University of Maryland
LATIN AMERICAN STUDIES CENTER
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On the cover: Teamwork by Alison Kassimir
This is a special issue of the newsletter because it marks the end of LASC as we know it. The Center is entering a period of transition and next fall it will start a new phase in its life. The LASC of next year will be very different from the LASC of the last six years. The deans of the College of Arts and Humanities and the College of Behavioral and Social Sciences decided to reorganize the Center and change its mission. Starting next fall, the Latin American Studies Center will be a smaller center with a smaller budget and fewer staff. But the most important change will be its changed mission, as the Center’s focus will be on undergraduate studies. LASC will be focused on developing the undergraduate curriculum and on the creation of an undergraduate major in Latin American studies that will replace the current Certificate offered by the Center. This means that LASC will not be able to support any activities that benefit faculty, graduate students, and research, unless they are related to undergraduate education. Another important change will be the disassociation of the Center from the College of Behavioral and Social Sciences. Starting next academic year, LASC will depend exclusively on the support of the College of Arts and Humanities. A new director will be selected and appointed by the dean of ARHU.

It is not clear to me whether the Center will be able to survive under this new reconfiguration. While recognizing the importance of strengthening undergraduate education, I strongly believe that the focus of a center for Latin American studies in a research university should be on faculty and graduate students. Faculty and graduate research is, in fact, the precondition for any enhancement of undergraduate education.

I would like to emphasize the many and diverse faculty activities that were supported by the Center in the 2013-2014 academic year. For example, in the fall of 2013, the Center hosted Professor Márcio Filgueiras from Universidade Federal do Espírito Santo, Brazil, who spoke on environmental law in Brazil and the US, and Professor Philip Fearnside, from the National Institute for Research in the Amazon, who presented a lecture and workshop on threats to Brazil’s rainforests. Our Latino Heritage Month Lecture was given by Lázaro Lima, a scholar of US Latino Studies and American Studies at the University of Richmond. His talk focused on the life of Supreme Court Justice Sonia Sotomayor and its relation to the “American Dream.” One of the last activities supported by the Center this year, in collaboration with the Department of Classics, was the interdisciplinary conference “The Muses of the Land: The Reception of Greece and Rome in the Hispanic World.” Despite the fact that the relationship between classical antiquity and Latin America is deep, rich, complex, and centuries old, it has received little consideration in the English-speaking world. This conference brought scholars from around the US to discuss the many ways in which Latin America has engaged with its Greek and Latin cultural heritage.

I would also like to emphasize the very important role played by the Center in fostering graduate research. Thanks to the funds provided by the Center in the last four years, over forty graduate students from around campus and representing all disciplines were able to travel to different Latin American countries to start, continue, or complete their research. For a list of recipients, please see page 12. In the fall, the Center sponsored the seventh annual LASC Graduate Student Conference, which this year was dedicated to the theme “Conflict and Inequality in Latin America and the Caribbean.” The conference showcased the research of seventeen graduate students from the University of Maryland and other American universities. Regrettably, under its new mandate, the Center will no longer be able to support these kinds of activities and endeavors.

Although LASC is entering a period of uncertainty, I remain hopeful that the Center will be able to prosper in the future. I wish the new director great success and the best of luck.
Between February 2 and March 5, 2011, three letters were sent to senior University officials concerning alleged abuse in Facilities Management. Within these letters were accusations of mistreatment, racism, favoritism, unfair promotional opportunities, and an inability to lodge complaints without retribution. The university responded to the allegations with an investigation and recommendations which were presented to UMD President Wallace Loh. It has been a little over three years since those letters were first published, so what, if anything, has changed?

The first letter, which was published in the UMD student newspaper the Diamondback, alleged unfair treatment of employees in Facility Management’s Campus Projects unit and favoritism in hiring practices. This was followed by a second anonymous letter on February 9, which alleged mistreatment of snow removal staff. The third letter, which was received on March 5, alleged “racism, favoritism, and unfair advancement” in the Landscape Services group. It should be noted that allegations of these sorts of abuses have been going on for a while, according to a Diamondback article “University workers allege abuse” dating from fall of 2007. Some of the same issues of mistreatment and discrimination come up, especially discrimination against non-native English speakers. Since a large portion of the Facilities Management staff is Latina/o, with Latina/os making up 24% as of 2012, any generalized staff abuse issues disproportionately affect them. All told, these letters prompted senior university officials to take action, and on April 7, a special task force was created headed by Provost Ann Wylie, who in turn charged Director of University Human Resources Dale O. Anderson to lead the team and bring in two other members.

Anderson asked JoAnn Goedert, Assistant Vice Chancellor for Human Resources at UMD and Former Maryland Assistant Attorney General for Educational Affairs, and Phillip Ross III, Associate Vice President for Human Resources at Towson University, for their assistance. Both agreed to participate. Anderson, who was interviewed for this article, noted the significance that the group be comprised of people with extensive human resources and legal experience within the state of Maryland. He states: “We wanted to make sure that there would be credibility and… credence given to the attention that the campus spent [on] this. We did not want anyone to say this was something that we quickly brushed aside… We wanted to give it every consideration and to react responsibly and appropriately to the issues.” The report, which can be found online on the Human Resources main webpage at uhr.umd.edu, was the product of extensive interviews. Anderson spoke to almost 70 people for one to two hours each, ranging from employees in housekeeping and the grounds unit to the capital projects unit. Interviews were conducted of both staff and supervisors. Afterwards, the group came up with nine recommendations, notable examples of which are: ensure systematic training of supervisors and managers; provide English for Speakers of Other Languages (ESOL) training for staff; create a facilitator position for non-English speakers in Facilities Management; provide/grant access to promotional opportunities for Facilities Management staff; and enhance computer skills training for Facilities Management and Residential Facilities staff. These recommendations, which have updated progress reports that also can be found online, have changed the university, but how do people feel about the process?

The report itself did not exactly draw rave reviews. Mike Fekula, “an alumnus and recent employee of the university” penned a Diamondback guest column titled “Report, Shmort” on September 26, 2011, two weeks after the report was released in which he felt UMD did not go nearly far enough in protecting its workers, calling their findings a “disgrace.” He went on to say that “the attitude of Provost Ann Wylie and her colleagues is a slap in the face to many workers who have been subjected to
various forms of abuse on the campus.” Another piece from the *Diamondback* published October 5, a staff editorial titled “The Illusion of Reform,” sees that “[President] Loh’s acceptance and implementation of the group’s report constitutes a disingenuous attempt to address the workers’ concerns… [his] administration has compiled a laundry list of tangential changes that fail to address the most basic complaint: Supervisors mistreat their employees without consequence.” All the criticisms were united in their assessment that the report did not look into issues of workplace culture. This issue of workplace culture is incredibly important. The feeling that supervisors can act with alleged impunity is troubling to the predominantly black and Latino/o staff as they might not have the resources or social capital to negotiate such a harsh workplace environment.

Since the recommendations have been released, the university has made improvements. In particular, it should be noted that the university has made great strides in terms of addressing some of the language issues. Many of the Latino staff in particular saw the need for English as a Second Language courses, and UMD agreed to their request. The ESOL course that was put in place filled up almost immediately, and new courses had to be added just to meet demand. Director Anderson was particularly sympathetic to people who had problems communicating with their supervisors in English. He took great pride in explaining how this one area, that overwhelmingly affects UMD Latina/o staff, is being addressed.

However, there is evidence that the university has some distance to go before the staff feel they are truly valued. Numerous solidarity forums were held by the student group Justice at Maryland, which works with staff to help bring their issues to the forefront. The group was quite active after the report was written, putting together events such as solidarity rallies and actively blogging on the issue. These forums allow workers to talk about ongoing abuse. According to the *Diamondback* article from March 11, 2012, at the forum held on March 9, “several staff members said workplace abuse is still an issue, despite attempts by the administration to fix the problems.” A June 13 guest column reads “a housekeeper broke into tears. She said she was sexually assaulted and physically injured during an early-morning shift a few weeks earlier. The heartbreaking reports of sexual assault, physical abuse, racial discrimination, xenophobia… are difficult to listen to firsthand…” When asked about such statements, Director Anderson looked to the complexity of the university:

> When you have a community this large, this diverse, this complicated, you’re going to have issues that will surface from time to time. Sometimes those issues are warranted. Sometimes those issues may be misunderstandings and persons feel compelled to come forward when in fact when they are being dealt with, and/or sometimes people have perceptions of issues and aren’t certain of where to go. Sometimes they don’t feel like they can go to their supervisor and so sometimes they have to try and escalate them through other processes. The bottom line is the university cares; there are other groups that care; and I think the important thing is that we all work together… I don’t criticize any units or groups on campus for being concerned about anything dealing with the quality of life for our employees. Their safety, their quality of life- we want the best for our employees that we can possibly give. And so, I guess I would say if there are other groups that want to be critical, I am more than happy to work with them.

It is true that the university is extremely complex. Facilities Management, as a unit, employs a diverse group of over 700 people. Hopefully, some of the measures put in place by the university can help lessen the frustrating amount of miscommunications that keep occurring, especially as they affect the Latina/o staff.

In the end, the recommendations by Human Resources have completely come to fruition. Every recommendation has been implemented, yet until the staff feels like there is no need to have groups like Justice at Maryland as a partner, the university still has a way to go. Anderson said he is up to the challenge: “We want to be able to communicate… ever since I’ve been here 31 years, I have had an open door policy, and anybody who wants to see me can come and see me. I will make time available to them.” It is true that Anderson makes himself available to university staff, as LASC was able to see him in very little time and he was very accommodating.

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Robillard, Kevin. “University workers allege abuse: Low-wage earners afraid to come forward about unfair treatment, union says.” *The Diamondback*: University of Maryland College Park Newspaper (College Park, MD), September 28, 2007.
Although you might not know it now, Latina/os at UMD have been organizing. After nearly two decades of Latina/o faculty and staff associations starting and stopping, we are in the middle of a third attempt, and this time the nascent Latin@ Employee Association (LEA) is confident it will be successful. This is due, in no small part, to the efforts of Gloria Aparicio Blackwell, Director of Community Engagement. Aparicio Blackwell, who has worked at UMD for sixteen years, felt it was important to create a long-lasting organization that serves the needs of all Latina/o UMD faculty and staff. The Latin American Studies Center has interviewed her to discuss the Latin@ Employee Association.

While LEA is the product of many people, much of it was inspired after Aparicio Blackwell put together a meeting of minds called “Cafecito con mi gente,” (Coffee with my people) which took place September 27, 2012. She contacted Faculty Affairs and asked for the database of all faculty and staff that self-identify as Latina/o. She wanted to create a space where everyone could get to together and discuss the issues most important to them. “The goal for me was to have a Cafecito first with this group of people, see what [their] interests are, who is there, how many years they have been here...” The meeting was a chance for Latina/o staff and employees to get together and discuss what an organization would look like and what the most pressing issues are. It was a fantastic success, drawing around 80 people out of roughly 230 self-identified Latina/o employees and bringing out some great ideas and discussion. After that, an executive board was put together, and the organization began to get off the ground.

LASC asked Aparicio Blackwell what the impetus behind the initial meeting was and why she saw the need for LEA. She highlighted her own heritage as someone who came to the United States at twenty-two years old without English and who worked her way up through the university system. Though now fully bilingual, she has not forgotten the feeling of knowing she had the skills necessary to do the job but not the English ability. She sees the same issue at UMD where there is a population of Latina/o employees who, like her those years ago, do not have the English skills necessary to advance in their careers. Aparicio Blackwell believes that “many... employees would really like to be moving forward and have other opportunities within the university, whether [to] become[... a new supervisor, ... to get another position, [...] or] to do something different on campus, [...] [but] because of the language barriers, that might not be a possibility.” So a major initiative of LEA is to connect existing bilingual staff and faculty with those who are not yet bilingual to offer mentorship and to help carve a path towards achieving future goals.

In addition, as Aparicio Blackwell has climbed up the ranks in the university system, she has noticed that there is a dearth of Latina/os in similar positions and hopes something can be done about it. “I can’t believe that we have [so] few [Latinos] in [the] administration. How can we help to create that pipeline? What kind of outlets do we need?” There are many capable, smart, hard-working Latina/os that might not have access, and she hopes to create those channels. However, this does not mean the project is only about Latina/os. “I think we all have the same needs; it doesn’t matter if you are Latino, black, green, red. We all want opportunity; we all want to advance; we all want access...” The people who come to interest meetings are not all Latina/o, and they are more than welcome to come and contribute.
The need for an organization that tries to create access channels amongst different groups of staff has been present for some time, as previous Latina/o faculty and staff associations have been created before, but none of them lasted as long as was hoped. According to Mark Brimhall-Vargas, Deputy Director in the office of Senior Vice President Academic Affairs & Provost, there have been two previous attempts of which he is aware. The first was already up and running when he was first hired in 1997, and it consisted of Latina/o faculty and staff working with the existing Black Faculty and Staff Association (BFSA). The original association worked to assist Latina/o staff in their professional goals and increase Latina/o student enrollment at UMD, which was much lower than it is today. “We would meet during the BFSA conference and Latina/o people would submit sessions at BFSA.” However, the BFSA ran into a difficult period, and the attached Latina/o faculty and staff association died out. The second attempt, a number of years later, looked “to revive the social aspect of the [first] group.” Brimhall-Vargas explains that “[w]e would get together to meet and greet, and Carolina Rojas-Bahr from the Office of Multi-Ethnic Student Education was the social glue. She [passed] unexpectedly, and those efforts sadly died with her.” Indeed, the Achilles’ heel of the attempts was either that the association was overly reliant on outside structures or a single individual. Brimhall-Vargas is quite aware of this: “Future efforts should also focus on creating longevity by making sure there are lots of people creating structure and accountability, just in case.”

As discussion of the current Latin@ Employee Association grew more concrete, Aparicio Blackwell saw a core group of people who could carry out the mission of the organization, an unofficial board. This board did a lot of research to try and find out how to get the group officially recognized. It is not sufficient to claim your existence to the University; it matters that the University recognizes your existence. To that end, they collaborated with other organizations, both on campus and off, to try and learn how to create such a group. They worked to draft a mission statement and by-laws and create a website. As a next step, the unofficial board organized a retreat last summer (June 2013) with the objective of gathering all interested LEA members together to nail down the vision for the association, create specific goals and projects for the upcoming year, and establish temporary leadership to continue to carry the group forward. A summary of the retreat along with more information about the Latin@ Employee Association can be found at their website (http://umdlatino.wordpress.com/hispanic-staff-association).

The members are quite pleased with the direction of the organization. There are ways that the UMD community can support its efforts, notably by joining in meetings and contributing time to the organization. There are plenty of ways for everyone to get involved. Aparicio Blackwell, the new leaders, and LEA members have a rather ambitious long-term agenda, including promoting a sense of community among Latinas//os on campus, providing opportunities for professional and social networking, advocating for Latina/o employee issues and concerns, supporting the recruitment and retention of Latina/o students, and starting community engagement and mentoring initiatives, among others. While there is a lot to be done, LEA is hoping that it can make a positive impact for Latinas//os on campus and the UMD community at large.
As any non-native English speaker can attest to, language barriers are a major obstacle for career advancement. This fact is not lost on the staff here at UMD. Due in no small part to the recommendations from the Human Resources Working Group Report, a 2011 study written in the wake of alleged staff abuses, language miscommunication was highlighted as a major problem in staff relations. (See previous article “Worker Conditions at UMD,” pg. 4-5). In response, UMD re-established an internal English for Speakers of Other Languages (ESOL) program, which had been previously cut during a period of budget crisis. University President Wallace Loh, quoted in a Diamondback October 4, 2012 article, strongly supports the program: “We are really making a lot of progress, and we’ve made significant investments in funding to make these classes available.” This program allows all staff from any department to better learn English. Alongside this, University Human Resources also runs classes on computer literacy. Each of these classes is offered at no cost by the university as part of its commitment to making itself into one of the best places to work in the state of Maryland.

In the initial classes, the employees attend class twice a week for fourteen weeks on university time during the fall and spring semesters. A summer program was also added. Since workers can now nominate themselves for the course, the demand quickly outpaced the supply, and there was a waitlist of about thirty-five to forty people as of fall 2012. The program then added another section during the spring 2013 semester to more quickly accommodate demand. Ms. Noemy Mejía Gutiérrez, who has a staff profile on page 15, is currently on the waitlist to take her second course. The university is working hard to make sure many classes are created in order to meet the swelling demand. When LASC interviewed Director of University Human Resources Dale O. Anderson about the Working Group Report in 2013, he cited the successes of the ESOL program. The resulting boom in signups meant that two more summer programs had been added. Human Resources hired a full-time ESOL coordinator who partners with the Maryland English Institute here on campus. The feedback has been overwhelmingly positive.

Classes are taught in the Maryland English Institute, located in room 1117 of the Cole Student Activities Building. The faculty come from the Institute as well, supported by graduate assistants. The courses are structured around helping the staff learn the most pressing English concepts first, with more advanced ones later. Not only is there a 14-week literacy program, but there are also two sessions of Basic Computer Skills training. In every instance, the attendees are encouraged to use what they have learned at work.

There are two levels at which the classes are offered: beginner and intermediate. Participants hope that their future goals can be met by improving their English. Human Resources really finds the program valuable, and the dominant quote they use on their promotional material says it was “[a] life[-]changing experience” made by Mr. Diego Hernández. Cherie Forster, Director of Staff Relations at UHR, echoes the commitment to the program shown by President Loh and Director Anderson stating that it is necessary to teach employees how to acquire information and advance their careers at UMD. Anyone can enroll in the program. For those interested, more information can be found at http://uhr.umd.edu/2012/08/esol-basic-computer-skills/ or by calling Human Resources at 301-405-5651.

"For employees to truly be able to access information and pursue a career at Maryland, being able to speak and understand English and use a computer have become vitally important. There is no one-size-fits-all solution; we are making changes as we learn more about what employees truly need."

- Cherie Forster, Director of Staff Relations at University Human Resources
In the summer of 2012, I had the privilege and opportunity to take part in the first International Literacy Brigade’s trip to El Salvador to witness the historic reforms taking place within the country’s educational system. For the first time in their history, the children of El Salvador are being provided books, uniforms, school supplies, and a limited school lunch. These materials are life-changing for many students and families. On just the second day in El Salvador we were greeted by the officials from the Ministry of Education, including (then) Minister of Education, Salvador Sánchez Cerén, who described some of the fundamental ideas behind the reforms, such as self-empowerment, lifelong learning, and community involvement.

Lifelong learning and self-empowerment are, in fact, essential components in the national campaign to end illiteracy in the country, officially called the National Literacy Program (NLP). This program seeks to lower El Salvador’s illiteracy to four percent or less by 2014. According to materials provided by the Committee in Solidarity with the People of El Salvador (CISPES), since its launch in 2009, the program has declared a total of 23 municipalities free of illiteracy. The statistics are impressive in their own right, but what is perhaps even more powerful is witnessing the level of individual and civic participation amongst Salvadoran citizens.

The NLP centers on a model of community involvement while also strengthening and empowering individuals to take part in their own educational efforts, which means recognizing the knowledge all individuals bring to the table. The

NLP utilizes workbooks and other materials modeled after Cuban Literacy Brigades to encourage associates (individuals involved in the program) to build on their previous experiences. Each workbook features stories, symbols, and issues that are pertinent to the lives of everyday Salvadorans with the goal of motivating associates to become more confident in their own knowledge and feel connected to the material. Many of the associates we met were in their 60s, 70s, and even 80s. They worked long hours and came home to younger family members who acted as facilitators (volunteer literacy teachers), helping them practice for 15 to 30 minutes a day. While some associates could only dedicate a small portion of their day to learning how to read and write, others took part in more structured circles (groups of associates and facilitators) that met on a regular basis for roughly an hour. The NLP attempts to cater to the needs of many different kinds of adults with distinct schedules and skill sets. It is this flexibility and appreciation for real-life circumstances that has, in my opinion, brought so much success to the program.

While much could be said for the program and its many goals and methodologies, the most powerful stories were those from the everyday people of El Salvador who thanked the program for allowing them to read and write for the first time. I was especially moved when they were able to sign their name without assistance. For me personally, it was particularly touching to see how this program impacted women, as they have historically suffered from higher rates of illiteracy. Not only are women being targeted and given the opportunity to learn how to read and write, but these very women are also heading circles, working as promoters and facilitators – they are transforming into pillars of their communities.

I was privileged to participate in this program, and hearing each person’s story profoundly impacted me. Moreover, I was able to experience another side of Latin America often drowned out by the mass media perceptions of violence, corruption, and drugs. While El Salvador still struggles from the lasting impact of its bloody civil war and a complex relationship with the United States, the educational reforms and the National Literacy Program stand as examples of an enduring will to survive and move above and beyond a troubled past and towards a new future. Querer es poder.
This past March 7 - 8, 2014, LASC sponsored its third Nahua Workshop entitled “Recent Work in Nahua Studies,” in St. Mary’s Hall on the College Park campus. The first Nahua Workshop occurred in May, 2009, and the second, in October, 2013. The workshop is devoted to exploring current research on pre-conquest, colonial, and contemporary Nahua studies. Nahuatl was the language spoken by the Mexica or Aztecs and is spoken today by nearly two million people in Mexico.

Unlike most academic venues, the workshop is broadly inclusive and interdisciplinary and provides scholars from a variety of backgrounds the opportunity to exchange ideas with scholars outside their own fields. Participants standardly come from history, anthropology, archaeology, linguistics, literature, art history, religious studies, and philosophy. The workshops are open to the public and are well attended by academics and non-academics alike. With attendance typically from twenty to thirty people, the workshop also provides an intimate atmosphere for the face-to-face exchange of ideas.

This year’s participants included: John Millhauser who spoke of salt production and poverty in the Aztec empire; Janice Robertson and Jerome Offner who discussed the challenges and complexities involved in interpreting Conquest-era pictorial codices; Pete Sigal who explored European notions of sexuality implicit in colonial era documents about indigenous peoples; Ann DeLéon who discussed the conceptions of the Aztecs that are built into contemporary video games such as “Civilization”; John F. Schwaller who shared his findings regarding what he calls the Aztec marathon; and finally, Willard Gingerich who discussed the difficulties determining the verse-phrase structure of oral poetics in several post-conquest, written Nahuatl texts. Ralph Bauer, Alan Sandstrom, and Juan Daneri offered comments on these papers.
The seventh annual LASC Graduate Student Conference entitled “Conflict and Inequality in Latin America and the Caribbean” was held on Saturday, November 9, 2013, in Knight Hall at the University of Maryland. There were seventeen student presenters and five University of Maryland faculty commenters from a wide range of disciplines such as history, literary studies, public health, and political science. Presenters represented universities from throughout the United States as well as from Puerto Rico and Chile.

Following opening remarks by Prof. Alejandro Cañeque, Associate Professor in the Department of History and Director of the Latin American Studies Center, there were five panel presentations: “Re-thinking Gender, Conflict, and Inequality in 20th-Century Mexico,” “Medicine, Science, and Power,” “Communicating Conflict,” “Tourism: Solving or Creating Problems in Latin America?,” and “Disruption, Displacement, and Marginalization.”

Presentation topics included birthing practices among indigenous women in the Ecuadorian tropical forest, urban planning in Rio de Janeiro as preparation for the 2014 FIFA World Cup and the 2016 Olympic Games, and street performance in Lima, Peru, among many others. Each panel was well attended by conference participants and University of Maryland students, many of whom commented that the presentations stimulated conversations that carried over from one panel to another.

Kayla Watson, a first-year PhD student from the Department of Spanish and Portuguese who presented a paper on contemporary Peruvian novels, said that its relatively small size was an attractive feature of the conference. “The intimate setting the LASC Conference offered provided an excellent environment to engage in interdisciplinary conversations with individuals from the university, as well as visiting panelists. I think this aspect of the LASC Conference is what sets it apart and attracts interest from a variety of departments,” she commented.

Eve Bratman from the American University School of International Service gave the keynote address on conservation movements, community activism, and sustainable development in the Brazilian Amazon rainforest, based on over a decade of research in the area.
Matthew Aruch
*Counseling, Higher Education, and Special Education*
“Community Voices: Impact of a Short-term International Service Learning Program on the Host Community in Ecuador”

Donald Brent Edwards Jr.
*Counseling, Higher Education, and Special Education*
“The Contestation of Neoliberal Education Reform by Progressive Communities in El Salvador”

Tosha Grantham
*Art History and Archaeology*
“Congo-Panamanian Festivals and the Afro-Antillean Legacy in Panama”

Cesar Herrera
*Plant Science & Landscape Architecture*
“Systematics of the Fungal Genus Cosmospora, Nectriaceae, and the Cospeciation of Cosmospora Species with their associated Fungal Hosts”

yh Patt
*Women’s Studies*
“Theorizing Class as a Multi-Generational Project: Everyday Lives of Transnational Salvadoran-US Migrants”

Maria Elena Vargas
*American Studies*
“The Coloniality of Sexuality: Sexual Violence and Sexuality in Guatemala”

Marie Claire Vasquez Durán
*Public Policy*
“Civic Participation, Agency, and Democracy Theory and Evidence from Participatory Budgeting in the Dominican Republic”

Joshua Walker
*History*
“Faucets and Fertilizers: Interpreting Changing Technologies of Production in Oaxaca, Mexico, 1943-1994”

Lisa Warren
*Spanish and Portuguese*
“Dreams for Our Daughters: Trans-generational Expressions of Cultural Values through Dream Narratives”

Jesse Zarley
*History*
“Mapuche Political Culture from the Late Spanish Empire to the Early Republic: Territory, Ritual, and Power, 1793-1862”

Ana Farach
*Comparative Literature*
“In search of Olga Beatriz Torres’ first publication of *Memorias de mi viaje: A Look into Exile and Gender in Texan Discourses about the Mexican Revolution*”

Andrew Milacci
*Spanish and Portuguese*
“Refashioning the Representations of Bartolomé de Las Casas, Lampião, and Che Guevara in Literature and Film”

Alvaro Pedraza
*Economics*
“Asset Price Effects of Peer Benchmarking”

Adolfo Polo y La Borda
*History*
“Cosmopolitanism, Mobility and Royal Officials in the Making of the Spanish Empire”

Thomas Sabella
*Counseling, Higher Education, and Special Education*
“Teachers’ Attitudes toward Inclusion of Children with Disabilities in Rural El Salvador”

Kathleen Spanos
*Theatre, Dance, and Performance Studies*
“Performances of the Black and Green: Rhythmic Cross-currents of African and Irish Identities in Montserrat, West Indies”

Jerónimo Torrealday
*Government and Politics*

Brandi Townsend
*History*
“The Democratic Self: Gender, Memory, and Political Violence in Chile under Augusto Pinochet and the Transition to Democracy, 1973-2006”

Carolina Uechi
*Architecture, Planning, and Preservation*
“Urban Interventions: Architecture as a Mechanism of Inclusion”
Shari Orisich is a lecturer in both the Department of History and the Latin American Studies Center beginning in the spring of 2013. Prof. Orisich has taught colonial and modern Latin American history and is currently teaching HIST 474, “History of Colonial Mexico and Central America,” and LASC 235, “Issues in Latin American Studies.” Her research has examined the relationship between crime, citizenship, and youth in post-revolutionary Mexico City and the social role of sciences in shaping ideas about adolescence and childhood in Mexico. She has presented her research on Mexican criminology, social work, and representations of crime in popular media and is a contributor to a forthcoming anthology *Ages of Anxiety: Global Perspectives on Juvenile Delinquency* from NYU Press. Orisich is currently working on a project that explores the transformation of social science in Latin America during the Cold War through the lens of criminology and youth culture. She holds a PhD in History from the University of Maryland, College Park.

Merle Collins is professor of Comparative Literature and English at the University of Maryland. She teaches ENGL 362, “Caribbean Literature in English,” and ENGL 448A, “Literature by Women of Color: Caribbean Literature by Women.” Prof. Collins’ research focuses on the African diaspora, the Caribbean, postcolonialism, and comparative literature. Along with these interests, she also has studied the history and culture of the Americas. Collins holds a PhD in Government from the London School of Economics and Political Science, University of London, where she researched the history and politics of her native Grenada. Her MA in Latin American Studies comes from Georgetown University, where she also holds a Certificate in Translation (Spanish into English), and she received her BA from the Mona, Jamaica campus of the University of the West Indies in English and Spanish, which included the study of Latin American writers, Caribbean and African literature, and the British Romantics and Victorians. A prolific writer of fiction and poetry, she has published two novels *Angel* and *The Colour of Forgetting*; three collections of poetry *Because the Dawn Breaks!: Poems Dedicated to the Grenadian People, Rotten Pomerack,* and *Lady in a Boat*; and collections of short stories *Rain Darling: Stories* and, most recently, *The Ladies Are Upstairs*. Her newest book, *The Governor’s Story: The Authorised Biography of Dame Hilda Bynoe*, about the commonwealth’s first female colonial Governor, was published in 2013.

Francisco Barrenechea received his PhD degree in classics from Columbia University. He joined the faculty at the University of Maryland in 2012, where he is currently an assistant professor. Prior to his arrival to College Park, he taught at the University of Chicago, Bryn Mawr College, and the University of Texas at Austin. Prof. Barrenechea’s research interests include Greek drama (in particular old comedy and Euripides), Latin epic, papyrology, fragmentary literature, and the performance and reception of ancient theater. He recently finished a monograph on Aristophanes’ *Wealth* entitled *New Devotions*. His chapter on the reception of Greek drama in Mexico will appear in *Greek Drama in the Americas*, to be published by Oxford University Press in 2014. Other publications of his include articles on reception “At the Feet of the Gods: Myth, Tragedy, and Redemption in Alfonso Reyes’s *Ifigenia cruel*” (*Romance Quarterly*, 2012); on Latin epic, “Didactic Aggressions in Lucan’s *Nile Excursus*” (*American Journal of Philology*, 2010); on the fragments of Euripides, “Monstro, discurso y caracterización en Melanipa sabia” (*Acta Poetica*, 2008); and on papyrology, “A Fragment of Old Comedy: P. Columbia inv. 430” (*Zeitschrift für Papyrologie und Epigraphik*, 2006). In addition, he is currently a consulting editor for the *Bryn Mawr Classical Review*. Barrenechea has taught a variety of undergraduate and graduate courses this past year at Maryland, including courses in Greek and Latin language and literature, classical myth, ancient performance, and fragmentary literature.
Nathan Dize earned BAs in English and French language and literature, focusing on Caribbean literature. His research concentrates on questions of cultural and sexual identity in Caribbean women’s literature from the English, French, and Spanish-speaking Caribbean islands. Dize is currently a master’s student in the Department of French and Italian and an affiliate of the Film Studies program at UMD. For his MA, he envisions incorporating UMD’s collection of eighteenth-century pamphlets related to the Haitian revolution into his current research on Haitian women writers. In his spare time, Dize enjoys running and biking as well as cooking. He greatly enjoys trying out new recipes and perusing the internet for the latest food blog frenzies. Dize is looking forward to continuing his education at UMD and is hoping to maintain close contact with LASC. For Dize, LASC has been his on-campus home, and he hopes that more students will continue to fuel the program that made his college experience special.

Pamela Márquez is an undergraduate in her senior year. After being a part-time student at Montgomery College for several years, she came to the University of Maryland as a returning student. She will graduate in May with a major in American Studies and a Certificate in Latin American Studies. For Márquez, the daughter of Ecuadorian immigrants, the courses she took on Latin America, which she hopes someday will be part of the CORE requisites, have been fundamental for her education. They provided her with a deeper and broader understanding of Latin America, its history, challenges, and possibilities. Last year, she spent a summer studying abroad in Chile. She also did an internship at CASA de Maryland, collaborating in the efforts towards immigration reform. She will move to Ecuador in August where, in addition to getting an MA in Latin American Studies, she expects to work helping children left in Ecuador by parents who have emigrated. Moreover, she wishes her son, Adrian, will benefit from their experience living in Ecuador.

yh Patt is a candidate in the PhD program in the Department of Women’s Studies. There, Patt is writing a dissertation entitled “Theorizing Class as a Transnational Feminist Project: The Impact of Gender Education on the Class Mobility of Salvadorean.” She holds a JD from District of Columbia School of Law. As a lawyer and international human rights activist for more than twenty years, Patt received awards for her work in Central America, Israel, Palestine, and the United States. In 2011, Patt earned an MA in Women’s Studies, and in 2012, she received an Arts and Humanities Research Travel Award, a Center for Teaching Excellence Distinguished Teaching Award, and a Women’s Studies Summer Research Award. In 2013 with the LASC Graduate Student Research Award, she conducted six weeks of dissertation fieldwork research in El Salvador.
Gloria Aparicio Blackwell is the director of Community Engagement at UMD, where she develops and maintains relationships with the University’s surrounding communities. She has worked for the University for over sixteen years, serving in numerous capacities and leading key initiatives within the Division of Administration & Finance as well as throughout the University. In her current position, she oversees the operation of the Center for Educational Partnership, a community center that provides after-school academic and cultural programs for the Riverdale community in Prince George’s County and leads, for the third year, a community engagement team project called Good Neighbor Day, which brings faculty/staff/students to the immediate community in College Park to beautify shared spaces. Prior to joining UMD, Aparicio Blackwell worked at several institutions of higher education, including Montgomery College and American University, as well as in the private sector. Aparicio Blackwell earned a BS in Industrial Technology with a concentration in Safety and Fire Science from UMD; an MS with a concentration in Human Resources from University of Maryland University College; and a Certificate from the University of Kentucky’s College of Business Management Institute. She received the university’s prestigious Outstanding Woman of Color Award and appears in various media outlets addressing the importance of education and community engagement.

Noemy Mejía Gutiérrez currently works in the Clarice Smith Performing Arts Center as a housekeeper for Facilities Management. Originally from El Salvador, Gutiérrez migrated to the United States in 1985 and later obtained US citizenship. She originally hoped to continue her studies and pursue a degree in psychology, but due to family obligations she postponed her education. She still finds time to study, having earned a certificate in Early Childhood Education and taken basic computer literacy classes at the Center for Education in Wheaton, Maryland. Last year she attended one of UMD’s three-month-long English for Speakers of Other Languages (ESOL) classes sponsored by University Human Resources and is now on the waitlist for a new course. In the meantime, she is attending an ESOL course sponsored by Prince George’s County. She hopes to complete her General Education Development certification and then become a team leader and supervisor in Housekeeping Services. She is proud of her exemplary work here for more than 14 years, including her 2004 recognition as Facilities Management Employee of the Year. She has three children; two recently graduated from college, one with a degree in teaching and the other a degree automotive mechanical engineering. Her youngest will be finishing high school this year.

Yvette Lerma is the coordinator for Latin@ Student Involvement and Advocacy. Born and raised in the border town of Nogales, Arizona, Lerma is interested in work focused on intersectional identities, educational access and student success, and immigration rights. She holds a BS in Sociology with minors in Latino/a Studies and Gender & Sexuality from Pennsylvania State University. Lerma recently received her MA in Higher Education with a concentration in College Student Development from the University of Denver. As an Inclusive Excellence Graduate Fellow for the Center of Multicultural Excellence, she advised the council of identity-based organizations and co-developed their leadership development retreat. She plans to continue her work on behalf of social justice issues facing students in higher education.
Fall 2013 Events

LASC Organized Events

September 24 - 25
Visiting Scholar Lecture
Environmental Law in Brazil and the US
Lunch Talk
Atlantic Fishing Communities

Márcio Filgueiras, Assistant Professor, Department of Humanities and Natural Sciences, Universidade Federal do Espírito Santo, Brazil

September 25
Café Break Series
Voting in the Shadow of Violence: Electoral Politics and Conflict

Jóhanna Birnir, Associate Professor, Department of Government and Politics, UMD

September 25
LASC Welcome Back Reception

September 30
Study Abroad Fair
Live and Learn in Latin America

October 8
Latino Heritage Month Lecture
Losing Sonia Sotomayor: An “American” Life after Multiculturalism

Lázaro Lima, Professor, Latin American and Iberian Studies, University of Richmond

October 16
Youth Ambassadors Program/BoldLeaders Caribbean Student Workshop

Lynn Bolles, Professor, Department of Women’s Studies, UMD
Dorith Grant-Wisdom, Lecturer, Honors College, UMD
Merle Collins, Professor, Department of English, UMD

October 23
Café Break Series
At the Borderlands of Citizenship: Squatting, Settling, and Mexican-American Property

Sharada Balachandran Orihuela, Assistant Professor, Department of English, UMD

October 30 - November 1
Visiting Scholar Lecture
Threats to Brazil’s Amazon Rainforest
Visiting Scholar Workshop
Hydroelectric Dams in Amazonia

Philip Fearnside, Research Professor, Department of Environmental Dynamics, Instituto Nacional de Pesquisas de Amazônia

November 9
VII Graduate Student Conference on Latin America and the Caribbean
Conflict and Inequality

Keynote Speaker: Eve Bratman, Assistant Professor, School of International Service, American University

LASC Co-sponsored Events

September 20
Charging Los Corazones de Risas/Laughter with Comedian Ernie G.

September 24 - 25
Cumbia Sound of Latin America

October 2
Film Showing: Precious Knowledge

October 10
Latin@ Monologues

October 14 – November 18
Pragda Film Festival 2013

October 25
Secreto a voces: Excess, Performance, and Jotería in Juan Gabriel’s Vocality

Alejandro L. Madrid, Associate Professor, Latin American and Latino Studies Program, University of Illinois

November 19
Current Politics and Organized Labor in Argentina

Facundo Moyano, Argentine Congressman, Representative for the Province of Buenos Aires

Professors Lynn Bolles, Dorith Grant-Wisdom, and Merle Collins pose along with students from the Youth Ambassadors Program with BoldLeaders at LASC’s fall workshop on issues youth are facing in the Caribbean.

Student panelists at LASC’s Latin America-focused study abroad fair. Students from left to right: Pamela Márquez, Amiya Norris, Danielle Orellana, Julia Navarro, Ben Simon, Hannah Younes, and Emily Stern.
Spring 2014 Events

LASC Organized Events

February 10
Youth Ambassadors Program/BoldLeaders Caribbean Student Workshop

Lynn Bolles, Professor, Department of Women's Studies, UMD
Dorith Grant-Wisdom, Lecturer, Honors College, UMD
Merle Collins, Professor, Department of English, UMD

February 12
Café Break Series
What is Latino about American Art? Collecting and Exhibiting Latino Art at the Smithsonian American Art Museum

E. Carmen Ramos, Curator for Latino Art, Smithsonian American Art Museum

March 5
Café Break Series
Resilience, Labor Exchange Networks, and the Historical Ecology of Q’eqchi’ Maya Swidden Agriculture

Sean Downey, Assistant Professor, Department of Anthropology, UMD

March 7 - 8
Third Nahua Workshop
Recent Work in Nahua Studies

March 26
LASC Career & Internship Workshop

April 3
Indigenous Peoples, Autonomy, and Rainforest Conservation

Laura Graham, Professor of Anthropology, University of Iowa
Taily Terena, of the Terena tribe and International Indigenous Youth Movement
Laura Zanotti, Professor of Anthropology, Purdue University
Barbara Zimmerman, Director of the Kayapo Project, the International Conservation Fund of Canada, and Environmental Defense Fund

April 3
Victor Jara Memorial Forum: Chile’s Folk Music Hero Remembered in Song, Word, and Deed

Ernesto Cuadra, Education Development Consultant
Karin Rosemblatt, Associate Professor, Department of History, UMD
Diana Sáez, Founder and Artistic Director, Coral Cantigas
Brandi Townsend, PhD Candidate, Department of History, UMD
Arturo Viscarra, Advocacy Coordinator, School of the Americas Watch

April 16
Café Break Series
Tragic Impostures: Greek Tragedy and Aztec Myth in the Theater of Rodolfo Usigli and Salvador Novo

Francisco Barrenechea, Assistant Professor, Department of Classics, UMD

May 15
Immigration to Latin America: Panel Discussion of Judith Freidenberg’s The Invention of the Jewish Gaucho

Marsha Rozenblit, Professor, Department of History, UMD
Patricio Korzeniewicz, Professor, Department of Sociology, UMD
Laura Demaría, Associate Professor, Department of Spanish and Portuguese, UMD

LASC Co-sponsored Events

February 18 - March 13
El Salvador in Washington, DC Metro Area Event Series
El Salvador and the Economic, Political, and Social Impact of the Salvadoran Transnational Communities
Rubén Zamora, Ambassador of El Salvador to the United States

A Talk on Solutions to Violence
Susan Cruz, Founder of Sin Fronteras and Consultant for the World Bank on Solutions to Violence Network

Performance (Bilingual English/Spanish): Scenes from “PLACAS: The Most Dangerous Tattoo”
Ricardo Salinas, performer, Chicano theater troupe, Culture Clash

Voices in the Salvadoran Diaspora: Language, Identity, and Contact
José Esteban Hernández, Associate Professor of Spanish Linguistics, Department of Modern Languages and Literatures, University of Texas-Pan American

March 11
Visit from Lucía Charún-Illescas, Activist, Writer, and Afro-Peruvian: A Unique Story
Lucía Charún-Illescas, Afro-Peruvian Novelist

April 26
Maryland Day 2014

May 2
Classics Conference
The Muses of the Land: The Reception of Greece and Rome in the Hispanic World

LASC Graduate Assistants, Christopher Perez and Adolfo Polo y La Borda, get pumped at Maryland Day 2014 where LASC engaged visitors with a photo booth, Latin American trivia, salsa dancing, and more.
Prof. Francisco Barrenechea (CLAS) received in 2013 a summer Research and Scholarship Award (RASA) from the Graduate School to work on his most recent project, a book on the reception of ancient Greek drama in contemporary Mexico. He researched the archives of Rodolfo Usigli and Salvador Novo in the United States and Mexico and interviewed Mexican playwrights and directors who have recently staged adaptations of Greek drama. With this material, Barrenechea completed a chapter, “Greek Tragedy in Mexico,” for the Oxford Handbook of Greek Drama in the Americas. He also organized the conference “The Muses of the Land: The Reception of Greece and Rome in the Hispanic World” cosponsored by LASC, which took place on May 2. In June, Prof. Barrenechea will be attending a conference in London, UK, entitled “Greeks and Romans on the Latin American Stage,” where he will deliver the paper “Living up to terror: Greek tragedy during the Mexican Drug War.”

Prof. A. Lynn Bolles (WMST) received the Graduate Faculty Mentor of the Year Award for 2014.


Prof. Sandra Messinger Cypess (SPAP) received Honorable Mention at the 2012 PROSE Awards in the area of Media and Cultural Studies for her book Uncivil Wars: Elena Garro, Octavio Paz, and the Battle for Cultural Memory (The University of Texas Press). Prof. Cypess and Prof. Valerière Orlando (FRIT) co-edited Re-imagining the Caribbean: Conversations Between the Creole, French, and Spanish Caribbean, which has been accepted for publication by Lexington Books. Cypess was also the keynote speaker at the Colóquio Internacional “Octavio Paz: Laberintos del Poeta” in Ottawa, Canada, on March 28, 2014, where she presented “Octavio Paz y sus mujeres: El Laberinto de la solidaridad.”

Graduate student Nathan Dize (FRIT) recently presented “Sounding 1937: Technology, Diaspora, and Historicism in Edwidge Danticat’s The Farming of Bones” at LASC’s VII Graduate Conference on Latin America and the Caribbean at UMD in November 2013; “Stripped to the Waist: The Duvalier Regime and Opacité in Cantet’s Vers le sud” at the North Eastern Modern Language Association in Harrisburg, PA in April 2014; and “Antillan Confinement and French Imprisonment in Myriam Warner-Vieyra’s Le quimboiseur l’avait dit…” at the World Languages Graduate Student Colloquium at Portland State University in May 2014.

Prof. D. Brent Edwards Jr. (CHSE) completed his PhD in International Education Policy in May 2013. His doctoral research focused on the initial emergence and subsequent global diffusion of a particular education policy, Education with Community Participation (EDUCO), in the context of El Salvador during the 1990s and 2000s. During 2013, he taught a master’s course at George Washington University and presented papers at education conferences in Buenos Aires and New Orleans. More recently, he has had a number of essays accepted for publication, including: “Participation in international development and the governance of education: Three perspectives and three cases from El Salvador” in Latin American Review of Comparative Education [In Spanish], co-authored with Prof. Stephen Klees (CHSE); “How to analyze the influence of international actors and ideas in the formation of education policy? A proposed framework and its application to a case from El Salvador” in Education Policy Analysis Archives, 22 (12) [In Spanish]; and “Conflict-affected states as sources of global education policy: International organizations and El Salvador’s EDUCO program” in The contested role of education in conflict and fragility. Rotterdam: Sense.

Prof. Julie Greene (HIST) was awarded a fellowship by the National Humanities Center in Research Triangle Park, North Carolina, for the 2013-2014 academic year.

Prof. Perla Guerrero (AMST) has been awarded a Ford Postdoctoral Fellowship for 2014-2015 to work on her book manuscript, Nuevo South: Latinas/os, Asians, and the Remaking of Place.

Prof. William Hanna (URSP), with Lourdes Sulc of the Maryland-National Capital Park and Planning Commission, organized the annual Langley Park Day on May 4, 2014, at the Langley Park Community Center.

Prof. James Maffie (HIST) had his book Aztec Philosophy: Understanding a World in Motion published as part of the University Press of Colorado’s Mesoamerican Worlds series. He also organized LASC’s Third Nahuatl Workshop titled “Recent Work in Nahuatl Studies” in March 2014.

LASC Certificate recipient Elana Mayer (HIST/SPAN) graduated Cum Laude in the spring of 2013 with a BA in Spanish and History. Before graduation, she was inducted into Phi Beta Kappa, the National Academic Honor Society of Liberal Arts and Sciences, and Sigma Delta Pi, the National Collegiate Hispanic Honor Society, and was awarded the B. Marie Perinbam Award for the best student in the History of Africa, East Asia, Latin America, or the Middle East. Additionally, Mayer was awarded a Fulbright English Teaching Assistantship to Mexico for the 2013-2014 academic year where she has been an assistant English teacher at the high school level in Puebla. Mayer has begun a project using a pen pal and Google hangout program to develop relationships between students in Puebla and her future high school students in the US, as she plans to become a Spanish teacher in the DC Area. She will be returning to UMD in June to begin the K-12 Master’s Certification Program for teaching Spanish.

Prof. Abigail McEwen (ARTH) was awarded the 2013 Dedalus Foundation Senior Fellowship for her book project Revolutionary Horizons: Art and Polemics in 1950s Cuba. Also, with colleagues at the Art Museum of the Americas—Organization of American States, she received a Ford-LASA Special Projects Grant to support an expansion of the exhibition Constellations: Constructivism, Internationalism & the Inter-American Avant-Garde.
LASC News and Awards

Doctoral student Shawn Moura (HIST) recently received the Henry Belin du Pont Dissertation Fellowship in Business, Technology, and Society from the Hagley Museum and Library for his dissertation titled “Development Begins at Home: Women and the Domestic Economy in Brazil, 1945-1975.” The fellowship will provide for a four-month residency on the grounds of the Hagley Museum and Library in Wilmington, DE later this year. In addition, he will be attending the 2014 Annual Meeting of the Business History Conference in Frankfurt, Germany, where he will present a paper titled “Try it at Home: Avon and Gender in Brazil, 1958-1975.” The travel to the conference is made possible thanks to a Chandler Travel Grant from the BHC and a Graduate Student Travel Award from the College of Arts and Humanities and the Department of History.

Doctoral student in Latin American History Sonia Prescott (HIST) received a Fulbright fellowship to conduct her dissertation research in Panama in 2014.

Prof. Ana Patricia Rodríguez (SPAP) published “Diasporic Reparations: Repairing the Social Imaginaries of Central America in the Twenty-First Century” in *Studies in 20th & 21st Century Literature,* “Literatures of Central Americans in the United States” in the *Roundtable Companion to Latino/a Literature;* “Música y (pos)memorias electrónicas de la guerra civil salvadoreña: La Masacre de El Mozote y Canciones prohibidas de J.C. Mendizábal” in *Cultura: Revista de la Secretaría de Cultura de El Salvador,* and “Genealogías transnacionales: De Máximo Soto Hall a Francisco Goldman” in *Revista Iberoamericana.* Rodríguez also co-edited a collection of critical essays, *De la hamaca al trono y al más allá: Lecturas críticas de la obra de Manlio Argueta,* which was published in San Salvador by the Universidad Tecnológica. She was awarded an inaugural ARHU Foxworth Creative Enterprise Initiative Curriculum Development Grant to develop a new Scholarship in Practice course, Spanish 408i, “Latina/o Transmigrations and Transnationalism-El Salvador.” To support this project, she was further awarded an SLCC Senior Research Leave. Finally, in the Spring 2014, she organized the series “El Salvador in the Washington, DC Metropolitian Area,” which brought the Ambassador of El Salvador to speak as well as 200 students from the Spanish for Native Speakers classes from Northwestern High School.

LASC Certificate recipient Melanie Rosenberg (GEOG) graduated in the spring of 2013 with a BS in GIS and remote sensing and she is now pursuing her master’s in GIS and remote sensing at UMD. She has been on the Dean’s List since the fall of 2011, is an active member of Gamma Theta Upsilon (a geography honors society), and is an alumna of Alpha Chi Omega (a Panhellenic association). Among her experiences in Latin America, she studied abroad in Chile, Argentina, and the Leeward Islands of the Southern Caribbean. Since the spring of 2013, she was contracted as a science collaborator at NASA Goddard Space Flight Center in addition to a full-time graduate assistantship in UMD’s Geographical Sciences Department. At NASA, she has integrated her language skills into her remote sensing research by translating technical papers from Spanish to English.


LASC Certificate senior Sandra Shaker (HIST/GVPT) will be graduating this spring and has been awarded the B. Marie Perinbam Award for the best student in the History of Africa, East Asia, Latin America, or the Middle East for the 2013-2014 academic year.

Prof. Saúl Sosnowski (SPAN) was the Lady Davis Visiting Professor in Latin American Studies at The Hebrew University of Jerusalem over the course of summer 2013.

Prof. Nelly P. Stromquist (CHSE) and doctoral student Porsha Childs (CHSE) presented a paper “Variability in University Admissions Standards in Public Universities in Brazil in the Implementation of Affirmative Action” at the 57th Annual Conference of the Comparative and International Education Society in New Orleans in the spring of 2013. Prof. Stromquist and Prof. Karen Monkman (DePaul University) edited *Globalization and Education: Integration and Contestation Across Countries.* With research associate Anita Sanyal (CHSE), Stromquist published the article “Student Resistance to Neoliberalism in Chile” in *International Studies in Sociology of Education.* Lastly, her chapter “Equidad en la educación superior; límites a su generación y sustentabilidad” appeared in *Ciencia, Arte y Equidad: Políticas Educativas, Diferencia y Equidad.*

Prof. Joseph Trocino (GEOG) presented a paper “Sailing on a tall ship in the Caribbean is a 24/7 Classroom” at the 24th Annual Conference of the Association for Academic Programs in Latin America and the Caribbean (AAPLAC), taking place in Raleigh, North Carolina. Trocino has recently been appointed to a seat on the College of Behavioral and Social Sciences’ Board of Visitors.

Doctoral Student Lisa Warren (SPAP) was awarded a Foreign Language and Area Studies Summer Fellowship (FLASF) in 2013, funded by the US Department of Education and the University of Pittsburgh. Lisa was able to continue her study of Kichwa at the Andes and Amazon Field School in the Ecuadorian Amazon, directed by professors Tod Swanson and Janis Nuckolls.

Doctoral Student in Latin American History Jesse Zarley (HIST) received a Fulbright fellowship to conduct his dissertation research in Chile in 2014.
## Fall 2013

### LASC Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LASC234</td>
<td>Issues in Latin American Studies I</td>
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<tr>
<td>LASC234H</td>
<td>Issues in Latin American Studies I (Honors)</td>
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<tr>
<td>LASC248N</td>
<td>Special Topics in Latin American Studies: American Indians in Literature and Film: Perspectives North and South</td>
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<tr>
<td>LASC448F</td>
<td>Special Topics in Latin American Studies: Race and Ethnicity in Brazil</td>
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<tr>
<td>LASC448K</td>
<td>Special Topics in Latin American Studies: The Classical Tradition in Spain and Latin America</td>
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<tr>
<td>LASC448Q</td>
<td>Special Topics in Latin American Studies: Amazon through Film</td>
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<td>LASC458</td>
<td>Senior Capstone in Latin American Studies</td>
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### Elective Courses

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<td>AMST498G</td>
<td>US Latina/o Studies: Special Topics: Latinas/os on the Silver Screen</td>
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<tr>
<td>ARTH370</td>
<td>Latin American Art and Archaeology before 1500</td>
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<td>CMLT235</td>
<td>Black Diaspora Literature and Culture</td>
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<td>ENGL358B</td>
<td>Special Topics in US Latina/o Literature: Border Studies, Literatures, and Methodologies</td>
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<td>ENGL362</td>
<td>Caribbean Literature in English</td>
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<td>GEOG130</td>
<td>An Introduction to the Geographic Characteristics of the Development Problems and Prospects of Developing Countries</td>
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<td>GEOG313</td>
<td>A Geography of Latin America and the Caribbean in the Contemporary World</td>
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<td>GVPT482H</td>
<td>Government and Politics of Latin America</td>
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<td>HIST220</td>
<td>The Atlantic World in the Age of Exploration, Conquest, and Settlement</td>
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<tr>
<td>HIST250</td>
<td>Colonial Latin America</td>
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<td>HIST408F</td>
<td>Senior Seminar: Simon Bolivar, Liberalism, and Revolution in the Americas</td>
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<td>HIST419O</td>
<td>Special Topics in History: Afro-Diasporic Dialogues in the Americas</td>
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<td>HIST475</td>
<td>Mexico and Central America II</td>
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<td>PORT230</td>
<td>Brazilian Portuguese through Film</td>
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<td>SPAN303</td>
<td>Approaches to Cultural Materials in the Hispanic World</td>
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<td>SPAN315</td>
<td>Commercial Spanish I</td>
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<td>SPAN316</td>
<td>Practicum in Translation I</td>
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<td>SPAN331</td>
<td>Spanish Culture: Civilization and Literature I: Medieval Times</td>
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<td>SPAN333</td>
<td>Spanish Culture: Civilization and Literature III: Modern Times</td>
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<td>SPAN361</td>
<td>Latin American Literatures and Cultures I: From Pre-Columbian to Colonial Times</td>
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<td>SPAN363</td>
<td>Latin American Literatures and Cultures III: From Modernism to Neo-Liberalism</td>
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<td>SPAN399</td>
<td>Independent Study in Spanish</td>
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<td>Great Themes of the Hispanic Literatures</td>
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<td>SPAN408K</td>
<td>Great Themes of the Hispanic Literatures: Contemporary Images in Hispanic Caribbean Culture and Literature</td>
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<td>USLT201</td>
<td>US Latina/o Studies I: An Historical Overview to the 1960s</td>
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<td>WMST488C</td>
<td>Senior Seminar: Latina/o Women and Families</td>
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### Graduate-Level Electives

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<td>HIST608I</td>
<td>General Seminar: 19th Century Latin America</td>
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<tr>
<td>SPAN798E</td>
<td>Open Seminar: Mexico 68: Culture, Politics, Memory</td>
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<tr>
<td>SPAN798V</td>
<td>Open Seminar: History of Spanish</td>
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LASC Courses

LASC235
Issues in Latin American Studies II

LASC235H
Issues in Latin American Studies II (Honors)

LASC348B
Special Topics in Latin American Studies: Exploring Cultural Representations of Brazil

LASC448L
Special Topics in Latin American Studies: Conversation and Indigenous Peoples in South America

LASC448W
Doing Business in Nicaragua: Micro-lending in Action (Study Abroad Course)

Elective Courses

AMST498G
Special Topics in American Studies: Latinas/os on the Silver Screen

CMLT277
Literatures of the Americas

DANC138L
World Dance Forms: Latin-Influenced Contemporary Dance

EDCP418C
Special Topics in Leadership: Latino Leadership

ENGL358A
Special Topics in US Latina/o Literature: Literature of the Chicano Movement

ENGL362
Caribbean Literature in English

ENGL448A
Literature by Women of Color: Caribbean Literature by Women

GEVG413
Migration: Latin America and the United States

HIST251
Latin America Since Independence

HIST328B
Slavery and Emancipation in the Americas

HIST408Y
Senior Seminar: US-Latin American Relations

HIST473
History of the Caribbean

HIST474
History of Mexico and Central America I

PLSC489C
Special Topics in Plant Science: Analysis of Water Needs of Communities in Ecuador

PORT388C
Special Topics in Brazilian Studies: Brazilian Cinema

SPAN303
Approaches to Cultural Materials in the Hispanic World

SPAN362
Latin American Literatures and Cultures II: From Independence to Nation Formation

SPAN363
Latin American Literatures and Cultures III: From Modernism to Neo-Liberalism

SPAN408I
Great Themes of the Hispanic Literatures: Latino/a Transmigration and Transnationalism

SPAN422
Cross-Cultural Communication

SPAN426
Introduction to Hispanic Linguistics II: Language in Use

USLT202
US Latina/o Studies II: A Contemporary Overview 1960s to present

USLT488B
US Latina/o Senior Seminar

Graduate-Level Electives

ANTH688L
Current Developments in Anthropology: Conservation and Indigenous Peoples in Latin America

GEOG788M
Selected Topics in Geography: Migration: Latin America and the United States

SPAN798N
Open Seminar: On Latin America: Colonial and Colonialities

SPAN798O
Open Seminar: Argentinian ABC: Arlt-Borges-Cortazar
**Elective Courses**

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<tr>
<td>AMST328R</td>
<td>Perspectives on Identity and Culture: From Ricky Ricardo to Jennifer Lopez: Exploring Latina/o Gender &amp; Sexuality in Popular Culture</td>
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<tr>
<td>AMST429O</td>
<td>Perspectives on Popular Culture: From Chiquita to Cholas, Latin Lovers to Lowriders: Fashioning Latinidad in the US</td>
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<td>ENGL362</td>
<td>Caribbean Literature in English</td>
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<td>GEOG130</td>
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<td>HIST319M</td>
<td>Special Topics in History: Cultural History of Latin America: Music, Movies, &amp; Revolution</td>
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<tr>
<td>KNES131D</td>
<td>Dance: Cuban Salsa (Beginning)</td>
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<td>SPAN303</td>
<td>Approaches to Cultural Materials in the Hispanic World</td>
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<td>SPAN315</td>
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<td>SPAN448A</td>
<td>Special Topics in Latin American Civilization: Scenes from the Caribbean Blogosphere: Caribbean Culture and Letters in Cyberarchipelago</td>
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**Education Abroad Courses**

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<tr>
<td>LASC369C</td>
<td>Topics in Regional Geography: The Caribbean</td>
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<tr>
<td>LASC448F &amp; 448G</td>
<td>Brazilian Amazon: Environmental Conservation and Indigenous Peoples (6 credits)</td>
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