

BOLETÍN

Fordham University

LALSI FACULTY

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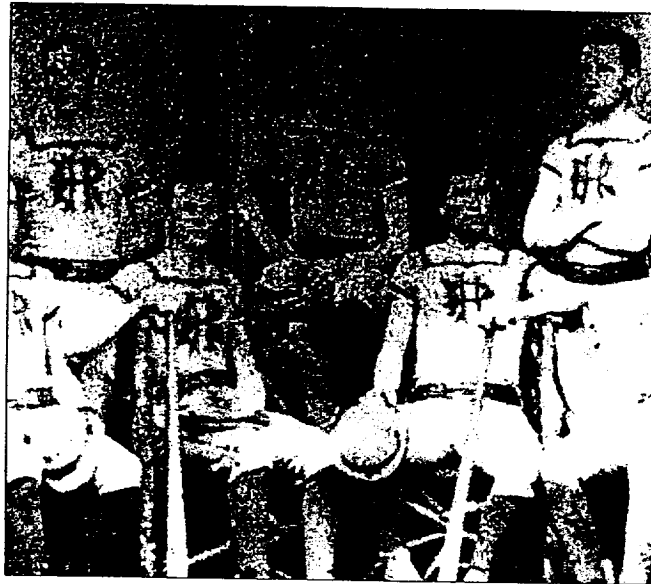
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Schweitzer Professor of Humanities
Christopher Schmidt-Nowara
Assistant Professor of History

Cynthia Vich
Assistant Professor of Spanish

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The Zaldo Brothers and teammates

DIRECTOR'S CORNER

This year, LALSI welcomed spring with open arms at both campuses. Chris Schmidt-Nowara, history professor and avid baseball fan (and maybe not in that order), organized a conference devoted to baseball at Lincoln Center (see article p. 5) and at Rose Hill, LALSI joined other groups in sponsoring a lecture by Rigoberta Menchú-Tum, a champion of the rights of indigenous peoples and winner of the 1992 Nobel Peace prize for her work on social justice. She spoke on April 6th to a rapt audience at Keating Hall. Other events, some still to come at press time, promise to infuse Fordham with more that is Latin American and Latino. The outrageous and wildly successful "Speaking in Tongues," organized by Professor Arnaldo Cruz-Malavé returned to Lincoln Center. New videos from Cuba will be showcased at both campuses.

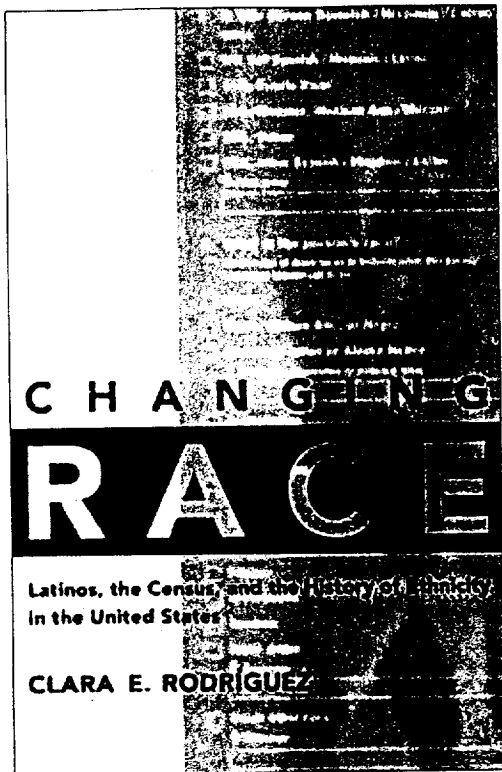
The fanfare over Y2K continues at LALSI with the release of the 2000 census. It confirms what most of us already knew—the number of Latinos in the United States is rapidly growing, and Latinos are not just found in New York and Miami and Los Angeles anymore, but in the suburbs of New Jersey and small towns in Wyoming. Spanish is the second major language in the United States, with more than 17 million speakers. *Viva!* Some LALS faculty have shared their views with the importance of the census data with us (page 2).

At LALSI, we're looking not just at home, but also abroad, as we encourage students to travel, study and live in Spanish-speaking countries around the world. Ronald Méndez-Clark, who took over as director of International and Study Abroad programs last year, has expanded the number of Fordham approved programs. There are now 22 sites in Spain for study abroad and 36 in Latin America. The experiences of some of our study-abroad students can be found on page 3.

Héctor Lindo-Fuentes and Barbara Mundy



Figure in our logo is Huitzilopochtli, an Aztec god, from the *Codex Magilabechiano*, mid 16th C. Central Mexico



Faculty News

Professor Gioconda Marún, has published the selected proceedings of the International Congress of the *Centre D'etudes De Littératures Et Des Civilisations Du Río De La Plata*, held at Fordham University, June-25-27, 1998 (Río de la Plata 20-21, Paris, 2000, 596 pp), and in this volume the article "La filología, Renán y el nacionalismo literario de L. Lugones y R. Rojas" (267-279).

She has delivered two papers, one at the XXXIII International Congress of Iberoamerican Literature (June 26-30, 2000, Salamanca, Spain) on "Roberto Ampuero: new trends of the Chilean detective novel"; and the second at the CELCIRP International Congress (Gotenberg, Sweden, June 20-22, 2000): "Las fases de la modernidad en la Argentina de fin de siglo XIX."

Professor Clara Rodríguez completed one book and co-authored another. The books are: *Changing Race: Latinos, The Census and the History of Ethnicity in the United States* (New York University Press, 2000) and "*Adios, Borinquen querida*": *La diáspora puertorriqueña, su historia y sus aportaciones* (2000) co-author, Center for Latino, Latin American, and Caribbean Studies (CELAC), SUNY-Albany.

She also presented papers at the following institutions:

U.S. Bureau of the Census, Statistical Division, "Statistical Data Gathering of Race and Ethnic Information," May 31, 2000.

American Sociological Association Annual Meetings, "A Key Public Policy Challenge in the 21st Century," Washington, DC, August 14, 2000.

Organization of American Historians Annual Meetings, "Correcting a Technical Oversight or Racial Flux: Decennial

Census Taking, 1790-1830," St. Louis, MO, March 30-April 2, 2000.

Gotham Center for New York City History, CUNY, "Symposium on Historical Reflections of Puerto Ricans in New York City, 1945 to the Present," September 22, 2000.

University of Havana, Cuba, International Migration Center and the Center on U.S. Studies, "The History of Latinos in Hollywood Film," December 2000.

Puerto Rican Studies Association Biannual Meeting, "El Quinto Piso: Constructing the History of the Puerto Rican Diaspora," University at Albany, SUNY, October 26, 2000.

She is also active as a cultural consultant for Nickelodeon's new children's animated series, called "*Dora the Explorer*." This show, which aired for the first time in late August 2000, is now the number one show for pre-schoolers and TV Guide placed it in the top 10 shows for children of all ages. It airs across the country on ABC, as well as on Nickelodeon, and in 22 Latin American countries.

The syllabus for her "American Pluralism" course was selected by a special review committee for inclusion in the revised edition of *Teaching Race and Ethnic Relations*, published by the American Sociological Association. The special review committee consisted of race relations scholars from a variety of institutions across the nation and "several hundred syllabi were submitted for consideration" by the committee. The editor of the volume wrote that he was especially glad to have it included for it was a very "unique contribution to the volume."

Professor Cynthia Vich. In November, Dr. Vich read her paper "Time pieces/ pieces of time: Afro-Peruvian music and the construction of the national" at the Eight Annual Meeting of the Group for Early Modern Cultural Studies held in New Orleans. She also published a review of the book "*La morada del silencio*", a critical study on the role of silence in contemporary Latin American Poetry.

LALSI faculty awarded Faculty Fellowships

Among the recipients of Faculty Fellowships announced for the 2001-2002 academic year we were happy to find two members of LALSI. They received the fellowships for the following projects:

Gioconda Marun: *La figura del intelectual en las obras de Roberto Ampuero*.

Barbara Mundy: *Vistas: Latin American Visual Culture 1520-1820*.

¡Enhorabuena!

LALSI students

Being part of LALSI programs makes students aware of the complexities of Latin America and of the many sides of the relations of the United States with our southern neighbors. The *Boletín* asked two LALSI majors, Marisa Martineau and Margarita Romero, to share some of their experiences with our readers.

Adventures in Mexico

El día de los muertos

By Marisa Martineau

November 1, 1999. Daniel took the five of us, Gen, Elley, Mitzi, Diana and me to Carlos and Adela's house to meet up with a bunch of the others including Mota, Sarai, Paulina, Arturo, the other Daniel, Oscar, a nice new girl named Gaby, and I don't remember all the other new names but there ended up being 22 of us piled in 5 cars to drive 2 hours away to a pueblo called Mixquic for a traditional Day of the Dead celebration!



Marisa with some of her new Mexican friends

It is a Mexican tradition to set up *ofrendas*, which are decorated altars with pictures of dead relatives and the person's favorite foods, and they believe that the person's spirit returns, but it's not spooky, it's more like a reconnection with your past. Along the way there some of us painted our faces like skulls, and as we got farther away from the Distrito Federal there were bonfires on the sidewalks, and little kids in costume knocking on the car windows asking for pesos and sweets.

Finally we got to Mixquic and it was maybe 9:30 at night. What a celebration! The streets were so packed you got smushed against whoever was beside you, and people were selling pan de muertos (traditional bread) and candy skulls and other crafts, and some of the homes had their front doors open so you could go in and see the *ofrendas*.

In the town square people were watching a live performance of South American indigenous music. We went on to the cemetery which was full of people both living and dead. Some of the graves were decorated with flower petals. There was a big *ofrenda* and somebody playing the guitar and

singing and someone dancing with a skeleton mask. And there were lots of families and little kids running around on top of the graves, but it wasn't disrespectful, it was just part of the celebration.

The whole night was very lively. Of everything that has happened since I got here, this night made me feel most like, wow, I'm really in a different culture! Everything seemed opposite of the typical American attitude towards death as something solemn, sad, to be feared and respected. I thought it was really cool! After stopping for a meal we headed home.

I sat in the front and chatted to help keep the driver awake. Got back to Colinas del Sur around 3:00 in the morning. I crashed at Diana and Daniel's place and it's a good thing I had no class the next day since I didn't wake up until 3:30 the following afternoon!

by Margarita Romero

On Friday, November 17, 2000, 50 Fordham students from both campuses hauled into a Community Coach bus for an 18 hour bus ride to Columbus, Georgia. The purpose of their trip was to protest the notorious "School of Americas."

Located at Fort Benning, the School is a government-funded (a.k.a tax-payer money) military school that trains Latin American officers. It was founded as a reaction to the Cuban Revolution and was originally located in Panama.

In 1984 the school was moved to United States' soil because the Panamanian government refused to have a school which was infamous for having graduates such as the dictator Manuel Noriega from Panama and others who were involved in such atrocities as the murder of archbishop Oscar Arnulfo Romero of El Salvador.

The trip to Georgia was an experience by itself as it took us 30 hours to get there. However, it was worth every minute of it. Saturday night most students got a bite to eat or stayed in their hotel room to rest for Sunday's events. At 10:30 am, we arrived at the site of the protest just as the actor and activist Martin Sheen was speaking.

After a few other speakers and some hard-core protest singing to shut down the school, a procession of people crossing the line. Four speakers read the names and age of people who had been killed by School of the Americas graduates. The list included Archbishop Oscar Romero of El Salvador, and the six Jesuit priests murdered in El Salvador in 1989. Almost 4,000 people decided to cross the line as an act of civil disobedience.

After about 4 hours we met back at the bus for another 18 hour ride home. We watched a video on sweatshops and had a teach in lead by Steven Strong, one of the organizers of Fordham Students Against Sweatshops.

We arrived at Rose Hill on Monday morning. Will the School of the Americas be shut down? We will have to wait and see.

Latinos in the Census

The recent publication of the 2000 U.S. census reveals that population of Hispanics in the United States has grown by 60% since the last census, and now totals about 35.3 million, or about 12.6% of the total population.

Professor **Clara Rodríguez** of the Department of Sociology and Anthropology and LALSI executive board member is an expert on census matters. In the past weeks, she has been interviewed by CNN, *The New York Times*, the Newshour with Jim Lehrer on P.B.S., the Associated Press, *The Washington Post*, *The Journal*, *Tiempos del Mundo*, *The Bergen Record*, *California Newsreel*, and the *Orlando Sentinel*. Recently, the *Boletín* caught up with Professor Rodríguez to talk to her about the importance of the recent census data.

Q: What changes do these census numbers foretell?

CR: It's clear that we will have more Latinos and Latinas coming of age. While we've known of the problems that have affected young Latinos and Latinas for some time--like the high drop out rate among Latinas--the attention that the census has given to Latinos means that these issues are now being addressed.

Q: The census also shows that Latinos are about equal in numbers now to African Americans, and will surpass them in the next few years, if this hasn't already occurred. What do you make of this change?

CR: I think it's important that we focus on issues we have in common to address the needs we share.

Professor **Orlando Rodríguez**, of Fordham's Department of Sociology and Anthropology also took time with the *Boletín* to discuss the importance of the recent census figures.

Q: What's the importance of Hispanics becoming almost equal in numbers to African Americans?

OR: I hope that the increase of numbers will have a powerful political effect, as both groups, blacks and Hispanics, come to realize the importance of not taking separate routes to political power. I hope that leaders of both groups promote stronger incentives for coalition politics.

Q: What other changes does the census reveal?

OR: The census shows that Hispanics are now in parts of the country where before, they weren't part of the scene. This will change our landscape dramatically. By recognizing the changes in numbers of where Hispanics live, I hope there will be more recognition of the realities of this change, especially as more middle class Latinos move into the suburbs.

Q: How do immigrants fit into the picture that the census paints?

OR: The growth in the number of Hispanics is still driven by immigration. This means that there will be a continuous replenishment of both the problems and the benefits of an immigrant society. Just to mention one of many areas, I hope it will mean an adjustment in the educational system as kids come in with Spanish as their first language. I also hope that

we'll have the opportunity for a multicultural society, and that kids think of this country like Switzerland, where speaking three languages is the norm.

We also asked Professor **Claudio Burgaleta, S.J.** of the Department of Theology and LALSI member, about the impact of the census for the Catholic Church.

Q: How was the census news received by the Church?

CB: The news did not come as a surprise for the Church, which for a long time has been at the forefront of speaking for immigrants' rights. For example, in California in the 90s the Church opposed the initiatives begun during Governor Wilson's tenure that sought to strip immigrants--most of them Hispanic-- of basic human rights, like health care and education.

Q: The census showed shifts among different groups of Hispanic immigrants. What will this mean in New York?

CB: We will have to pay special attention to Mexicans, which in the past have not been a significant group of Hispanics in the Northeast, but will soon outnumber Puerto Ricans and Dominicans in the coming decade. They will require new pastoral strategies, and the Catholic Church will need a contextualized theology, one that takes into account these new immigrants from Latin America and from Asia

Q: And for Fordham?

CB: For us at Fordham as a Catholic and Jesuit university it calls for a need to develop programs to think about this new reality and to offer resources to the community to better respond to this reality. We might ask ourselves if the time has not come, as it did in the sixties, to have a Latin American and Latino Studies department that can better serve the communities and the Church in getting to know these groups and their histories.

Mexican Baroque Painting at Fordham

Cristóbal de Villalpando (1649-1714) was one of the great master painters in colonial Mexico. Living in this wealthy Spanish colony, the artist was given some of the most important commissions of his day, including paintings for the great cathedrals in Mexico City and Puebla. His works are exquisitely painted; Villalpando had a deft hand with color, and favored complex and intricate compositions, like other Mexican baroque painters.

Unknown to most experts, Fordham University has its own Villalpando, a painting of the Epiphany, painted in 1683. This enormous painting, measuring about six feet by eight feet shows the Virgin Mary with the Christ Child on her lap, receiving gifts from the Three Magi. It was reputedly brought from Mexico by traveling Jesuits in the 1860s, a time when many religious orders were forced to disband and divest themselves of their property, which would have included paintings like this one. The painting has been in the President's office for at least the past sixty years.

Junot Diaz



Junot Diaz, author of *Drown*, participated in "Speaking in Tongues II: Latino Authors Write New York". The event brought together authors who have recently published work on the Latino experience in the city.

Activities sponsored or co-sponsored by LALSI, Spring 2001

February 16, **Dr. John Nieto Phillips** (New Mexico State University): "How Mexicans Became Spanish"

March 6, **Dr. Celia Zentella** (Graduate Center, City University of New York): "Bilingualism"

March 19 **Dr. Thomas Abercrombie** (New York University): "Gendered Nations and the Bolivian Nation: Postcolonial Predicament and National Imaginary in Oruro's Carnival"

March 22, **Ms. Adriana Bianco**: "Vivencias testimoniales de Adriana Bianco con Evita y Juan Perón"

March 27, **Dr. Ronald Mendéz-Clark**: "Study Abroad Opportunities in Latin America" and **Ms. Pat Taylor**: "Prestigious Fellowships"

March 28, **Dr. Elizabeth Wood** (New York University) "Logic of Campesino Support for the FLMN in El Salvador"

April 2, **Deborah Pacini Hernández** (Brown University): "Cantando la cama vacía: love, sex, and gender in Dominican bachata"

April 5, **Dr. Louis A. Pérez, Jr.** (University of North Carolina, Chapel Hill), **Dr. Roberto González Echeverría** (Yale University), and **Ms. Mari-Claudia Jiménez** (Fordham University): Symposium "Whose National Pastime?: Baseball between Cuba and the United States"

April 6, **Ms. Rigoberta Menchú Tum**: "The Present State of Human Rights in Guatemala and the Americas"

April 10, **Junot Díaz, Abraham Rodríguez, Jr., Carmelita Tropicana, Ernesto Quiñones**: "Speaking in Tongues II: Latino Authors Write New York"

April 17, **José Antonio Jiménez** (Director, El Movimiento Nacional de Video de Cuba): New videos from Cuba.

April 17, **Mr. Benjamin Lapidus** (Graduate Center, City University of New York): "One Hundred Years of Caribbean and Latin American Music in New York City"

April 24, **Ms. Mari Rodríguez Ichaso**: Film "Mujeres cubanas"

April 27, Showing of "Dreams Ensnared," followed by a discussion with **Dr. Ramona Hernández, Dr. Clara Rodríguez, and Ms. Marilyn Ramírez**.

Cubans, Baseball, and Fordham University

Members of the faculty, students, and outside visitors gave rave reviews to the symposium "Whose National Pastime?: Baseball between Cuba and the United States" organized by LALSI member Professor Christopher Schmidt-Nowara with the support of the Rev. Robert Grimes, Dean of Fordham College at Lincoln Center. During the symposium held on April 5 Professors Roberto González Echeverría (Yale University) and Louis Pérez (University of North Carolina at Chapel Hill), and Fordham history graduate student Mari-Claudia Jiménez, engaged in a rich discussion of the role that baseball has played in Cuban political and cultural history and in the country's relationship with the United States.

Rigoberta Menchú Tum



Nobel Prize Winner Rigoberta Menchú Tum spoke on April 6 in front of an enthusiastic audience that filled Keating 1st. In his welcoming remarks, Fordham's President Father Joseph O'Hare highlighted her contributions to human rights. She received a standing ovation after a presentation in which she exhorted Fordham students to become more aware of the problems of indigenous peoples and to get involved. Many students and faculty members waited in line for her to sign their copies of her autobiography. The event was possible thanks to the contribution of American Age and the work of Academia Hispana, SOL, Global Outreach, and Campus Ministries.

Fall 2001 Courses

Rose Hill Campus

AARP 2005 <i>American Pluralism</i>	Mangum
ANRU 3475 <i>Pop. Culture Lat Amer & The Car.</i>	Benavides
CORG 1250 <i>Trads Of Storytelling In Lat Amer.</i>	Cappello
ECRG 3235 <i>Economics Of Latin America</i>	Skinner
ECRG 3240 <i>World Poverty</i>	McLeod
HSRG 1400 <i>Intro To Latin American History</i>	Penry
HSRG 4950 <i>Rebellion In Latin America</i>	Penry
LLRU 3501 <i>Latin American And Latino Music</i>	Garcia
PORG 3109 <i>Political Economy Of Poverty</i>	Fergus
SOGA 5614 <i>Hispanic Policy Issues</i>	Rodríguez
SPRG 3820 <i>Caribbean Literature</i>	Méndez-Clark
SPRU 2301 <i>Adv. Sp. For Sp. Speakers</i>	Lomas-Sampedro
SPRU 3003 <i>A Cultural History Of Spanish</i>	Del Valle

Lincoln Center Campus

AALP-2005 <i>American Pluralism</i>	Sandis
COLG-1210 <i>Literature and Society</i>	Mustafa
COLU-1250 <i>Traditions of Storytelling</i>	Cruz-Malavé
COLG-3825 <i>Feminisms Spanish World</i>	Vich
ECLG-3235 <i>Economics of Latin America</i>	Daniel
HSLG-1400 <i>Intro to Latin American History</i>	Lindo-Fuentes
HSLU-3973 <i>Educ. & State in Latin America</i>	Lindo-Fuentes
LLLP-2005 <i>American Pluralism</i>	Goldberg
POLU-2607 <i>Amerindian Politics in the Americas</i>	Berger
POLU-3503 <i>Caribbean Politics</i>	Berger
SOLP-3300 <i>"Race" & "Mixed Race"</i>	Rodríguez
SPLG-3640 <i>Trends in Spanish American Poetry</i>	Vich
AAEU-4000 <i>Affirmative Action: American Dream</i>	Naison
ANEG-3196 <i>Peoples of the Americas</i>	Staff
COEU-1210 <i>Literature & Society</i>	Medina
ECEU-3563 <i>Labor Economics</i>	Barry-Figueroa
HSEG-1400 <i>Intro to Lat Amer History</i>	Schmidt-Nowara
LLEP-2005 <i>American Pluralism</i>	Rodríguez
LLEU-3343 <i>Crime & Minority Rights</i>	Estela
RSEG-3412 <i>Theology of Liberation</i>	Burgaleta
SOGA-5608 <i>Race/Ethnicity in the Media</i>	Rodríguez

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 students with Latin America and the experiences and cultural expressions of the Latino populations in the United States. The interdisciplinary approach aims at exposing students to the methods, materials, and tools of various disciplines. The major prepares students for graduate study and to enter the fields of international trade and finance, foreign service, teaching, publishing and Hispanic media and communications.

A major consists of ten courses: (a) an introductory course; (b) two courses from the social sciences; (c) two courses from the humanities/arts; (d) one upper elective in history; (e) one methods seminar (normally taken in the junior year); (f) one capstone seminar (normally taken in the senior year); and (g) two electives. Seniors may wish to write a senior essay under the guidance of one of the program's faculty members. The minor consists of six courses: (a) an introductory course; (b) two courses from the social sciences; (c) two courses from the humanities/arts; and (d) one elective. Since language competency in Spanish is expected, majors and minors should take at least one Latin American/Latino literature course above the 2001 level. Students are encouraged to study in Latin America.

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 are encouraged to consult with the director or the associate director to work out a program more appropriate to their needs.

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 study abroad contact Dr. Méndez-Clark at 718 817-3464 or 212 636-7135.

Fordham University

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