. Thanks to all for another busy year. We continue to welcome everyone's suggestions as we seek to improve our work.

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¿Qué pasa?

Activities/events since our last *Boletín* include ▲ "Beyond Land Tenure: Theory, Practice, and Social Movement," a lecture by Marc Edelman (Institute for Advanced Study, Princeton and Hunter College); ▲ "The Early Years of the Catholic Church in Peru," a lecture Miguel León (Columbia University); ▲ "Puerto Ricans in the Struggle Against Colonialism and For Political, Economic and Social Justice in the United States," a presentation by former member of the *Young Lords* Vicente —Panamá— Alba (South Bronx Clean Air Coalition and the National Congress for Puerto Ricans); ▲ "Immigrant Workers on Long Island: The Hidden Sweatshops," and lecture by Nadia Marín; ▲ "Mexican and Puerto Rican Invaded Nations," a lecture by Melanie Pérez Ortiz (Stanford University), and ▲ "Mexican Immigration to the U.S.," a lecture by Ambassador Jorge Pinto, Consul General of Mexico in NYC ▲ "La palabra cortaziana: escribir↔respirar, 'abrir la puerta para jugar,'" a lecture by Angela Dellepiane (Professor Emeritus, CUNY). ▲ In addition, we had inspiring visits/readings by Puerto-Newyoricán writers *PIRI THOMAS* (*Down These Mean Streets*) and *ABRAHAM RODRÍGUEZ* (*Spidertown*) and *LALSÍ* will cosponsor the International Congress of the *Centre d'Études des Littératures et des Civilisations du Río de la Plata* to be held at Lincoln Center (June 25-27).



LATINO STUDENT ORGANIZATIONS

El Grito De Lares is one of Fordham's premier Latino student organization. Our main goals are to spread awareness of our culture. We concentrate on the unification of the Latino student body so that we may guarantee the proper representation and accommodation of all Hispanic/Latino students in the University. Recently **El Grito** has formed **The Latin Line**, a latino-based literary Magazine, as well as **Ritmo De La Raza**, a Hispanic/Latino Performing Arts theater concentrating on dance, poetry, and drama. We would like to stress that participation by any member of the student body is welcome and all latino students of Fordham University are considered members of our organization. We urge you to join us in our efforts to make diversity one of the main features of the Fordham experience. For additional information you may contact: **Jason A. Otaño** (OTANO@murray.fordham.edu).

SOL (Student Organization of Latinos) Based at Fordham College Lincoln Center, **SOL** is dedicated to serving the Fordham community and the Hispanic community. Membership is open to students of all backgrounds and languages who are interested in Hispanic culture, issues, or events and who enjoy broadening their understanding of the diverse world we live in. If you are interested in becoming part of **SOL** —or if you want to get in touch with us about a Hispanic related event or speaker that you would like to see at Fordham— contact us at **Student Organization of Latinos Fordham University, CLC Student Activities, Room 408** or at <http://big.home.mindspring.com>, our WEB PAGE. You are also welcome to our meetings held every other Wednesday afternoon in **Room LL 504 at 5:00 pm.**



MAJORS & INTERNSHIPS

● **AWILDA ÁGUILA**, FCLC '98: A senior at Fordham University, I found myself asking the \$64,000 question, "What am I going to do after graduation?" As a returning student and US Army veteran this question weighed heavily because at this point in my life I thought I would have had a clearer direction. I came to Fordham as a transfer student with only 4 semesters left before I had to decide what to do with the rest of my life. I was fortunate to have registered in the course "Crime and Minority Rights" taught by Emilio Estela, Manhattan Assistant District Attorney. When Professor Estela became aware of my dilemma, he suggested that I looked into the requirements needed to be an intern in his office, and suggested that the internship could be a way of finding the answers that I needed. The experience has been positive—so much so that I now know that law school is my next step. During my internship I sat in all the different courtrooms of the criminal justice system and had the opportunity to ask first and second year Assistant District Attorneys about their jobs and their experiences. All of them were willing to discuss their struggles and gave me advice on how to avoid the mistakes that they had made.

Professor Estela is also in charge of the NYU School of Law clinic where his students are already in their third year. One of them assisted me with the personal statement that I wrote for my Law School applications. My experience in the DA's Office has helped me a great deal. Everyone there tried to steer me in the right direction and they sincerely wanted me to have all the information that I would need to make an informed decision about my future. Had it not been for my internship I would not have had the opportunity to see the criminal justice system in action. Undoubtedly, my internship has been an important part of my education.

● **YNDIRA GONZÁLEZ**, FCRH '99: As internships are a basic part of the college experience, I decided to get one during my junior year. I had recently declared my major, but I did not have any clear professional goals in mind, except that I wanted to find a job in the International Affairs field. I needed to go out and experience what it was like to be involved in these types of jobs and find out what career opportunities this field offers. I thought that getting an internship wouldn't be so hard but I had my problems. At first I did not have the slightest idea where to begin. My first reaction was to go to my advisor for help. As it turned out, he wasn't very familiar with the whole process neither so he directed me to the obvious place which, in my confusion, I had overlook: Career Planning and Placement, more specifically the Internship Coordinator's office. She was indeed helpful informing me of different internship offerings, procedures to follow and what papers to fill out. The rest—looking, writing, calling, and interviewing—was up to me. I had done the first step. Now what? After my interview, I was still confused and a bit

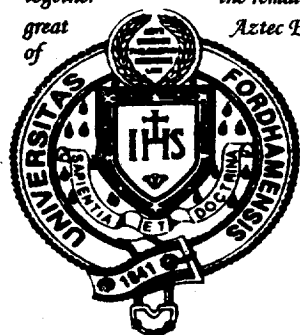
frustrated with myself for not knowing what I wanted to do. So, once again, I went to talk with my advisor who patiently listened, gave me some ideas and cheered me on. A door opened: as I started writing my cover letters, through my father and some of his friends, I met an ambassador from the Dominican Republic to the United Nations who asked me what future career plans I had. I let my heart out and I told him about my interest in International Affairs and my desire to make an informed decision career wise. He must have gone through the same confusion and frustration as me, because he was very understanding and offered me a meeting and a tour of the Dominican Mission and the United Nations. I gladly accepted. Why not? It's not everyday that one gets the chance to go on an unrestricted tour of the United Nations, given by a real ambassador. The visit was very valuable as it made me apply for an internship. In two weeks my confusion was gone and I found myself talking to the head of the Mission and her years in France, Descartes, Dominican history, Trujillo, the Mirabal sisters, Julia Álvarez and her book (*my philosophy and literature classes finally came in handy*) and her mother who is an ambassador at the Mission as well. My responsibilities at first included answering the phones (which never stop ringing), organizing piles of mail and invitations, proof-reading and translating letters both in English and Spanish. In addition, I had to file the tons of papers, documents, letters and resolutions received at the Mission daily. As the days went on, people in the Mission became aware of the other things I was capable of doing and I was given other tasks. The most interesting one was making initial contacts to establish Dominican consulates in different countries. (I'm glad to say that this project is well on its way.) I soon became involved in the organization process of meetings, lunches, receptions and talks in which the staff of the Mission participated and hosted. An assessment? The internship has sharpened my leadership and interpersonal skills, and it has given me the opportunity to meet and work with great personalities, opening up my mind to new ways of thinking and viewing things concerning the Dominican Republic and its relation to other countries. I also believe I now have a better understanding and a clearer view of my career interests and what I might do after Fordham. It was worth it!!!!

FORDHAM / IBEROAMERICANA EXCHANGE

Seeking to provide students rich study abroad opportunities in México and New York cities, Fordham and Universidad Iberoamericana have established a student exchange agreement. A private institution founded by the Society of Jesus,

Ibero's departmental structure allows for interdisciplinary formation in the Liberal Arts. The university is located in a metropolis which clusters together

the remains of the great of Aztec Empire, the



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splendor of the colonial period, the amazing cosmopolitan vitality of modern México and unchallenged educational such as museums of art, anthropology, history, and archeology. Centrally located, México City is the gateway to many archeological sites and colonial cities.

For information about the exchange, contact **LALS1's** offices at 2676, 4792, 6365, or **FGRH's** offices at 4740.

FACULTY NEWS

Prof. Arnaldo Cruz-Malavé's article, "Lecciones de cubanía: identidad nacional y errancia sexual en Martí, Senel Paz y Lezama Lima", will appear in a special issue of *Cuban Studies* edited by Enrico Mario Santi.

Prof. Cruz-Malavé also co-chaired the "Queer Globalization/ Local Homosexualities" conference sponsored by the Center for Lesbian and Gay Studies (Graduate Center, CUNY) and was named to the MLA Task Force Against Campus Bigotry. He is currently organizing to panels for the '98 MLA,

"Excitable Speech: Bigotry, Tolerance and Censorship" and "1898-1998: The War After the War". **Dr. Clara Rodríguez** will be presenting a lecture at the University of Tuebingen in Germany on her recent book *Latin Looks: Images of Latinas and Latinos in the U.S. Media*. Dr. Rodríguez will also be presenting a paper at Groningen, Holland at the Conference on "Shifting Boundaries: Place & Space in the Romance Cultures of North America." She will also be attending "Social Science Knowledge on Race, Racism, and Race Relations," a special conference organized by the American Sociological Association in relation to the President's Initiative on Race and funded by Ford and the W.K. Kellogg Foundations.

Prof. Rodríguez has been asked to write a summary of her research and to participate on a panel with about 40 other people representing different social science disciplines. **Prof. Lindo-Fuentes** traveled to Antigua

Guatemala to advise the *Centro de Investigaciones Regionales de Mesoamérica*, and to Panamá to lead a *World Bank* team studying anti-poverty strategies. The *Central American Bank of Economic Integration* published his article "Las primeras etapas del sistema escolar salvadoreño en el siglo XIX". He has been asked to organize the history of education sessions for the upcoming international conference of Central American historians. **Prof. Méndez-Clark** has been asked to review the critical works devoted to Juan

Carlos Onetti's *Los adioses* for a special volume devoted to manuscripts by Onetti to be edited by Daniel Balderston (Tulane University). Prof. Méndez-Clark will visit *Universidad Iberoamericana* (México) in May and lecture on his current research on Rosario Ferré at the *Fundación José Ortega y Gasset* in Toledo, Spain in July. He continues to serve on the Faculty Senate committee exploring the quality of faculty life at Fordham and has been appointed for one year to the *Curriculum Committee* subcommittee on *American Pluralism*. Prof. Méndez-Clark was also a panelist on *MAGIS Day of Retreat* devoted to multiculturalism and the university. **Dr. Gioconda Marín** has served as president of this year's International Congress of the

Centre d'Etudes des Littérature et des Civilisations du Río de la Plata which will be held at Lincoln Center (June 25-27).

Fall 98 Courses

Rose Hill Campus

AARP 3647	Third World and The City.....	Watkins-Owens
CORU 1250	Traditions of Story Telling.....	Capello
CORP 1260	American Pluralism.....	Mendez-Clark
ECRG 3210	Econ of Emerging Nations.....	McLeod
HSRU 1400	Introduction to Latin American History.....	Agrait
LLRU 4800	Internship-Hispanic Comm.....	Méndez-Clark
MLRU 1250	Traditions of Story Telling.....	Nahson
SORP 3140	S-Old/ New Minorities in U.S.....	Gilbertson
SORU 4923	Mental Health: Hispanics.....	Rogler
SORG 3601	Modernismo.....	Marín
SPRG 3725	Contemp. Span-Am. Novel.....	Weldt-Basson
SPRG 3820	Caribbean Literature.....	Méndez-Clark
SPRU 2301	Adv. Spanish for Spanish Speakers.....	Lenis

Lincoln Center Campus

AALP 2005	Am. Pluralism.....	Watkins-O./Chapman/Goldberg
AHLU 2250	Pre-Columbian Art.....	Mundy
ANLG 3196	Peoples of the Americas.....	Staff
COLU 1250	Traditions of Story-Telling.....	Vich
COLU 3620	Caribbean Displacements.....	Cruz-Malavé
HSLG 1400	Intro. to Latin American History.....	Lindo-Fuentes
HSLG 3969	Latin America & The US.....	Lindo-Fuentes
LLLP 2005	American Pluralism.....	Schneider/ Sandis
LLLU 3343	Crime & Minority Rights.....	Estela
SPLU 4900	Seminar in Hispanic Literature.....	Cruz-Malavé

The 1998-1999 Angelo Rodríguez Award

Established in 1990 by Professor Clara Rodríguez in memory of her father and brother and financed by royalties from *The Puerto Rican Struggle: Essays on Survival in the United States*, the ANGELO RODRÍGUEZ AWARD offers prizes for original and significant work done in the field of Latino and Latin American Studies. Faculty are asked to nominate students who, based on the production of superior in-class work during the academic year, deserve recognition.

DEADLINE FOR NOMINATIONS AND SUBMISSION OF WORK: Monday May 3 1999

The Latin American & Latino Studies Concentration



The Latin American and Latino Studies program integrates a series of courses in the Humanities, Social Sciences, and the Arts designed to acquaint student with Latin America and the Latino populations in the United States. The interdisciplinary approach aims at exposing students to the methods, materials, and tools of various disciplines. The concentration prepares students for graduate study and to enter the fields of international trade and finance, foreign service, teaching, publishing, and Hispanic media and communications. The MAJOR consists of ten courses: (1) an introductory course and (2) nine electives which must include two courses each from the Social Sciences and the Humanities/Arts, one History course, and four electives. The MINOR consists of six courses: (1) an introductory course and (2) two courses each from the Social Sciences and the Humanities/Arts and one elective. As language competency in Spanish is expected, at least one Latin-American/Latino Literature course above the 2001 level is required. Majors are encouraged to study abroad in the summer or during their junior year and to consider internships. Majors are also required to write a senior paper or to take a capstone seminar. Courses that fulfill College requirements may, where appropriate, be credited toward the major or minor. Students whose particular interests do not conform to the pattern of electives described above should consult with the Director or Associate Director to work out a suitable program.

Fordham University

BOLETÍN

The Latin American
&

Latino Studies Institute

Faculty Memorial Hall 405

Bronx, NY 10458

(718) 817-2676; 4792

fax (718) 817-3987

Leon Lowenstein 414

New York, NY 10011

(212) 636-6361; 6365



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LALSI provides an intellectual home for students and faculty who are interested in Latin America and the Latino populations of the U.S. With offices on both campuses, LALSI acts as a clearing house for information, organizes conferences, invites speakers to the university, maintains video/journal collections, sponsors film series, internships, and the ANGELO RODRÍGUEZ AWARD.

The newsletter, BOLETÍN, is published twice a year.