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FORDHAM UNIVERSITY

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DIRECTOR'S CORNER

It is our pleasure to introduce this new edition of the Latin American and Latino Studies Institute Boletín. As the new interim director (Hugo) and returning co-director (Cynthia) it has been quite a fun effort to continue the work done by Prof. Viviane Mahieux and all the other members of LALSI during the last few years. There is also no doubt that our program is currently in a very fertile transitional moment, which presents its own unique challenges but also is quite exciting and promising. At this point, the self-study review is entering its next phase, with a couple of esteemed Latin(o) American scholars visiting us in early February. This will be an opportunity to assess the current standing of the program as well as to get a clearer picture of our future path, and where it is that we want to go. At the same time, the Master's LALSI program is well under way with a small, but talented, group of new students. We encourage all LALSI faculty to provide the support needed to guide this new cohort of Latin(o) American scholars.

As you will see from the Boletín, we also have been able to carry out several exciting events and lectures this Fall semester. The biggest event was our joining in the continental celebration of José Maria Arguedas' birth with a distinguished panel of scholars who discussed the themes and depth of his work (see related note inside this issue). We have also had a series of lectures as well as artistic events that express the cultural richness that we bring to Fordham. Thanks to all our efforts, this is now an essential component of academic life at Fordham that is available to students on both the Rose Hill and Lincoln Center campuses.

The desire to increase our relationship with universities abroad, not only in Latin America, but also in Ireland and South Africa, is quite strong. The hope is that not only we will be able to provide study abroad opportunities to our students, but that also the possibility of having foreign students and faculty in our midst will contribute to our own education as a program. In this spirit, we are planning an initial small study tour program in Bogotá, Colombia. Our hope is that this will be the beginning of a very fruitful endeavor of study abroad initiatives that will continue contributing to our trans-national and interdisciplinary perspectives.

We wish to end this note by encouraging you to check our website and our Facebook page for LALSI news and events. Looking forward to an exciting Spring semester,

Hugo Benavides, Interim Director
Cynthia Vich, Associate Director



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

LATIN AMERICAN AND LATINO STUDIES INSTITUTE
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Faculty News

O. Hugo Benavides (Sociology & Anthropology) has been involved with the summer London study abroad program for the last two years, offering the courses “The Politics of the Supernatural: Horror in the British Empire” (Summer 2010) and “Writing the Empire: Haunting, Tradition and Warfare” (Summer 2011). He has also been invited to be on the advisory board of Oxford University Press' initiative for Latin American Studies Online Bibliography. Meanwhile, he has also published the following three articles: 1) 2012 “Our Ancestors the Incas: Andean Warring over the Conquering Pasts,” in *The Heritage of War*; Martin Gegner and Bart Ziino (editors), pp. 127-141, London: Routledge; 2) 2011 “Indigenous Representations of the Archaeological Record: Spectral Reflections of Post modernity in Ecuador,” in *Indigenous Peoples and Archaeology in Latin America*; edited by Cristóbal Gnecco and Patricia Ayala Rocabado, pp. 156-180, California: Left Coast Press; and 3) 2010 “Shades of the Colonial,” in *Handbook of Postcolonial Archaeology*; edited by Uzma Rizvi and Jane Lydon, pp. 235-239, California: Left Coast Press. He has also been invited by the Social Science Research Faculty/Mellon Mays Fellowship to South Africa to co-lead a Seminar on Graduate Writing for minority graduate fellows. The seminar will take place at the University of Capetwon from January 4-15, 2012. He also served as discussant and delivered a paper, “Football and Horror Films: The Cultural Life of the Nation,” in the panel on “Studying the Center and Above: Researching the Mainstream and the Hegemonic Capillary System, or Uppity Research,” at the American Anthropological Associations meetings in Montreal, Canada in November, 2011.

This past fall, **Carey Kasten** (Modern Languages and Literatures) published a new article “Tradición propagandística: el auto sacramental franquista” in *El siglo de oro en la España contemporánea* (Madrid: Iberoamericana; Frankfurt: Vervuert, 2011). She will be presenting a paper titled “Negotiating America: José Tamayo’s Strategic Ascent in the Francoist Theater Industry” at the American Historical Association conference in January 2012. She will be offering a new course this spring at Lincoln Center titled SPAN 3126: “The Spanish Golden Age through the Ages.” This course examines the Spanish Golden Age through texts from the 16th through the 21st centuries discussing how different artists, theorists and governments define the Golden Age period and to what end.

Gioconda Marún (Modern Languages and Literatures) completed the article “Eduardo L. Holmberg, Lin Calél (1910) Reflexión sobre el substrato pehuenche en la Argentina” in *Boletín de la Academia Argentina de Letras* (Argentine Academy of Letters) vol. LXXV, May-August 2010, nos. 309-310; (publication is temporarily delayed). This article is the first study on ‘Lin Calél’ written for the centennial celebration of the Argentine Independence in 1810.

Dr. **Elizabeth Penry** (History) spent the summer in Toro, Spain; from there she attended two conferences: the International Conference on Materiality, Memory and Cultural Heritage in Istanbul, Turkey in May 2011 and the annual meeting of the Association for Spanish and Portuguese Historical Studies (ASPHS) in Lisbon, Portugal in July 2011. At the ASPHS meeting, she presented “Seizing Sovereignty on a Heritage Battlefield: Villalar de los Comuneros, 1521 and 2010.” She is looking forward to a research trip to Bolivia over the semester break. The research is partially funded by the National Ethnology Museum of Osaka, Japan as part of a collaborative project on reevaluating the Spanish resettlement of indigenous people in the colonial era. Dr. Penry will be working in the Bolivian National Archives in Sucre and in regional archives in the famous silver mining center of Potosí.



A poster advertising the annual celebration of the Battle of Villalar, where the Comuneros of Castile were defeated in April of 1521. The Comunero rebellion is a subject of on-going research for Dr. Penry.

Professor **Clara E. Rodríguez** (Sociology & Anthropology) had her recently published co-authored book published in Chinese. It is entitled *The Culture and Commerce of Publishing in the 21st Century* (Stanford University press). Her book *Changing Race: Latinos, the Census and the History of Ethnicity in the US* (New York University press, 2000) was excerpted in *The Latino/a Condition: A Critical Reader*, edited by Richard Delgado and Jean Stefancic (New York University Press, 2011). Last fall on November 11, 2010, she was invited to be a Guest Lecturer at the University of Illinois, Champaign-Urbana. There she gave a public lecture and conducted a workshop with students. In addition, as part of the Intel Mentoring research project, she is mentoring a young woman from the Bronx High School of Science and is working with the student, Dyonishia Nieves, on her research project. This May, Prof. Rodríguez will be presenting a paper at the 61st Annual Conference of the International Communication Association (May 26th-May 30th) in Boston, Massachusetts. The title of the conference is “Communication @ the Center” and the title of her panel is “Communication as Central to Understanding Identity: Latino Representations in Mainstream and Chicano Media, 1840-2010.” Lastly, she has been invited to present at a symposium entitled “Counting ‘Race’: Racial and Ethnic Measurements in the 2020 Census,” which will be held at the University of New Mexico, on September 9, 2011.



The figure in our logo is that of Huitzilopochtli, main god of the Aztecs, fol. 89R *Codex Magilabechiano*, mid 16th c. Central Mexico



Faculty Profile



Professor Christopher Fraga

Christopher Fraga, Ph.D. Adjunct Faculty of Sociology & Anthropology Fordham College Rose Hill

Christopher Fraga's (Sociology & Anthropology) research looks at the social life of contemporary art in Mexico City. An unrepentant philistine, he couldn't be less interested in the aesthetic value ascribed to the art itself. Instead, he prefers to ask how different cultural actors use art as a resource, amassing different forms of capital and thereby advancing particular social and political agendas. His essay "Cryptonomies: Notes on Recent Films by Gianfranco Rosi and Natalia Almada" will appear in the December 2011 issue of *e-misférica*. Meanwhile, he is co-editing the publication that will accompany the 2012 edition of *Manifesta*, an itinerant European biennial of contemporary art. This fall Christopher is teaching ANTH 1100 *Introduction to Cultural Anthropology* and ANTH 3346 *Drugs, Culture & Society*. He is due to defend his dissertation in New York University's Department of Anthropology in April 2012. Please wish him luck!

Student News

Allison Russell (FCRH'13) writes on her experience with Bronx One on One Mentoring (BOOM) a mentoring program for local kids in the Bronx between the ages of eight and sixteen. BOOM is sponsored by the American Latin Association of New York (ALANY), which is an organization that offers services to the Latino community of New York. BOOM was originally intended for children who had one or both parents incarcerated, deported or facing deportation but since its founding, it has grown to include children from various home situations. Since she started, Ms. Russell has been a volunteer mentor for a ten-year-old girl, even after completing the requirements of the program. Ms. Russell reports that she became involved with this program in the summer of 2010, when she was looking for volunteer work with a flexible schedule. As she states, "I thought it was a great way to incorporate community service with something related to my major." Ms. Russell plans to study abroad in Mexico City at the Universidad Iberoamericana next semester.

In 2009, **Alberto Raúl Tornés** (FCLC'12) published two poems in *Miambiance*, Miami Dade College's literary magazine. Though he did not win any awards at the individual level, *Miambiance* has won several awards and is considered one of the best community college magazines. Currently, Mr. Tornés is a senior majoring in International Studies with a focus on Latin America at Lincoln Center.

Below are the two published poems featured in *Miambiance*:

Esta puta noche sigue avanzando y las ansias de presenciar algo extraordinario me consumen. No quiero ni pan ni vino. Ni peces multiplicándose, ni hombres caminando encima del agua. Y tampoco quiero océanos que se abran a mi camino. Mas quiero sentirme vivo, presenciar un nacimiento, explorar los rincones más recónditos del alma humana. Quiero lanzarme de un puente y sobrevivir. Bailar con monjes Tibetanos y descubrirle el rostro a bellas mujeres musulmanas. Comprarme un ticket de ida pero no de vuelta. Viajar a Ultratumba, cenar con Hades y pelear con Ares una batalla sangrienta. Quiero subirme a un árbol, con el pleno propósito de observar el mundo a mis pies. Nadar en un río salado y desembocar en un mar dulce. Quiero ganarme el corazón de una dama, y no morir de desconsuelo como los grandes románticos. Quiero montarme en un tren sin destino fijo, aparcado en una estación sonámbula. Quiero viajar a África y plantar semillas de esperanzas. Darle un motivo para vivir a aquellos que lo necesiten. Quiero salir de esta jungla urbanizada y de esta vida monótona.

Quiero lo que yo quiero, lo que queriendo se quiere y lo que se quiere queriendo.

Alberto Raúl Tornés (2009)

Una noche más que paso en vela, con pensamientos recónditos viajando a una velocidad ignota. Anhele el sosiego del mar, de la salina golpeando los arrecifes y los muros carcomidos por el tiempo y la historia. Me adentro en las calles desahuciadas de esta ciudad suburbana azotada por un clima nocturno poco común. Mi cajetilla de cigarrillos se ve extenuada por este vicio bobémico que me ha atacado, y mi taza de té lentamente va feneciendo a cada sorbo. Camino estas calles desiertas a una hora no rutinaria y el deseo de observar un cielo estrellado se ve obstruido por la inmundicia contaminación luminaria que invade estos caminos. Si tan sólo me encontrase a un alma gemela sufriendo de este mismo mal? Si tan sólo apareciese un ser humano transitando en esta pesadilla de insomnio? O tal vez un individuo sonámbulo que me alegrara con las absurdidades de su mundo presuntuoso. Nadie da señales de vida. Nadie brinda placidez a esta mente que se retuerce entre pensamientos y especulaciones. Sigo en esta jornada, peregrinando solo en esta noche fría. Retornaré a mis aposentos cuando el cuerpo me lo pida.

Alberto Raúl Tornés (2009)

SELECT NEW UNDERGRAD COURSES FOR SPRING 2012

ENGL 3039 Love and U.S. Latino Literature

4.00 credits

Daniel T. Contreras

This class will focus on the U.S. Latino literary tradition with a concentration on contemporary texts. We will cover a range of literature from poetry to plays, emphasizing issues of love, desire and sexuality, as well as history and memory as central themes. Authors include Sandra Cisneros, Gabriel García Márquez, John Rechy and Miguel Pinero.

TF 10:00-11:15, Course offered at Rose Hill

HIST 4952 Seminar: Ethnohistory

4.00 credits

Sarah E. Penry

An interdisciplinary seminar with a focus on Native Peoples of Latin America. Ethno historical methodology draws primarily from history and anthropology (linguistics, ethnography & archeology) but also includes are history and social geography. Topics for the seminar can vary but typically would include resettlement of indigenous peoples and conversion efforts.

R 1:30-3:20, Course offered at Rose Hill

LALS 3600 Latin America: Current Trends

4.00 credits

Juan Carlos Vignaud

The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America's main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extra regional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored.

M 5:30-8:00, Course offered at Rose Hill

POSC 3310 Racial & Ethnic Politics

4.00 credits

Christina M. Greer

This course introduces the major theoretical frameworks in the racial and ethnic politics literature. The class will help students better understand how incorporation, identity and participation shape political identity in the US.

MR 10:00-11:15, Course offered at Lincoln Center

POSC 3645 Politics of Immigration

4.00 credits

Annika M.S. Hinze

The course examines the politics of contemporary immigration. Topics include the construction of citizen and alien, the (re)negotiation of immigrant sexuality and sexual identity, the racialization of naturalization, the family and immigration law, the formation of social movements around immigrant rights, and a comparative analysis of immigration policies in the U.S. and those in Europe.

TF 1:00-2:15, Course offered at Rose Hill

SOCI 3408 Diversity in American Society

4.00 credits

Clara E. Rodriguez

An examination of historical and contemporary diversity in the United States. Diversity is defined according to ethnicity, race, religion, class and other relevant social groups. A comparison of the situation of old and new ethnic and immigrant groups will be made with special attention to factors affecting integration into the society.

MW 1:00-2:15, Course offered at Lincoln Center

SPAN 3126 Spanish Golden Age – The Ages

4.00 credits

Carey N. Kasten

This course examines the Spanish Golden Age through texts from the 16th through the 21st centuries to examine how different artists, theorists and governments define the Golden Age period and to what end. Possible artists include Eduardo Marquina, Federico Garcia Lorca, Camilo José Cela, Juan Goytisolo, Ernesto Caballero, Arturo Pérez-Reverte, Michele Foucault, Joel-Peter Witkin, Pilar Miró.

TF 2:30-3:45, Course offered at Lincoln Center

SPAN 3540 Spain and Islam

4.00 credits

Javier Jiménez-Belmonte

Islam has been a major constant in the construction of Spanish national and cultural identity from the Middle Ages to our present day. This course will explore the nature of this Islamic constant through the different political and cultural contexts of Spanish history. Course material will include literary sources from Medieval lyric to modern fiction as well as other cultural forms, including Medieval music and contemporary cinema.

TR 10:00-11:15, Course offered at Rose Hill

SELECT GRADUATE COURSES FOR SPRING 2012

LALS 5010 Latin American Migrations

(Open to undergraduates with approval of instructor)

3.00-4.00 credits

Cynthia Vich

Geographical, cultural and linguistic migration has been a major theme of Latin American fiction since its very beginnings. Throughout the 20th Century, the myth of entering modernity through geographical displacement became the cause of major transformations in the Latin American landscape: from the gradual emptying out of rural areas to the unplanned explosions of cities into megalopolis of overwhelming complexity. In recent decades, ever more complex dislocations of culture and identity have flourished with the increasing number of people leaving their country of origin to try their luck elsewhere, either within the continent or in the US, Europe, or Asia. In dialogue with recent critical discourse on migrancy, racism, globalization, hybridity and transnationalism, the Latin American fiction to be read and analyzed in this course will foster a discussion on the rapidly changing dynamics of the multiple cultural and linguistic identities of increasingly nomad Latin Americans of different social, racial and linguistic backgrounds.

Thursday, 6:00-8:30, Course offered at Lincoln Center

HIST 5922 Race, Sex and Colonialism

(Open to undergraduates with approval of instructor)

3.00-4.00 credits

Carina E. Ray

In this graduate course, we will analyze the similarities and differences that characterize histories of interracial sexual relations in different political, social, economic and legal contexts. We will focus on historical works that deal with interracial sexual relations in areas as diverse as colonial Zimbabwe, Haiti, Indonesia and the USA. Close attention will be paid to the methodological approaches our authors take and to the theoretical insights we can draw from our diverse case studies to help us better discern the common and singular threads running through this expansive field of inquiry. Case studies will be accompanied by foundational theoretical readings on race, colonialism, and sexuality.

Monday, 4:45-7:15, Course offered at Rose Hill

HIST 5954 Black Atlantic Migration

(Open to undergraduates with approval of instructor)

3.00-4.00 credits

Irma J. Watkins-Owens

Examines recent literature on Black migratory movements from post emancipation to the late 20th century. Decenters the South to North paradigm to incorporate migration studies within and from the Caribbean, within the American South and abroad considers theories of diaspora formation and politics.

Wednesday, 4:45-7:15, Course offered at Rose Hill

**Alumni**

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Please visit the Alumni section of the LALS website where you will find the Alumni Update Form

<www.fordham.edu/lalsi>



From left to right: Dr. Anne Lambright (Trinity College), Dr. Margarita Saona (University of Illinois at Chicago) and Dr. Cecilia Esparza (Pontificia Universidad Católica del Peru)

"The Dynamics of Representation: in Homage of José María Arguedas"

On Tuesday, October 18th from 6:30 to 9 p.m. at Mc Mahon Hall Room 109 at our Lincoln Center Campus, a panel of three lectures, followed by a round of questions and discussion was held to celebrate the centennial anniversary of the Peruvian writer and anthropologist José María Arguedas. One of the foremost figures of *indigenismo*, Arguedas' life and works are emblematic of Latin America's mestizo identity, making him one of the key figures of Latin America's critical thought. The subject of nation-building through literary discourse, one of the central themes of Arguedas' work, was addressed by the three panelists, which presented the following papers: "A Boy with the Eyes and Ears of an Adult": Self-Representation in the Epistolary Work of José María Arguedas", by Prof. Cecilia Esparza (Pontificia Universidad Católica del Perú); "Subject, Space, and the Feminine in the Narrative of José María Arguedas", by Professor Anne Lambright (Trinity College); and " 'Woman's Blood': Race and Manhood in José María Arguedas", by Prof. Margarita Saona (University of Illinois at Chicago).

Cynthia Vich, Associate Director of LALSI and organizer of the event, reported: "The three papers were quite interconnected in their approach to the work of Arguedas, with many points in common among them. This facilitated the discussion afterwards, with several questions from LALSI faculty and, most notably, from Fordham students. There were also a good number of attendees not related to Fordham, since the conference was advertised throughout the academic community in the NYC area. It was a wonderful event that LALSI was proud to host."

Research Highlight

Dr. **Gioconda Herrera** and Dr. **María Amelia Viteri**, Professor and Researcher of the Department of Sociology and Anthropology respectively, at the Latin American Faculty for Social Sciences in Ecuador (FLACSO- Ecuador) are currently pursuing a research on the Ecuadorian Community in New York City. Their research entitled, "Life strategies and changing identities in times of crisis: the Ecuadorian migration in New York City" explores the changes and continuities in life strategies and identity formation of two groups in New York City: the Ecuadorian LGBT (lesbian, gay, bisexual and transgender) community and immigrants coming from rural indigenous communities of Ecuadorian highlands. Dr. Herrera and Dr. Viteri look at these communities considering the current global crisis and the toughening-up of migratory policies in the last ten years. As such, they are currently analyzing the impact of these processes in the socio economic integration, transnational ties and the social reproduction of these two groups. The initial research stage was conducted in New York City between June and October 2011 and the second phase, that involves fieldwork in Ecuador, has been planned for November-February 2012. The researchers are associated to Fordham (LALSI) during their research period and will present their preliminary results in an open seminar forum at Fordham in April 2012.



From left to right: Alina Troyano, Professor Arnaldo Cruz-Malavé (Modern Languages and Literatures), Magdalena Gómez and Josefina Báez

Legendary Latina Artists Perform at Fordham

On November 17, three stars of the NY performance art scene, Loisaida legend Alina Troyano, aka Carmelita Tropicana, Bronx-native Magdalena Gómez and Dominican-American Josefina Báez, performed at Fordham before a full and lively audience of students, faculty and guests. Donning a flamenco dress and singing a torch song, Troyano, author of *I, Carmelita Tropicana*, Performing Between Cultures, presented a touching, intensely extravagant and hyperbolically hilarious piece about a failed same-sex cross-ethnic romance and culture clash. Josefina Báez, author of *Dominicanish* and founder of the Dominican-American Ay Ombe Theater, read from her book of poems, *Levente No*, a brilliantly witty book about cross-cultural mixes and global exchanges by Dominican-Americans in their travels between the Dominican Republic and New York. Nuyorican poet, co-founder of the theater company Teatro V!da and NEA American Master, Magdalena Gómez read from her multi-voiced, reflectively political and smartly ironic *Dancing in My Cockroach Shoes*. Engaged in a conversation by students from Prof. Cruz-Malavé's New York in Latino Literature, the performers discussed their beginnings as artists. In their diverse stories, they related how as Latina artists they often had to create different kinds of networks in order to perform, as even the alternative ethnic and women's networks were not welcoming at first. This position as marginal within alternative networks, they explained, freed them to be even more innovative, infusing their writing with transgressive humor, multi-cultural word play and body language and unconventional social commentary, all of which were vividly on display at their Fordham performances. The event was co-sponsored by LALSI, Comparative Literature, American Studies, AAAS, Women's Studies, Poets Outloud, Fordham College's Dean's Office, The Office of Multicultural Affairs, the student groups El Grito and PRIDE, and organized by Modern Languages and Literatures.

SELECT GRADUATE THESES ABSTRACTS

My thesis looks at the role the international and transnational community is playing in the attempt to bring justice to El Salvador. More specifically, in the case of the Jesuit murders that occurred in 1989. Under the principle of Universal Jurisdiction, Spain, alongside the Center for Justice & Accountability, based in San Francisco, is attempting to hold accountable those responsible for the murders. Unfortunately, one of the major roadblocks in this case is the 1993 Amnesty Law El Salvador implemented after their civil war. I take a closer look at the Amnesty law and describe how the law is in violation of International law and that these men should be prosecuted, not only for the families of the victims, but for the country as well.

Jorge Deossa (GSAS'12)

“My thesis topic looks closely at young Latinos in the United States education system, and why they have not been able to succeed as well their immigrant predecessors have over two to three generations. As a demographic, they have held the highest high school dropout rate in the U.S. since 1980, as well as being the lowest scoring group on all state and national exams for the past 20 years. I first examine the historical factors, looking at U.S. urban school systems and how they were established based on a strict Anglo-Saxon model, leaving little room for cultural and linguistic diversity. I explain how earlier immigrant groups like the Irish, Jewish, and Italians were forced to abandon native cultures and languages and assimilate in order to become successful in the school system. Despite the fact that Latinos have arrived in the United States in much larger numbers than their immigrant predecessors, they are also much more hesitant to undergo a complete cultural and linguistic assimilation. However, in U.S. society certain standards must be upheld in order to succeed in some U.S. public institutions, such as the school system. The idea is to assess as to why the Latino community has not had great academic achievement including home life, cultural values of education, poverty and social influences. I spent four months conducting Latino mentoring groups in two area school districts, where I surveyed and questioned Latino students on these factors; through a blog where I posted my findings and thoughts on the topic and was able to advertise it through various education networks. In doing this, I received feedback from teachers (local and abroad), parents, and educational enthusiasts, and it also allowed me to look at what the school systems have done on a national, state, and local level to accommodate the diverse cultural and linguistic needs of Latino students including ESL and Bilingual programs. Based on various secondary sources I have gathered as well as my own research, I have developed suggestions for improvement including a model of bilateral adaptation. Through this model, I hope to essentially prove that both the Latino community and the United States school system as a whole must both make certain adaptations in order to address the obstacles facing Latino students, in order to make them more successful in the school system.”

Maria Dolgetta (GSAS'12)

“My thesis will be on Women and Capoeira. Capoeira is a Brazilian marital art form that traces its roots to slavery during their colonial period in Brazil. The rudiments of capoeira were an art form practiced by enslaved Africans and were very different from what capoeira is today. It was one of the African cultural elements that was outlawed and anyone caught practicing it would be punished. The original form of capoeira is Angola. It gets its name from the West African country. Capoeira Angola evolved to Capoeira Regional, which was developed by a former stevedore Mestre Bimba. Capoeira was a male dominated sport and women did not practice this art form. Their involvement in capoeira was peripheral. For example, because it was prohibited to practice capoeira, it was practiced in secret. If police were nearby or were about to catch the illegal practice, the men would stop playing capoeira and the women joined them in a samba circle. Women's role in society has changed significantly, especially in Western societies. Women's presence in capoeira started to change and female practitioners increased in numbers. Women have been involved in this male dominated and hierarchical sport for over 40 years, however, the percentage of women in higher ranks (higher belt) is disproportionately lower than men. If 40 years was not enough time to have more high-ranking women in capoeira? What are the factors contributing to the disproportionate numbers of higher-ranking women compared to men? Are women's gender roles and societal pressures superseded by their desire to achieve a higher rank in capoeira? What obstacles do women face? Do women receive support from their male counterparts?”

Dania Martinez (GSAS'12)

Fall 2011 Events

“Death in the Desert: A discussion by Professor Lawrence J. Taylor”

This talk explores the practice of moral geography and the political uses of death; we begin with two widely publicized incidents: the death of fourteen migrants attempting to cross the desert in Cabeza Prieta National Wildlife Refuge, Pima, Arizona in 2001 and the shooting death of a park ranger in the nearby Organ Pipe National Monument, Ajo, Arizona in 2002. Taken up respectively by pro and anti immigration groups, these two death events were used by moral entrepreneurs in the continuing struggle to define the nature of the borderland desert landscape and the people who cross it. This talk examines that struggle as an element in what Professor Taylor calls ‘moral geography’: the process whereby groups and individuals use landscapes to define good and evil, sacred and profane, and national and individual identity. Viewed from this perspective, this case study sheds light on the particular shape of continuing moral struggles on the border and, more generally, on a range of cultural practices, including the political uses of death, moral entrepreneurship, and moral geography.

Tuesday, September 27th, Rose Hill

“Hispanic Heritage Month with Sutra: Live at Fordham”

On Thursday, September 29th, Academia Hispana in collaboration with The Latin American and Latino Studies Institute, and The Art History and Music Department celebrated Hispanic Heritage Month with Sutra: Live at Fordham. Straight from Guadalajara, Mexico, the band Sutra put on an audio-visual performance made especially for Fordham. Their blend of rock, jazz, and ambient sounds is intensified by their visual accompaniment, which for the show focused on the political and economic situation in Guadalajara through the eyes of a concerned citizen. The event was both fun and enlightening, as audiences got to see the living conditions that inspired the music. In addition, Fordham's home band, Save the Youth Center, performed before Sutra.

Thursday, September 29th, Rose Hill

"Impunity by all Means: National Symbols and Gender Violence in the Mexico-U.S. Border"

Co-sponsored with LALSI. Melissa Garcia (Yale) discussed the feminicidio (murders of women) in Juarez, Mexico. She provided an overview of some symbolic strategies (by the state and local media) that ensure that crimes go unpunished. In addition, she highlighted some of the creative mechanisms that came out of ordinary citizens-turned-activists in challenging those narratives. She also explored the whore/virgin dichotomy mediating these struggles.

Tuesday, October 11th, Rose Hill

“The Dynamics of Representation: In Homage of José María Arguedas”

See page 4 for full article.

Tuesday, October 18th, Lincoln Center

“Legendary New York Latina Performance Artists”

See page 4 for full article.

Thursday, November 17th, Rose Hill

“A Screening of the Documentary ‘MI CHACRA’ (My Land)”

By: Jason Burlage

Raised in a small farming village in the mountains of southern Peru, Feliciano works as a porter on the Inca Trail to Machu Picchu in hopes of some day taking his son to live in the city. Framed by the seasons, *Mi Chacra* chronicles one year in Feliciano's life, from the planting season in his community to the harvest, and through a season of work on the Inca Trail. The film paints a vivid picture of this man's world, of the conflict between his love of the land and the work he has learned from his father, and the desire to see his son living what he sees as a better life in the city. (52 minutes)

Q & A session with the director followed

*Thursday, November 17th, Lincoln Center***“An Evening With 'JUNTOS'”**

On Thursday, November 17th, in the 12th Floor Lounge of our Lincoln Center Campus, a performance of the JUNTOS dance collective was sponsored by LALSI. JUNTOS is an organization of performing artists in NYC and California committed to social justice and community outreach through dance. Founded in 2008 by Joanna Poz-Molezky, an Ailey/Fordham BFA and LALSI graduate, JUNTOS is made up of a varied group of Fordham alumni and current Fordham, Juilliard, SUNY Purchase and LINES/Dominican students. Adrienne Cousineau (FCLC '10), a JUNTOS dancer and Director of Communications made an introduction to the performance, which was followed by a discussion with the public led by Prof. Maureen O'Connell (Fordham Professor of Theology).

*Thursday, November 17th, Lincoln Center***“El Dilema Perpetuo: Historia, Memoria y Arte Visual”**

Special Guest Speaker Francesc Torres, Artist and Photographer.

Frances Torres, a Barcelona-based visual artist, presented images from his exhibition "Oscura es la Habitación donde Dormimos" ("Dark is the Room Where we Sleep"), which documents the 2004 exhumation of a mass grave in Burgos, Spain from the Civil War. Torres's photos depict the work of the forensic anthropology team, as well as the villagers and family members of the victims. His work raises timely questions about historical memory in Spain and how to memorialize the victims of the Civil War.

Note: This talk was conducted in Spanish.

*Friday, November 18th, Lincoln Center***“Facing Fascism: Americans & the Spanish Civil War”**

Special Guest Speaker Peter Carroll Lecturer of History, Stanford University, author of *The Odyssey of the Abraham Lincoln Brigade: Americans in the Spanish Civil War*. Peter Carroll spoke on the American reaction to the Spanish Civil War, highlighting the participation of New Yorkers in the Abraham Lincoln Brigades.

*Wednesday, December 7th, Lincoln Center***“El Velador”**

Co-Sponsored by the NYU Latino Studies Program, the Department of Sociology & Anthropology and the Latin American and Latino Studies Institute at Fordham University. Please join us for an advance screening of Natalia Almada's new documentary, *El Velador*, and a post-screening conversation with the director. Night after night, Martin watches over the extravagant mausoleums of Mexico's most notorious drug lords like a guardian angel. Set in a massive, labyrinthine cemetery, 'El Velador' (The Night Watchman) is a peaceful meditation on violence. Natalia Almada's haunting documentary reminds us that even today, during the turmoil of Mexico's bloodiest conflict since the revolution, ordinary life persists. The film screening will be held at 20 Cooper Square, 4th floor from 6p.m. to 9p.m.

*Thursday, December 8th, Lincoln Center***“Annual LALSI Christmas Party”**

Join the rest of the LALSI community in a celebration of food and drink in the Music Room at the McGinley Center from 4p.m. to 5p.m.

Friday, December 9th, Rose Hill

MASTER'S DEGREE PROGRAM IN LALS

This exciting and innovative new Master's degree combines Latin American and Latino Studies. Students will have hands-on experience with an internship, service learning project or research either here or abroad.

With the M.A. in Latin American and Latino Studies, you may work with a non-governmental organization in the U.S. or abroad, pursue advanced graduate work in a specific discipline (such as History, Spanish, Anthropology, etc), or use the degree to enhance knowledge of Latin America and U.S. Latinos for a career in business, marketing or consulting.

An Opportunity for Fordham College Juniors: The Early Admission M.A. Degree in Latin American and Latino Studies

If you are now a Fordham College sophomore, it is not too early to think about the Early Admission Master's degree. Apply during your junior year and earn a Master's Degree with just one additional year of coursework beyond your bachelor's degree by taking two graduate courses during your senior year. These two courses will count toward your Bachelor's Degree **and** your Master's Degree. With this head start, you can complete the Master's Degree in just one additional year. You do not have to be a Latin American and Latino Studies major or minor to apply.

For more information see the LALS web page at www.fordham.edu/lalsi or write to us at lalsi@fordham.edu.



Fordham University

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Spring 2012 Course Offerings

Below, please find a **sampling** of our course offerings for Spring 2012. For the complete listing and descriptions visit our website www.fordham.edu/lalsi

ANTH 3470	People and Culture Latin America
COLI 3664	Post Colonial Literatures
ENGL 3039	Love and U.S. Latino Literature
HIST 3806	US Immigration/Ethnicity
HIST 4952	Seminar: Ethnohistory
LALS 2005	American Pluralism
LALS 3343	Crime & Minority Rights
LALS 3437	Afro Brazilian Film, Literature & Culture
LALS 3600	Latin America: Current Trends
POSC 3310	Racial & Ethnic Politics
POSC 3641	Latin American Politics
POSC 3645	Politics of Immigration
SOCI 3408	Diversity in American Society
SPAN 2601	Spanish Conversation & Composition
SPAN 3001	Topics in Spanish Culture
SPAN 3002	Topics in Spanish American Culture
SPAN 3126	Spanish Golden Age – The Ages
SPAN 3520	Spain in Context
SPAN 3540	Spain and Islam

Graduate Courses:

ECON 5570	Global Financial Markets
HIST 5915	Latino/Latinas & US History
HIST 5922	Race, Sex and Colonialism
HIST 5954	Black Atlantic Migration
LALS 5010	Latin American Migrations
UEGE 5102	Historical Philosophy: Multicultural FND

LALSI provides an intellectual home for students and faculty who are interested in Latin America and the Latino Populations of the US. With offices on both campuses, the Institute acts as a clearinghouse for information, organizes conferences, invites speakers to the university, maintains video/journal collections and sponsors film series and internships.

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

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.

The **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.

* - Major and Minor requirements can differ, please see your class Dean for further details.