



EL TERRAPINO

Latin American Studies Center

2018-2019

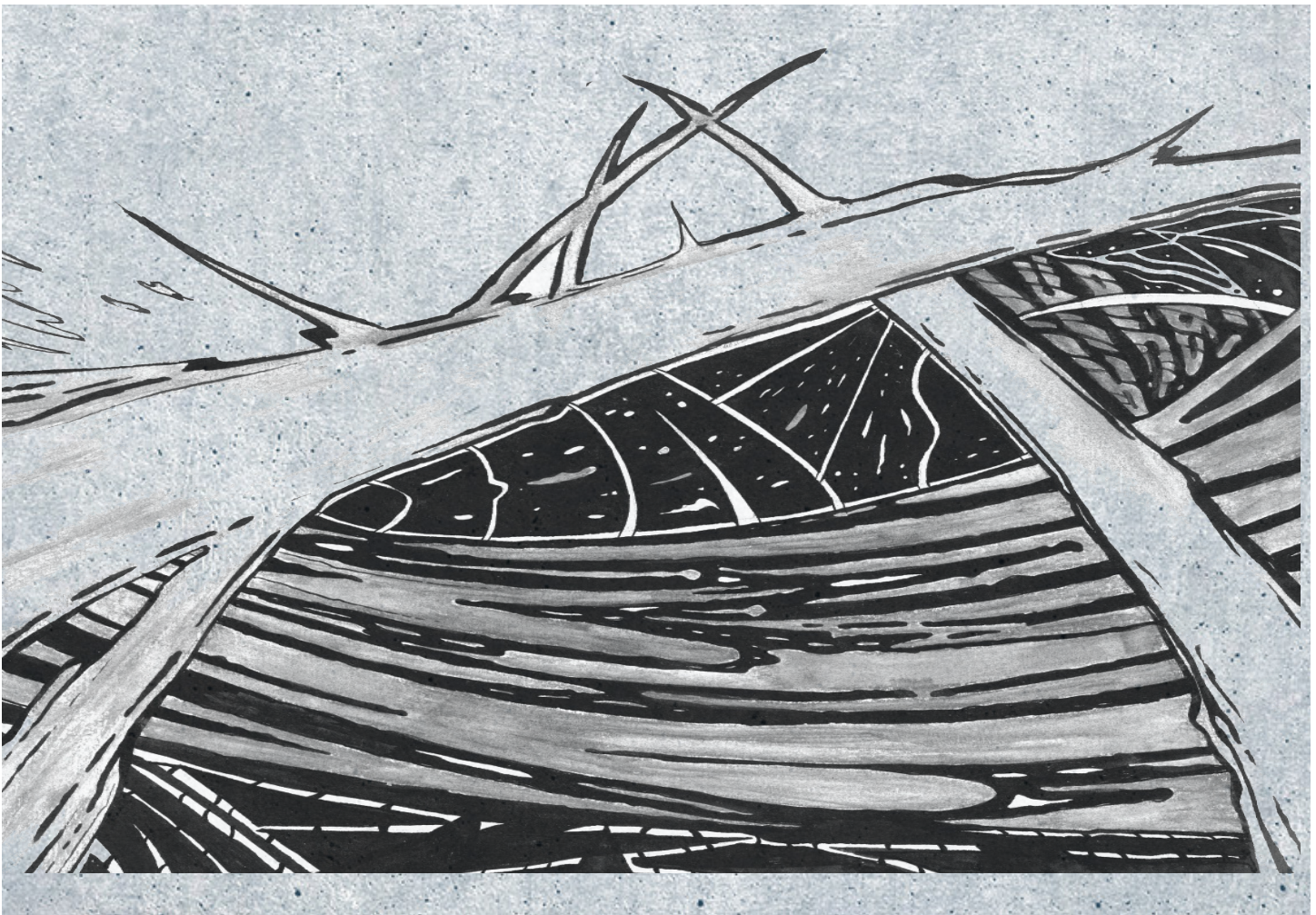


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Artist Regina Vila Verde - (LASC logo 1999-20015)

Director's Note

I am grateful to have had the chance to guide LASC through this year of growth. This past academic year, twelve students completed relevant, original capstone research projects, and four students provided vital service to the local community through internships. We launched our Professional Pathways Minor, our online undergraduate journal *El Foro*, and our new Graduate Mentorship Program, and continued our Graduate Residency Program. Our graduate community planned and executed a dazzling interdisciplinary conference, and sustained one another through major achievements including dissertation defenses and fellowship awards. I invite you to read about our efforts and accomplishments throughout this issue of *El Terrapino*.



LASC celebrated our *doble quinceañera* this year, thirty years of Latin American studies at UMD. We gathered to recognize this milestone and the years of service from our founder Saúl Sosnowski and subsequent directors Alejandro Cañeque, Karin Roseblatt, and Laurie Frederik. While their dedication has been invaluable in creating a place for Latin American studies at UMD, what strikes me as I reflect on the year is that the work of directors, myself included, is secondary to the immense ongoing labor and energy from the other members of our community.

LASC's most abundant resource is our people. We have no shortage of devoted, kind individuals who make space for vulnerability, struggle, and joy within academia. As I transition into my new position in the Department of Classical and Modern Languages and Literatures at Texas Tech University, I know that I am leaving LASC in highly competent, deeply committed hands. I optimistically envision LASC's next thirty years of growth. Our profoundly talented staff, energized and engaged graduate students, invested and powerful undergraduates, and affiliate network of leading Latin Americanist scholars could, if sustainably funded by the UMD administration, help to make LASC a leader in what Latin American studies can be. I imagine a future in which peer institutions look to us for models of interdisciplinary collaboration, transnational exchange, and the advocacy and solidarity that can stem from scholarship.

Our mission as a public land-grant institution is to serve our local community, which is roughly 20% Latinx. I urge UMD's administration to recognize the centrality of LASC's work in fulfilling this mission, and before building another parking structure or glass-plated edifice, to craft a plan to sustain our precious human resources. In a moment in which many people of Latin American descent are under attack and paralyzed by fear in this country, as ICE apprehends our neighbors, the urgency of prioritizing and celebrating Latin American, Caribbean, and Latinx history, resilience, and presence is clear. We have much to learn from Latin America. May LASC long have the resources to provide empathy, facts, solutions, and sanctuary.

The fiscal future of LASC cannot continue to be an exercise in frugality. Given the broad range of populations that we serve, ARHU cannot continue to be solely responsible for supporting us financially. It is time for the Office of the Provost to reinstate their long-standing commitment to LASC's mission, and for BSOS, Public Policy, the Graduate School, and other units whose communities we serve to commit to funding LASC's crucial work. It is time to establish a Latin American Studies Graduate Certificate, to formally recognize our graduate students' extensive labor, knowledge, and organizing efforts. It is time to activate our affiliate faculty network, to leverage our impressive web of experts' knowledge, resources, and connections, and for each of them to become stewards of the future of Latin American studies at UMD. It is time to re-envision our network of campus-wide alliances, to generate profound collaboration between units, and to reject the discourses that position us in competition with each other. We belong to and need one another, and more than that, we belong to the students and community members who we exist to serve.

I am hopeful about the future of LASC. For our 60th anniversary celebration, I hope to join a network of hundreds of LASC alums and former faculty on campus, to share tamales and aguas frescas with our extensive web of academic, activist, and industry leaders making an impact globally. I look forward to learning what new horizon of research LASC's future graduate grants will support, and to meeting the next generation of undergraduate change makers. In the coming years, I hope that our drive to serve the local community expands with the reach of our technology, facilitating more mutual exchange with Latin American voices in broadcasts, podcasts, and global classrooms.

LASC, may your office always be half garden; may your desks always double as dining tables. May your dialogues be as transnational as capital, and may you always be a source of soup. To Laurie, Eric, Sabrina, and Ana: working with you has been one of the truest honors and joys of my life. Thank you for teaching me to trust the assets and creativity of those around me. To my students: Thank you for your curiosity and sincerity. Keep reading. Thank you for trusting me to guide you.

Con todo mi amor y esperanza,

A handwritten signature in cursive script that reads "Britta Anderson".

4 Britta Anderson

Incoming Director's Note

I am honored to begin the year 2019-2020 as Director of the Latin American Studies Center (LASC). For years, I have been a member of LASC affiliate faculty, a group comprising faculty from various departments and programs in the university community, attesting to LASC's reputation for interdisciplinarity. Over the years, I've welcomed LASC Certificate students to my classes, and listened to enthusiastic comments from my own graduate students about their interactions with the LASC space and members of the LASC community. However, as I start this Directorship, I'm only just beginning to understand the range and breadth of the work done by LASC.



I think it important to remember and value the history of LASC, the pioneering work done by Saúl Sosnowski (1989-2009), Karin Roseblatt & Mary Kay Vaughn (2009 -2013), Alejandro Cañeque (2013-2014), Laurie Frederik (2014 - 2016), and Britta Anderson (2016-2019). Throughout those years, LASC has gone through many transformations and has contributed a great deal to the story of Latin American Studies at the University of Maryland. The work of both graduate and undergraduate students has been an important part of LASC identity and LASC accomplishments.

I look forward both to continuing these contributions and to learning from LASC staff and those who have been an active part of the LASC experience. Outgoing Director, Britta Anderson, and Eric Tomala, Coordinator for the last two and a half years and incoming Assistant Director, have both already given me invaluable advice and information to help make the transition not only a smooth one, but also one of benefit to the LASC community.

I take on the role of Director at a point when there seems to be some uncertainty about what will be the future of LASC. As I listen to the stories of LASC, I realize that the Center has been in this position before and has survived as a Center. I look forward to doing what I can to try to ensure that it continues to survive, expanding and deepening its importance to Latin American and wider Caribbean communities at the University of Maryland. Students studying various aspects of Latin America and the Caribbean have often told me they find a home at LASC, and I look forward to continuing and expanding that sense of belonging and commitment.

Over the years, my own academic interests have been region wide – the Americas, in particular the Caribbean and Latin America and the corresponding diasporas. My early graduate work was in Latin American Studies, which in practice meant then, as it usually does now, a focus on Spanish-speaking Latin America. For later graduate work, I focused on the politics and history of the Anglophone Caribbean, in particular Grenada. When I first came to UMD in 1995, my Latin American Studies interest resulted in my leading a Study Abroad program to Mexico, in which I had spent some months just before beginning graduate work. Subsequently, years later, as faculty in the English Department, my teaching of Caribbean Literature has involved reading not only anglophone Caribbean literature but also literatures of the French, Spanish and Dutch Caribbean in translation. Some courses have focused on work with community organizations active with young people from the Washington metropolitan area Central American communities. I hope, during the period of this directorship, to find ways to support student work on Latin America and the Caribbean and also to strengthen communication between students and local Latin American and Caribbean communities.

I'm pleased to be working with the Latin American Studies Center, and look forward to a productive year.

A handwritten signature in cursive script that reads "Merle Collins".

Merle Collins

LASC Graduate Student Collective Manifesto

1. Challenges and Changes in LASC over 30 Years

In 1969 the first committee for the creation of a Latin American Studies Center at the University of Maryland was told that the Board of Regents and the Provost approved the establishment of the center but budget cuts prevented its creation. It was not until the late 1980s when LASC would first open its doors as a research institute. Since its origins, LASC has struggled to receive appropriate funding.

In 2019 the center celebrated its 30th anniversary. In these years, the center went through divergent situations in 1) amount and sources of funding, 2) priorities in teaching, research, or community building, and 3) institutional stability of its directors and staff members. With a limited budget and the need to maintain old projects and keep developing new ones for and with the Latinx, Latin American, and Latin Americanist community on campus and beyond, in its 30 years LASC's directors faced multiple challenges: How to integrate and coordinate faculty, graduate, and undergraduate communities on campus? How to reallocate resources when funding decreases? How to continue the life and energy of the center with less funding?

None of the problems that LASC faces today are new to the center or exempt from the broader issues in higher education, the decrease in enrollment in the humanities, and the commodification of education that encourages market oriented degrees. However, financial support is now critical for the future of LASC. In the academic year of 2016-2017 the Provost

stopped funding LASC. Since then, LASC has been supported almost exclusively by state funds and by the College of Arts and Humanities. Promises of increased funding depended on expanding the enrollment in the undergraduate certificate program. In the academic year 2017-2018, LASC registration rate tripled in comparison with the previous year. The number of certificate students continued to grow in the following academic year. However, funds never increased.

Since LASC stopped funding graduate students, we have heard different administrators and faculty referring to the “absence of a graduate component.” We agree that more funding for graduate research and graduate assistantships are a fundamental aspect of fortifying the graduate community. However, we disagree about the absence of the graduate component. The material impossibilities made community building and solidarity more necessary than ever. Not only did we not disappear, we made the life of the center, its research agenda, and its visibility stronger than ever.

We are here to demand the material and official recognition that our unpaid labor, our research, and our teaching deserves. We are here to promote a vision of a center that engages with our communities on campus and our Latinx community in the area. We are here to advocate for a space that provides a sanctuary for many students on a campus where they feel unsafe, to provide a pluralistic space to discuss pressing issues in a political context where Latin American immigrants and Latinx suffer the dissemination of racist discourses and gendered violence.

2. Who are we

We are a collective of graduate students from Latin America and the Caribbean. We are Latinx. We are Latin Americanist scholars with divergent paths, personal trajectories, educational backgrounds, and research interests. Defining a community presents its risks. Who belongs? Who is left out? How can we be more inclusive without losing the specificity that differentiates our approaches, ideologies, and preserves our histories? How can we make connections between the Arts and Humanities, the Social Sciences, and STEM? How can we define who are we without restricting the multiple identities, geographies, and epistemologies that will reflect and guide LASC's research and teaching agenda?

This community grew out of the 2015 LASC Annual Conference “Hybridity: Examining Processes of Circulation, Collaboration, and Conflict.” Nine students from Education, History, Women's Studies, French, and Spanish Literature met to discuss the theme, organize the panels, and propose and select keynote speakers. After the conference in summer 2016 we founded the LASC Writing Group. For three years we have been meeting regularly to 1) create a space for discussion and intellectual exchange where students can share and construct knowledge that reaches across disciplines and experiences, 2) to explore interdisciplinary approaches in our research, 3) to facilitate a more holistic approach to professional development by engaging students with topics, research, questions, theories, and methodologies that are outside our fields, and 4) to generate a collaborative network

among graduate students to share materials, sources, scholarship, and contacts that contribute to our research and experiences.

Sanctuary, Refuge, Oasis was the theme of the 2016 LASC Conference. Once again, graduate students met for a year to plan the theme, organize the panels, recruit students, and put together a performance night that engaged with the methodologies of the Arts and the Humanities. Through our collaborative projects we became more than researchers. We are writers, communicators and scholars engaged with activism and artivism. Through this conference our collective reflected and promoted conversations that were developing at the national level. After Donald Trump's election, a movement of students led by PLUMAS (Political Latinx United for Movement and Action in Society) mobilized to demand UMD President, Wallace Loh, to declare the university a sanctuary. The LASC graduate student collective joined the mobilizations and created interdisciplinary bridges to bring academic work and activism together. We organized a panel with undergraduate organizers who debated the challenges of the sanctuary movement, the struggle of everyday organizing, and the role of student activism in the constructions of political sanctuaries. For most of us, LASC provides this sanctuary: a safe space to express our multiple subjectivities and identities, a refuge where we can speak in our native languages, and a kitchen full of food that tastes like home.

Our Queer Americas Conference and Huracán Conference in 2017 and 2018 continued to fortify our collective and to promote

renovation among our community. While organizing these conferences we debated the relationship between theory and practice, and how we should read, research, and conceptualize Latin America and the Caribbean in a U.S. institution. How do we challenge rigid boundaries between human and non-human actors, how do we intervene in a conversation about and in Latin America and the Caribbean in times of political, environmental, and economic tormentas?

Collectives define themselves by their identities as well as by their goals and values. In the following section we will develop our main vision. This is not only a vision for the future of LASC but work that we are already doing through community building, activist work, and rigorous research projects.

3. What We Believe

We believe that LASC should teach about, research on, and embrace the experiences of resistance and resilience of Latin American, Caribbean, and Latinx communities. We believe that everyday relationships and the way we engage with other people, disciplines, stories, and ways of living are central to constructing a center that advocates for communities historically marginalized in the country and systematically ignored on campus.

The main principles that guide our praxis are collective work and horizontalism. We embrace this practice in the planning of the conference, in the organizing of an event, and in our writing group. Most of our academic formation has to do with doing

research, applying for fellowships, and writing our dissertations in isolation. Collective work means challenging individualism and neoliberal practices. It means to consensuar projects and to extensively debate the goals of the events we organize, the speakers we invite, the type of space we want to create in the center. It has not been easy. Horizontalism requires time, energy, and a profound belief that any collective decision and collective action will have a better result than your own idea. It means that sometimes we need to trust in other people's ideas and be patient waiting for the results. It means that we need to be ready to fail if necessary in order to take risks. It means that we need to meet more often to discuss "what worked well and what didn't work well" and "how can we improve next time?"

We believe the center should encourage interdisciplinary research. This means that the events, the conversations, the conferences, and LASC core classes should bring people, perspectives, methodologies, theoretical concepts, and ways of conceptualizing Latin America and the Caribbean from different disciplines including the Arts and Humanities, the Social Sciences, and STEM fields. The graduate collective has been working tirelessly for four years to organize interdisciplinary conferences. Systematically, the conference has been incorporating more students not only from the Arts and Humanities but also from the Social Sciences, and, in the "Huracán" Conference, from STEM fields. The writing group has been an incredible tool for

our interdisciplinary formation. Through collaborative writing, panel organizing, giving and receiving

LASC Graduate Student Collective Manifesto

feedback from graduate fellows, we incorporate concepts, and ways of reading in an attempt to break disciplinary boundaries. Our collective favors a director who can prioritize the creation of networks among departments and facilitate conversations between faculty, graduate, and undergraduate students. No single department is able to contribute to this mission if they are encapsulated in their own disciplinary boundaries and departmental interests. Our collective advocates for directors who can respect graduate students' ideas, labor, and expertise.

Finally, we believe that a Latin American Studies Center in a U.S. institution has the responsibility of connecting institutions, people, and ideas throughout the Americas. Many of us engage with a transnational perspective in our research. Some experiences led by LASC graduate assistants connected LASC with institutions from Brazil and Argentina. Our presence on campus makes the center transnational. We connect scholarship written in English with scholars in the Global South. We promote a network of organizations, people, ideas, and institutions that foster the diversity that this campus espouses though fails to support. We believe that it is our role as Latin Americanists to dismantle the structures of colonialism and imperialism that characterize the process of knowledge making. We study and incorporate in our research different types of knowledge produced by indigenous people, black communities, Afro-Latinxs, women of color, and LGBTQ+ communities. We ask ourselves "what do our life experiences have to do with what we study and how we study it?" We challenge the

performed objectivity of academic work that erases our identities, experiences, and personal and political motivations.

4. Problems in Organizing Graduate Students

One important issue we have to face in organizing graduate students has to do with the nature of the students' mobility and their level of exploitation. Graduate student organizing, as maybe any organizing, depends on the time and energy of people already exploited by harsh working conditions. Graduate student workers at the University of Maryland struggle to live with a salary that does not correspond with the cost of living in the D.C. area. We work as teaching, administrative, and research assistants for 20 hours — if not more — a week. We conduct research, take classes and exams, and apply for fellowships for at least another 20 hours a week. It is not easy to gather a group of graduate students in a room to organize a conference that conflicts with their daily responsibilities. Therefore, we face limitations in reaching graduate students willing to work extra hours to organize a conference or participate in a writing group.

We also consider it problematic that what the institution requires from us in terms of service is not compensated with reasonable stipends. With the exception of the teaching assistant at the Latin American Studies Center, almost every activity organized by our collective has been unpaid. We saw a change in the last directorship. Graduate students started to be compensated for their work

mentoring undergraduates and for teaching responsibilities. It is fundamental that this initiative continues to grow. We conduct research outside of the country. Therefore, we need more resources than other students in order to graduate. International students have the extra burden of participating, producing knowledge, and communicating in a language that is not their native language. They live far away from the familiar and professional networks that would bring them comfort or sanctuary in challenging moments.

The second and even more urgent and crucial issue that threatens our mission is funding. Today the Latin American Studies Center depends on state funds and the College of Arts and Humanities. In the last couple of years, other entities on campus supported our conferences, including the Office of Graduate Diversity and Inclusion, the Office of International Affairs, and the Center for Literature and Comparative Studies. While our conference would not have been possible without the generosity and collaboration of these offices, the reality of our center and the vision that the graduate collective has for LASC need a long-term commitment from the Behavioral and Social Sciences College and the Provost to maintain the life of the center, the student enrollment, and appropriate living conditions for all who work in the center, as well as support for all who give their "free" time to make the center possible.

5. Imagining and Enacting LASC's Future

In Fall 2018, LASC's interim

director Dr. Britta Anderson, originally hired as a postdoctoral fellow, was reviewed by a committee composed by LASC staff, a graduate student, and affiliate faculty. In order to support Dr. Anderson, a group of graduate and undergraduate students mobilized to petition a tenure track position that would give stability and continuity to the LASC project. In that petition, we requested: 1) the postdoctoral position created under Dr. Laurie Frederik's directorship, 2) two graduate assistants to help run a growing Center and to mobilize the graduate student community, and 3) a teaching assistant for LASC's core classes. An increase in funding is also needed to 4) provide research and travel grants to graduate and undergraduate students (a benefit provided in the past under the directorship of Dr. Saul Sosnowski and Dr. Karin Roseblatt), 5) provide adequate budgets for events that will bring scholars from other regions of the U.S. and from abroad, and 6) to create a graduate certificate. The majority of UMD's peer institutions with academic units devoted to the interdisciplinary study of Latin America offer graduate certificates or minors, yet UMD does not, leaving graduate students working through and with LASC without a formal way of representing the work they have already been doing for years.

We anticipate that the struggle for resources will not be an easy goal. In order to strengthen our collective in the fight for resources for graduate students, and to institutionalize the graduate student community and its demands, we motioned

to establish the LASC Graduate Collective as a student association. Other specific projects can help us make visible the lack of resources for graduate students in LASC. For example, campaigns and festivals aiming to fundraise and make a public statement of the critical financial situation of the center. More networks between the graduate collective and certificate students need to be created. The Mentorship Program initiated in 2018 was critical to establishing connections between graduate and undergraduate students. A growing network of certificate alumni can provide the resources and visibility that the center needs beyond campus. A stronger network of LASC affiliate faculty on campus can reinforce the research agenda of the center. Finally, we need to continue fortifying the projects that have shaped our collective: conference organizing, workshops and talks, writing group, and the LASC Residency and Mentorship Programs.

While around the country administrators are realizing the need to fund Latin American Studies Centers, our university continues to undermine the work that the LASC graduate student collective has been doing for years. Only collective action can provide the tools to keep advocating for Latin Americanists, Latin Americans, and Latinx on campus.

Sabrina González

Signed in solidarity by members of the LASC Community:

- Alan Arellano
- Jonathan Brower
- Lissette Escariz Ferrá
- Sergio García Mejía
- Victor Hernández-Sang
- Ana Paula Nadalini Mendes
- Kristofer Reed
- Mariana Reyes
- Cara Snyder

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LASC Events

FALL

First Look Fair

September 20, 2018, 10:00 AM - 6:00 PM



LASC manned an informational table to advertise and promote its Minor and Certificate Program during the yearly First Look Fair held for incoming students. Visitors were invited to play our trivia game with questions about Latin America and the Caribbean.

Vote, Voice, and Future 2018 Elections In Brazil

September 27, 2018, 3:30 - 4:30 PM



The Brazilian electoral campaign of 2018 arose among political scandals, arrested politicians, *lava-jato* investigations, and the impeachment of the last president – Dilma Rousseff. The result of this political turmoil and economic crisis was a campaign with unclear proposals, unexpected alliances between parties, and uncertainty about the future. LASC offered a space for debating these issues with political scientist Dr. Fernando Gutz, anthropologist Dr. Caue Kruger, and journalist and Ph.D. student Daniel Trielli. *Agua fresca* were served along with tamales.

Voces sin Fronteras –Local Teens’ Immigration Stories (Year of Immigration)

October 2, 2018, 5:00 - 7:00 PM



Presented in collaboration with the Latin American Youth Center, this event celebrated the self-illustrated graphic memoir *Voces sin Fronteras* produced by teen immigrants from Central America and the Caribbean. Three of the authors came to LASC for a conversation with UMD students. Books were available for purchase. Tamales and alajores were served following this presentation.

Graduate Student Open House

October 3, 2018, 11:00 AM - 1:00 PM

This event served as an opportunity for graduate students to learn about events and activities that LASC offers, to familiarize themselves with the space, and meet other grad students who are a part of the center.

LASC Residents’ Presentations

October 18, 2018, 5:00 - 7:00 PM

Graduate Students Resident, Sarah Dowman and Cara Snyder presented the research developed during their residencies and job talk discussion at the Latin American Studies Center. Cara Snyder, in Women’s Studies, presented on “The Meninos Bons de Bola between White Washing and Pink Washing;” and Sarah Dowman, in Spanish, presented “Más allá de los gritos: The Politics of Resistance in Queer Latinx Punk Rock.”

Día de los Muertos Altar Building Event

October 25, 2018, 5:00 - 7:00 PM

LASC students and community member learned about the history of Day of the Dead in Mexico and elsewhere in Latin America. After watching a video about the Guatemalan tradition of flying kites on the day of the dead, participants were invited to build their own kites to remember their loved ones who passed away. Throughout the event attendees had the pleasure of tasting el *champurrado* with *pan dulce* pastries.



Capstone Presentations

December 4 and 6, 9:00 - 11:00 AM

LASC certificate students presented their final research papers to their peers and graduate mentors.



Sala de Estudios

December 12, 2018, 2:00 - 8:00 PM

LASC opened its space to support students to prepare for their final exams.

SPRING

Undergraduate Open House

February, 14, 2019, 12:30 - 2:00 PM

Undergraduate students were invited to learn about LASC opportunities. While enjoying tamales and aguas frescas, they learned about the certificate program and the new minor in Latin American Studies.



Bracero Photo Exhibition

March 5, 2019, 1:00 - 2:00PM

Along with Dr. Ryan Long of the Spanish and Portuguese Department LASC organized this photograph exhibition “Braceros” in collaboration with Mexico’s Archivos Generales de la Nación, the Year of Immigration Initiative, and Pepsi. At this event, Dr. Long introduced the audience to the pictures and to the work of the photographers Hermanos Mayo. The exhibition was available from March 5 to May 5, 2019 in LASC’s main office and hallway.



Anniversary Celebration

April 2, 2019, 5:00 - 7:00 PM

In 2019, LASC celebrated 30 years since its founding. During these

years, LASC engaged in promoting knowledge and research about Latin America and the Caribbean, and in building a community among students and faculty. At this event, past directors talked about their experiences leading LASC and their perspectives for the future of the center



Brown Bag – Dr. Ana Cristina Santos Matos Rocha

April 16, 2019, 12:30 - 2:00 PM

Dr. Ana Cristina Santos Matos Rocha, a visiting Fulbright Scholar from Brazil, fostered international understanding between the United States and Brazil in the interwar periods and the renewal of the education system in Brazil in the 1930’s.

Maryland Day

March 27, 2019, 10:00 AM - 4:00 PM

LASC participated in Maryland Day with a Latin American trivia game. We invited visitors to test their knowledge and learn some fun facts about Latin America and the Caribbean in these six categories: pop culture, history, geography, sports, politics, and wild card.



Huracán Tormenta, Storm: Winds of Change

Annual Student Conference

May 2-3, 2019



LASC students, staff and faculty come together annually to organize the center’s annual conference. This year the theme was: “Huracán, Tormenta, Storm: Winds of Change.” The keynote speakers, student presentations, workshops, and art displays centered on movements – social, migratory, religious, intellectual, artistic and environmental – as forces of change.

Graduation Ceremony

May 7, 2019, 5:00 - 6:00 PM

The eleven students who completed the certificate program received their diplomas and celebrated their accomplishments with the LASC community.



Co-sponsored events

FALL

Bienvenida Festival

Co-sponsored with La Unidad Latina
September 21, 2018, 4:30 - 7:00 PM

The goal of this program was to highlight our Latino Culture, while simultaneously introducing campus organizations and resources to students.



Latinx Networking Night: Uniting UMD Latinx Communities

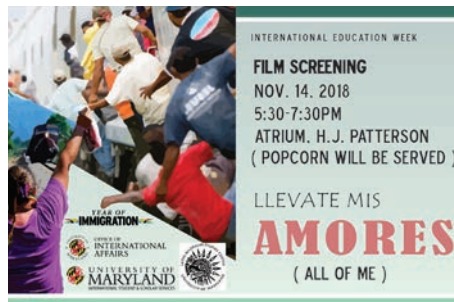
Co-sponsored with Office of Graduate Diversity and Inclusion
October 23, 2018, 5:30 - 7:30 PM

All undergraduate and graduate students, along with faculty and staff were invited to learn about resources for Latinx students on campus, met university representatives, networked, and built communities with various people across campus.

Film Screening: *Llévate Mis Amores*:

Co-sponsored with the International Student & Scholar Services
November 14, 2018, 5:00 - 7:00 PM

In celebration of International Education week, the community joined LASC and The International Student & Scholar Services (ISSS) for the screening of *Llévate Mis Amores* (All of Me), a documentary that tells the story of how Mexican women extend their hospitality to Central American migrants travelling North to the U.S. atop the train line known as la Bestia.



Release of Dr. Karin Roseblatt's book *The Science and Politics of Race in Mexico and the United States, 1910-1950*

Co-sponsored with the Department of History
November 16, 2018, 3:30 - 5:30 PM



LASC and the Nathan and Jeanette Miller Center for Historical Studies celebrated the release of Professor Karin Alejandra Roseblatt's latest book, *The Science and Politics of*

Race in Mexico and the United States, 1910-1950. Commentary for this event was provided by Joanne Rappaport and Julia Young; moderation by David Sartorius; and co-sponsorship by the Mexican Cultural Institute.

SPRING

Indigenous South American Resistance: Film Screening and Conversation with Filmmakers Divino Tserewahi and David Hernández Palamar.

Co-sponsored with the Department of Anthropology
February, 24, 2019, 3:00 - 5:00 PM

Indigenous filmmakers and media activists Divino Tserewahu (A'uwê-Xavante) from Brazil, and David Hernández Palmar (*Wayuu*) from Venezuela were invited to screen and discuss their films. The anthropologist and filmmaker Laura R. Graham led the conversation on how the filmmakers depicted themes including identity, cultural change, and community.



Estudios Universitarios A College Education is Within Your Reach

A Free Workshop in Spanish
Organized by the Office of Community Engagement and Prince George's County Public Schools
March 9, 2019, 10:00 AM - 1:00 PM

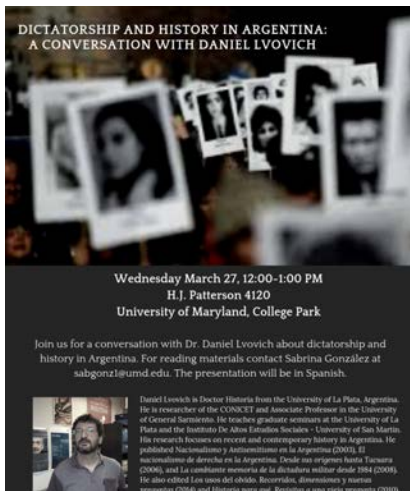
LASC shared resources at this community outreach event designed to introduce local Latinx families to the process of applying for college.



Dictatorship and History in Argentina: A conversation with Daniel Lvovich

Co-sponsored with Nathan and Jeanette Miller Center for Historical Studies

March 27, 2019 12:00 - 1:00 PM



Daniel Lvovich led a conversation on dictatorship and history in Argentina, focusing on how to navigate current historiography.

Kicked Out: U.S. Detention and Deportation Policy

Co-sponsored with The Center for Global Migration Studies

March 29, 2019, 1:00 - 3:00 PM

This interdisciplinary conference examined the history and contemporary impact of United States detention and deportation policies.

In Celebration of Graciela Palau de Nemes: Critic and Educator

Co-sponsored with the Department of Spanish and Portuguese

March 29, 2019, 1:00 - 3:00 PM

This event celebrated the critic and educator Graciela Palau de Nemes on the occasion of her 100th birthday, which also coincided with the 100th anniversary of the Graduate School.

DC Queer Studies Symposium Reflections on Disidentifications At 20

Co-sponsored with the Department of Women Studies

March 29, 2019, 9:30 AM - 7:30 PM

This symposium was dedicated to the 20th anniversary of the publication of *Disidentifications: Queers of Color and the Performance of Politics*, by José Esteban Muñoz.

Film Screening of O Ano em Que Meus Pais Saíram de Férias

Co-sponsored with Lusobrazilian Student Association

April 16, 2019, 5:00 - 7:00 PM

In order to promote a discussion about the 65th anniversary of the Brazilian military *coup d'état*, LASC and the Lusobrazilian Association Group screened and discussed the film *O Ano em Que Meus Pais Saíram de Férias* (The Year my Parents went on Vacation)

Immigrant Resilience Week

Co-sponsored with The Political Latinxs United for Movement and Action in Society and Undocumented Student Program

April 25, 2019, 5:00 - 7:00 PM



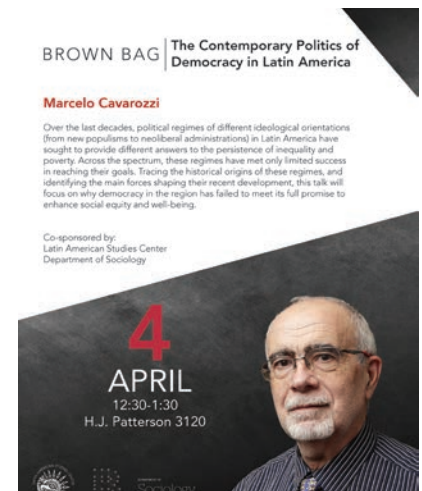
Students and community were invited to visit the Bracero photo exhibit and engage in a conversation about immigration.

Brown Bag – The Contemporary Politics of Democracy in Latin America

Co-sponsored with the Department of Sociology

April 4, 2019, 12:30 - 1:30 PM

Marcelo Cavarozzi, a political scientist from Argentina, joined LASC to discuss how political regimes of different ideological orientations in Latin America have sought to provide different answers to the persistence of inequality and poverty and why democracy in the region has failed to meet its full promise to enhance social equity and well-being.



First Look Fair

September 20, 2018
McKeldin Mall

First Look Fair is one of the longest running involvement traditions at the University of Maryland. First Look Fair hosts almost 600 student clubs and organizations, campus departments and services, local vendors, and community service agencies. The festive atmosphere is the perfect place to gather resources, learn more about how to get involved, and connect with other students with similar interests.



The LASC team greeting people at the table. Photograph by Victor Hernández-Sang.

Vote, Voice, and Future: Brazil Elections 2018

September 27, 2018
Global Crossroads Atrium, H.J. Patterson

Vote, Voice, and Future gathered students to learn about Brazil's election process and to understand the particularities of the 2018 political campaign.

VOTE, VOICE, AND FUTURE:
BRAZIL'S 2018 ELECTION

THURSDAY, SEPT 27
3:30 PM - 4:30 PM
H.J. PATTERSON HALL
GLOBAL CROSSROADS ATRIUM

The Brazilian electoral campaign of 2018 arises among political scandals, arrested politicians, *lava-jato* investigations, and the impeachment of the last president Dilma Rousseff. The result of political turmoil and economic crisis is a campaign with unclear proposals, unexpected alliances between parties, and uncertainty about the future. LASC offers a space for debating these questions with:



Dr. Fernando Gutz
Political Scientist



Dr. Caue Kruger
Anthropologist



Daniel Trielli
Journalist and
PhD student



“The comparisons that they made with American politics and politicians made it easier to understand, like Dr. Gutz’s comparison of the leading candidate, Jair Bolsonaro, to our current president, Donald Trump, because of their far-right views.”

Edwin Guerrero



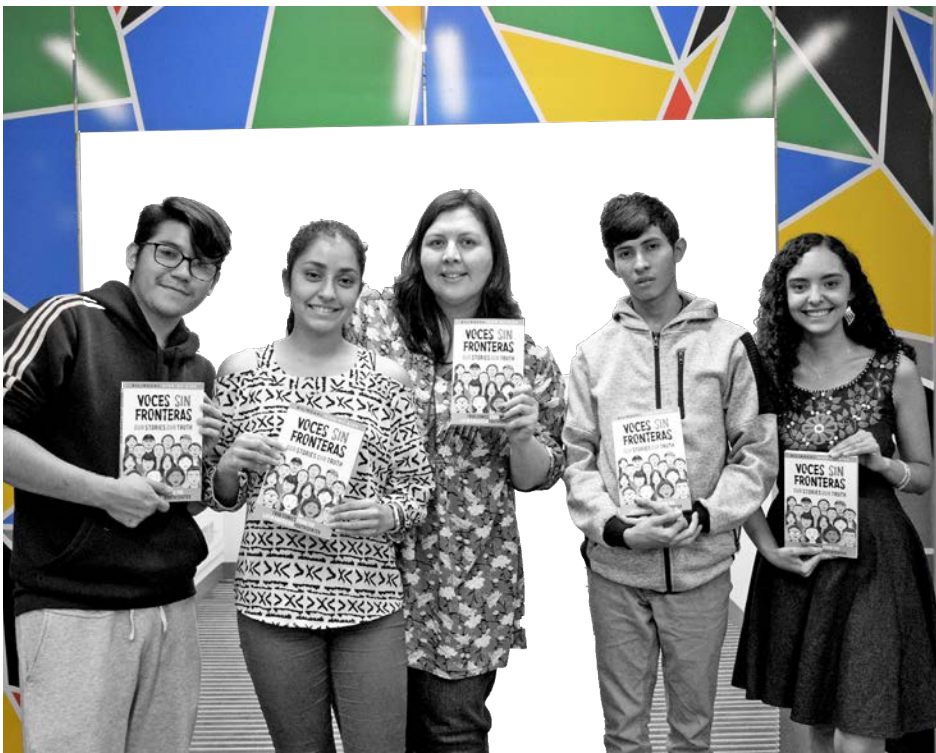
Voces sin Fronteras

October 2, 2018
Global Crossroads Atrium, H.J. Patterson

Voces sin Fronteras is a bilingual graphic memoir that gathers stories of immigration, transformation, and resilience of 16 young people from the Latin American Youth Center. At this event, three authors shared their experience with UMD students who were able to ask questions and have a better grasp of immigrants' situation in the Washington D.C. area.



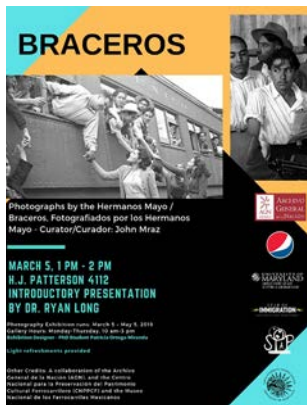
“ I learned how important it is to share your struggles because you never know how much it can help somebody else in the same situation. It also established my faith in literature as a relief for people’s pain and a means to support one another.” **Camila Guerrero**



Authors of *Voces Sin Fronteras* with Mariana Reyes



Braceros Photo Exhibition



March 5 - May 5, 2018
4th Floor, H.J. Patterson

Hermanos Mayo were a collective of photographers who focused on worker struggles. In the exhibition *Braceros*, they show Mexican workers who came to the United States from 1942 to 1964 to work as farmers. Through the pictures, the public was invited to think about processes of migration, displacement, and labor. The exhibition was available from March 5 to May 5, 2019 in LASC's offices.



“The most powerful parts of exhibition were the photographs showing farewells in Buena Vista Station. These photos showed how families were separated by the program and the overall feeling of loss from having to leave their loved ones behind.” **Sofia Castellano**

“The history and work of Braceros have to be told and appreciated” **Marlenn Alvarez**

“Many of the photos are of men waiting in line. Some engage with the camera, some hide their faces. The photos that stand out are the ones where you can clearly see the subjects' eyes or genuine facial expression.” **Kaitlin Grahm**



Graduate Open House

October 3, 2018
4th Floor, H.J. Patterson

LASC gathered graduate students for an open house in the fall of 2018. LASC values the formation of community among the students, though which they can find support and academic partnership. Graduate students were invited to join LASC's activities, which includes the writing group, the annual student conference, and our *Uno a Uno* conversation.



Undergraduate Open House

February 14, 2019
4th Floor, H.J. Patterson

Undergraduate Students were invited to learn about LASC opportunities. While enjoying tamales and aguas frescas, students learned about the certificate program and our new Professional Pathways Minor.



LATIN AMERICAN STUDIES CENTER
OPEN HOUSE



Come learn about our undergraduate certificate program and our new professional pathways minor.

February 14 | 12:30 - 2:00 PM
H.J. Patterson 4112



Tamales and aguas frescas will be served.



Día de los Muertos

October 10, 2018

Global Crossroads Atrium, H.J. Patterson

Día de los Muertos (Day of the Dead) is a tradition in which people honor and remember their ancestors. It is celebrated in Mexico and some other areas of Latin America. This year, the Latin American Studies Center dedicated the altar to fallen immigrants. LASC served hot cocoa (*champurrado*) and *pan dulce* pastries, while we built an altar for our loved ones who have passed away. Students, faculty, and staff were invited to bring photos of their deceased loved ones to place on the altar. Guests participated in a collective kite (*barriletes*) making craft, a traditional art practice in various Guatemalan communities to celebrate Todos los Santos. Workshop led by Artsphere and Creative Unrest.



“ The altar was had a vibrantly colored tablecloth. Colored paper cutouts and flowers adorned the whole table. Offering of breads, beans, and grains were accompanied by fresh fruit. Electric candles illuminate pictures of deceased loved ones, with a place to write names and add to the beautiful display. Ornate painted skulls fill display cases on both sides of the altar. Orange paper flower petals lead the way to the sign-in table at the entrance of the atrium.” **Sebastian Lecha**



Drawing made by Camila Tapia, Creative and Unrest Artsphere

30th Anniversary Celebration

April 2, 2019

Global Crossroads Atrium, H.J. Patterson

At this event, LASC celebrated its 30th anniversary. For three decades, LASC has promoted and built a community of students and faculty who learn and actively engage with Latin America, Caribbean, and Latinx history and culture. LASC also celebrated its past directors' years of service and heard about their visions for the future of Latin American Studies at the University of Maryland.





“ I can’t imagine what my college experience would have been like without the center... This is the place that I call my home away from home. ” **Blanca Palma**



Eric Tomalá, Laurie Frederik, Saúl Sosnowski, Karin Roseblatt, Britta Anderson, and Alejandro Cañeque

Huracán, Tormenta, Storm: Winds of Change

Huracán, Tormenta, Storm Winds of Change

Annual Student Conference
May 2 - 3, 2019
2124, H.J. Patterson

“There is no getting out of this. The hurricane itself was nothing that I could have ever imagined. The next morning, everything here was just pelado and broken. I remember telling my boys: every week we are gonna see more green, more leaves, and like [Puerto Rico] we too will heal.”

Yasmin Hernandez in Taina Asili's documentary *Resiliencia*, after Hurricanes Irma and Maria

Hurricanes are reckonings, unpredictable confrontations between forces, tormentous experiences. Human or natural, a storm can leave behind deep wounds and irreparable damage. When catastrophes strike, they exacerbate existing socio-political inequalities and expose ecological imbalances. These moments demand analyses of how human activity changes the planet - the seas, the skies, the winds, and the rains. History has its tormentas too. In conflicts and calamities, migration waves and uprisings, changes disproportionately affect the most vulnerable human lives. In the aftermath of a storm, communities demonstrate the power and strength that they have to come together, help each other, and create stronger bonds. Healing is a transformative process after a catastrophe, one that can lead to the creation of new identities and perspectives that may not otherwise be possible.

This conference is an opportunity for scholars, artists, and activists to examine "Huracán, Tormenta, Storm" from multiple perspectives. Envisioning the winds that transport elements and transform landscapes, we welcome papers that analyze all forms of change across the Americas. How do movements--social, migratory, religious, intellectual, artistic, and environmental--work as winds of change? What are possible approaches for studying catastrophe? How can the non-linear movements that happen in a storm help us to understand the Americas?



Graduate Student Committee

Since 2015, LASC has invited a committee of graduate students to co-organize an annual conference. The committee, a group of graduate students from many different departments, gets together to decide the theme of the conference. From this, the group organizes the entire event. The formulation of the call for papers, development of workshops, creation the conference program, invitation of keynote speakers, and all the details that involve the structuring of a conference are the responsibility of the graduate student committee. It is a valuable opportunity for students to be in contact with different scholars and to get experience in planning events. For more information contact us at lasc@umd.edu



Nohely Alvarez
Urban Planning
School of Architecture
and Planning



Keisha Allan
Comparative Literature
Department



Allan Arellano
Department of History



Jonathan Brower
Department of History



Daniela Bulansky
Department of Spanish and
Portuguese



Sarah Dowman
Department of Spanish
and Portuguese



Lissette Escariz Ferrá
English Department



Sergio García Mejía
Department of Civil and
Environmental Engineering



Analia Gomez-Vidal
Department of Government



Sabrina González
Department of History



Victor Hernández-Sang
Ethnomusicology



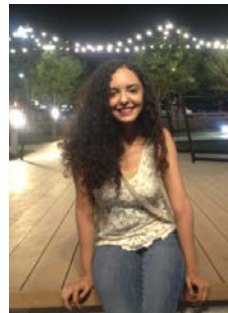
**Ana Paula Nadalini
Mendes**
Department of History



Natasha N. Piñeiros
Student Affairs



Kristofer Jon Reed
English Department



Mariana Reyes
Department of Spanish and
Portuguese



Tulio Tablada
Department of
Engineering

Huracán, Tormenta, Storm: Winds of Change

Thursday, May 2

Visionary Movements, Narrative Storms

Lisa Warren Carney
Libbie Randolph
Heidi Bloom
Cameron Busacca
Keisha Allan

Forecasting Our Futures: Circulating Resources in Our Communities

Gavvyn Flores
Jorge Lopez Ortiz
Daniel Teodoro
Helen Cordero
Ashley Henriquez

Plenary Address

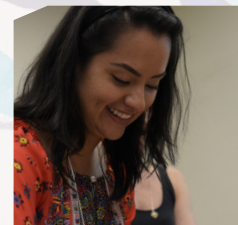
Hilda Lloréns, University of Rhode Island,
Sociology/Anthropology

Weathering the Storm: Lessons from the Academic Job Market by Britta Anderson

Natasha N. Piñeiros
Sabrina González
Britta Anderson
Jonathan Brower

Performance Night

Students shared their creative expression about the storms they have lived through.



Friday, May 3



**Creativity, Mental Health, and Wellness:
How Art Helped Us Navigate Grad School**
LASC Graduate Residents' Featured Panel
Analia Gomez-Vidal
Victor Hernández-Sang



**"What Are You Doing Here?" A Graduate
Student Discussion of Life and Method**
Ana Paula Nadalini Mendes
Natasha Piñeiros
Nohely Alvarez
Lissette Escariz Ferrá
Kristofer Reed



Shockwaves: After and Against the Storm
Ana Paula Nadalini Mendes
Jennifer Reyes
Camila Guerrero
Valentina Forero Gonzales
Blanca Arriola Palma



(Dis)placement, Design, Resilience
Darien Brahms
Sergio Garcia
Daniela Pardo
Nohely Alvare



**Making Waves: Perspectives on Huracán,
Tormenta, Storm**
Merle Collins
Isabella Alcañiz
Daniel Alvarenga
Ana Sánchez-Rivera
Wendy Osirius
Britta Anderson

Huracán, Tormenta, Storm: Winds of Change

Plenary Address

Hilda Lloréns is an anthropologist focusing on the Caribbean, the African Diaspora in the Americas, and on Latinxs. The thread that binds Dr. Lloréns's scholarship is understanding how racial and gender inequality manifests itself in cultural production, nation building, access to environmental resources, and exposure to environmental degradation and harm. She is a professor in the Sociology/Anthropology Dept. at the University of Rhode Island where she teaches core courses in anthropology. Dr. Lloréns is the author of *Imaging the Great Puerto Rican Family* (2014), and of academic articles that include "Beyond Blanqueamiento," "Latina Bodies in the Era of Elective Aesthetic Surgery," "Identity Practices," and "Imaging Disaster," among several others. Her writing has also appeared in popular venues such as *The Conversation*, *SAPIENS*, *NACLA Report of the Americas*, *LatinoRebels*, *80grados*, and others.



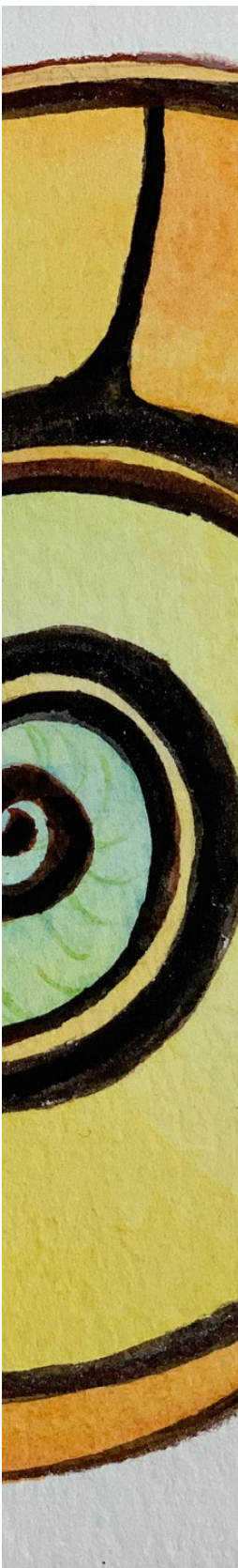
Keynote Panel

Isabella Alcañiz is an Associate Professor in the Department of Government and Politics at the University of Maryland (UMD). Her research on environmental and climate politics, social inequality, international financial mechanisms for climate change, the state in the global south, and Latin American politics has been published in the *British Journal of Political Science*, *World Politics*, *Latin American Research Review*, *Latin American Politics*. In 2016, she published her book *Environmental and Nuclear Networks in the Global South: How Skills Shape International Cooperation*, with Cambridge University Press. WDr. Alcañiz holds a Licenciatura degree in International Relations from the Universidad de Belgrano (Buenos Aires, Argentina) and a Ph.D. in Political Science from Northwestern University. Professor Alcañiz is also a member of the Leadership Council of the Mi Espacio program at CASA de Maryland.



Daniel Alvarenga is a journalist based in Washington, D.C. He currently works as a video producer for AJ+, a digital branch of the Al Jazeera news network. His work includes reporting on politics, social movements, and climate justice in Central America and the U.S. He's the son of refugees who fled the civil war in El Salvador in the 1980s.





Merle Collins is a professor in the Department of English with an interest in Caribbean studies, African American/African diaspora, and comparative literature. Dr. Collins is a writer of fiction, poetry, and critical essays. Her publications include the novels *Angel* and *The Colour of Forgetting*, short story collections *Rain Darling* and *The Ladies are Upstairs*, poetry collections *Because the Dawn Breaks*, *Rotten Pomerack* and *Lady in a Boat*, and an *Authorized Biography of Dame Hilda Bynoe*, one of the first local governors in the Anglophone Caribbean in the late 1960s. Collins has also published several articles on politics and society in Grenada, including “Cultural Expression and the Grenada Revolution,” in Nicole Phillip-Dowe & John Angus Martin, ed., *Perspectives on the Grenada Revolution, 1979-1983*; foreword to Wendy Grenade, ed., *The Grenada Revolution: Reflections and Lessons*; “What Happened? Grenada: A Retrospective Journey,” in Patsy Lewis, Gary Williams and Peter Clegg, ed., *Grenada: Revolution and Invasion*. With support from MITH (Maryland Institute for Technology in the Humanities), she produced a DVD, *Saracca and Nation*, exploring aspects of culture in Grenada.

Wendy Osirus is a Haitian Dominican social worker in the Dominican Republic who primarily works with Haitian and Haitian Dominican migrant communities. He founded the NGO MONDHA (Movimiento por los Derechos Humanos, la Paz y la Justicia Global) which focuses on providing medical services to children of vulnerable families, and helping undocumented immigrants to get the necessary documents in poor Haitian communities in *bateyes* (housing communities within sugarcane plantations) in the Northern region of the country. Also, he is founder of a new small political party, Partido Popular Unión Haitiana (PPUH). He has worked in the division of migrants in the Jesuit organization Centro Montalvo in the D.R. that works with Haitian immigrants. Currently, he is running a reforestation project in Haiti through MONDHA, dedicated to not only planting trees but also offering educational workshops about conservation to members of rural communities. In 2010, he returned to Haiti to assist with post-earthquake recovery efforts.

Ana Sánchez-Rivera is a Human Geographer with a background in Cognitive and Social Psychology. Her undergraduate research at the University of Puerto Rico was based on discriminatory attitudes against Dominicans living in Puerto Rico. She completed her MA in Multicultural Geography at SUNY Binghamton. Her thesis expanded on how patterns of racial whitening changed by places on the Island and the importance of these when identifying xenophobic attitudes against Dominicans. She recently completed her Ph.D. at the University of Maryland in the Geography Department. Her work contributed to Identity Process Theory and its position about people-place relationships. Her study focused explicitly on how places created by the government and the narratives told about them influence racial, ethnic, and national identity in Puerto Rico. Her recent work is inspired by her four-year experience teaching geography courses related to climate change and her involvement in inter-departmental initiatives concerning climate change and social inequality. Her current research bridges topics related to sense of place (place-identity, place-dependence and place-attachment), impoverished populations’ lack of ability and/or unwillingness to relocate, and climate change in Puerto Rico.

[To listen Ana Sánchez-Rivera’s perspective on a Podcast by Michelle Eng and Lauren HoorensHooren go to http://www.lasc.umd.edu/publications/](http://www.lasc.umd.edu/publications/)



Huracán, Tormenta, Storm: Winds of Change

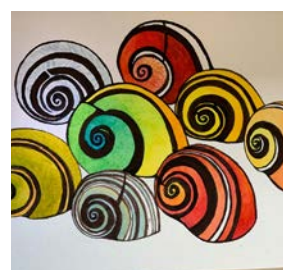
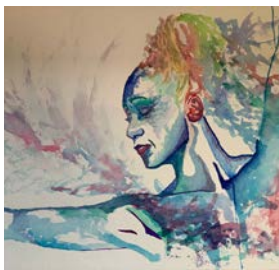
ARTISTS' STATEMENTS

Lissette Escariz Ferrá - "La Habana no es un Almendrón"

Desde la imaginación de un extranjero, La Habana se puede ver reducida a tabaco enrollado a mano, botellas de ron Havana Club, mojitos, daiquiri, café y el carro mas indeseado por la mayoría de los residentes de la ciudad: el almendrón. Mas conocido como el Chevrolet del 57, el almendrón crea en el turista una sensación de exotismo, alimentando el mito de que el tiempo en la Habana, aunque existe, no pasa. Pero el almendrón en la imaginación del pueblo Cubano no es una joya del tiempo. El bello Chevrolet del 57 no es nada mas que un cacharro disfrazado, animado por piezas oxidadas que ni siquiera son originales. Sin embargo, la famosa reliquia pre-revolucionaria aparece en todo anuncio que tenga que ver con la isla, seduciendo la imaginación del extranjero que grita "me muero por ir a Cuba!" A causa de la presencia turística, la cual nutre a la isla monetariamente, el Habanero ha tenido que coexistir con olas de extraños que han hecho de su hogar todo un espectáculo tropical.

Mi queridísimo turista: La Habana no es un almendrón, ni un conjunto de objetos (y cuerpos) para consumir y entretener tu placer.

Esta es nuestra casa.



Vinicius F. Barth was born in Curitiba, Brazil, in 1986. After earning his Bachelor's Degree in Portuguese and Ancient Greek from the UFPR (BR) as a Translator, he moved to Buenos Aires to study Photography and Drawing, and there he co-founded the digital arts & culture magazine R.Nott (www.rnottmagazine.com).

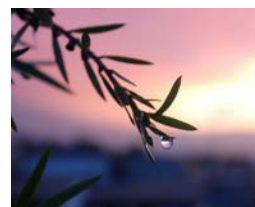
Vinicius is the author of the short-stories book *Razões do Agir de um Bicho Humano* (Confraria do Vento, 2015) and the poems & illustrations book called *92 Receitas Para o Mesmo Molho Vinagrete* (Contravento Editorial, 2019). He is also the illustrator for Guilherme G. Flores' *Pripyat* (TBR).

After living in Lisbon for a while, he went back to Curitiba to pursue his PhD degree with a translation and commentary of Apollonius Rhodius' *Argonautica*. He is also the frontman of a hard rock band and enjoys being a part-time rockstar.



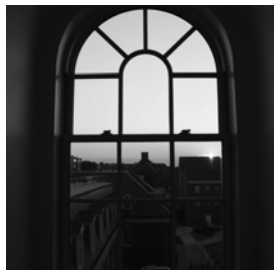
Santiago Monsalve Salazar - “Conversaciones del viento”

Si bien algunas de las estampas de esta colección titulada “Conversaciones del viento” se refieren directamente a los avatares del clima, otras nos muestran simbólicamente las deidades que lo rigen. Entre ellas, no solamente el sol como estrella, sino también la montaña, el viento, la luna, el mar. Aquí se produce la tormenta, en la interrelación de todas ellas, en su diálogo magnético de astros y planetas, en su habla de fenómenos meteorológicos, en su dialecto micro climático. Estas conversaciones reproducen también la manera en la que el ser humano crea interpretaciones de estos signos, adjudicando a unas imágenes valores pacíficos y a otras violentos. Todas las representaciones, sin embargo, parecen encaminadas a encontrar de frente, de manera simbólica y fenomenológica, el rostro divino.



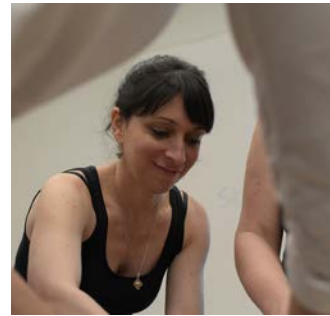
Víctor Hernández-Sang, was born and raised in the Dominican Republic, Victor is currently a PhD student of Ethnomusicology at the University of Maryland. His research is on the performance of Afro-descendant musics and religions in the Dominican Republic and explores questions of racial and cultural identity. Since May 2018, Victor has taught himself photography from a range of online sources and video tutorials.

As a method to finding drive during a period of uncertainty about his career path, Victor planned to make space for his photography in his routine. An overwhelming period of reconsidering career choices and doubting his academic work became part of the storm that graduate school can already be. For about two months during fall semester 2018, Victor carried his camera and committed to take at least one picture a day. This exercise served him not only to make time to practice photography but also to make space for a creative process separate from his academic work. Finding and shooting a subject periodically became the goal of everyday. This turned into one major motivation to organize his days and schedule for his academic research and helped to have a more balanced lifestyle. Rather than telling a story or having a theme, Victor’s exhibit is a sample of the work he has done in the last year. Taken between July 2018 and January 2019 in the Dominican Republic and the U.S., some of these images are product of the “one a picture a day” commitment and others were taken before and after that period. One of his most enjoyable kind of photos are those where his relatives and friends are the subject as he aims to capture their reaction and behavior to his picture taking and presence. This selection of pictures reflects a range of photography techniques that he has been implementing to explore the possibilities for artistic expression that the medium offers while practicing his skills and learning about himself as a visual artist.



Huracán, Tormenta, Storm: Winds of Change

Performance Night





LATIN AMERICAN STUDIES CENTER UNIVERSITY OF MARYLAND
ANNUAL STUDENT CONFERENCE

HURACÁN, TORMENTA, STORM WINDS OF CHANGE

MAY 3 | **RECEPTION**
H.J. PATTERSON 2124
6:15PM-7:30PM

MUSIC
SON JAROCHO Traditional music from the southeastern region of Mexico that combines Spanish, Indigenous and West African roots.
 Son Cosita Seria

AFRO-BRAZILIAN MUSIC Encompasses various regional music styles influenced by African, European and Amerindian forms.
 Pablo Regis & Band

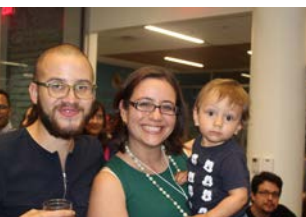
Catering by:
 Kate Cozina
 KT's Yummies

FREE AND OPEN TO THE PUBLIC
 FOR MORE INFORMATION CONTACT: LASC@UMD.EDU

THE GRADUATE SCHOOL YEAR OF IMMIGRATION Language at Maryland CLCS

SON JAROCHO - SON COSITA SERIA
AFRO-BRAZILIAN MUSIC - PABLO REGIS & BAND

Reception



Internships and Experiential Learning

LASC offers an Experiential Learning course (LASC 486) that offers university credit for internship or other unpaid work experiences. Taking this course encourages students to apply academic knowledge to potential career placements, and connects the university to area companies, institutions, and organizations, leading to a development of strong and mutually beneficial relationships with area professionals and community leaders. Completing this course is a requirement of our new professional pathways minor.



Marlenn Álvarez Gómez, CASA de Maryland

CASA English and Adult Education / CASA's classes utilize a combination of communicative task-based learning and Popular Education techniques. Lessons are focused upon concrete and practical everyday experiences. Students, as adults, come to class with experiences they are encouraged to share and peer teach while performing tasks. Class materials are geared towards students' life experiences and promote both civic engagement and community empowerment.



Sophia Fenton, RXNIN

RXNIN (pronounced ronin) is an independent artist collective born in Maryland that aims to help artists grow into themselves and express their art in unrestricted ways. RXNIN has teamed up with POKDO Studio to create HUMANO, a virtual reality experience that details the plight of Central American migrants fleeing their countries in search for a better life in the States. The VR experience is complemented by a documentary and photo exhibit that also shows the trials and tribulations that caused migrants to leave and the things they endure on their journey to the states.



Jeff Montano, Cesar Chavez Elementary School

Science, Technology and Society explores the powerful social, ethical, and political relationships that drive research and innovation. The program delves into the challenges of living and innovating in a world where emerging science and technologies are becoming increasingly interconnected, pervasive, and powerful. The program's primary goal is to give students analytical skills that help connect science and technology to broader social needs. STS pursues this goal through individual research projects, collaborative problem solving activities, user-centered design projects, and service-learning.



Cindy Montoya, CASA Community Economic Development Department

The Housing & Community Development Department (HCD) spearheads the integration of place-based and people-based strategies focusing on systemic change within housing, transportation, and community development on the local, state, and national level. The HCD houses the Fair Development Coalition, a grassroots partnership; housing advocacy & development; the Langley Park Crime Prevention Collaborative; and the Housing Matters Campaign. Our goal is to achieve transformational change through strategic planning, coalition building, effective advocacy, and implementation.

Certificate Capstone Students

The senior capstone course, LASC 458, is the final course requirement to complete the the Latin American Studies Certificate. The course explores cutting edge trends in Latin American studies and the power of interdisciplinary perspectives in intellectual study and also in real life.

Every fall, the course is offered for a cohort of students who work on independent research topics of their own choosing. The topic can be drawn from any part of Latin America and the Caribbean that is particularly exciting to each student. Students learn research techniques from various disciplines through visiting professors and professionals. They work closely with the LASC instructor and with each other. The course develops into a dynamic collective of shared ideas, and students often comment that this is the most meaningful part of their Certificate, sometimes also of their undergraduate coursework overall.



Recent Capstone Projects

Christy Arevalo, Anthropology, “Hidden Disparities in the Nation’s Capital: Latinx Health Equity in the Washington, D.C. Metropolitan Area”

Marlenn Alvarez, Spanish, “A Desired Atmosphere Without Mayan People”

Hannah Barlow, Spanish, “Affirmative Action in Brazil as an Agent of Equity: Moving Towards Freire’s Concepts of Liberation”

Ashley A. Escobar, Spanish, “The Resilience of Indigenous Culture in El Salvador” **Camila Guerrero**, Spanish and Government and Politics, “Inheritance of Political Partisanship from Parent to Child: Case of Salvadoran Immigrants of the Civil War Major”

Gavvyn Flores, Criminology and Criminal Justice, “Dry Earth: An Analysis of Bolivian Water Security in the Era of Climate Change”

Valentina Forero, Economics, “On the Edge of Peace: The Increasing Trends of Violence Against Colombia Social Leaders”

Camila Guerrero, Spanish and Government and Politics, “Inheritance of Political Partisanship from Parent to Child: Case of Salvadoran Immigrants of the Civil War Major”

Cindy Montoya, Spanish, “The Hypocrisy of The Salvadoran Government towards Indigenous Community”

Blanca Arriola Palma, International Relations, Government and Politics, “El Salvador: Building Remittance Dependency, Transnationalism and Emigration”

Jennifer Reyes, Public Policy, “Mexican Immigration Policy Effects on Central American Migrants”

Santiago Rios, Government and Politics, “Should we leave? Migration decisions and development in Mexico”

Marta Strach, Secondary Education, World Language Education, “The Myth of The American Dream in the Lives of Restaurant Workers: Labor Laws and Violations in the Hospitality Industry”

Graduation Ceremony

May 7, 2019

Global Crossroads Atrium, H.J. Patterson

LASC joined together to recognize and celebrate the accomplishments of our outstanding cohort of students who have completed the Latin American Studies Certificate program.



Graduate Writing Group



An initiative of former LASC Graduate Assistant Sabrina González, the LASC Graduate Writing Group has become a thriving community of graduate student writers from many different departments who support and challenge each other at monthly writing workshops. Managed entirely by graduate students, the graduate writing group provides students across disciplines with a writing community, accountability, and feedback at all levels of writing. Writers bring a variety of writing projects at any stage of completion to the group workshops, including conference presentations, seminar papers, articles, grant proposals, abstracts, and dissertation chapters. Students from all disciplines and areas of studies are welcome.

“The LASC writing group is created by students from an array of several fields. Joining this interdisciplinary community has provided me with the opportunity to engage and learn from other students and their work. Furthermore, it has shown me the importance of collaboration and solidarity within academia. This social cohesion has transformed the way I think about facilitating ideas and what it means to have a community in an academic setting.”

Nohely Alvarez, Ph.D. Student, Urban Planning

“Finding my way around the University of Maryland has been made easier by the Latin American Studies Center that has welcomed me with open arms into its community of scholars and practitioners. Participating in LASC’s writing group, community events, and annual conference has not only been rewarding to my academic work, but also to my identity development as a Latina graduate student. The community of LASC challenges my scholarship, contributes to my graduate experience, and, most importantly, makes me feel at home.”

Natasha N. Piñeiros, M.Ed. Student, Student Affairs

Meet Our Graduate Student Residents

Through this competitive program, LASC awards graduate students shared office as well as access to our kitchen, lounge, meeting room, and work room. The Graduate Residents' research is featured in a talk or workshop that showcases the work completed during their residency. This year, five students were awarded the LASC residency.

Spring 2019



Lisa Warren Carney, Department of Spanish and Portuguese

Lisa W. Carney is a PhD candidate in the Department of Spanish and Portuguese. Her soon-to-be completed dissertation is “‘In Dreams Awake’: Truth and Knowledge in Quichua Dream Narratives” Lisa’s research focuses on Indigenous cultural production, Andean and Amazonian literature, and concerns of translatability with indigenous and oral texts.



Kristofer Jon Reed, English Department

Kristofer Jon Reed is a third year PhD student in the Department of English. He studies hemispheric literature of the nineteenth century with the aim of challenging the ethnocentric thinking that places the United States and the English language at the center of “American” literature. Kristofer is also interested in posthumanism and the non-human in literature, especially animals.



Natasha N. Piñeiros, Student Affairs

Natasha N. Piñeiros was born and raised in Quito, Ecuador until 2009 when her family relocated to the United States. As a first-generation immigrant and first-generation college student, Natasha began her undergraduate career at Bergen Community College in New Jersey where she found her love for the field of student affairs and higher education. She later transferred to The College of New Jersey (TCNJ) where she earned a Bachelor’s degree in Communication Studies and Spanish Language. Natasha is currently pursuing her master’s degree in Student Affairs at the University of Maryland, College Park where she worked as an academic advisor and now works as a graduate assistant in the Adele H. Stamp Student Union supporting the operation of over 900 student organizations. Natasha is passionate about using her career and position in higher education to serve low-income, first-generation, students of color as they navigate their journey in college. Her current research interests include learning about the retention and persistence of Latinx students in Hispanic-serving community colleges. Natasha is bilingual in Spanish and English, and could use some practice on her American Sign Language proficiency. When she is not in a classroom, you can find Natasha dancing, eating sushi, and traveling.

Fall 2019



Victor Hernández-Sang, Ethnomusicology

Victor is a Ph.D. student of ethnomusicology originally from the Dominican Republic. His doctoral project examines the performance of gaga (Haitian-Dominican music and dance) and explores race, immigration, and racial discrimination in the Dominican Republic. At the University of Maryland, he also worked toward his masters degree and his thesis focuses on the performance of palos music in fiestas de misterios in the Dominican Republic. In summer 2018, he started working on his doctoral project conducting field research with the support of the Graduate School Summer Research Fellowship. Before coming to UMD, he received his B.A. from Luther College, Decorah, IA in music (flute performance) and taught flute, ear training, and English in his hometown, Santiago. Victor has contributed to the LASC annual student conference since 2016 as a presenter and member of the organizing committee.



Analia Gómez-Vidal, Department of Government and Politics

Analia Gomez-Vidal is the Coordinator for CIDCM and the Program Coordinator for MIDCM since Fall 2014. She is currently a PhD student in the Department of Government and Politics at University of Maryland, College Park. Before moving to Maryland, she has worked for the Fulbright Commission in Buenos Aires, Argentina and for the Ibero-American Federation of Stock Exchanges (FIAB). As a journalist, her articles on politics and economic development have been published in online and printed media. She has also had experience as research consultant for Inter-American Development Bank (IDB). She has previously pursued her M.A. in International Studies and her B.A. in Economics with minor in Journalism at Universidad Torcuato di Tella in Buenos Aires, Argentina. Her research agenda focuses on political economy and gender, with special interest in individual behavior, social network analysis, and experimental design.



Professional Pathway Minor in Latin American

We are excited to announce the launch of our new minor program. The interdisciplinary minor program in Latin American Studies is open to University of Maryland, College Park, undergraduates in any major who are interested in Latin America and/or the Caribbean. The minor will help prepare students for careers related to Latin America.

Core Minor Courses

1. LASC/SPAN 234: Issues in Latin American Studies I (3 credits)
OR LASC/SPAN 235: Issues in Latin American Studies II (3 credits)
2. HIST/LASC 250: History of Colonial Latin America (3 credits)
OR HIST 251: Latin America Since Independence (3 credits)
3. LASC 486: Internship in Latin American/ Caribbean Studies (3 credits)
4. Two 300 or 400 level elective courses (6 credits) with Latin American-related content from at least two different departments.

Meet our first Registered Minor Student



Micayla Wilson
Class: 2020

I first heard about the Latin American Studies Center during the Fall Semester of my Junior year during a brief information session given during one of my SPAN303 lectures, one of the required courses for my Spanish Language, Cultures and Professional Contexts minor. I remember eagerly reading through the flyer handed out which detailed the coursework required for the LASC certificate, and thinking to myself how great it would be to supplement my Spanish minor with coursework that provided a deeper, cultural context to

the language I was learning and the region in which it is spoken. However, as a third-year Neurobiology and Physiology major on the pre-medical track, I had extremely limited space in my four-year academic plan to take on additional coursework, let alone the 21 credits the certificate program required. Nevertheless, my desire to formally explore Latin American culture during my undergraduate career remained very much alive, and so I reached out to LASC Program Coordinator Mr. Eric Tomalá to inquire about my options, only to learn about the newly established 15-credit LASC minor which could perfectly fit into my schedule. Ecstatic to hear that the center offered such a program, I eagerly signed up and, in doing so, became the first Latin American Studies Minor. With currently, 6 credits completed, I have thoroughly enjoyed pursuing my new minor, particularly my LASC235H course (Issues in Latin America II) which I took this past Spring. This was my first ever LASC course, and was brilliantly taught by Dr. Britta Anderson who introduced me to the concept of social movement in the Central and South

American context, serving as a competent guide as the class explored the distinct origins, framing, and impact of various movements, from the indigenously-based Zapatista movement of Mexico to the COMADRES and their fierce cry for government accountability for their disappeared relatives in El Salvador to the ever-growing #NiUnaMenos grassroots feminist movement of Argentina, and many more. I look forward to completing the remainder of my coursework during my final 2 semesters here at Maryland, particularly my Experiential Learning credit where I will pursue an internship that involves addressing the health equity concerns of the local Latinx population. The understanding of Latin American culture and current social issues, which I hopes will perfectly compliment my pursuit of a Spanish language minor. This will undoubtedly serve me well on my professional journey toward becoming a physician and healthcare policymaker who I aims to primarily work with minority communities in the United States and underserved communities in the Caribbean region.

Certificate Program in Latin American Studies

A Certificate in Latin American Studies will:

Provide you with the flexibility to pursue your own interests and personalize your course of study.

Help you develop an interdisciplinary understanding of the history, geography, society, politics, economics, language and literature, and contemporary issues facing Latin America.

Provide insight into the region's particularly complex relationship with the United States and the globalized world.

Strengthen your employment possibilities by adding expertise in Latin America to your credentials. The certificate notation on your transcript makes you stand out to employers, by demonstrating a specialization beyond the general knowledge acquired through your major.

Core Certificate Courses

LASC 234: Issues in Latin American Studies I: Space, Identity, and Inequality

LASC 235: Issues in Latin American Studies II: Social Movements and Migration

LASC 250/ HIST 250: History of Colonial Latin America

OR LASC 251/ HIST 251: Latin America Since Independence

LASC 258: Senior Capstone

Electives include classes from

Anthropology, Art History, Criminology, English, Geography, Government and Politics, History, LGBT Studies, Theater and Performance Studies, Spanish and Portuguese, U.S. Latina/o Studies, Women's Studies.

LASC 486: Internship in Latin American/ Caribbean Studies

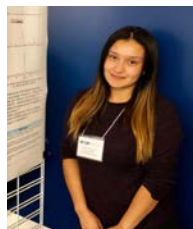
As a certificate student, you may receive elective course credit for completing an internship with an organization working with or studying Latin American or Caribbean populations.



Meet our new Certificate and Minor



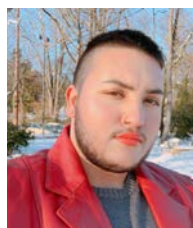
Leticia F. Araujo
Class: 2020
Government & Politics, International Relations minor



Ashley Henriquez
Class: 2021
Electrical Engineering



Helen Cordero
Class: 2020
Government and Politics, Portuguese Minor



Sterling Prudencio
Class: 2021
Public Policy



Tanesha Mondestin
Class: 2020
Criminology and Criminal Justice

Ongoing Projects

Barrio de Langley Park Archive



We want to thank Dr. Judith Hanna for donating to former LASC Director Dr. Laurie Frederik material related to Action Langley Park, a nonprofit organization started by her husband Dr. Bill Hanna in 1998 with the goal of improving the quality of life in and around Langley Park.

During the summer, LASC's staff and volunteers organized the material. In the Spring, Special Collections and University Archives will make the material available to all in the UMD database archives.lib.umd.edu. The collection will be known and cited as Action Langley Park Records.

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Barrio de Langley Park was a neighborhood planning newsletter edited by Dr. Bill Hanna and supported by the nonprofit Action Langley Park. Its goal was to keep immigrant residents and other stakeholders informed about the quality of life in the Langley Park area, to advocate for positive change, and to report relevant county, state, and national events and decisions. It was distributed as an email attachment to approximately 700 people or organizations in and near suburban Maryland.



The images come from a collection of photos by Dr. Bill Hanna over twenty years of community organizing in Langley Park.

Remembering Bill Hanna (1931-2015)



William John Hanna (Bill), resident of Bethesda, Maryland, was born in Cleveland and later moved to Los Angeles. He passed away from cancer and was buried in Hollywood Forever Cemetery near his parents' graves. He did not want any funeral or memorial service.

After being a world competition bridge player, he earned a Ph.D. at UCLA in political science. Bill and his anthropologist wife conducted research on students and politics and the relationship between urban areas and the national governments in Nigeria and Uganda. His films and audio recordings for his wife's research there and in Kenya are archived at the Library of Congress.

Bill taught for 54 years at Michigan State University, the City University of New York, University of Texas at Dallas (where he was also a dean), and the University of Maryland, College Park (UMD), from 1978 to 2013. At UMD he was in the Department of Urban Studies and Planning, emphasizing the challenges of planning and policy-making when crossing cultures. He was devoted to his students, some of whom have remained family friends over the years. He took students to Mexico for summer field work.

A student field research project in Langley Park, a community near the university, led to Bill's long term involvement with the immigrants from Central America, Africa, and Asia.

Bill was an activist fighting injustice at the university and Langley Park. Not infrequently he went out in the middle of the night to help a student or immigrant in distress. An advocate for minorities, against bureaucracies and gentrification, he supported preserving neighborhood schools, affordable housing, food trucks, health, and small businesses. He took up the cause of neighborhood Salvadoran women street vendors who sold fruit & soft drinks and provided social settings and home-country cultural continuity.

Bill founded the neighborhood non-profit Action Langley Park in 1998 and organized annual health and job fairs and folklorico performances. He wrote the biweekly newsletter, Barrio de Langley Park. He gave many lectures on Latino health at the National Institutes of Health, Bethesda, Maryland. The Takoma/Langley Crossroads Development Authority and the Maryland National Capital Park and Planning Commission gave him awards for distinguished community service.

In 2005 Bill became editor of the quarterly Faculty Voice (distributed to the 10,000+ faculty members on Maryland's 13 campuses) He solicited and wrote articles, including occasional restaurant reviews, doing page layout and copyediting.

In the US Bill loved meeting people from different parts of the world and tasting their food.

He traveled to Canada, Italy, France, UK, Norway, Sweden, Finland (place of our au pair daughters), Estonia, USSR, Israel, Turkey, Jordan, Mexico, Jamaica, Puerto Rico, Venezuela, and Ecuador (where he tried to learn Spanish), Japan, Korea, and Indonesia. Music was salve to his soul and he was a theater buff. New operas and folk music were of special interest. He wrote poetry and created Photoshop art, work that appeared in his self-published booklets. Bill was a big sports enthusiast, played tennis, and followed basketball, soccer, tennis, and golf. He coached his sons' soccer teams and when they went off to college, a girl's team. A sense of humor and optimism carried him through life.

Bill is survived by his wife of 53 3/4 years, Judith Lynne Hanna, their son Shawn, daughter-in-law Aletha and grandsons Merrick, 10 years, and Sagan 5 years, and his son Aaron, daughter-in-law Florence and fraternal twin grandsons Emil and Adrian, 6 years.

Bill Hanna lived a rich and varied life. He touched the lives of many all over the world.



Café con LASC: Open Writing Hours

LASC shared our space in H.J. Patterson with the community through structured open writing hours, which students from a range of departments attended throughout the year. We supported each other, shared experiences, celebrated our accomplishments, and created opportunities for interaction among the students.



Graduate-Undergraduate Capstone Mentorship

This year, we launched a new mentorship program between graduate students and undergraduates completing their Capstone research projects. Five graduate students, who were selected through an application process, were paired with two undergraduate students each. The mentors met as a cohort to discuss their approaches to mentorship and written feedback, then met regularly to support the undergraduate students through the research and writing process. The graduate mentors also presented to the group about the methodologies they use in their own research. The program successfully facilitated positive, interdisciplinary interaction between LASC's undergraduate and graduate communities, provided the undergraduates with mentors who took their work and development seriously, and equipped the graduate students with mentorship experience.



The Capstone Course explores cutting edge trends in Latin American studies and the power of interdisciplinary perspectives in intellectual study and also in real life. Every fall, the course is offered for a cohort of undergraduate students, who work on independent research topics of their own choosing. The topic can be drawn from any part of Latin America and the Caribbean that is particularly exciting to each student. Students produce an in-depth 25-page research paper. If students wish to apply for graduate programs after their UMD graduation, this course provides crucial training and a final written product that facilitates academic success at the MA and PhD levels. To learn more about the Capstone Project, visit: <http://www.lasc.umd.edu/academics/capstone.php>

El Foro Online Undergraduate Journal

Welcome to the first issue of the Latin American Studies Center's online undergraduate journal, El Foro. This biannual publication showcases exemplary UMD undergraduate students' research and creative work focused on Latin America, the Caribbean, and Latinx populations in the U.S.

This issue opens with a poem from Olivia Connolly, focusing on her grandmother, a Puerto Rican immigrant and business owner in the U.S. In "Jugar con la infancia," Hannah Barlow, a junior completing a double major in Spanish and International Development along with the LASC certificate, reads Albertina Carri's film *Los rubios* alongside Alejandro Zambra's novel *Formas de volver a casa* to examine experiences of dictatorship through the lens of childhood. Ash Escobar, who recently graduated with a Spanish major and a certificate in Latin American Studies, explores the subtle ways that indigenous culture has been kept alive in popular Salvadoran culture: through traditional foods, vernacular, and celebrations that weave together vestiges of a culture that could not be vanquished. Camila Guerrero, a double major in Government and Politics and Spanish Literature and Culture examines how Salvadoran immigrants of the civil war impact their children's political partisanship, focusing on the relationship between family and religion, and how this is significant in how second-generation Salvadorans vote. Finally, with her timely research paper "Mexican Immigration Policy Effects on Central American Migrants," Public Policy major and LASC certificate graduate Jennifer Reyes studies the role of Mexico in policing Central American migration.

This selection demonstrates the excellence of students' work and breadth of their interests. These authors movingly merge their personal experiences, histories, and commitments with their creative and scholarly production. We are proud to showcase this work!

1. Olivia Connolly, [Que será](#)
2. Hannah Barlow, [Jugar con el testimonio](#)
3. Ashley Escobar, [The Resilience of Indigenous Culture in El Salvador](#)
4. Camila Guerrero, [Inheritance of Political Partisanship from Parent to Child: Case of Salvadoran Immigrants of the Civil War](#)
5. Jennifer Reyes, [Mexican Immigration Policy Effects on Central American Migrants](#)

How to contribute to El Foro

We accept essays, manifestos, poems, short stories, and images in English, Spanish, Portuguese, Spanglish, French, Creole, or any indigenous language of Latin America. For consideration for publication in our next issue, submit your work in pdf form to lasc@umd.edu with the subject line "El Foro Submission" by October 1, 2019.



News and Awards

Barbara Bernstein

Barbara Bernstein (DanceInTime.com), who teaches Salsa at the University of Maryland's ARHU, participated in a Tedx Open Mic event on March 20, 2019 to talk about the health benefits of synchronous dance movement. She also produced Hispanic Heritage Month programs during the school year for Florida Southern University and for several PG County libraries.

Judith N. Freidenberg

Judith N. Freidenberg was invited to join the Centro de Investigaciones Sociales (Conicet/Ides) in Buenos Aires, Argentina as Investigadora; elected Board Member of the Society for Applied Anthropology (SFAA); wrote a report for BSOS entitled "Internationalizing BSOS"; and chaired a session at the Portland meetings of the SFAA entitled "SFAA collaborates to change the public conversation about migration and displacement."

Víctor Hernández-Sang

Víctor Hernández-Sang was accepted to participate in the 2019 Latino Museum Studies Program at the Smithsonian Latino Center to be held July 13th through August 17th. As a fellow of the program, he will be working with the curator of the performing arts at the National Museum of African American History and Culture.

Steven J. Klees

Steven J. Klees has two publications: Klees, S. "Beyond Neoliberalism: Reflections on Capitalism and Education," *Policy Futures in Education*, online available, print forthcoming. Klees, S., Stromquist, N., Samoff, J. and Vally, S. "The World Bank's World Development Report on Education," *Development and Change*, 2019 (March), 50, 2, 603-620.

Jim Maffie

Jim Maffie published four articles: "Philosophy without Europe," in Robert Eli Sanchez, Jr., (ed), *An Introduction to Latin American and Latinx Philosophy* (2019); "The Nature of Mexica Ethics," in Colin Marshall (ed) *Comparative Meta-ethics: Neglected Perspectives on the Foundations of Morality*. Routledge, (forthcoming 2020); "The Role of Hardship in Mexica Ethics: Or, Why Being Good Has to Hurt," *American Philosophical Newsletter for Native American and Indigenous Philosophy* (forthcoming Spring 2019); and "Weaving the Good Life in a Living World: Reciprocity, Balance and Nepantla in Aztec Ethics," *Science, Religion and Culture*, 6 Special Issue 1, Owen Flanagan (ed) 2019, pp. 15-25. Maffie presented conference papers at the 2018 Mesoamerican Meetings, University of Texas, Austin; "Forgotten Voices in Meta-ethics," University of Washington; American Philosophical

Association, Pacific Meetings, 2018, and the Latin American Studies Association Meetings, Barcelona, Spain, 2018. Read papers at Sichuan University, Chengdu, China; Berry College, GA; and State University of New York, Cortland, NY.

Ana Paula Nadalini Mendes

Ana Mendes published an entry in the Dictionary of Caribbean and Afro-Latin American Biography organized by Oxford African American Studies Center about the Brazilian enslaved woman Feliciano Ferreira da Cruz. This year, she presented the paper "Se Fará Justiça: Liberated African Women and the Legal System in Brazil," at the HGSA conference, and the paper "Slow Food as Anti-Hurricane" in LASC annual student conference Huracán, Tormenta, Storm: Winds of Change

Ofelia Montelongo Valencia

Ofelia Montelongo Valencia obtained the new Undiscovered Voices Fellowship from the Writer's Center in Bethesda.

Blanca Palma

Congratulations to our recent certificate graduate Blanca Palma who reviewed the La Raza Unida Award.

Natasha Piñeiros

Natasha was one of LASC's graduate residents. This year she graduated and received the Carolina Rojas Bahr Award Outstanding Graduate Award "For excellence and exceptional contributions to campus life." In May 2019, She presented and published: Piñeiros, N., Martinez-Benyarko, M. (2019). "Creando Comunidad: Discusión Sobre Temas Que Nos Importan." Maryland Student Affairs Conference, University of Maryland, College Park, M.D. Martinez-Benyarko, M., Piñeiros, N., & Gouws, P., (2019). STAMP GROW: Transforming Student Employment into a High-Impact Practice. MSAC, University of Maryland, College Park, M.D.

Ana Patricia Rodriguez

Congratulations to Ana Patricia Rodriguez, for winning the Social Justice Day award.

Karin Roseblatt

Congratulations to Karin on the publication of her book *The Science and Politics of Race in Mexico and the United States, 1910-1950* which received the PROSE award in US/North American History, awarded by the American Association of Publishers Professional and Scholarly Publishing Division. In June Karin taught a three week graduate seminar on theory and historiography of gender and sexuality at the Universidad Católica in Santiago, Chile. Additionally, she published:

"Mexican Anthropology and Inter-American Knowledge" in *Latin American Research Review* as part of a special collection on Latin American Studies and the Humanities: Past, Present, Future.

Ana Ivelisse Sanchez-Rivera

Congratulations to Ana Ivelisse Sanchez-Rivera for successfully defending her dissertation in the Geography Department.

Ruth Enid Zambrana

Ruth Enid Zambrana has two books and one presentation: Walters, K., Lukszo, C., Evans-Campbell, T., Valdez, R., & Zambrana, R.E. (2019). 'Before They Kill My Spirit Entirely': Insights into the lived experiences of American Indian Alaska Native Faculty at Research Universities. *Race Ethnicity and Education*. Espino, M. & Zambrana, R.E. (2019). "How Do You Advance Here? How do You Survive?" An Exploration of Under-Represented Minority Faculty Perceptions of Mentoring Modalities. *The Review of Higher Education*, 42(2), 457-484. Presentation: "Challenges and Possibilities of Mexican American and Latina Women in the Academy." She presented the keynote address at the Symposium for Advancing Latinas in STEM Academic Careers at the University of Texas Rio Grande Valley on May 17, 2019.

Jesse Zarley

Jesse Zarley (Ph.D. History, 2017), will begin the fall 2017

as Assistant Professor of History at Saint Joseph's College in Patchogue, NY. He will be the first Latin American historian in the department. He is also a new host for the podcast *New Books in Latin American Studies*, a channel on the New Books Network.

¡ Felicidades a los nuevos Graduados!

We would like to congratulate our Ph.D and M.A students. We are so proud of the hard work and passion that each of these students demonstrated during their time and UMD, and are certain that each will continue to radiate that same quality of excellence in their future careers.

Sarah Dowman Ph.D.
Natasha N. Piñeiros M.A.
Ana Ivelisse Sanchez-Rivera Ph.D.
Cara Snyder Ph.D.

CONGRATULATIONS!

To Britta Anderson with love from LASC





The Latin American Studies Center At the University of Maryland is an interdisciplinary center that invites students to learn about Latin America and the Caribbean through academic courses and cultural events and to meet others with similar interest.

For over 30 years, LASC has been active in promoting faculty and student research, bringing visiting scholars, hosting conferences and events, and working with the community.

Please help us to support the Latin American Studies Center

YES! I would like to support the Latin American Studies center with my gift of:

\$500 \$250 \$100 \$50 Other

Please make checks payable to:
The Latin American Studies Center University of Maryland

Send it to:

University of Maryland
4112 H.J. Patterson
College Park, MD 20742

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