

# BOLETÍN

Fordham University



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The Latin American & Latino Studies Institute

New York, Spring 1999

## LALSI FACULTY

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## Director's Corner

I would like to use this corner to go over some of the work done over the past four years and to comment on some of our most immediate challenges. In the past five years LALSI has experienced significant growth. Major changes have included a new name, the enactment of a new bi-campus major, and the launching of a series of initiatives. The first issue of our newsletter five years ago sought to give more visibility to our programs and to foster—outside of classrooms; as part of an on-going dialogue that would include both faculty and students—interest in Latin American Studies and the experiences and cultural expressions of the Latino populations of the United States. The *BOLETÍN* is five years old and the dialogue is still going. Getting it out regularly and making sure it includes up to-date information about our programs, faculty activities, *qué pasa* outside the Fordham gates and students' experiences abroad or in internships has been quite a challenge, but a very satisfying one—I have come to enjoy enormously (*it must be my old addiction to newspapers*) editing it, working late to get the layout right and, yes, the November/April visits to the printer and post office. *COREP*, our course enrichment program, has brought more than 30 speakers to both campuses and sponsored visits to museums, the theater, galleries, a film festival, lecture series and other events. The *Angelo Rodríguez Award* has recognized every year the outstanding in-class work of students from both campuses. The collaboration of a few departments has helped us meet our curriculum needs with a diverse program of electives each semester—gains in this area have been substantial: we offered 17 electives in '95-'96; in '98-'99 we offered 28. Students have expressed interest in courses that explore religion in Latin America, the religious experiences of the Latino populations of the U.S., and musical traditions of Latin America and *Latinos*. I am confident that with the assistance of the university administration and the deans we will be able to add these subjects to our curriculum in the near future. In the past two years we have placed more emphasis on study abroad and internships opportunities: this academic year we have offered an *Internship in the Hispanic Community* quite successfully (*see testimonials inside*); we are also pleased by the on-going university-wide effort to create new study abroad programs and to restructure such activities into a larger, centralized academic office of international programs. The future looks very promising and I look forward to the *Consortium of Latin American Studies Program's* workshops on "study abroad" and "outreach" I will be attending this May at University of Texas (Austin). Finally, since the numbers of *LALS* majors has grown and will continue to grow, the Executive Committee has begun to closely examine the *senior paper/capstone seminar requirement* (I believe we will have something specific to report on our next *BOLETÍN*).

One last thing before I close this corner. As my first term as director comes to an end, I would like to acknowledge some of the people with whom I have worked and who have, both in small and big ways, help me and LALSI: Héctor Lindo-Fuentes, Barbara Mundy, Clara Rodríguez, Father von Arx and Father Grimes, my colleagues in the *Interdisciplinary Programs Suite* (Mark Massa, Maryanne Kowaleski, Chris GoGwilt), Revs. Loughran and McShane, Bob Jones, Eugene Diulio, Fred Harris, Wayne Storey, Drs. Carrubba and Stuhr, Frank D'Andrea and Carol Morabito, Jerome Conte, Dean Himmelberg, the LALSI faculty and students, and, of course, my past and present office assistants (Luisa Angrisanni, Norma López, and Adalisa Pineda). ¡Gracias!



Figure in our logo is that of Huitzilopochtli, main god of the Aztecs, fol. 89R codex Magilabechiano, mid 16<sup>th</sup> C. Central México

## Faculty News

**Prof. C. Rodríguez** is currently a Visiting Fellow at Columbia's Center for the Study of Ethnicity and Race and Latino Studies Program. She gave a lecture at Princeton's Woodrow Wilson School ("The Politics, Economics, and Evolution of Latinos in the Census") and Wesleyan ("Latin Looks: Images of Latino/Latinas in the U.S. Media"). Her article, "Placing Race in Context," was reprinted in *Rethinking the Color Line: Readings in Race and Ethnicity* (Mayfield Publishing). She also delivered the Keynote Address ("Culture Matters") to Simmons College's (Boston) entering class. Syllabi and instructional materials used for two of her LALSI courses have been included in the American Sociological's *Syllabi and Instructional Materials for Chicano and Latino Studies in Sociology*. ➤ **Prof. MacIsco** completed his work as a member of the World Population and Demographic Examination Committee of the Regents College. He also chaired a session and presented his work on the Fertility/Migration relationship at the American Sociological Association meeting (San Francisco). ➤ **Prof. Mundy** continues her new work on pre-Columbian collections, and presented a paper on fakes of pre-Columbian artworks at the College Art Association at Los Angeles in February. She is also pursuing her work on the maps of Mexico: her article on Mesoamerican cartography appeared in the series the History of Cartography (University of Chicago Press); she will deliver papers on ancient Mexican maps at Harvard and at the Pre-Columbian society of Philadelphia this spring. Prof. Mundy is currently revisiting the architecture of the New World in her new course, *Pagan Cities* and preparing for the fall seminar on *Aztec Art* in which students will work extensively with the collection of Aztec manuscripts at the Walsh library. ➤ **Prof. Penry** will complete her year long fellowship at the John Carter Brown Library this spring. She continues to research her project "The Rey Común: A Study in the Origins of Indigenous Political Discourse." In her study she argues that political philosophy and language employed by 18<sup>th</sup> century native Andeans was not a product of northern European enlightenment, but rather that it has roots in Spanish neo-scholastic thought and the work of Jesuit Francisco Suárez, for whom the natural order of man was community, or what he termed "a single mystical body." Prof. Penry presented papers at the American Historical Association meeting, at *El Primer Simposio Internacional de Peruanistas en el Extranjero* (Harvard) and at the University of Illinois' "Peasants in Comparative and Interdisciplinary Perspective" Conference. ➤ **Prof. Weldt-Basson** published "Augusto Roa Bastos's Trilogía as Postmodern Practice" (*Studies in Twentieth Century Literature*), "Columbus's Discovery of America as Postmodern Construct n Carpentier's *El arpa y la sombra* and Roa Bastos's *Vigilia del almirante* (*Hispanic Journal*), and "La recreación del mito en *Yo el Supremo* de Augusto Roa Bastos" (*Proyecciones sobre la novela: Actas del XIV Congreso de Literatura Latinoamericana*). ➤ **Prof. Méndez-Clark** published "Del second guessing a los cálculos: reescritura y traducción en Rosario Ferré" (*Nómada*). ➤ **Prof. Lindo-Fuentes** was awarded a Faculty Fellowship for the fall of 1999. He gave a paper in San Salvador at the conference "La Reforma Educativa en Centroamérica, Panamá y la República Dominicana" sponsored by the InterAmerican Development Bank and the Harvard Institute for International Development. He also attended a meeting of the Board of Trustees of CIRMA in Guatemala, participated in the *Council on Foreign Relations Latin American Roundtable 1998-1999*, and commented on a paper at a conference at NYU's International Center for Advanced Study.

## INTERNSHIPS (testimonials)

**Wendy Vásquez, '00:** My internship was at CISPES, *The Committee in Solidarity with the People of El Salvador*, a non-profit, grassroots organization founded in the 80s as a reaction to the United States involvement in El Salvador that currently works on a campaign against INS (Immigration and Naturalization Service) workplace raids tying these human rights abuses to sweatshops in Central America. As an intern, I was named NYCISPES Campus Organizer and was asked to help establish a permanent relationship between the New York chapter and campus student groups... The beginning of my project was difficult. Having no previous records or club listings, I searched the internet for websites. The goal of my project was to create a solidarity force at the local universities and colleges. As a step to this goal, we decided that a presentation of our agenda would be appropriate. Working on the presentation took the majority of my time. Through my work, I was able to meet some fine people, both at CISPES and at local universities and colleges. I also came in close contact with victims of the "global sweatshop." This was the most interesting part of my job since I was learning things as I was talking to people, as opposed to learning things through reading... My experience with NYCISPES was fantastic... I will be returning in the spring to complete the presentation I developed and to participate in the steering committee as it explores ways of planning events that appeal to college and high school students. I look forward to continuing my work with student groups in hopes of creating a generation with greater awareness and respect for human rights.

**Ellanis Pérez '00:** I interned at *The Bronx Children's Psychiatric Center*. At first I was a Teacher's Assistant in a classroom of about eight children whose ages ranged from ten to twelve. I was responsible for helping the children increase their reading, writing, and math skills using computer programs. Early on, however, my supervisor asked me to consider working with the psychologist in charge of the Spanish speaking families. Since the psychologist's Spanish was very limited, she needed a translator during the family counseling sessions. I agreed to do it and started working then with children who were younger, ages five to seven. At the time I was also reading Lloyd Rogler's *Hispanics and Mental Health: A Framework for Reseach*. The book was very helpful as it formulates research problems relevant to Hispanic mental health. One of the issues discussed in the book—stress and the development of mental illness—grabbed my attention.

I noticed that because my parents were stressed due to their economic conditions, their interaction with their children was affected. Also significant, according to Rogler, is the lack of Spanish-speaking, bicultural professionals in mental health facilities. The families I worked with indeed felt that a cultural barrier existed between them and the psychologist. The psychologist, according to them, did not understand their culture and that was why their actions were criticized—they were in fact awkward moments at times as the families would ignore the psychologist's presence and direct all their concerns to me because, as they put it, *tú nos entiendes*/"you understand us." More than once I felt they had a point. For instance, many of the children's mothers became upset during the family meetings and the doctor believed that was a sign of pathology. I had to point out to her that it would be common and normal for Hispanic mothers to become very emotional in



a stressful situation. A Puerto Rican teacher at the hospital also insisted that some children were wrongly diagnosed and, therefore, were given wrong treatments. According to him, the tests administered to the children are culturally biased. This, and reading Rogler's book, made me realize I was dealing with what has been a hotly debated topic for many years. In short, my internship was a very meaningful experience to me. It made me think about many of the problems affecting our communities. It meant a lot to me to be able to learn more about, and simultaneously give of myself to the community. I always wanted to become a lawyer, but after my internship I think I want to explore other possibilities. It is a challenge and a pleasure to work with children and, in spite of the many questions that the experience has left me with, I not only admire the work and dedication that the staff demonstrated but also believe their concern for their patients and their families—differences and misunderstandings aside—is genuine. I am glad that my college enabled me to have this experience.



**Trisha Hannigan '00:** My internship was at *La Línea de Esperanza/The Hopeline*, a private, non-profit organization operated by the Resource Center for Community Development with programs sponsored by the Vicariate of the South Bronx. The Center, founded shortly after the *Happy Land Social Club* fire in March on 1990, offers services as a means to rebuild the community of the South Bronx and to assist the recent immigrants and non-English speakers in the community. Working four months at The Hopeline enabled me to witness the various programs and activities of the organization. These included "English-as-a-Second Language" courses, "Licensed Citizenship Orientation," "Legal Aid for Immigrants," "Employment Education," "Drug Rehabilitation," "Food Pantry," and "Clothing Drives." My main responsibility was composing letters, proposals, and flyers to describe the organization and ask for monetary donations and to help *The Hopeline* efforts to renew a \$50,000 U.P.S. grant it had received three years ago to implement and work on the English-as-a-Second Language program. I came to The Hopeline with some understanding of the work done by non-profit organizations in inner cities. In a short time, however, I became more aware of the complexity of the situation and of the type of assistance that is really needed in economically distraught communities. While most phone calls I handled were in reference to the job training programs, the callers—for the most part, recent immigrants from Honduras, Ecuador, and the Dominican Republic—would invariably request assistance in getting visas for themselves, someone in their family they left behind, or loved ones that were not able to come for some reason or another. Jobs are a definite pressing issue in the South Bronx, but so is immigration and everything it entails. My supervisor told me that most immigrants come here for a better life, thinking that everything is going to be easy, but many of them do not realize the circumstances they are getting themselves into." As she put it, "the hardships that they are going through are probably nothing like they expected and they will struggle for quite a while before getting off on the right foot." While working at *The Hopeline*, I read *Dignidad*, a book by Ismael García that examines the religious, social, and ethical sources that inform the moral thinking and practices of Hispanic Christians. Being that *The Hopeline* is



mostly Hispanic and run by the Saint Thomas Aquinas Church, I felt the book would offer me some insights. García links the Ethics of Care and Recognition to "preserving the identity and well-being of Hispanic Americans". In his opinion, the bilingual program is essential because without it "...we will remain economically, socially, and politically handicapped." Furthermore, he sees Hispanic society as one that "...believes that assisting the poor and satisfying their needs is a moral imperative that has priority" and the Church as a key instrument for the community because this is an institution that cares about the strengthening of the family which is considered the basic social component by many Hispanics and because "it would be nonsense to expect us to respond to issues that matter to us without the guidance and insights of the institution which influences our spirituality." García's book and my experience working have not only made me think a great deal about values but also become more aware of activities, problems and the way of thinking in the Hispanic community.



## ¿QUÉ PASA?



- **Thursday, March 11, McGinley 236, 1:00PM:** "Walking in the Modern City: Subjectivity and Cultural Contacts in the Urban 'Crónicas' of Novo, Monsivdis, and Blanco," a lecture by Prof. Juan G. Gelpi (University of Puerto Rico).
- **Tuesday, March 23, 2:30PM, Flom Auditorium, Walsh Library:** "Cultural Studies and the Spanish Curriculum," a multimedia presentation by Prof. Malcom A. Compitello (University of Arizona).
- **Monday, March 29, John Mulcahy 403, 11:30 AM:** "Puerto Rico, 1898-1999," a lecture by Prof. Luis Agrait (UPR).
- **Monday, March 29, McGinley Ballroom, 6:30PM,** "A Conversation with Jesús Tecu Osorio (Survivor of Guatemala's Río Negro Massacre)."
  - **Wednesday, April 7, 6:00PM, LL416:** "Ángel Lozada's 'La patografía' (Planeta)," a conversatorio with the author of this year's best selling novel at the Guadalajara Feria del Libro.
  - **Tuesday, April 13, 5:30PM, Lehman College Art Gallery (opening reception):** "New Works, An Exhibition of En Foco's 1998 Photography Award Winners."
  - **Wednesday, April 14, 6:00PM, LL 309:** "Phantasmatic Brazil: Nella Larsen's 'Passi,' the American Literary Imagination, and Racial Utopianism," a lecture by Prof. Zita Nunes (Columbia).
  - **Thursday, April 15, McMahon Hall, Room 109, 4:00PM:** "Cervantes: Literary Liberator," the Annual Cervantes Lecture by Prof. Francisco Márquez Villanueva (Arthur Kingsley Porter Professor of Romance Languages and Literatures at Harvard).
  - **Thursday, April 22, FMH 416: A Roundtable on Veracruz: Artists and Scholars Discuss Their Interest in this Mexican State—**with Hugo X. Velásquez (Mexican Artist); Prof. Barbara Mundy (Fordham University) Ada P. Cruz (Artist and Education Coordinator at Lehman College Art Gallery) and Mark Howell CUNY).
  - **Tuesday, April 20, Hunter College Assembly Hall, 7:00PM:** "Economic and Social Rights," a lecture by Dr. Oscar Arias Sánchez (1987 Nobel Peace Laureate and former president of Costa Rica.)
  - **Monday, April 26, 11:30AM, Keating 219,** "Puerto Rico and the Dominican Republic During the 20<sup>th</sup> Century," a lecture by Dr. Pamela Graham (Latin American Bibliographer, Columbia University).
  - **Thursday, May 13, 3:00-6:00pm, Literary Studies Program, May Colloquium on "The Politics of Location: Comparative Studies Across the Disciplines."**
  - **Cinema Village (22 East 12<sup>th</sup> Street):** *Paulina*, Directed by Vicky Funari; written (in Spanish with English subtitles) by Ms. Funari, Paulina Cruz Suárez and Jennifer Maytorena Taylor. The story of an ordinary Mexican maid who has led an extraordinary life, the film follows Paulina Cruz Suárez as she return to her childhood village in Veracruz to confront family and friends about their roles in her traumatic past. "Ms. Cruz Suárez is the picture of dignity and good humor—and a testament to what the human spirit can endure and rise above" (NYT, 4/2/99).

## Fall 99 Courses

### Rose Hill Campus

AARP 2005 American Pluralism.....	Mangum
AHRU 4250 Seminar: Aztec Art.....	Mundy
ANRU 3470 Peoples and Culture of Latin America.....	Mathews-Salazar
CORG 1250 Traditions of Story Telling.....	Capello
CORP 1260 American Pluralism.....	Méndez-Clark
ECRG 3235 Economics of Latin America.....	McLeod
HSRU 1400 Introduction to Latin American History.....	Penry
HSRU 3806 U.S. Immigration Ethnicity.....	Soyer
HSRG 4950 Seminar: Rebellion in Latin America.....	Penry
LLRU 3421 Latin American Fiction.....	Méndez-Clark
LLRU 4800 Internship-Hispanic Community.....	Méndez-Clark
PORG 2603 Latin American Politics.....	Berger
PORU 3909 Vietnam, Cuba-JFK Assassination.....	Andrews
SORP 3140 Old/New Minorities in U.S.....	Gilbertson
SORU 3407 Immigration Citizenship: Race/Ethnicity.....	Gilbertson
SORU 4923 Mental Health: Hispanics.....	Rogler
SPRG 3701 Span. American Women Writers.....	Weldt-Basson
SPRU 2301 Advanced Spanish for Spanish Speakers.....	Lenis
SPRU 3075 Crime Fiction in Hispanic Literature.....	Marún
SPRU 3641 Latin American Poetry of Love.....	Vich

### Lincoln Center Campus

AALP 2005 American Pluralism.....	Swidler/Goldberg
HSEG 1400 Intro. to Latin American History.....	Schmidt-Nowara
HSLU 3975 The Caribbean.....	Schmidt-Nowara
LLEU 3357 Criminal Adjudication.....	Estela
LLLP 2005 American Pluralism.....	Goldberg/Sandis
POLG 2603 Latin American Politics.....	Berger
SOLP 3000 Latino Images in Media.....	C. Rodríguez
SOLU 3427 Hispanics in the USA.....	C. Rodríguez
SPEG3625 Spanish American Short Fiction.....	Cruz-Malavé

## THE LATIN AMERICAN & LATINO STUDIES CONCENTRATION

The LALS CONCENTRATION integrates a series of courses in the Humanities, Social Sciences, History, Spanish, and the Arts designed to acquaint students with Latin American and the Latino populations of the United States. The interdisciplinary approach exposes 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/Latino media 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 requires (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, a 2001 level is required. Majors are encouraged to pursue study abroad opportunities and to consider doing an internship. Majors are also required to write a senior paper or to take a capstone seminar. Courses that fulfill Fordham College requirements may, where appropriate, be credited toward the major or minor (students whose particular interests do not conform to the requirements specified above should consult with the Director or Associate Director to work out a suitable program).

### THE 1998-1999 ANGELO RODRÍGUEZ AWARDS

Established in 1990 by Prof. 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*—, this award offers prizes for original work done in the fields of Latino and Latin American Studies. Faculty members 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: 2<sup>nd</sup> MONDAY IN MAY

**STUDYING ABROAD:** Students interested in studying abroad usually do so in their junior year. Advisory services at Fordham ensure appropriate course selection and transfer credit, as well as maintaining quality control to ensure an educational experience equivalent to Fordham's standards. During the semester prior to departure, students must have their study abroad plans approved. At this time, an estimate is also made of the number of credits that will be granted upon receipt of transcripts indicating satisfactory completion of courses.

For deadlines and specific information about the exchange, contact Sr. Callaghan at 4740 (KE 302) or Dr. Randall at 7992 (LL 917A).



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The Latin American

&

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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.

LALSI's newsletter, **BOLETÍN**, is published twice a year.