

EL TERRAPINO

LATIN AMERICAN STUDIES CENTER
2019-2020



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Visit

WWW.LASC.UMD.EDU

DIRECTOR'S NOTE

Dr. Merle Collins



Here at the Latin American Studies Center (LASC), the academic year 2019-2020 has been for me a tremendous learning experience. I express particular appreciation to Assistant Director Eric Tomalá, postdoctoral assistant Cara Snyder, Graduate Assistant Ana Mendes, and all LASC students, especially those of the Graduate Collective, whose dedication to LASC and to discussion and debate about every aspect of LASC activity continues to be an inspiration. As we consider the future of LASC and work toward encouraging a wider participation of Latin America and the Caribbean, we learn from the vision and experiences of those who have gone before.

As LASC envisions putting into place a LACS (Latin American and Caribbean Studies) Graduate Certificate for students interested in the study of Latin America and the Caribbean, we also look to the past, understanding LASC interests and involvements early in its becoming, and building on that experience even as we move forward. In a 2005 edition of the LASC magazine, when founding Director Saúl Sosnowski was in office, there was an announcement headed “Establishing a Community of Latin Americanists and Caribbeanists: First Latin American and Caribbean Graduate Student Conference.” That April 2005 conference, the publication informs, was organized by graduate students, sponsored by the Latin American Studies Center, and had the support of an interdisciplinary group of professors at the university. The conference “launched a series of seminars that (were) intended to discuss current projects, dissertations and work in progress on Latin America and the Caribbean.” Among questions asked were, “On the one hand, what does Latin America and the Caribbean mean for Latin Americanists and Caribbeanists? And, how are these two spaces studied and explained as both material realities and symbolic constructs? On the other hand, how does studying outside their birth country, in the case of Latin American and Caribbean students, change their personal and intellectual approach to Latin America and the Caribbean? And, how does studying Latin America and the Caribbean from a U.S. perspective, in the case of U.S. students, determine their method, topics of interest, and final results?”

I refer in detail to those 2005 questions because they are questions we are asking now as we consider the establishment of a Graduate Certificate and discuss perspectives on Latin America and the Caribbean. We are not trying to reinvent the wheel, but learning from those experiences as recorded, aiming also to ensure that when, as a Center, we refer to Latin America and the Caribbean, we are encouraging a consideration of the wider region in all of its linguistic, cultural and other complexity. As the Center’s Mission Statement, updated by Director Laurie Frederik in 2015, advises, we aim to support and build a community of students and faculty interested in studying and actively engaging with every aspect of the region (Latin America and the Caribbean) and its diaspora. As I read accounts from fifteen years ago, referring to students finding “comfortable spaces to share their interests, discuss projects, and learn about each other’s “very diverse but equally interesting studies.”

I have tremendous respect for the fact that graduate students stayed the course. They have been working with LASC undergraduate students registered for the Minor and Certificate programs, and doing this more overtly since 2019, via a mentoring program begun by then director Britta Anderson. Over the years, graduate students have insisted by their commitment that LASC remain a home space to explore their interests even during years when conditions changed and there were no longer attractive funding circumstances. I look at the work done this year by Graduate Assistant Ana Mendes. Guided by the advice of others, including other graduate students, she has been working to organize this year's conference. Subsequently, she has been focusing with other students on converting a face-to-face engagement to a virtual one. During this difficult year, I have observed an admirable dedication to the work of the Latin American Studies Center. I have learned during this year how effectively graduate students have helped to carry LASC, remaining supportive and insistently a part of an always evolving LASC academic community. Without being asked, they have stood the test of commitment to research and community.

A perusal of *El Terrapino* will show that throughout the years, LASC has shown an interest in the stories of various Latin American and Caribbean countries – Mexico, Venezuela, Brazil, Argentina, Colombia, Chile, Belize, Haiti and Cuba. Also reaching out to community organizations, a 2006 LASC article, published during the period that Karin Roseblatt was Director, drew attention to “massive displacement” among Afro-Colombian communities. Here in the Washington Metropolitan area, LASC has worked with the Langley Park Project, has been intimately involved with Action Langley Park and now (2019-2020) with the Langley Park Archives of Professor Bill Hanna (deceased). In 2011, LASC helped to sponsor a forum on immigrant rights and the Maryland Dream Act. Continuing this involvement with community and academy, this year (2019-2020) LASC started exploring an internship program with the Cultural Academy for Excellence (CAFE), an organization concerned with immigrant (including Central American and Caribbean) students in Prince George's County Schools.

Over the years, LASC students and affiliate faculty have come from a variety of disciplines – among them Anthropology, Comparative Literature, English, French, Government and Politics, History, Psychology, Spanish & Portuguese, and Theatre and Performance Studies. The two students working assiduously with Assistant Director Eric Tomalá on this edition of *El Terrapino* are our Graduate Assistant, Ana Mendes (History), and Cindy Morales (Communications). LASC epitomizes collective effort, and every aspect of its performance, I have discovered, must be credited to committed teamwork.

For me, the Latin American Studies Center continues, virtually and otherwise, to be an informative and energizing experience. In 2020-21, I look forward to consolidating the important initiatives from the past and working toward continuing the building and expansion of a community of scholars concerned with Latin America, the wider Caribbean, and their diasporas. During a year in which events call us to consider not only Latin America and the Caribbean but all of the Americas, and our ways of being in the world, I recognize what University of the West Indies Professor and Vice Chancellor Hilary Beckles refers to as “a responsibility to connect the dots.” I draw particular attention to Professor Beckles's comments that, as a region, we are “dialectically bound to working through the same historical processes.” From our LASC spaces, engaging with academia and community, we will, in 2020-21, continue to focus on working through these processes together.

LASC EVENTS

FALL 2019

Welcome Dr. Collins 07

September 4, 2019

LASC community welcomed our new director, Dr. Merle Collins. An event filled with laughter, unity, and joy.

First Look Fair 08

September 11 -12, 2019

LASC promoted the Minor and the Certificate Program during the annual First Look Fair. The LASC table attracted students and provided them with useful knowledge regarding Latin America and the Caribbean by playing trivia.



Black Orpheus (Orfeu Negro) 09

September 25, 2019

In the spirit of La Vida Es Un Carnaval: Latinx Heritage Month! LASC presented a Brazilian film screening of Black Orpheus - a 1959 film directed by Marcel Camus. The film was praised for its spectacular visuals, lush music, and portrayal of Afro-Brazilian characters. Popcorn and refreshments were served and a Q&A followed after the film.

Brown Bag: Nathan Dize 13

October 16, 2019

LASC alumnus, Nathan H. Dize, participated in this event. He shared his experience in translation. He is a PhD Candidate in the Department of French and Italian at Vanderbilt University where he specializes in Haitian literature and history. He co-edited the "Haiti in Translation" interview series.

Brown Bag: Katherine Zien 14

November 20, 2019

LASC displayed a presentation by Dr. Katherine Zien, an associate professor in the English Department at McGill University. Dr. Zien spoke about research on the history of US military training of Latin American soldiers during the Cold War, and specifically the use of performance techniques in these training regimes.

Day of the Dead 15

October 30, 2019

LASC hosted its annual Day of the Dead (*Dia de los Muertos*) event. A night filled with *ofrendas* and creativity. Hot cocoa and *pan dulce* was served as Marco Polo Juarez Cruz presented about popular art related to *Dia de los Muertos*.



LASC EVENTS

Envisioning Justice

December 5, 2019

LASC undergrad students enrolled in the certificate and minor presented their capstone research and internships that explored the theme of justice in Latin American Studies. Light refreshments were served.

16



Job Talk: Dr. Cara K. Snyder

December 5, 2019

Dr. Cara K. Snyder presented a conversation of the culturally rightward turn in Brazil. Furthermore, she explored how women and LGBT+ athletes use soccer as a politics by other means. Light refreshments were served.

18



CO-SPONSORED EVENTS

Joênia Wapixana

February 26, 2020

co-sponsored with SPAP

Congresswoman Joenia Wapixana gave a speech regarding indigenous land.

19

Altamiran Lopes Ribeiro Afro-Brazilian land and human rights Activist

October 15, 2019

co-sponsored with Anthropology Department Altamiran Ribeiro, a land and human rights activist, joined LASC in an educational discussion regarding Afro-Brazilian rights.



Salvadoran History Talk by Hector Lindo Fuentes

October 16, 2019

co-sponsored with SPAP

Lindo Fuentes presented his new book on El Salvador, *El Alborotador de Centroamérica: El Salvador ante el imperio* (2019)

24th annual Bienvenida

October 1, 2019

co-sponsored with Phi Chapter of La Unidad Latina Lambda Upsilon Lambda Fraternity LASC provided resources at the Bienvenida tabling event.

WELCOME RECEPTION

In honor of LASC's new director Dr. Collins



The LASC community welcomed our new director, Dr. Merle Collins. Dr. Collins is a professor in the Department of English and a 2018 UMD Distinguished Scholar-Teacher. Dr. Collins has a B.A. in English and Spanish from the Mona, Jamaica campus of the University of the West Indies, an M.A. in Latin American Studies and a Certificate in Spanish to English Translation, from Georgetown University, and a Ph.D. in Government (with a focus on Grenada)

from the London School of Economics and Political Science. Also a creative writer, Collins is the author of novels, collections of poetry, short story collections, and several critical essays on Caribbean literature and Grenadian culture and politics. The event was filled with laughter and friends from different organizations. The event highlighted unity and support. Thank you Dr. Collins and the LASC community!

THE LASC COMMUNITY WELCOMED OUR NEW DIRECTOR!



LASC Event

**WHAT IS
THE
CAPITAL
OF
PERU?**



**WHAT IS
A
FAMOUS
CUBAN
DISH?**



FIRST LOOK FAIR

The First look fair hosted almost 600 student clubs and organizations, campus departments and services, local vendors, and community service agencies. LASC was thrilled to be a part of one of the largest events held in the fall semester. The two-day event kicked off with the perfect summer weather. The event started early in the morning and already the mall was filled with curious students walking towards the LASC table. LASC conversed with several students regarding our minor and certificate program.

Our Trivia made its annual appearance. Questions were asked about several different topics. For example, music and food of course! Students from all backgrounds were tested on their Latin American and Caribbean knowledge. Those that answered correctly received an authentic Mexican candy! The first look fair was a perfect way to communicate and connect with fellow students unaware of LASC. At the event there was a positive atmosphere filled with laughter and joy from students, volunteers, and our UMD family.

LASC Event

BLACK ORPHEUS

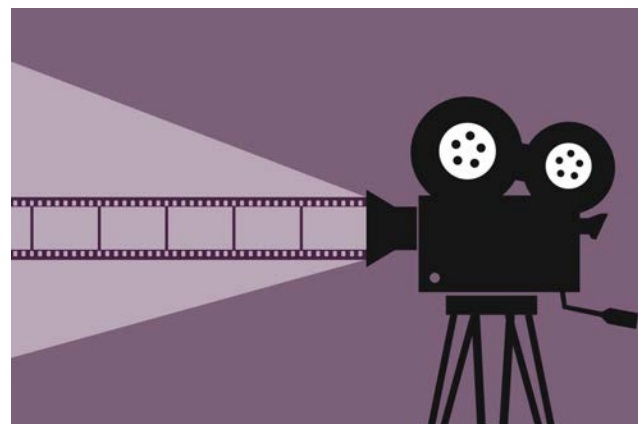
In the spirit of La Vida Es Un Carnaval: Latinx Heritage Month! LASC presented a Brazilian film screening of Black Orpheus, the 1959 film directed by Marcel Camus, winner of both the Academy Award for best foreign-language film and the Cannes Film Festival. The film sets the Greek myth of Orpheus and Eurydice in the twentieth-

century slums of Rio de Janeiro during the madness of Carnival. The film was praised for its spectacular visuals, lush music, and portrayal of Afro-Brazilian characters. The film was followed by a Q&A, with great questions from the audience and an analysis of the film. The following page includes an analysis of the film by Ana Claudia dos Santos Sao Bernard.



" BLACK ORPHEUS LEADS TO THE DEMAND OF BLACK REPRESENTATION IN THE MEDIA, SOMETHING THAT BLACK BRAZILIANS STILL DEMAND"

-Ana Cláudia dos Santos São Bernard



LASC Event

A MYTH OF BLACK ORPHEUS

By Ana Cláudia dos Santos São Bernardo



In 2019, LASC invited me to lead a discussion following the screening of the film *Black Orpheus* (1959). As a mixed-black Brazilianist working in Literary Studies, I was immediately thrilled about the invitation. In these dire times, this is a production that can spark discussions on representations of black people, the Global South and Brazil, more specifically.

A Brazilian slum appeared in the big screen in 1959 in the film *Black Orpheus*. Directed by the French Marcel Camus and starring the North American born French actress Marpessa Dawn as Eurydice and the Brazilian soccer player Breno Mello as Orpheus, the film is based on a play, *Orfeu da Conceição*, staged in 1956 by one of the most famous Brazilian writers and musicians: Vinícius de Moraes (1913-1980). Moraes based the play on the ancient Greek myth of Orpheus: the talented musician and poet who enchants people, animals and even things with his melodies and travels to the land of the dead to rescue Eurydice, Apollo's daughter, the love of his life. The original myth is about love and death as well as patience and trust in the gods. In *Black Orpheus*, this classical story is transposed to a slum in Rio during carnival.

In the film, Orpheus is a black trolley conductor and his lyre is now a guitar that he uses to accompany the beautiful songs in the movie. Orpheus is engaged to a light skin mixed-black woman named Mira. However, he will immediately fall in love with Eurydice, who has just arrived in the city to escape a man who, she believes, wants to kill her. This mysterious man, dressed as a sort of skeleton, chases Eurydice during carnival celebrations but is prevented from killing her by Orpheus until the last part of the movie when she is indeed killed by the stranger. Orpheus, inconsolable with Eurydice's death, looks for her in several places, including an Afro-Brazilian religious temple where a spiritual ceremony is happening. He finally recovers her body in the morgue and, with her, falls into death.

Something is clear from the very first scene of the film, when four smiling black men appear playing instruments and dancing samba on the top of a hill where a slum sits: portraying blackness was intentional. Even Moraes explains that the play was "a homage to blacks and a contribution to the culture of this country and for their impassioned lifestyle." (Robert Stam, *Tropical Multiculturalism* 168). *Black Orpheus* features an all-black cast, most of whom were part of the *Teatro Experimental do Negro* (TEN - Black Experimental Theater), a black theater company created by the famous Brazilian scholar-activist Abdias do Nascimento (1914 - 2011). More than that, the play and the film, even if unknowingly, were engaging with the figure of black Orpheus, portrayed by the French existentialist philosopher Jean-Paul Sartre in his 1948 essay "Orphée Noir." In the essay, Sartre draws from the Negritude movement that emerged in the first decades of the 20th century in France. A majority of Black Caribbean students living in France, a colonial metropolis at the time, engendered Negritude. They were inspired by decolonization efforts, in support of black identity's assertion opposing the cultural assimilation of black people.

Language was an important aspect of Negritude. As language was highlighted in the decolonization debates, for Sartre, "it is necessarily through a poetic experience that the black man, in his present condition, must first become conscious of himself; and, inversely, why black poetry in the French language is, in our time, the only great revolutionary poetry" (16). This focus on the linguistic aspect of the movement produces the figure of the black Orpheus as the black man of letters who resorts to poetry to affirm an unequivocally black identity and resist assimilation and oppression.

It is interesting, though, that Sartre chose to blacken Orpheus as a symbol of Negritude considering that white elites embrace Greek mythology as the cradle of white European civilization. As a musician, this relation between Orpheus and blackness also reiterates ideas of a limited contribution of black people to society. Eugenicists in Europe and the Americas supported the belief that white men were the ones with intellectual aptitude to run the nation while black people had a natural physical talent for singing and dancing. This representation of black people as mainly the cultural fuel of Brazil became part of the racist ideological formation of the country. As black people's imagined talents are physical ones, they are also portrayed as more suitable bodies to perform hard physical work.

As the talent of Orpheus is highlighted in the film, few critics have paid attention to the portrayal of black women, specially the competition for the love of the protagonist. The explosive Mira and the innocent Eurydice have in common beauty, dancing skills and their love for carnival and Orpheus. Because *Black Orpheus* became internationally famous, the representation of black Brazilian women as economically vulnerable, although their main concern seems to be love and partying, can be damaging. These characters also reflect the common belief in the sensual, easy and vulnerable *mulata*.

The context surrounding the release of "*Black Orpheus*" is extremely meaningful for many reasons. After Gilberto Freyre's *Casa Grande e Senzala* (1933) that portrayed Brazil as a land of racial harmony and a second World War in which race played an enormous part, UNESCO pointed to the country as a model to be studied regarding racial relations (UNESCO, "The Race Question" 4). According to Robert Stam (174), the Brazilian government surely welcomed this internationally positive image of Brazilian racial harmony in which black people are as poor and innocent as they are happy. While Camus develops the film's stunning photography to portray a beautiful image of carnival and black Brazil,

the exoticization of the Global South and the black characters is undeniable (Bentes 106)

This view of carnival happiness and black poverty, in my opinion, could only be a foreign one as blackness was far from being celebrated in the country and poverty was a big problem. At that time, Brazil's future in the Cold War was being decided: Would the country follow the path of communism established by the Cuban Revolution in the Americas or would it continue to serve the North American predatory capitalism in the region? The answer comes a few years later with the implementation of a military dictatorship in the country as an excuse to stop (the always imagined) Brazil's turn to the left. Every image, every message of Brazil that was shared abroad mattered in this context as it could indicate the country's position and possibilities in this scenario. The image of helplessness and poverty of an innocent black population was certainly a useful one as it showed the necessity of foreign intervention while easing the concern that the masses were politically organized. The movie cannot be read outside of the context of its time including the Movement for civil rights in the USA, apartheid, the independence of seventeen countries in Africa one year later, the end of the Vietnam War and the tension between the capitalist and the socialist blocks.

Despite the context and the clear intent to portray race in Latin America, the most commented aspects of "*Black Orpheus*" is its soundtrack. Antonio Carlos Jobim (1927-1994) and Vinicius de Moraes (1913-1980), two of the most important songwriters and poets in Brazilian history and the composers of the famous "The Girl from Ipanema," among others (none of them black) wrote the film's songs. Compositions like "Manhã de Carnaval" 'Carnival Morning' and "O nosso amor" 'Our Love' are some of the most popular Brazilian songs ever recorded. These songs are part of the centerpieces of the film while the instrumental parade style samba melodies (which I imagine would be closer to what was more popular among the population at that time)

that play throughout the whole film accompanied by murmurs and giggles remained as background noise to remind the audience that the carnival was still happening. Although the audience might not realize it, this background music and noises are part of what make the film enjoyable to watch as they become a constant reminder of the characters' state of happiness. This background also contributes to the audience catharsis that prevents reflections on the absolute poverty that is shown on screen and its outcomes. As said by Bentes, "all historical and social context is abandoned" (134). While one can appreciate the good music that is highlighted in *Black Orpheus*, the samba from the parades, usually very political compositions that represent the ideas of entire communities, appears depoliticized (Stam 174). For instance, Camus added some of the original footage of 1958 Portela samba school's parade. In that year, the samba school featured lyrics on colonial historical figures in which the Princess Isabel, who signed the document ending slavery in the country, was portrayed as an angel.

Black Orpheus leads to the demand of black representation in the media, something that black Brazilians still demand, considering that these messages arrive in places where the black movement is not as active. Black representation in the media is a matter of acceptance of one own's identity in a mixed country where being black can lead to social and even physical death. However, despite the beautiful songs, characters and plot, it is difficult, especially in the moment in which we are living, to overlook the associations of the hero with the white Orpheus as well as the always happy, always innocent, always poor, always singing and dancing portrayal of blackness even if during carnival. Abdias do Nascimento, for example, harshly criticized this aspect: "Blackfaced white actors, Black Christ, Black Orpheus: in the last analysis they all conspire in the historical rape of my people. African religious culture is rich and alive in our religious communities all over Brazil.

We have no need to invoke Greece or the Bible in order to raise it to the status of mythology. On the other hand, Greece and Europe owe to Africa a great deal of what they call 'Western Civilization.'" (169) Nascimento also comments on the portrayal of Afro-Brazilian religions in the scene of a ritual that Orpheus participates in order to find Eurydice. For him, the sacred space becomes a representation of the land of the dead where the Greek Orpheus goes to rescue his loved one. Therefore, for the scholar-activist, this representation is completely negative. I have to agree that these scenes take part in the exoticization of black culture specially because they appear out of context entangled with an ancient Greek myth.

Black Orpheus is based on a myth and, in my opinion, it continues to be a movie about myths: the myth of a possible racial democracy under a capitalist system, the myth of innocent happiness and fulfillment in poverty, and the myth of a possible association between black diasporic cultures and white European culture privileging the one that is underrepresented. It is an interesting film to understand the idea of racial harmony as well as all of the myths I mentioned above. It should be watched with caution, considering the context and the perspective, a white one, over the dancing black bodies we see on the screen.



BROWN BAG: NATHAN H. DIZE

"Translating Haitian Literature in the Wake of Disaster"

LASC alumnus, Nathan H. Dize, is a PhD Candidate in the Department of French and Italian at Vanderbilt University where he specialized in Haitian literature and history. He is content curator, translator, and editor of the digital history project "A Colony in Crisis: The Saint-Domingue Grain Shortage of 1789".

He co-edited the "Haiti in Translation" interview series for Haiti. He has published articles in the Journal of Haitian Studies, Francosphères, sx archipelagos, and the Journal of Haitian History.



AN EDUCATED CONVERSATION REGARDING HAITIAN LITERATURE



LASC ALUMNUS

Nathan H. Dize is a PhD Candidate in the Department of French and Italian at Vanderbilt University where he specializes in Haitian literature and history. He is content curator, translator, and editor of the digital history project "A Colony in Crisis: The Saint-Domingue Grain Shortage of 1789". He co-edits the "Haiti in Translation" interview series for H-Haiti. His translation of Makenzy Orsel's *The Immortals* (Les Immortelles, Zulma 2011) is under contract and forthcoming with SUNY Press and his translation of Louis Joseph Janvier's *Haiti for the Haitians* (eds. Brandon R. Byrd, Nathan H. Dize, and Chelsea Stieber) is forthcoming with Liverpool University Press. He has published articles in the *Journal of Haitian Studies*, *Francosphères*, *sx archipelagos*, and the *Journal of Haitian History*. He tweets @NathanHDize.

**OCTOBER 16, 2019
TIME 1:00 - 2:00PM
H.J. PATTERSON 4118**



BROWN BAG: KATHERINE ZIEN

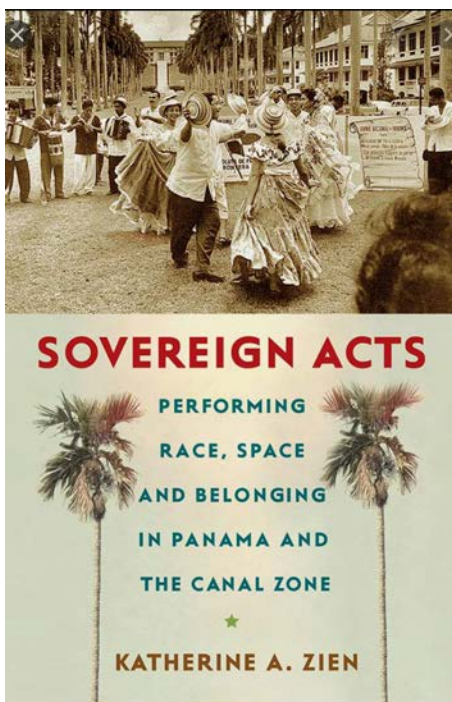
Rehearsing Revolution and Counterrevolution during Latin America's Cold War

Dr. Katherine Zien, an associate professor in the English Department at McGill University, spoke about the current research on the history of U.S. military training of Latin American soldiers during the Cold War, and the use of performance techniques in these training regimes.

The talk was part of a larger project examining performance and inter-American military exchanges during Latin America's Cold War. Dr. Zien's new research also focused on the Canal Zone, and its military installations, including the former School of the Americas.



DR. ZIEN SPOKE ABOUT THE CURRENT RESEARCH ON THE HISTORY OF U.S. MILITARY TRAINING



Latin American Studies Center
International Education Week

BROWN BAG LUNCH TALK:

Rehearsing for Revolution and Counterrevolution in Latin America's Cold War

Visiting Professor Katherine Zien
Department of English at McGill University

November 20, 2020
1:00 - 2:00 pm
4120 H.J. Patterson



**PAPEL
PICADO**



**PAN
DULCE**



DAY OF THE DEAD DIA DE LOS MUERTOS

LASC hosted its annual Day of the Dead (Dia de los Muertos) event. This year's guest was Marco Polo Juarez Cruz, a first-year Ph.D. student specializing in twentieth-century Latin-American and American art. He is primarily interested in the emergence of abstraction in the Americas and its relationship with local identities, artistic groups and museums, hemispherical policies, and the Cold War. Marco Polo received his B.A. in Architecture from Universidad Nacional Autonoma de Mexico (UNAM) in 2009. He earned his master's degree in Art History from UNAM in 2018.

He presented "Raising the Underworld: The Cultural Syncretism in the Day of the Dead," an informative conversation regarding the traditions and culture of the Day of the Dead in Mexico. Students and guests listened to the informative presentation while they enjoyed some hot cocoa with delicious pan dulce while listening to his presentation. There was also a Q&A section and the event ended with arts and crafts! A night that honored our loved ones with papel picado and notes for the deceased placed on the altar.

ENVISIONING JUSTICE

A Celebration of Teaching and Learning at LASC

LASC undergrad students enrolled in the certificate and minor presented their capstone research and internships that explored the theme of justice in Latin American Studies. In addition, graduate students who mentored undergraduates through the research process presented their mentorship statements.

Jennifer Luna Alvarado

“Anti-femicide Organizations combating Misogyny in Ciudad Juarez Mexico”

This paper examined a range of sources to explain why protesting is a crucial part of combating femicide.

Jerry Dessy

“Innovating Haiti: Establishing Reforestation as a Necessary Factor”

This research examined environmental issues present in Haiti. It allowed the author to see social movements that embody the concept of environmental justice in action.

Leslie Delcid

“Deforestation: The Challenge of Forest Conservation in Guatemala”

This paper examined several factors that have contributed to deforestation in Guatemala. The author provided solutions to combat these issues.



Maria Aragon

“Power and Femininity in La Reina Del Sur”

This paper discussed how the feminist ideal of power is contested and oppressed in *La Reina Del Sur*, a drug trafficking novela. In this book, the woman protagonist is put into situations where she is forced to be “empowered” by her existence under a narco patriarchal state.

Tanisha Mondestin

“Eres Dominicano-Haitiano? No, I am Hispaniolan: Statelessness and the Implications of State Justice on the Black Body Politic”

This research argued that Dominican-Haitians have the right to a nationality. The paper stated that being Haitian should not exclude someone from obtaining citizenship.

Jefferson Montano

"No Child Left Behind, Part II: An Analysis of the Discrepancies between students in lower and higher income area schools in Prince Georges and Montgomery County Maryland"

This paper pushed for equality and examined the discrepancies that are present in school systems between Prince George's County and Montgomery County, Maryland.

Carly Rosenfeld

Analyzing Universal Healthcare Reform Seguro Popular through Health Outcomes of Indigenous Women in Mexico"

This paper addressed certain inequalities in healthcare coverage in Mexico and the resulting discrepancy in health outcomes.

Valentina Vargas

Internship: GOOD

Her internship focused on proving basic material needs with the tools they need to succeed in life.

Valentina Vargas

"Sexual Violence in Colombia: Teenage years"

This paper addressed the problem of sexual violence in the teenage community in Colombia, a multilayered problem that affects thousands of women in the country from all social classes. The paper stated that machismo, shame, and poverty put teenage girls in a very vulnerable situation.

Micayla Wilson

Internship: Baby Books 2

Her internship focused on being an undergraduate research assistant on the NIH-funded, longitudinal research project called Baby Books 2: Using Baby Books to Improve Maternal and Paternal Parenting and Child Outcomes.

Graduate Mentors Instructor

Nohely Alvarez Dr. Cara Snyder

Daniela Bulansky

Sergio Garcia

Rodrigo Dominguez-Martinez

Kristofer Reed

"STUDENTS WERE IMPRESSED BY ALL THE PROJECTS PRESENTED AND THEY LEARNED ABOUT LATIN AMERICA FROM DIFFERENT PERSPECTIVES, WHICH WAS A VERY IMPACTFUL EXPERIENCE"

-Jessica Mealey, teacher at Laurel High School

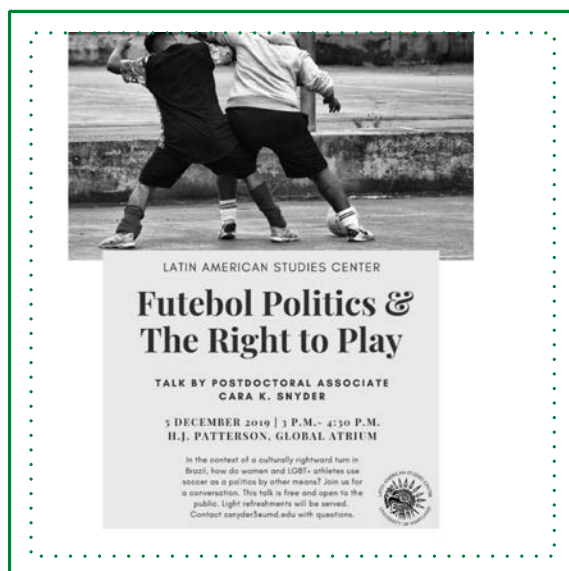


FUTEBOL POLITICS

Job Talk: Dr. Cara Snyder

Dr. Cara K. Snyder presented a conversation of the culturally rightward turn in Brazil. She also explored how women and LGBT+ athletes use soccer as a form of politics by other means. Dr. Cara Snyder is a Postdoctoral Associate in the Latin American Studies Center at the University of Maryland. She received her PhD in Women's Studies at UMD in July 2019.

Her dissertation, titled "Which Team Do You Play For: Visibility and Queering in Brazilian Soccer" looks to Brazil—known for both its violent disciplining of gender non-conformity and its status as a country that is soccer mad—to understand how queer athletes navigate futebol's rigid gender binaries, and, more broadly, what this can tell us about how gender is ordered in Brazil.



LASC Event

JOÊNIA WAPIXANA

Brazilian Congresswoman and Indigenous Peoples Rights.

Comments and translation by: Ana Mendes

Congresswoman Joenia Wapixana brought the urgent question of the indigenous land to the students of the University of Maryland. Indigenous people in the Amazon are being pushed out of their lands which are being appropriated by miners, exploiters of the resources of the forest, and cattle farmers. Congresswoman Wapixana gave her testimony as a politician, a Brazilian, and an indigenous person about the urgency

of the demarcation of the indigenous land not only for the protection of their people, and their culture, but also for the protection of the forest. This topic is not specific to Brazil, but is rather an issue that affects Latin America and the environmental balance of the planet. As a Brazilian, I was very touched to hear Congresswoman Wapixana talking about the constant struggle that Brazilian indigenous people face everyday.



CONGRESSWOMAN WAPIXANA TALKS ABOUT THE CONSTANT STRUGGLE THAT BRAZILIAN INDIGENOUS PEOPLE FACE EVERYDAY.

Portuguese Translation:

Joênia Wapixana trouxe a questão urgente das terras indígenas para os estudantes da Universidade de Maryland. Indígenas da Amazônia estão sendo arrastados para fora de suas terras. Essas terras são tomadas por mineiros, exploradores e criadores de gado. Wapixana deu seu depoimento como brasileira, como política, e como indígena sobre a urgência da demarcação das terras indígenas não somente para a

proteção das pessoas e suas culturas mas também para a proteção da floresta Amazônica. Essa questão não está isolada ao Brasil, mas é um assunto que afeta América Latina e o equilíbrio meio ambiente do planeta. Como brasileira, eu fiquei muito emocionada de escutar Joênia Wapixana falar sobre sua constante luta dos indígenas Brasileiros.

Co-Sponsored Event With SPAP

A DIVERSE COMMUNITY



HOPE UNITY LANGLEY PARK



BARRIO DE LANGLEY PARK

The collection of Langley Park archives that was inherited from Professor Hanna consists of planning documents, photographs, reports, VHS tapes, cassette tapes, and newspaper clippings - dating back to the 1970s. Langley Park is a densely populated multiethnic community that has often been neglected by government entities and faced social and economic challenges. The archives provide documentation that community-led efforts and immigrant-owned small businesses have been instrumental in the sustainability of Langley Park.

Bill (William Hanna) 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 in Bethesda, Maryland. The Takoma/Langley Crossroads Development Authority and the Maryland National Capital Park and Planning Commission gave him awards for distinguished community service.

For more information click [Lasc Projects](#) below.

WHAT DOES LATIN AMERICA MEAN TO YOU?



“AMERICA
LATINA FOR ME
IS A VAST
REGION OF ALL
CULTURES AND
A LOT OF
DIFFERENT
IDEAS, AN
INFINITE
SOURCE OF
CREATIVITY.”

- Victor
Hernandez-Sang



RELASC PODCAST

The Latin American Studies Center brings academic and cultural experts to the University of Maryland college campus to address important issues in contemporary Latin America and the Caribbean. The podcast is an opportunity for those who want to share their story with the community. ReLasc Podcast has had four amazing guests so far, all with different stories. The first guest was Daniel Teodoro. Teodoro is a Ph.D. student in the Department of Geographical Sciences at the University of Maryland.

Our second guest was Victor Hernandez-Sang. Sang is a Ph.D. student of ethnomusicology originally from the Dominican Republic. Our following energetic guest was Sabrina Gonzalez. González is a PhD candidate in the Department of History. She graduated from Universidad Nacional de La Matanza, in Buenos Aires, Argentina, with a BA in social communication and has been working with social movements. Our last guest was Sergio Garcia, a Fulbright scholar from Guatemala, pursuing a Water Resource MSc Degree at the University of Maryland.

For more information click [LASC projects](#) below.

MEET SOME OF THE INTERNS

LASC provides an Experiential Learning course (LASC 486) that offers university credit for internships 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 the development of strong and mutually beneficial relationships with area professionals and community leaders.



Martha Dominguez Luya

CASA de Maryland in the Department of Community Organizing.

CASA's Community Organizing (CO) Department engages low-income community members in organizing campaigns that encourage leadership development, and seek to effect social change.



Ryleigh Ahearn

International High School at Langley Park

The International High School at Langley Park's summer programs help assist teachers in all content areas by collaborating with other students on projects and by using technology to support learning.



Sterling Prudencio

The International Rescue Committee

"The International Rescue Committee responds to the world's worst humanitarian crises and helps individuals whose lives and livelihoods are shattered by conflict and disaster to survive, recover and gain control of their future."

Q&A: STUDENT INTERNSHIPS



Sterling Prudencio, who is a Public Policy major, had the great opportunity to intern at The International Rescue Committee. Here is what students experienced:

" I have learned a lot. Especially connecting it back to my course work at LASC" - Sterling Prudencio

Q&A

Q: What did you do during your time at IRC?

A: I worked as a refugee case work intern. The responsibilities involved transportation coordination, also teaching clients how benefits applications worked. It could take up a day working with other departments. I also learned how to set up bank accounts and learning how to cash checks. Overall a rewarding experience.

Q: What have you learned while at IRC?

A: I have learned a lot. Especially connecting it back to my course work at LASC, understanding the history of colonial Latin America and understanding current issues in Latin America, for example, political structures. Which ties along my policy major background. I had a lot of clients from Central America, and I would be working with them which was really powerful. A great lesson was that we do not have an effective system and is not set up for people to succeed.

Q: What are some issues that refugees are facing?

A: Especially during the COVID-19 crisis, a lot of clients are concerned with social security being able to contain and maintain benefits. Finding a job and these requirements are in place for refugees in order for them to maintain their refugee status. The system in place and policies are not prepared to handle emergencies.

Q: Thank you for sharing. Any final thoughts?

A: I just want to say I loved this experience. It was such a rewarding experience to go through and it is definitely something I want to continue with. I am very passionate about working in immigration but after getting my feet wet, I truly saw the potential I have in this field. I just want to say thank you for the LASC department and Dr. Cara Snyder for allowing me to document this experience.

Q&A: STUDENTS INTERNSHIP



Left to right: Casa Volunteer, Representative Debra M. Davis, Martha Dominguez

Martha Dominguez is majoring in Psychology and minoring in Latin American Studies. During her spring semester, she had the opportunity to intern at Casa de Maryland as part of the Community Organizer Department.

" Everyone was fighting to empower the Latinx community" - Martha Dominguez

Q&A

Q: What did you do during your time at Casa De Maryland?

A: I worked to advocate for the Latinx and immigrant community. Specifically, some of the projects I was involved in were the Census 2020 and lobbying for the Trust Act. I was able to inform and advise 30 families on average every week on the importance about the Census 2020.

Q: What have you learned while at Casa?

A: I have learned a lot. This project was a new experience and I was able to improve my persuasive and public speaking skills. Although the internship was cut short because of the pandemic, I was still able to volunteer through CASA and delivered boxes of necessary groceries to low-income families around Hyattsville and Langley Park.

Q: What is Casa de Maryland's main objective?

A: Ten years ago, many families didn't participate in the Census because they were fearful that their information would be shared with ICE or their landlord. Our goal was to close up this gap and to inform the community that it's okay to participate in this important event. I was also able to go to the Maryland State House in Annapolis to lobby for the Trust Act. We visited every Representative's office to establish and expand a Latinx representation to ask for their support

Q: Thank you for sharing. Any final thoughts?

A: CASA De Maryland really works on advocating against institutional oppression. I also saw the American dream present in the community. Another big part of this organization was movement and advocating for those who don't have a voice. Everyone was fighting to empower the Latinx community. My experience was very informative and I learned a lot while at Casa de Maryland.

LASC MINOR AND CERTIFICATE

Information about Minor and Certificate:

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. The certificate program is a 21-credit program open to all undergraduate students that provides interdisciplinary coursework designed to explore Latin American and Caribbean cultures, democracy, governance, civil society, labor, gender, art, literature, ethnicity, and migration. Students take four required courses and select three other courses from an approved list to address their individual areas of interest.



Gilma Chávez

Class: 2020

Major: Spanish Linguistics, Culture and Education
Latin American Studies Certificate

Gilma is the first in her family to attend college, obtaining an associate's degree in 2018 from Montgomery College in Language and Humanities. During the Spring of 2019, she became a member of Adele H. Stamp Chapter of Mortar Board National College Senior Honor Society, The National Society of Leadership and Success, as well as Sigma Alpha Lambda National Leadership and Honors Organization.



Evan Gaalswyk

Class: 2023

Major: Government and Politics
Latin American Studies Minor

Evan is a freshman Government and Politics and Spanish double major from Northwood High School in Silver Spring, Maryland. Evan loves to travel and learn about the world, and his favorite place in the world to visit is Nicaragua. Evan is excited to be part of the LASC minor program and to gain a better understanding of Latin America. After graduation, Evan hopes to travel the world and work to make it a better place.



Leticia Ramirez Granados

Class: 2022

Major: Architecture
Latin American Studies Minor

Leticia Ramirez Granados is originally from El Puerto la Libertad, El Salvador, but has lived in the U.S. for almost 16 years and is now a DACA recipient. Leticia is currently a sophomore based on her credits, but it's her first year at the University of Maryland. Her passion for architecture began with an early interest in math and construction..



Jacquelyn Kestner

Class: 2021
Major: Public Health Science
Latin American Studies Certificate

Jacquelyn is a Public Health Science major on a pre-PA track. Growing up in a culturally diverse area and taking Spanish classes since a young age, Jacquelyn always had a strong interest in Latin American studies. She first learned the importance of becoming more culturally aware when she volunteered in an ESL class during high school. She hopes that learning more about Latin American culture and issues will help her gain a more compassionate perspective for her current jobs and hobbies.



Nazareth Rodríguez

Class: 2021
Major: Government & Politics: International Relations
Latin American Studies Certificate

Nazareth is a junior majoring in Government & Politics with a concentration in International Relations. She was born and raised in Montgomery County, Maryland. Both of her parents are Panamanian immigrants, which sparked her interest for everything related to Latin America. She decided to pursue the Latin American Studies Certificate because she would like to learn more about all aspects of the region: culture, art, history, and politics.



Isabella Fincheltub

Class: 2023
Major: Psychology
Latin American Studies Minor

Isabella is a freshman psychology major from Miami, Florida. She is also currently in the Global Communities Living Learning program at Maryland. Her family is originally from Caracas, Venezuela and has lived in Miami for most of her life. Isabella is very excited to be part of the Latin American Studies minor program to learn more about Latin America and be able to meet people in the community.



Kevin Romeo Ortiz

Class: 2024
Major: Dance
Latin American Studies Minor

Kevin Romeo Ortiz is an openly queer artist from Intipucá, El Salvador. A transfer dance student from Montgomery College's school of performing arts. They have studied various movement forms. While they adore all aspects of movement, a huge portion of their dance training is in the Royal Academy of Dance methodology of Ballet. Also a pointe dancer, which is rare for male performers, they pride themselves in their versatility in dance forms.

LASC CERTIFICATE CAPSTONE STUDENTS

The senior capstone course, LASC 458, is the final course requirement to complete the Latin American Studies Certificate. The course explores topics in Latin American Studies and the power of interdisciplinary perspectives in intellectual study. 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. See below the 2019 Cohort.

Maria Aragon

"Power and Femininity in La Reina Del Sur"

Jennifer Luna Alvarado

"Anti-femicide Organizations combating Misogyny in Ciudad Juarez Mexico"

Jerry Dessy

"Innovating Haiti: Establishing Reforestation as a Necessary Factor"

Leslie Delcid

"Deforestation: The Challenge of Forest Conservation in Guatemala"

Tanisha Mondestin

"Eres Dominicano-Haitiano? No, I am Hispaniolan: Statelessness and the Implications of State Justice on the Black Body Politic"

Jefferson Montano

"No Child Left Behind, Part II: An Analysis of the Discrepancies between Students in Lower and Higher Income Area Schools in Prince Georges and Montgomery County, Maryland"

Carly Rosenfeld

"Analyzing Universal Healthcare Reform Seguro Popular through Health Outcomes of Indigenous Women in Mexico"

Valentina Vargas

"Sexual Violence in Colombia: Teenage Years"



THE LASC GRADUATE ASSISTANT'S NOTE

Ana Mendes (2018-2020)



In these two years that I worked as the graduate assistant for LASC, I learned that fearless ideas never come up from a solitary mind. It is our community who makes us fearless enough to have good ideas.

The rooms and corridors of the Latin American Studies Center are always filled with voices. Breaking the barrier of language, students from different places of the Americas share their dreams, anxieties, and solidarity. Amid this group, my work as a GA went beyond administrative tasks. It promoted academic and social development of a community of students from and interested in Latin America and the Caribbean. In a group effort, we created the student association LASC Graduate Collective, with the goal of stimulating the discovery of knowledge about Latin America and the Caribbean as well as having representation for Latin American, Caribbean, and Latinx students. At this point, this group is not only a powerful tool to give academic feedback and to create a group of researchers on campus, but also it is a group of support. We also launched Uno a Uno Conversation in an effort to pair up students from different disciplines according to common interests. I urge the next GA and LASC to keep this initiative alive and to continue building up interdisciplinary research and fostering academic publication. The most important collective effort is the LASC Annual Student Conference, though. Being the conference chair twice was a real challenge for me. Keeping up with the responsibilities of the conference, matching the committee's interests, and working with presenters kept me up all night sometimes. However, LASC conference is a real learning opportunity for students to have a safe space to debate the Americas in an innovative academic perspective. I am thankful for each one of these students who agreed to give their time, their labor, and their passion to make a difference and I am thankful for LASC for its mission of making these voices reverberate.

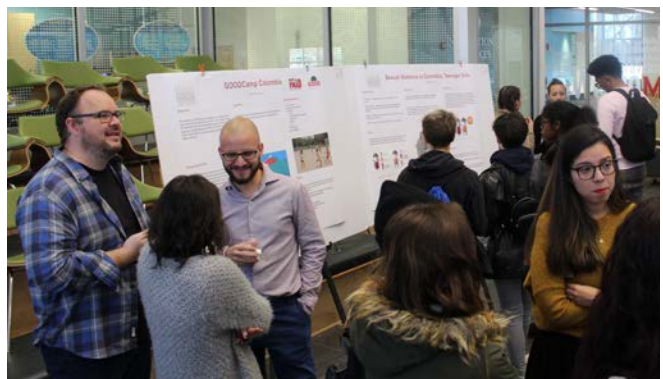
While the community part of the work of the GA is important, I cannot let it out the individual gains. For two years, I also shared my own anxieties and dreams. The Brazilian samba *Preciso me Encontrar*, which touches my heart, says: "Deixe me ir. Preciso andar. Vou por aí a procurar. (...) Se alguém por mim perguntar, diga que eu só vou voltar quando eu me encontrar" (Let me go. I need to go. I am looking for something (...)) If someone asks for my, say that I will only return when I find myself). As in the lyrics of the samba, I also needed to go. In a different country, far from my home and my family, the dream of finding myself, of achieving professional and academic goals, was at times shadowed by the lack of funding, the uncertainty of legal status, and lack of community. Working at LASC gave me not only resources and a way to sustain my family, but also invaluable learning. It helped me to develop my communication and organization skills, my adobe knowledge, my English, my research ability, my leadership. It also helped me to rethink Brazil. Through events, conversations, and movies, I discovered Brazil in the Americas. It was necessary to go to find myself.

Se alguém por mim perguntar, say that I needed to go again. Now I am not leaving Brazil, but I am leaving the home that I built here. While I am looking forward to starting the PhD program at Upenn, it is not without tears that I say goodbye to LASC. My sincere thanks to the people who crossed my path there. In particular to the people who worked with me. To Britta Anderson, whose energy and knowledge inspired me every morning. To Merle Collins whose experience and leadership helped me to better conduct my plans. To Sabrina Gonzalez for all the mates, training, and advice. To Cara Snyder, for all the shared meals, and multi language conversations. To Eric Tomalá, for everything (and I mean it), because I don't even know how to start listing the things that I learned from you. To Dani Pardo, Liana Gonzalez, Pablo Murga, Cindy Morales, and Jasmine Nuako my special thanks for all the learning that we shared. Finally, to the next GA, *todo meu amor*.

LASC GRADUATE MENTORSHIP PROGRAM



Graduate students have the opportunity to apply for the Graduate-Undergraduate Capstone Mentorship Program. Graduate mentors will be paired with one undergraduate student who is completing their Capstone research project for the Latin American Studies Certificate. In addition to gaining valuable mentorship and teaching experience, accepted graduate students will receive an award to be used for professional development. 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. Graduate students in the past have gained teaching skills and future opportunities. If interested reach out to LASC for more information on applying.



THE MENTORS

FALL 2019



Nohely Alvarez

PhD Student

School of Architecture
and Planning Department

Mentor for: Jefferson Montano

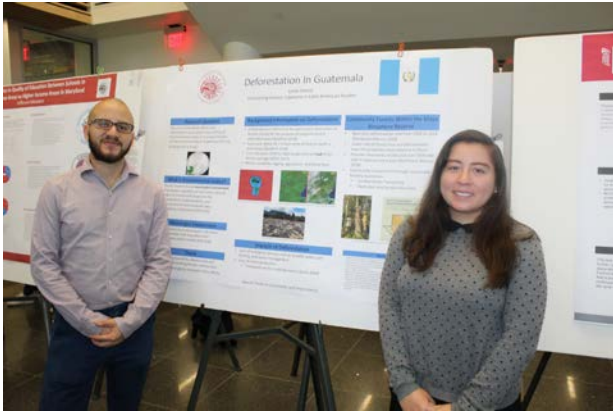


Daniela Bulansky

PhD Student

Department of Spanish and
Portuguese

Mentor for: Carly Rosenfeld



Sergio Garcia

MS Student

Department of Civil and
Environmental Engineering

Mentor for: Leslie Delcid



Rodrigo Dominguez-Martinez

PhD Student

Department of Sociology

Mentor for: Jerry Dessy



Jon Reed

PhD Student

English Department

Mentor for: Tanisha Mondestin

"La experiencia de ser un mentor me ayudó a descubrir sensibilidades sobre el valor del conocimiento que lxs investigadorxs generan al plantarse frente el camino indescifrable de la búsqueda del saber."

~ Sergio Garcia

MEET OUR GRADUATE STUDENT RESIDENTS

FALL 2019 -Spring 2020

LASC awards two graduate students unpaid residency for the semester which includes access to a private desk in an office shared with one other resident, as well as access to our shared kitchen, lounge, meeting room, and work room. The Graduate Residents' research will be featured in a talk or workshop.



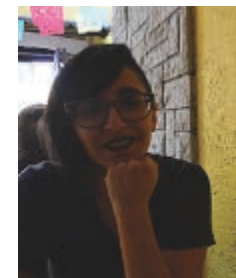
Daniela Bulansky, originally from Argentina, is a PhD student at the Department of Spanish and Portuguese. She studied political science at the University of Buenos Aires. Before coming to UMD, she worked at FLACSO-Argentina (The Latin American School of Social Sciences) in the gender, society, and policies area. Her academic field of interest is Latin American literature, with special focus on Southern Cone dictatorship and post-dictatorship literature.



Rodrigo Dominguez-Martinez (Rod Martinez) is an instructor and doctoral student in the Department of Sociology. Previously, Rod was a master's student, as well as instructor in the Center for Nonprofit and NGO Studies at Northern Illinois University. At the University of Maryland, he is an affiliate of the Critical Race Initiative, Maryland Population Research Center, and the Lab for Applied Social Science Research (LASSR). His broader research interests include social inequality, the carceral state, race, gender, and social movements.



Sergio García Mejía is a Fulbright Scholar from Guatemala. He graduated from Universidad de San Carlos de Guatemala with a BA in Civil Engineering. Currently he is pursuing a Water Resources MSc degree at the University of Maryland, College Park, and is part of the Center for Disaster Resilience at the A. James Clark School of Engineering.



Sabrina González is a PhD candidate in the Department of History. She graduated from Universidad Nacional de La Matanza, in Buenos Aires, Argentina, with a BA in social communication. Since 2006, she has been working with social movements as a communicator, educator, and student and labor organizer.

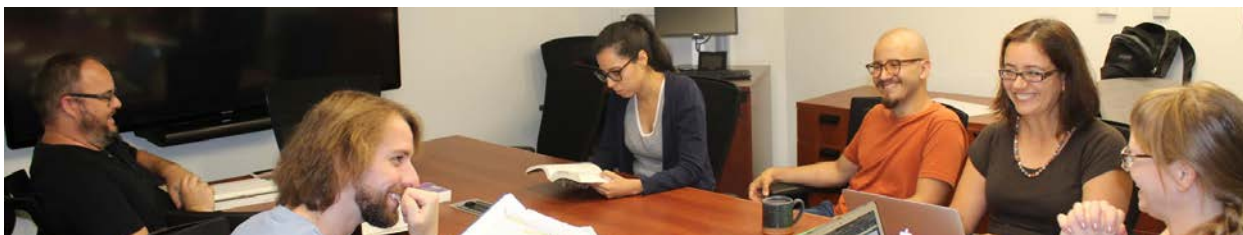


Ofelia Montelongo is a bilingual writer originally from Mexico. She received a BA in accounting and finance, an MBA, and a BA in English and Creative Writing. Ofelia is a freelance writer and photographer and has collaborated with magazines such as Phoenix New Times, So Scottsdale, and Phoenix Magazine. She was also Editor-in-Chief for the journal Superstition Review in the fall of 2016.

LASC GRADUATE COLLECTIVE



Who are we? We are a collective of graduate students, researchers, activists, and educators with divergent but intersecting histories and research interests in Latin America and the Caribbean. Our paths crossed during the 2016 Latin American Studies Center (LASC) student conference, where our work and shared scholarly interests blossomed into an activist graduate community. Since then we have made LASC a home for all of our collective, interdisciplinary, transnational, and horizontal scholarship, exchanges, pedagogies, and utopian desires.



What is our mission? Our mission is twofold. On one hand, we create community among graduate students. We are a group of friends who support each other by promoting horizontal and affective relationships. On the other hand, we advocate for a Center that provides research, teaching, and service opportunities for graduate students. In alliance with LASC faculty and staff, we promote the advancement of programs that benefit graduate students, such as the Graduate Certificate, the Graduate-Undergraduate Mentorship Program, the Graduate Writing Group, and the Student Conference Committee.

How to contact us? If you are interested in meeting graduate students working on Latin America and the Caribbean and want to know more about our collective projects, contact us at lascgraduatecollective@gmail.com

NEWS & AWARDS

Nohely Alvarez

Nohely Alvarez was awarded the "Do Good Mini-Grant." This grant will allow her to purchase instruments that will be used in the free music workshops in the Langley Park Community Center. She was also awarded the Graduate Student Summer Research Fellowship 2020. Nohely will investigate the impact of commercial gentrification on Latinx immigrant communities in the suburbs, with a focus on Langley Park as the case study.

Keisha Allan

Received the Wylie Fellowship for the academic year 2020-2021.

Barbara Bernstein

DanceInTime, a Latin Dance Company, performed Salsa choreographies for the Annual Convention in DC of Latin Sorority "Sigma Lambda Upsilon" and performed in a Joy of Motion Show.

Merle Collins

Merle Collins's article about a Caribbean woman, entitled "Louise Langdon Norton Little, Mother of Malcolm X," was published in Caribbean Quarterly, Volume 66 Issue 3, 2020, and Routledge (Taylor & Francis) online.

Ana Claudia Dos Santos Sao Bernardo

Ana Claudia accepted a postdoctoral position at the Tulane University's Stone Center for Latin American Studies. Her title for her new position is the Zemurray-Stone Postdoctoral Fellow in Brazilian Studies at the Stone Center for Latin American Studies, School of Liberal Arts, at Tulane University. Also, the title for her dissertation is "From the Dumpster to the Bookshelf: Literature Written by Black Women in Brazil and the Quest for Mobility from 1960 to the Present."

Janet Chernela

Anthropology graduate student Jessica Breitfeller, working under advisement of Prof. Janet Chernela, was awarded the prestigious NSF Dissertation Research Improvement Grant for research on climate policy and indigenous people in Costa Rica.

Sandra M. Cypess

Sandra M. Cypess launched the Spanish translation of her book *Uncivil Wars: Elena Garro, Octavio Paz, and the Battle for Cultural Memory* was published as *Guerras inciviles: Elena Garro, Octavio Paz, y la batalla por la memoria cultural*. Xalapa: Editorial Veracruzana, 2019, translated by David Medina. She presented the Spanish version of the book at the October 2019 Feria Internacional del libro in Oaxaca, Mexico, where she also gave a presentation on "Current Representations of La Malinche."

Judith Freidenberg

Judith Freidenberg continued with her work combining the US and Argentina. In the US, and as a Board Member of the Society for Applied Anthropology, she was instrumental in promoting a resolution to use the Covid pandemic as an opportunity for international collaborations. In Argentina, she was a researcher at the Instituto de Desarrollo Económico y Social. She coorganized a seminar for the Asociación Latinoamericana de Antropología which will take place digitally. During this academic year, she dedicated to write three articles for publication on migration. She has also started a new research project on thermal spas and health tourism.



Ana Paula Nadalini Mendes

Ana Paula Nadalini Mendes defended her Master's thesis entitled "Engendered Experiences of Freedom: Liberated African Women in Rio de Janeiro (1834-1864). She got admitted into the PhD program at UPenn, where she was awarded the Benjamin Franklin Fellowship.

Christopher James Perez

Christopher James Perez was awarded 2020 OMSE Academy of Academic Excellence Awards "Excellence in Service" Medal for Outstanding Mentor. The award goes to a staff member who has made outstanding contributions to the academic excellence and lives of multi-ethnic students at the University of Maryland.

Ivan Ramos

Has been chosen for the Ford Foundation Postdoctoral Fellowship for the academic year of 2020-2021, in order for him to complete his book: Sonic Negations: Unbelonging Subjects and Inauthentic Objects Between Mexico and the United States que llevo bajo contrato con.

Santiago Rios

Congratulations to our Alum, Santiago Rios, on being awarded the 2020 Charles B. Rangel International Affairs Fellowship.

Dr. Cara Snyder

Cara Snyder LASC Postdoctoral Associate, has accepted the offer of an appointment as Assistant Professor, Department of Women & Gender, and Sexuality Studies, College of Arts and Sciences, University of Louisville..

Felicidades a los nuevos Graduados!

We would like to congratulate our Ph.D, M.A, MSc and undergraduate 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.

Lisa W. Carney

Ph.D. in Spanish

Ana Claudia Dos Santos Sao Bernardo

Ph.D in Spanish and Portuguese
University of Minnesota

Sergio Garcia

MSc in Water Resources

Ana Paula Nadalini Mendes

MA in History

Ofelia Montelongo Valencia

MA in Spanish

Fall 2019

Minor

Jerry Dessy

Certificates

Jennifer Reyes

Valentina Vargas

Spring 2020

Minors

Ryleigh Ahearn

Helen Cordero

Sophia Fenton

Carlos Melendez

Micayla Wilson

Certificates

Maria De Los Angeles Aragon

Jennifer Alvarado

Hannah Barlow

Leslie Delcid

Tanesha Mondestin

Carly Blair Rosenfeld

LATIN AMERICAN STUDIES CENTER



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 support LASC

YES! I would like to support
LASC with my gift of:

\$500

\$250

\$100

\$50

Other

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

<https://www.paypal.me/LASCUMD>

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



@umd_lasc



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@UMDlasc

Director:

Merle Collins

Assistant Director:

Eric Tomalá

Graduate Assistant:

Ana Mendes

Office Assistant:

Cindy Morales

Graphic Designer:

Jasmine Nuako

Cindy Morales