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Cover: Coatlicue Mural in Chicano Park, San Diego, photo by Britta Anderson
Director's Note
by Laurie Frederik

How does one dream up a mission statement for a diverse community of students, faculty, staff, and county residents without the in-depth input of each individual member? “Community” has multiple meanings for each of us: focused on the local or broad and designated according to group interests, activities, and geographical location. When I was asked to write a new Plan of Organization and also a Five-Year Strategic Plan for the Latin American Studies Center, this was also one of my tasks: what is the mission of LASC in 2016 and what constitutes the primary community it serves? I referenced descriptions of the Center from years past and then updated it:

The mission of the Latin American Studies Center is to promote and build a community of students and faculty that is interested in learning and actively engaging with Latin American, Caribbean, and Latina/o/x history and culture. It provides a crucial network and central source of intellectual, cultural, and administrative support and inspiration (…) as well as a strategic point of connection between UMD and the nation at large. LASC celebrates the linguistic, ethnic, cultural, and religious diversity of the university and its communities.

This 2015-16 issue of our annual magazine – now called El Terrapino – focuses on our diverse communities. LASC’s campus initiatives actively connect students and faculty and are an ongoing part of our daily activities. The events listed on the pages of this magazine demonstrate the dynamic engagement that LASC has with the university community. This past year, we have also been exploring possibilities for new and sustainable community engagement projects off campus. Working with Latin Americans and Latina/o/xs in the College Park and Langleys neighborhood has been on the Center’s agenda for years, and certainly many faculty members also have these goals. However, great ideas are often difficult to realize due to busy schedules, pressing teaching and committee obligations, as well as also lack of resources. What’s more, community engagement work is undervalued in official terms – it is not an essential component of tenure and promotion. The tallying of “service” outside of our many university duties does not include off-campus initiatives, although we may get a pat on the back when we go above and beyond to take on such projects. Staff and students face similar challenges. Commitment and initiative, we find, is not just what we feel towards our university, but it is also personal. The administration encourages university members to take on these projects with increased frequency, implying that more needs to be done. Certainly more can always be done, but through our investigations, we have also learned that so much is already being done, even if never formally recognized or rewarded. There are many amazingly passionate and dedicated individuals on campus who have been actively doing community work for many years. Sabrina González and I conducted interviews to hear some of their stories and to find out what motivates them and fuels their efforts.

One of my goals as Director has been to identify new strategies to unify the undergraduate and graduate students in a way that empowers them to work together. We have continued LASC’s longstanding tradition of the annual student conference – still primarily graduate, but now also including upper level undergraduate students. In fall of 2015, nine graduate students from six different departments accepted our invitation to form a special committee, and came together to help us plan an innovative and successful conference. They now participate in a writing group – an important connection that rarely happens on a huge campus with disciplinary silos.

I firmly believe that building student recruitment and community also requires a full time faculty member. We held a successful search in spring 2016 and brought in a Postdoctoral Associate, Dr. Britta Anderson. We are excited to have Dr. Anderson as a grounding and enthusiastic faculty presence for both undergraduates in our core courses and capstone, as well as an inspiring advisor and point of contact for our graduate students. Her research and teaching is an intriguing interdisciplinary mix of Spanish, literature, art, Women’s Studies, LGBT Studies, and U.S. Latina/o/x Studies.

During this extremely busy year, we also got up from our computer screens and put aside our books to learn about Latin American and Caribbean culture through Café Breaks (Guatemalan-American poetry, Amazonian ecology, and African-Latino identity); in graduate student writing workshops (Mapuche rebellions, Haitian theatre, and Monserattian nationalism); and by taking in the sounds and vibrations of a Latin American Music Festival (Brazilian Choro, Latin American Classical, and Andean Traditional). At Maryland Day, LASC joined forces with the School of Music, UMD Argentine Tango Club, and School of Theatre, Dance, & Performance Studies, for a lecture and demonstration of music and dance. And I was finally able to host the spoken word “pena” that you’ve all heard me talk about for two years!

There are many people we were not able to include in these pages. The LASC team invites you to recognize those highlighted in this issue as well as those around you who bring us together and find ways to forge inclusion in this dispersed and sometimes isolating university and society at large.
Giving Flesh to Lofty Words

The updated UMD strategic plan (April 2016) invites reflection on social equity issues. The plan contains numerous initiatives that will greatly improve this university. Considerable transformative thought is evident in this document, which reflects the participation of a large number of varied stakeholders. In assessing the strategic plan’s full merit, however, I wish to refer to the state’s mandate to serve the people of Maryland and the community in which the university is located. UMD’s leadership itself has asserted that “Our contribution is not just high-tech; it is also to improving the lives of our citizens, of the state” (President W. Loh, The Diamondback, March 3, 2016). Specifically, I would like to consider the Latino population, which represents 9% of the state’s demographic composition and which is one of the fastest growing segments of the overall population in Maryland, having grown by more than 100% between 2000 and 2010.

To answer a widespread social critique about the aloofness of the university to society’s problems and needs, in 1996 the Association of Public and Land Grant Universities created the Kellogg Commission. The Commission’s role was to explore the importance of “engagement”—a term that, although having gone through many definitions, recognizes the fundamental existence of the common good. Active until 2000, the Kellogg Commission was to call upon public universities “to become more sympathetically and productively involved with their community, however community may be defined.” The Commission further defined engagement as going “well beyond extension, conventional outreach, and even most conceptions of public service” (Kellogg Commission, 2001).

One could think of at least two ways to work on “engagement.” The first would be to develop either specific projects or permanent relationships with a selected community to work jointly on salient social and economic problems it faces. The second would be through the recruitment of students from that community who, upon graduation, could serve as agents of change for their respective neighborhoods.

Along the lines of the first definition of engagement, the UMD strategic plan refers to only one community: College Park. UMD wishes to make College Park a “vibrant community” that will produce a “greater College Park” through research hubs, industry clusters, museums, restaurants, a four-star hotel, etc. I feel that, while the university is strongly committed—and for good reason—to the revitalization of College Park, it could do much more—for Langley Park, which, according to the 2010 US Census, is 77% Latino and greatly in need of benefiting from university “engagement.” This university, as an institution, maintains very little contact with Langley Park community leaders and, as a result, knows and understands little about its needs and problems. For instance, the construction of the Purple Line will heavily impact that community. Some changes will be positive; others, such as the inevitable increase in rents for new housing close to two metro stations, will not.

I was able to identify two initiatives that address needs in Langley Park. One involves faculty from the Urban Studies and Planning Program of UMD who are concerned with issues of affordable housing, gentrification, disruption to small businesses, and the massive displacement affecting low-income groups, which include many Latino immigrants. These faculty
are in the process of developing a compact between county and state agencies to consider those critical issues. The likely increases in the cost of housing will have consequences for local Latino applicants to the university, as Latino families’ financial resources will become even more limited. The second initiative involves faculty in the College of Education, working with five external partners and Prince George’s County Public Schools to provide courses for parents and teachers that facilitate their understanding of the US educational system and the characteristics of Latino parents and families, respectively. Both efforts would benefit from UMD institutional support to give these forms of community engagement a more stable and solid base, and allow them to benefit from cross-department synergies.

The second way of defining “engagement,” discussed earlier concerns the Latino students at this university. According to UMD’s Cultural Diversity Report for 2015, Latinos represent 9.2% of the undergraduate enrollment. This figure is proportionate to the representation of Latinos in the state but not in the nation, which is 17%. A more critical point regarding undergraduate Latino students at this university is that one-fifth of those admitted do not graduate. Moreover, Latinos represent only 4% of the graduate student enrollment. What accounts for the disappearing graduate students? These are significant problems that require much more attention than presently reflected in the updated strategic plan.

The field of education, even in societies still marked by racist ideologies, continues to be a powerful instrument of social change, particularly in the hands of progressive teachers and administrators, who can shape educational environments and influence knowledge content. Let’s consider students enrolled in master’s and doctoral degrees—the levels of education with significant leverage in today’s knowledge society. What, we may ask, is the representation of Latino students in UMD’s College of Education? Official statistics for 2015 indicate that the Latino enrollment in the college at the master’s level is very small (5 students or less)\(^1\) for both women and men; at the doctoral level it is even smaller, compared to 78 enrolled whites. In terms of the actual production of leaders, assumed by those who have earned a graduate degree, the number of Latinos earning a master’s is miniscule, and those attaining a doctorate in education is equally small (again, 5 or less), compared to 67 white PhD recipients. In other words, at UMD we are not actively committed to the formation of future educational leaders for a demographic group greatly in need of positive action. Certainly, this happens not by commission but rather by omission—failing to act in a proactive way so that many more students of Latino origin might enroll—and then obtain—a graduate degree. It should also be noted that UMD has a very low representation of tenure-track Latino/a faculty, about 4%. It could be argued that an increase of such faculty could generate a more active recruitment of Latino students.

In my view, the limited number of Latinos both as students and faculty reflects in part a tension in UMD’s identity. This tension concerns the university’s status as a land-grant institution (established in 1864, shortly after its founding in 1859) and its prevailing definition as a flagship institution, “equal to the best’ among other universities in the nation”—a more recent identity, dating to 1988. Further, UMD has been part of the Association of American Universities (AAU) since 1969. AAU is an exclusive club (by invitation only) made up of only 60 US and two Canadian research universities. It is not uncommon to hear colleagues define UMD as a flagship institution. Rarely do I hear that UMD is also a land-grant institution and that as such should engage in serious interaction with and commitment to serve its surrounding social environment. What this university needs, therefore, is to learn to make these two identities as compatible as possible and not to sacrifice community engagement in its path toward achieving research excellence.

References


\(^1\) UMD statistics do not give the actual number when the cell size is 5 or smaller, a process followed “due to privacy considerations.”
¡Arte Vivo! Building the Future of the Arts in Latino Communities

by Jane Hirshberg, Campus and Community Engagement Manager
The Clarice Smith Performing Art Center

Earlier this year, The Clarice was awarded a seed grant from the UMD Office of Research to learn more about the growing Latino population in our 5-mile radius. This article focuses on what we at The Clarice did with the funding and what we learned.

A couple of years ago, The Clarice committed to building – or rebuilding – two target audiences: University of Maryland students and residents who live within a five-mile radius of campus. In an effort to understand more about our new target audiences, we hired a firm to investigate how this focus might affect marketing and programming. The firm’s report included information about programming preferences and shed light on who was not getting information about our work at The Clarice, but it did not include any feedback from the minority populations that surround our campus. That means that the African American, Latino, and new immigrant populations, which constitute approximately 65% of the audience we want to reach, were not accounted for in this research. This is an especially significant oversight because the state of Maryland once had some of the most progressive immigration policies in the nation and, as a result, Maryland’s Latino population has been growing rapidly. People are looking for a better life by coming to this country and to this area. We want to be certain that participating in arts-infused experiences is a major contributing factor to building their new lives.

In the last ten years the Latino population in our five-mile radius has increased by 100%. For this reason, we set in motion a plan to develop methods that would help us gather the following key data from Latino people of all ages:

- What barriers prevent you attending Clarice-sponsored events?
- Can we augment the work that community-based groups are doing to include arts activities?
- What kinds of things do you do in your home, church, or neighborhood to express yourself creatively?
- How can we help you feel more connected to your new home by highlighting your cultures and traditions?

We started by contacting organizations that were already working with the Latino communities so that we could identify how we might best embark upon the project together. We are currently working with the Langley Park Community Center, William Wirt Middle School, and the Maryland Multicultural Youth Center, which includes the Latin American Youth Center (LAYC). We are also working with the Office of Multicultural Involvement in Community Advocacy (MICA) which is a group on campus that encourages students to become actively involved in community service. Together with these groups, we designed a three-pronged approach – three initial projects – to build bonds and find out more about the people in our Latin American communities.

1. One of our first steps was to introduce arts instruction to the LAYC summer camp curriculum.

Marcella Goldring, President and Founder of the Maryland Latin Dance Club
Historically, the LAYC has provided a summer camp for middle and high schoolers who are enrolled in local Title I schools. They already had an established morning curriculum that addressed issues of gang prevention and/or teaching study skills but they were looking for afternoon programming and were very excited about the possibility of having arts instruction included in their camp offerings.

We provided that by hiring bilingual University of Maryland students to teach visual and performing arts to LAYC campers. We also brought organized field trips to The Clarice where campers participated in theatre games and campus tours.

2. In addition to our collaboration with the LAYC summer camp, we worked with the Maryland Multicultural Youth Center’s family support program, Adelante. Adelante loosely translates to “we all move forward” and this mantra is at the forefront of their work with families that have been split apart during immigration to the US when families are desperate to escape violence, seek medical treatment, or simply find a better life. More often than not, they cannot afford to bring every family member at the same time; some must stay behind. Oftentimes, years go by before these families are reunited. To help, Adelante hosts an intensive eight-week workshop of weekly family dinners aimed at improving family connection, cohesion, and conflict resolution by working on healthy communication practices and building family traditions, rituals, and memories.

We provided transportation and tickets to performances and hosted dinners for the Adelante families. During these events we had an invaluable opportunity to get to know these families better – we did some surveying; we did some interviewing; and we discovered so many great things about them. During the first dinner we heard impromptu performances by a couple of the teenage girls who love to sing. Children who had written poetry got up and recited their work. One family presented us with a special gift of traditional dolls they had made by hand. It was not only a time for surveying and interviewing, but a time for building community with our neighbors. A performance by Edmar Castaneda, Columbian-born jazz harpist, furthered the magical sense of community and cohesion that evening. Castaneda spoke Spanish throughout the concert, building a bond with the multigenerational audience of predominantly Spanish speaking people. We realized then that this is one of the things we want to replicate in the work we are doing to reach Latino families. The next month, we brought several families to hear Haitian singer and songwriter, Emeline Michel perform. Again, the families were moved by the warmth and generosity of the artists and by the openness of The Clarice staff and patrons.

3. We also worked with our partners at the William Wirt Middle School in Riverdale – a nearby town that is experiencing the fastest and largest influx of Latino immigration from Central American countries in the region. Our friends at the school were initially skeptical about what we might be able to achieve because their students have very limited time to participate in extracurricular activities and because their parents need them to be home to help with family chores. Our partners did recall, however, that there was an Ecuadoran dance troupe that had come to the school and at the end of their performance they invited the students up to dance with them. Our partners told us that it was the first time they had seen these kids smile, so we decided to organize after-school salsa dance classes. Knowing the importance of family for these students, we kicked off the new program with a Hispanic heritage night where we invited families to have a meal and see some folkloric dance groups. We also invited them to take a dance class so that they could sample what this...
after-school program would be like. We were thrilled to have approximately 20 participants in the class, including three mothers, five younger siblings, and a dozen students from the middle school. The teachers included Ricardo Loaiza, founder of a nonprofit called Baila4Life and the After School Dance Fund, and also the president of the UMD Latin Dance Club, Marcella Goldring.

University of Maryland students proved to be an enormous asset to this program, and the learning opportunities were two-directional. University students who started a Latin American dance club were thrilled for the opportunity to act as dance teachers. Our research associate, Nancy Canales, a graduate student in the School of Education at the University of Maryland, was also an invaluable help. Her experience as a Salvadoran growing up in the area and experiencing some of the same barriers as our participants brought an informed, personal perspective to the work and she was able to readily connect with the community members we sought to engage.

What did we find out?

1. The most frequently stated reason the six Adelante families stated for why they do not regularly attend theater performances is because they do not know about them. They are not in the loop.

2. The second most frequently cited reason is a lack of transportation.

3. About half of the families surveyed have never been to the University of Maryland campus.

4. All of the Adelante families who attended the dinner and performances said they would return again if given the opportunity.

5. Though many family members stated that they lack traditional theater-going experiences, many of them associate everyday experiences and cultural traditions with the definition of “art.”

All of this information and experience will help enormously in guiding our plans moving forward. Honoring family and tradition is especially important as we seek to engage more Latino audiences. Everyday experiences and cultural traditions are areas where we believe there is great potential for making connections. We are still in the process of developing the strategies and programs to make and maintain those connections. We are amazed by the resilience of our neighbors and by how much they value the efforts we are making to listen, learn, and respond.

An additional outcome of this work is my own study of Spanish language and culture, which is now part of my professional development plan in my position as Campus & Community Engagement Manager at The Clarice. The more I learn about the people and the history of Spanish-speaking countries, the more committed I become to finding meaningful ways to connect with our neighbors who have arrived from Central and South America in the recent past. We believe that our community’s diversity is an amazing asset, as opposed to a challenging liability, but the struggles that many of these immigrants face are real. Helping them find hope through creative expression and contributing to the ongoing fight for social justice are our goals.
The first time I saw Yvette Lerma, it was at the closing reception of Latino Heritage Month (LHM) 2015. She was talking in front of dozens of people about the importance of working as the Coordinator for Latinx Students at MICA (Multicultural Involvement & Community Advocacy) at the University of Maryland. It was a personal and moving speech in which Lerma explained the sense of family and community she experienced every day, working with the students. A couple of months after that, I was at MICA’s office for the first time, waiting for Yvette in a comfortable chair and sharing the room with other students who were working on projects for their classes or relaxing and talking to friends. Once in her office, I immediately recognized the same transparency and openness that I had seen a couple of months ago. Before we started the interview, we talked for a few minutes about our offices without windows and the types of plants that can grow without sunlight. Yvette carefully pulled down a plant from her shelf, a gift from The Coalition of Latino Student Organizations (CLSO). When she showed it to me she was beaming with pride, and in this motion I immediately felt how personally important her work is to her.

Lerma’s Latino Heritage and Her Choice to Work with Latino Communities

Born in Nogales, California, a border city that connects the United States and Mexico, Lerma grew up in a Mexican family that migrated to the US. It is clear her mother and her grandparents especially represent Lerma’s Latinx pride and supply a source of inspiration and passion for her work.

Yvette’s family history motivates her interest in working with undocumented Latinxs, “My grandparents came to the US originally without any papers along with their four children. Two of my mom’s siblings cannot cross the borders because they don’t have papers and one of them was deported so he is not allowed to cross back so I have two aunts who live in the US and two who live in Mexico. Because I have a lot of members of my family that aren’t documented I understand the struggles of having a mixed family and what happens when half of the family cannot see the other half.”

Lerma pursued a major in engineering at Penn State University and worked as an intern at NASA, but an internship at the LGBT office significantly changed the course of her life. During this time, she helped to organize campus events and mobilize students in support of LGBT rights. Her passion for this work convinced her that she really wanted to work more with people and so she shifted her major to sociology. In doing this, Lerma had to overcome the wishes of a family that expected her to be a successful engineer, which is a higher status and better paying job. Her mother was not convinced about this decision, but as a social worker herself, she actually was Lerma’s leading inspiration. It was her mother’s work that helped her to understand the importance of giving support to those who are excluded from the educational system.

In this sense, family was key to Lerma in finding her own path in life, choosing the type of job that brings her joy, and overcoming the obstacles Latinos face in pursuing a higher education. She does, however, acknowledge that it has not always been easy to communicate her passion for her job to her family. This is why one of her main objectives at MICA is building strong relationships between students and their families.

Lerma’s Work with Latinx Students at MICA

One of MICA’s primary projects is their participation in LHM at UMD. This summer, while participating in LHM meetings, I noticed that Lerma has a particular way of working with the students. She does not speak too much nor does she give her opinion on every aspect of the campaign organization. Instead, she allows the students to interact with each other and...
make their own decisions. This does not mean that her voice has no importance for the students, but Lerma is more interested in giving them opportunities to develop their own projects while helping them to create a community. The annual retreat she hosts for the students at her house is just one example of her generosity as a facilitator.

Every year MICA offers financial support to fund spaces for LHM events at the Stamp Student Union (panels, performances, fairs, etc.) and marketing tools to get new students involved in Latinx organizations. Funding is always an obstacle for those who are interested in community organizing, so Lerma’s ability to facilitate funding is an enormous boon for those students willing to give their time to social work but who have limited resources to organize cultural events, buy food, or contract a performer.

It is not always easy for students to explain to their parents what they are doing in their respective organizations, so this year MICA is inviting parents to the LHM closing reception so they can “come to enjoy and see what the students do during LHM but also get information about how to support the students because sometimes it is hard when the parents might not have another child going to college or you might not experience college yourself,” Yvette explains. According to her own experience, it has been easier for her mother to understand what she does because she went to college but the real challenge is explaining her career path to her grandparents.

Lerma emphasizes the need for creating successful, supportive spaces for Latinx students at the university. For this reason, one of her dream projects would be to design and develop a new cultural space for Latino students, especially those who are undocumented. According to Lerma, “It would be amazing to get to develop that space at the University of Maryland because we are in such political life space, being in the beltway, close to Washington DC, where everyday existence seems to be related to politics. It cannot be avoided when you live here.”

“I think there is something powerful when you support the students and give them the opportunities to go to the capital and be able to stand up for their rights and advocate for themselves,” explained Lerma. Her concern about the Latino community, her current and future projects at MICA, and her interests as an educator and researcher are inspired by her desire to support the students in their trajectory as professionals and community leaders. Successful results on projects like Lerma’s require hard work and time. Even when the impact of these actions is hard to measure, what Lerma is helping to construct at MICA is that incredible sense of community that I felt when I was at MICA’s office for the first time. That same sense of community is reflected in this year’s theme “Unity: Communities without Walls/ Unidad: Comunidades sin paredes,” and most importantly it radiates visibly through the many students who participate in LHM every year.
Paying it Forward Through Community Engagement: An Interview with Gloria Aparicio Blackwell

by Sabrina González and Laurie Frederik

Gloria Aparicio Blackwell, Director of Community Engagement, talked about how she came to UMD, the projects she is currently involved with, and the rewards and challenges of working with the local College Park and Prince George’s County communities. Some of the questions Gloria encourages us to think about are: What are the intersections between the university and the community? How might we build new types of relationships?

SG: Tell us about yourself. How did you become interested in working with Latinx communities?

GAB: I grew up in Venezuela, in a small town called Churugara, eight or ten hours away from Caracas. My father was a business person and my mother was a teacher. She was very dedicated to working in the community (...). My father was also a leader in the community, kind of an advocate, fighting for the rights of the voiceless, so I saw a lot taking place when I was a child. Of course, parents are always encouraging their children to go to college. My mom said to me, “I don’t want you to depend on anyone, so you have to get an education so that you can support yourself. If you want to get married and all that, that’s fine, but you will be able to address your issues yourself.” So that inspired me to go to college.

Aparicio came to the United States when she was 23 years old. She completed her BA degree in Safety and Fire Science at UMD, worked for Pepco and American University, and then started working as a safety manager for Facilities Management at UMD.

GAB: The [safety manager] job was pivotal for what I’m doing right now at the Community Engagement Office. Working for Facilities Management, I had to translate a lot of material to the Spanish speaking employees (housekeepers and landscapers) so I had to deal with issues of not understanding their workplace safety. I was not only the translator for the Safety Program, but I was also doing conflict resolution and everyday life issues. I talked to the supervisor to communicate every issue the employees might have. That made me think about my own experience coming here. I was glad that I came with someone here who knew the culture of this country but [other workers] did not have that context – they did not have the sense of what we need to do here or how we need to behave. And then I realized that I needed to do something different. I needed to change my career. Safety and Fire Science was more technical and that was not who I was. I was a more people person. She went on to earn a MA in Business and Human Resources at UMUC. She said she appreciated that the university had given her a free education and allowed her to earn her graduate degree, and she wanted the university to recognize that there were not many people like her in the administration.

GAB: I knew at that time with safety background, being a woman, and being Latina, that I had many things to offer other institutions as well, but I wanted the University of Maryland to take advantage, since they invested in me. She then started working in the vice-president’s office and began thinking about how to develop policies and programs that would impact various communities, in particular the Latinx community.
**GAB:** Even my boss and a couple of vicepresidents took Spanish classes because I said to them, “It would be nice if you could see your employees who are at the bottom rung of the institution who are doing a great work cleaning this place, beautifying this place by landscaping, and say: ‘Gracias’ and ‘Hola, ¿cómo estás?’” It was very nice for me to see how they tried to be part of my culture. From that point, I realized that we needed to expose people, make people a little bit uncomfortable so they could really see what other people have to struggle with.

I’m very grateful to my mentor, Dr. Sylvia Stewart, Associate Vice President for Administration & Finance. She, and the rest of the vice-presidents, gave me the opportunity and were very interested in connecting with the community. Now my community is everyone, community engagement is everyone – not because I happen to be a Latina or that it has to be only Latinos. I want it to be all.

Aparicio said she felt that one of the big issues for Latinos was access. Some Latinos find opportunities, as she did, but others do not know where to go and do not have anyone to advise them about their options or say “you go for it.” Part of her work has been to identify which programs these community members may have access to and how they can learn about the different opportunities in their own neighborhoods. She has gone to visit and consult with community centers and nonprofits organizations.

**GAB:** What I’m trying to do is just to find ways I can be that facilitator. The passion, what I really enjoy the most, is when I’m going out to learn what people would like to do and make those dreams happen, “this is what you can do, this is who you can be connected with, this is the program that can be very successful for you and your community,” and then seeing them doing it.

This work is about building relationships. When I began, I identified key leaders and built a relationship with them. I don’t tell them what would be good, but I want them to tell me. I ask: “How do you want to be connected to the university?” I have heard people saying, “Oh, the university seems too far for us” – not far in the sense of distance. They feel that it is not open to them. I tell them, “you are welcome to come. What you would like to see? What would you like to do? Here is entertainment, here are games, here is the library.”

For example, today I was at Buck Lodge Middle School for the ESOL (English for Speakers of Other Languages) Program. Many of the kids have just arrived [in the US]. It was very interesting to see that they wanted to know about the university and wanted to be part of it. If we can provide the support to make those things happen, that would be the angle for all the work we are doing here at Community Engagement Office. This work is about knowing who the leaders are – not necessarily people who have money but who have connections to the community, people that the community believes and trusts.

Aparicio and others at UMD are also working with nonprofit organizations such as Maryland Multicultural Youth Center, GapBuster Inc., Casa de Maryland, and Anacostia Watershed Society. She says that nonprofits are critical because they have already built relationships with people. In these cases, the university can donate resources, not only monetary but also human by providing students, staff, and faculty.

**SG:** What are the challenges that faculty and staff must overcome in order to work with the communities outside the university?

**GAB:** There are some faculty, in particular the long-term faculty, who perhaps haven’t had the opportunity to work with communities that do not look like them. There are others who do not see the need for building relationships outside of the university. For example, computer science professors, what would be their role in the community? Now, they are realizing that it is important because they are starting to come to college – our minority communities, particularly African Americans, Blacks, Latinos, Asians. If these are our students, we are going to prepare because they are part of our ecosystem. We need to start working with them, and we have to go and meet their goals in their territory. It is not only that they have to come here; you also have to go to their community.

Aparicio told me about the obstacles that university professors face when they develop a project in the community, such as the lack of extra time and resources and the lack of familiarity with community culture and language.
**GAB:** The other issue is cultural sensitivity. When I meet with a professor I tell them, “Listen, this is a different population. You are used to seeing that people sit and listen to you, but this might be completely different. First of all, they want to learn but they don’t want to learn in the sense of sitting and being quiet. Second, you have people who might not have had food that day, so you have to be prepared and be flexible in how you teach the class. When you see that they are not engaged, it is your responsibility to get them engaged, not the other way around. You don’t know what they are going through or what they had to fight before they get to your classroom. It is not because they don’t want to learn; it is because there are many other factors that could be part of that situation.”

The other day when we celebrated Cinco de Mayo, I said to the professors, “ask about their family, make it personal, make it real, ask them about their countries, where do they come from, ask them to tell their story.”

The importance that Gloria gives to connecting people and acting as a facilitator between faculty, students, staff, and community leaders shows how complicated it is for professors and students to develop a project outside the university, even when they know how to speak Spanish or have had previous experience living in Latin American countries. Sometimes sharing a language and knowing the culture is not enough when they have to engage the community on top of regular work obligations. Even those who really go outside the university often do not know how or where to begin.

**SG:** What are your personal frustrations and challenges in this work?

**GAB:** Well, for example, sometimes you have a good program or a program you feel that you have worked to set it up with community, but people don’t show up. Sometimes you feel that you are coming to the table, working with the schools, providing resources, but then the people don’t take advantage of it. The other challenge is when faculty say: “Why do we need to be working with the community? This is not what we are, this is higher education. We help students graduate and get them to the next level.” For me, these programs are also giving the students the opportunity to apply what they study to real issues. Funding is another problem. I would like to bring a lot of community members to UMD, offer transportation and food, but everything takes money.

The challenge is prioritizing, and then you have to sacrifice, and that is the part that sometimes is very hard – realizing that you will support as many as you can and help as many as you
Good Neighbor Day is a collaborative partnership between the University of Maryland, the City of College Park, and the Maryland-National Capital Park and Planning Commission. The event brings together the community to beautify shared spaces, educate, and engage in sustainable practices.

CEP's main goals are to foster academic enrichment and to provide parenting support, adult education, and recreational and cultural programs for the benefit of the surrounding community of Riverdale Park.

Good Neighbor Day is a collaborative partnership between the University of Maryland, the City of College Park, and the Maryland-National Capital Park and Planning Commission. The event brings together the community to beautify shared spaces, educate, and engage in sustainable practices.

This project is a basketball partnership between local law enforcement agencies and College Park students in elementary to high school.

can but sometimes people don’t want to be helped, and that’s the reality. It is not about us, it is not about me, it is not about the university. It’s just sometimes people say, “Hey, this is not what I want” and you have to move on. There are serious issues out there: socio-economic, addiction, family structure.

SG: What is your future dream project?

GAB: Right now, our work is more about making sure that people have the information. We have so many things happening here at UMD for people to take advantage of, so how do we invite more of the community to come here and enjoy? One example is The Clarice Smith Performance Art Center. Also, I always hear the kids saying, “I want to be a soccer player!” “I want to be in a soccer game!” How can we give them these opportunities? We have Maryland Day that brings many people. What if we could have another day for the Latino communities to come and just spend a couple of hours with us, exploring campus, sitting in a classroom, getting to see a dorm?

I want to facilitate opportunities for people to experience the university. On the other hand, I want the university to go out and engage with the community, because that is what we need more – getting more people out of the university. This is important especially at UMD, as a land-grant institution that was meant to provide education to all people living around the university, not only the ones who can afford higher education.
La historia de Ana Patricia Rodríguez se asemeja a la de muchos latinos que llegaron en su niñez a Estados Unidos y tuvieron que enfrentar los retos de crecer lejos de gran parte de su familia y adaptarse a una cultura desconocida. Un desafío más grande aún fue ingresar a la Universidad, continuar sus estudios de posgrado y conseguir un puesto en la Universidad que le permita combinar las grandes pasiones de su vida: la literatura y la historia de Centro América, la enseñanza y el trabajo con la comunidad latina de la que nunca dejó de formar parte.

**Entre el flower power y la revolución salvadoreña: los primeros años de Ana Patricia Rodríguez en Estados Unidos**

Rodríguez llegó al país con su mamá y sus hermanas cuando tenía cinco años. Su papá había migrado el año anterior en busca de un mejor futuro económico. Gracias a los contactos de sus amigos pudo conseguir trabajo y, luego, gestionar los papeles para el resto de su familia. Rodríguez recuerda la despedida en El Salvador como un momento muy triste. Sin embargo, los recuerdos más vívidos que Ana Patricia atesora de los primeros tiempos en California lejos de ser grises, están repletos de los colores y los sonidos del flower power: “No teníamos mucho dinero para salir entonces mis padres decían ‘vamos a ver a los hippies’, íbamos al parque Golden Gate y escuchábamos el sonido de los tambores”, recuerda Ana Patricia riendo. “Perdimos muchas cosas, pero ganamos otras” asegura Ana Patricia en una de sus historias digitales que nos mostró luego de la entrevista.

Durante los años setenta, una época donde la revolución y los vientos de cambio resonaban en su nuevo y antiguo hogar, siempre había gente que emigraba a Estados Unidos en su departamento ya que su papá era la puerta de acceso para muchos amigos y familiares. Durante los años ochenta, la casa se llenó miembros de la familia que participaban en grupos revolucionarios en El Salvador. Para Ana Patricia “fue un momento en donde todo se combinó: la conciencia chicana, la conciencia de las revoluciones en Centro América y la muerte de Monseñor Romero que para las comunidades salvadoreñas partidarias de esa ideología fue un suceso impactante. Y finalmente todo el activismo que existía en San Francisco”. Para Ana Patricia “fue bien interesante crecer como centroamericana en
pero su pasión por los estudios centroamericanos, que la acompaña hasta hoy, comenzó en un curso de chicano studies que realizó en la Universidad de Berkeley durante sus estudios de grado. Parte de la riqueza de la trayectoria de Ana Patricia en la academia es que su propia formación como docente e investigadora fue creciendo a la par del campo estudios centroamericanos que ella ayudó a consolidar. En un contexto que Ana Patricia describe como falto de estudios sobre literatura centroamericana, realizó la maestría y el doctorado en la Universidad de Santa Cruz, California. Allí enfocó sus estudios en la literatura disapórica discutiendo la idea de literatura nacional desde una perspectiva transnacional. "Cuando yo comence a estudiar no había mucha gente trabajando en el tema. Inclusive yo he visto cómo ha surgido la literatura centroamericana-estadounidense. Cuando me gradué en el 98, ya habían comenzado a surgir una serie de estudios al respecto y ahora ya hay una carrera de Central American Studies en California State University, Northridge". Pero la pasión por la docencia y la investigación nunca implicó para Ana Patricia un alejamiento de las comunidades latinas y los barrios que ha sabido caminar para escuchar atentamente las historias de migración y desplazamiento que muchos latinos tienen para contar.

**Diálogo de saberes: el trabajo con las comunidades latinas en UMD**

Desde los movimientos de reforma universitaria a principios de siglo XX en América Latina, pasando por la pedagogía de la liberación de Paulo Freire y la investigación-acción participante de Orlando Fals Borda, el diálogo de saberes académicos y populares ha constituido una preocupación y un tema de debate para aquellos que creen que la educación tiene (o debería tener) un rol transformador. Sin embargo, las proclamas revolucionarias y las propuestas teóricas no resultan tan fáciles de aplicar en la vida cotidiana de las instituciones educativas. Para muchos profesores, incluso aquellos interesados en realizar proyectos con la comunidad, las preguntas siguen siendo cómo aplicar metodologías de enseñanza-aprendizaje que contemplan ese diálogo, con qué organizaciones, personas, instituciones se puede trabajar? Como se construye la relación entre el adentro y el afuera de la universidad? El trabajo de Ana Patricia desde que llegó a UMD en 1998 para incorporarse en el departamento de Español y Portugués, ofrece algunas respuestas a estas preguntas.

Durante sus años en UMD, Ana Patricia participó en la formación y el desarrollo del Centro de Estudios Latinoamericanos (LASC), los estudios US Latina/o Studies Program (USLT) y el Departamento de Español y Portugués (SPAP). En las clases que enseñó sobre literatura e historia centroamericana en este tiempo, ha incorporado nuevas pedagogías que se caracterizan por incluir segmentos de "service-learning activity". Ana Patricia afirma: "Yo empecé con la idea de que la teoría y la práctica van de la mano. Además, para nosotros [los profesores] el componente de investigación es muy fuerte así que no podía estar haciendo más trabajo del que ya hacía. Pero lo que me ha funcionado es incorporar segmentos de trabajo comunitario dentro de las clases. [Este tipo de cursos] Además es bueno para los estudiantes porque les da práctica en el idioma y al mismo tiempo práctica laboral." De este modo, Ana Patricia busca ofrecer cursos en donde los estudiantes pueden "aprender haciendo" y al mismo tiempo aportar a las necesidades de las comunidades latinas.

Resulta sumamente complejo resumir en algunos párrafos la cantidad de proyectos que Ana Patricia ha desarrollado con los estudiantes en colaboración con escuelas secundarias, instituciones gubernamentales y culturales y organizaciones sin fines de lucro. A pesar de la diversidad, todas las clases tienen algunos rasgos en común: la historia de la inmigración latina, especialmente la salvadoreña en el área y la creación de un producto final, creativo, que permita interactuar con la comunidad. Algunos de ellos incluyen un tour que realizó con una clase de USLT en donde los estudiantes armaron un tour sobre la historia latina de DC; un proyecto de historia oral y mapeo de la migracion interna latina en el proceso de gentrification en DC en colaboración con la organización Hola Cultura y DC Mayor’s Office on Latino Affairs (OLA), y el profesor Ronald Luna. Para ese proyecto, por ejemplo, los estudiantes de escuelas secundarias y universidades entrevistaron...
al personal de los edificios que estaban pasando por ese proceso y realizaron un mapeo de los latinos que se están mudando desde DC hacía la zona norte de Maryland. Como producto final los estudiantes presentaron sus resultados en bibliotecas de la zona y el año pasado participaron en Latinx Heritage Month en UMD. "Yo organicé una actividad para LHM el año pasado, vinieron los jovencitos y presentaron su proyecto en el campus. Cuando llegaron los estudiantes de las organizaciones latinas fue bien lindo verlos interactuando. Obviamente los estudiantes de la secundaria estaban nerviosos pero hicieron un trabajo fabuloso."

Otro de los proyectos que Ana Patricia recuerda con orgullo es una obra teatral sobre la vida de Speedy González realizada por los estudiantes de español quienes deconstruyeron el estereotipo del latino que representa el dibujo animado. "Primero hicimos un trabajo etnográfico. Los estudiantes fueron a investigar qué pensaba la gente en el barrio sobre Speedy. Luego, crearon una narrativa sobre la vida de Speedy recorriendo los procesos migratorios latinos en Estados Unidos. Al final de la clase hicimos una dramatización en Tawes Hall. Invitamos a estudiantes de Louis D Elementary, quienes vinieron para todo un día de programación: tuvieron campus tour, se les dio almuerzo, conocieron a los estudiantes universitarios de las organizaciones latinas que ayudaron en el evento e interactuaron con el actor de la obra. Lo que me satisface después de tanto trabajo es que uno de los estudiantes secundarios me diga: 'I want to come here'. Y los estudiantes de español no sólo habían aprendido los contenidos de la clase sino también habían colaborado en un proyecto colectivo."

La apuesta por el trabajo comunitario mirando al futuro

Más allá de las dificultades que conlleva su trabajo (falta de apoyo suficiente de la universidad, falta de tiempo libre de los profesores, requerimientos burocráticos que no coinciden con los proyectos comunitarios reales), Ana Patricia encuentra al menos tres razones para seguir por este camino: "Primero, para darle alcance a las comunidades ya que es sumamente necesario crear un puente para que vengan otros niños y otros estudiantes a la universidad. Segundo, porque yo tuve la oportunidad de estudiar y no puedo no hacer algo; creo que es mi obligación y mi responsabilidad. Finalmente, porque hace la enseñanza más interesante para mí, un poco jugando cubrimos el contenido pero lo hacemos de otra manera."

"Es muy cansador" fueron las palabras de Ana Patricia y de otros profesores que hemos entrevistado para este número de la revista. Sin embargo, Ana Patricia parece no cansarse. En el próximo cuatrimestre dará un curso, Spanish for the Professions; Spanish in the Community, que tiene como uno de sus objetivos finales el desarrollo de una clase ISO para los padres de las escuelas secundarias. En colaboración con la Oficina de Community Engagement, Ana Patricia y sus estudiantes trabajarán junto a Hollywood Elementary School, una escuela ubicada en College Park que cuenta con una población latina muy numerosa. "Va a ser una clase muy hands-on así que espero poder ir a la comunidad, ir a comer y a explorar. Con los estudiantes, por un lado, vamos a desarrollar el contenido como la demografía y la cultura latina y, por el otro, vamos a desarrollar el curriculum de la clase ISO para los padres. Vamos a preguntarnos qué tipo de lenguaje necesitan saber los padres para que se desarrollen en su comunidad. Además, en esta clase los estudiantes también van a ver cómo se está formando la comunidad latina en College Park. Finalmente, el producto final del curso no sólo implicaría brindar el curso para los padres sino también acompañar con tutorías a sus hijos mientras ellos están estudiando."

Mirando hacia atrás donde comenzó su trayectoria, Ana Patricia afirma "mi sueño siempre era poder hacer algo así: con autonomía y trabajando con centroamericanos porque esa es mi formación intelectual y académica. Creo que estoy donde quería estar aunque el camino ha sido difícil." Entre sus proyectos a largo plazo se encuentra la publicación de un libro sobre nuevas plegagogías y el desarrollo de nuevos cursos para el departamento de español en donde se combine el trabajo con las escuelas secundarias y la universidad. Como tantos otros, Ana Patricia sueña con volver a su casa, que no es ya El Salvador sino San Francisco, donde forjó el camino que la trajo hasta acá: "Ahora que empiezo a ver retiro, pienso en qué me gustaría hacer. Me gustaría continuar con este tipo de proyectos y abrir alguna organización donde pueda desarrollar este tipo de pedagogía y abrirla al público."
The world loves soccer. Kids love soccer. Parents love it when their kids play soccer. Soccer training combines strength, endurance, skill, precision, strategy, and teamwork. Pelé, a famous Brazilian player, said that soccer is a “beautiful game,” full of individual flair or ginga. And Maradona, an Argentine player with his own individual flair, said he loved soccer so much that he hopes to be reborn a soccer player after he dies.

Dr. Ronald Luna, UMD professor of geography, demonstrated some of his own creative flair when he decided that the community’s love of and attraction to soccer-playing could be combined with an academic program to provide a new way of learning. Seventeen years ago, he created a curriculum to offer this innovative athletic-academic combination to youth in Prince George’s and Montgomery counties. A summer camp is now held on UMD’s campus, run by Ronald Luna and Eugene Pascoe, and kept afloat by many University of Maryland student volunteer workers.

While in graduate school at UMD in the late 1990s, Luna took a course with Dr. Bill Hanna, a professor in the School of Urban Planning (URSP). Hanna had been working with Langley Park communities in a variety of projects for over twenty years and incorporated these into his coursework. The course was called “Maryland’s International Corridor,” an area that included University Boulevard and Piney Branch Road, which crossed through the neighborhoods of Langley Park, Takoma Park, and Long Branch. The class was about researching the corridor and looking for ways to improve the lives of the residents, and Hanna talked about the Latino community around the university and their challenges. Luna realized there was a need and that he could do something about it, especially when he learned that there were not many soccer leagues in the area. “Each of us worked on something that we liked, and in my case it was soccer and education. I decided to combine both in an after school program for at-risk youth in Langley Park.”

Pre-K to 6th grade campers from Prince George’s and Montgomery County areas have had the opportunity to participate in this Academic Soccer Achievement Program (ASAP), founded by Luna and Pascoe, first from 1999-2002, then revived in 2015. Luna said that the same social issues existed 17 years ago as today, and that the parents continue to need support. Most of the kids just want to play soccer but not study, he said, and many are a grade or two behind in reading and math. Often, the parents are working more than one job and are not able to help the kids with homework. One technique Luna and Pascoe now use is “perimeter” and “area” exercises that get the kids to think about the soccer field in mathematical, geometric, spatial, and proportional terms. A field is divided into sections and shapes, and thus, math can be learned while playing. These lessons are...
also taught in a traditional classroom as part of the camp. Luna incorporates learning through practice as often as possible and is always thinking about how to improve the curriculum.

ASAP’s mission is “to inspire, support, and provide minority students the tools so they can one day graduate from college.” Luna wants the program to give support and to provide an affordable option for these communities, using soccer as a lure to get the kids to also learn math and reading skills. Luna said one of his goals is to offer structure and continuity and to help the kids create new habits. He also hopes that by getting the kids and their families physically onto campus, it will not remain a mysterious place to them, and that the idea of attending a university will be something easier for them to imagine.

Luna admitted that the program takes a tremendous amount of work and that it can be very frustrating. “We are in the eye of the storm, so we don't always see the good we are doing right away,” he said, “but sooner or later, it has a big effect.” The kids either take the “long road or the wrong path,” and Luna feels that his program helps to “connect the dots” so they are able to recognize the longer but more productive road.

When asked why he continues to do it, Luna said it is because he loves it and that any community project has to be personally fulfilling, since half the time you feel frustrated and stressed. He believes in the importance of education for the kids, and he loves seeing “those little glimpses, those sparks of brilliance” in the intensity of their work, both on and off the field.

For more information about the program, email asaumd@gmail.com and visit www.asaprogram.org.
One of the highlights of the year was LASC’s 11th Annual Student Conference, themed “Hybridity: Examining Processes of Circulation, Collaboration, and Conflict.” This year the conference has grown into a two-day conference, including a pre-conference workshop, a keynote panel, and the participation of scholars and students from University of Maryland as well as outside institutions. Participants included graduate students, advanced undergraduates, faculty, artists, and musicians. Students were encouraged to present their research in hybrid ways (multi-media, performed, visual display). We also accepted papers in English, Spanish, Portuguese, and Creole/French. We continued inviting advanced undergraduate students and LASC capstone students to present and gain valuable experience by participating in an academic conference.

The call for papers asked students conducting research in Latin America or the Caribbean to connect their studies to the conference’s theme:

The hybrid (híbrido, hybride, ibrid) as concept, phenomenon, and category of analysis encourages us to consider processes of mixture, and transgression; of boundaries, their construction and contestation; of exclusive and inclusive cultural practices and ways of thinking. A focus on hybridity makes especially visible processes from which certain social groups have been excluded; how these groups negotiate inclusion; and how they may form new spaces altogether. The world is and always has been connected through the constant movement of ideas, discourses, politics, and new technologies. Of special consideration for this conference is the movement of bodies that are inspired to discover new territories and ways of being. The drive to move and reinvent is a fundamental human trait. We invite participants to explore what happens when individuals and groups of people confront each other and how they choose to react, whether in conflict or in collaboration.

Building a Graduate Student Community

This year, the conference was organized by nine graduate students from different departments studying Latin America and the Caribbean. They met three times during the semester to discuss the conference theme, the organization of the panels, and the logistics of the conference. Five of this group made up the committee for the Undergraduate Capstone Competition. This was a wonderful opportunity for students with a variety of interests and fields to gather together and work on a common project. As a result of this experience, they are currently organizing a working group to continue to build a transdisciplinary dialogue.
Conference Panels

Panel 1: Power of Markets and Policy Making

Romina de Costa, UMD (Higher Education and Special Education) “Navigating Regulatory Spaces in the For-Profit Provision of Higher Education: A Case Study of Laureate International Universities in Brazil”

Oliver Horn, Georgetown University (History) “From Development to Law-and-Order: The Nixon Administration’s Reformulation of U.S. Foreign Aid to Colombia”

Hannah Rice, Brown University (Hispanic Studies) “Cities upon a Hill: Favela Tourism and Whitening in Rio de Janeiro”


Panel 2: Strategic Images of Gender and Sexuality


Paris Starn, Bard College (Art History) ‘Art in the Convent of Santa Monica Puebla 1680-1830: Proving the Nuns’ Passion for Christ, Proper Practices, and their Right to Write”

Emily Bello-Pardo, American University (Political Science) “Gay Rights, Abortion, and Cannabis: Uruguay’s Liberal Public Policies Under the Frente Amplio”

Lorena Diaz, UMD (Government & Politics, LASC) “Breaking the Glass Ceiling in Brazil”

Cara Snyder, UMD (Women’s Studies) “From Athlete to Eye-Candy: Tracing the Shifts in Brazilian Women’s Soccer”

Panel 3: Educating Youth and Struggles for Inclusion

Stephanie Hall, UMD (International Education Policy) “Empty Promises? The Results of Brazil’s National Education Plan”

Matthew Aruch and Emily Colon, UMD (International Education Policy / Anthropology) “Education for Sustainable Development: Partnerships and Program Outcomes in a Short-Term Study Abroad Program to the Brazilian Amazon”

Cameron Busacca, UMD (International Education Policy) “Educating the Street Children of Latin America”
Panel 4: Discourses of Identity and Resistance

Alicia Zamora, Harvard College (Latin American History and Literature) “Transnational Mestizajes: Race, Place, and the Political in Vasconcelos’s La Raza Cósmica and Anzaldúa’s Borderlands”

Julian Moreno, UMD (History, LASC) “Civilizing the Indio: Discourses of Insurgency during the Tupac Amaru Rebellion”

Tyler Draughon, UMD (Spanish, LASC) “Assimilation vs. Autonomy: the Evolution of Indigeneity in Modern-Day Ecuador”

Sabena Kull, University of Delaware (Art History) “Tradition, Transmission, and Transformation of the Child Virgin Spinning in Viceregal Peru”

Arturo Zepeda, California State University (History) “Afro-Costa Rican Representation within a National Identity of Whiteness: The Cultural Exclusion of Blackness in Costa Rica”

Panel 5: Negotiating Latino Citizenship

Mary Ashleigh Bondoc, UMD (Spanish, LASC) “Mexican-American Cultural Identity and Perception in the Midwestern United States”

Celia Greene, George Washington University (Anthropology) “Brazilian Religion and Daily Life in a Transnational Space: Perspectives from Anthropology”

Tiffany Virgin, Georgetown (Latin American Studies) “Latino Gangs and the Concept of Citizenship: The Mara Salvatrucha and 18th Street Gangs of Southern California”


Panel 6: Rhythmic Remixes and Sonic Movements

Cae Joseph Massena, UMD (French) “A Genealogy of ‘Vocal Women:’ A Listening of Marie-Vieux Chauvet’s Dance on the Volcano”

Emily Masucci, UMD (Anthropology) “Swag and Solidarity: An Analysis of Contemporary Indigenous Hip-Hop in Latin America”

Kate Spanos, UMD (Theatre and Performance Studies) “Rhythms of the Black and Green in Montserrat’s Masquerade Dance”

Keynote Panel

The key note panel was held on the second day of the conference. Five panelists from UMD and other universities discussed the theme of “hybridity” and its potential use in their research from different disciplines. This was a multi-disciplinary conversation open to audience participation.

Dr. Merle Collins
University of Maryland, English

Dr. Benjamin Cowan
George Mason University, History and Art History

Dr. Scott Freeman
American University, Anthropology

Dr. Paul Miller
Vanderbilt University, French and Latin American Studies

Dr. Joanne Rappaport
Georgetown University, Anthropology

Moderator Dr. David Sartorius
University of Maryland, History
During the conference we wanted to create an environment where students and faculty could also experience hybridity as something you can hear, taste, see, and create.

- pre-conference workshop
- tango lesson
- drumming and singing workshop
- art exhibition
- artisan Latin American beer tasting
- Brazilian choro music performance
- kaleidoscope viewing and coloring

"The organizers centered everything around dialogue and sharing. From the grad student led discussion on the first night to the Q&A style keynote panel, the whole conference seemed less about presenting in isolation and more about coming together to share ideas and experiences. In this way, I left the conference feeling like I had truly connected with participants. This has proved to be true, as post-conference relationships are still going strong (months later)! I hope such rich and interactive interdisciplinary dialogues continues to foreground UMD’s LASA conferences."

Cara Snyder, UMD, Women’s Studies

"I think the conference was a great success. We made an earnest effort to have a mixture of academic and social programming, which really paid off in the end. I made some very important connections during the closing reception and the beer tasting!"

Nathan Dize, UMD, French

"This conference was great for discovering cross-department and cross-discipline connections in our work. Because it brings together so many disciplines, panelists hear feedback and questions they might not normally get at other events."

Stephanie Hall, UMD, Education

"I really enjoyed the conference. Not only did each panelist present on some really fascinating topics, the conversations that followed were engaging, stimulating, and rewarding. On top of all this, the conference had fantastic art displays, fun musical demonstrations, and other great activities that touched on the conference themes. It is a must-attend event."

Jonathan Brower, UMD, History
Performances, Festivals, and Events

Latin American Music Fest

In honor of Latinx Heritage Month, the Latin American Studies Center hosted an evening of music featuring a variety of musical groups: DC Choro (Brazilian), Grupo Etnia (Andean-South American), Potomac Quinteto de Vientos (classical-Latin American), and the Maryland Latin Dance Club. See page 29.

First Look Fair

LASC hosted an informational table to advertise and promote its Center and Certificate Program during the yearly First Look Fair held for incoming students.

Peña - Spoken Word, Slam Poetry, and Storytelling Open Mic Night

Featured performers presented poetry, stories, and music related to artistic expressions of diverse identities, cultures, visions, struggles, and collaborations. Emceed by Dr. Jason Nichols, Department of African American Studies.

Maryland Day - Argentine Tango and Cuban Danzón

This year the Latin American Studies Center organized an Argentine tango and Cuban danzón performance in collaboration with Potomac Winds, the School of Theatre, Dance, and Performance Studies, and the UMD Argentine Tango Club. Dancers and musicians collaborated and devised an original performance of live tango and danzón. An Argentine tango dance lesson was also taught by LASC Director, Laurie Frederik. An audience of 75 people filled the Cafritz Theatre at The Clarice Center. See pages 30-31.
Pragda Film Festival

The Pragda Film Festival featured a diverse selection of films from both new and established Ibero American film makers. Lasting four weeks, five films were shown from various Latin American countries and Spain.

* co-sponsored with SLLC and SPAP

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**Co-Sponsored Events**

**Imagining Home/Land Belonging with Frida Larios**

Hands-on art workshop on what home/land means to you with renowned typo-graphic designer of Salvadoran Olympic and Panamerican teams Maya-inspired uniforms.

* co-sponsored with School of Languages, Literatures, and Cultures (SLLC,) Department of Spanish and Portuguese (SPAP), Art and Learning Center (ALC), Lambda Theta Phi Latin Fraternity (LTP), and Office of Community Engagement (OCE)

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**Spoken Word and Q&A with Maya Chinchilla**

Brown bag, conversation, and spoken word/poetry performance with Maya Chinchilla, Guatemalan femme writer, video artist, educator, and author.

* co-sponsored with SPAP

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**Latinx Monologues Featuring Maya Chinchilla**

The third annual Latinx Monologues included performers, music, poetry, and personal stories expressing their pride for being Latinx. The event also included a guest appearance from the Guatemalan writer Maya Chinchilla.

*co-sponsored with PLUMAS; SLLC; SPAP; U.S. Latina/o Studies; and the office of Multicultural Involvement and Community Advocacy (MICA)

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**Pragda Film Festival**

The Pragda Film Festival featured a diverse selection of films from both new and established Ibero American film makers. Lasting four weeks, five films were shown from various Latin American countries and Spain.

* co-sponsored with SLLC and SPAP
Academic Talks and Workshops

Graduate Student Research Workshop:
Papers in Progress about Latin America and
the Caribbean

Graduate students with research projects concerning Latin America and the Caribbean were invited to open feedback workshops and discussions. Last year we had two sessions.

Fall 2015

Kate Spanos, Theatre and Performance Studies, “Montserrat’s Annual Festival Calendar: Negotiations of Identity Through Musical Dialogues and Debates”

Jesse Zarley, History, “Royalism, Republicanism, and Mapuche Power in the War to the Death: Chile, 1818-1832”

Spring 2016

Nathan Dize, French, "The Drama of History: Representation and Revolutionaries in Haitian Theater, 1818-1907"

LASC Café Break Series Talks

Unfurling Western Notions of Nature and Amerindian Alternatives: Perspectives from the Amazon

Dr. Eglee L. Zent, Ethnoecologist, Venezuelan Institute for Scientific Research

Dr. Zent discussed notions of “nature” in the West, contrasted with those of the Amazonian Amerindians.

Café con Leche: Exploring the Blackness of Afro-Latinidad

Dr. Jason Nichols, Lecturer, African American Studies, UMD

Dr. Nichols explored blackness as a racial construct and looked at how Afro-Latinidad is situated within existing theoretical frameworks.
Co-Sponsored Talks

Talk: “Neither ‘Fist’ Nor ‘Feathers’: Queer (Im)possibilities in Cuba”

Lourdes Martínez Echazábal, Professor of Latin American and Latino Studies at the University of California, Santa Cruz, whose research focuses on twentieth-century Caribbean and Latin American literatures and cultural studies.

* co-sponsored with Department of Spanish and Portuguese; School of Languages, Literatures, and Cultures; Department of Women’s Studies; and LGBT Equity Center

Talk: “Argentine Jews under the ‘Chuppah’: Sephardim, Ashkenazim, and Ethnic and Sub-ethnic Identities (1920-1960)”

The presentation by Adriana Brodsky explored the marriage patterns of the Sephardic Jewish communities, paying special attention to when Sephardim began marrying Ashkenazi Jews, thereby giving birth to a new type of Jewish identity.

* co-sponsored with the Nathan and Jeanette Miller Center for Historical Studies

Workshop on Latin American Business Administration

Workshop with students from Universidad Nacional Mayor de San Marcos, Lima, Peru

* co-sponsored with Department of Spanish and Portuguese

Talk: Colonial Latin American Studies: An Interdisciplinary Dialogue

Two scholars presented their work on colonial Latin America. Valeria Añón (Universidad de Buenos Aires) discussed "Rhetoric of Silence and Deviation: Women Cronistas in Colonial Latin America" and Barbara Mundy (Fordham University) introduced "The Death of Aztec Tenochtitlan (Or How One of the World’s Largest Cities Was Erased From the Map of History)."

* co-sponsored with Department of Spanish and Portuguese
In honor of the Latinx Heritage Month, we hosted an evening of Latin American music. Three professional musical groups that fuse styles from all over Latin America performed during the festival. This was an opportunity to meet other students and faculty interested in Latin American and Latinx art, culture, and politics. The festival concluded with a performance by the Maryland Latin Dance Club.

**Potomac Quinteto de Vientos** plays Latin jazz and Argentine tango in a Latin American-Classical crossover.

**DC Choro** performs a repertoire of classic samba, bossa nova, forró, and plenty of choro.

**Grupo Etnia** specializes in the music of the Andes, primarily Peru and Bolivia, but also includes music from Argentina, Ecuador, Colombia, and Mexico.

**The Maryland Latin Dance Club (MLDC)** is a student club and performance team dedicated to introducing different Latin dances to the UMD community.
Maryland Day for the Latin American Studies Center was divided between our ever-popular trivia game and photo booth on the campus mall, and an innovative Argentine Tango and Cuban Danzón music and dance performance at the Clarice Center. Laurie Frederik of LASC and the School of Theatre, Dance, & Performance Studies joined forces with Ceylon Mitchell’s professional ensemble, Potomac Winds, and the Argentine Tango Dance Club of UMD, headed by president, Rebecca Matthews. Mitchell arranged the musical scores and directed the musicians to accompany the team of dancers. Frederik choreographed, emceed, and led a tango class for the audience. The show was a beautiful and mesmerizing fusion of classical music with the sounds and movements of Argentina and Cuba.
The collaboration between the Potomac Winds music collective and the Argentine Tango Club challenged and changed everyone’s cultural perspective, personal artistry, and musical expectations. A woodwind quintet of classical music instruments is not the “ideal” musical accompaniment for traditional Argentine tango. Likewise, traditional Argentine tango, a social dance, is not “ideal” for strict choreography and time constraints. A Western art form in the hands of classically trained musicians combined with a Latin American art form in the feet of improvisatory dancers, had to find common ground. This innovative arts project demonstrated the ability to merge iconic genres and create something unique between them; a remix of sorts. Latin American dance music typically has a steady “groove” with repetitive rhythmic cells such as clave (danzón) and habanera (tango and danzón) as well as simple, predictable harmonic structure, allowing for improvisation. Classical music, on the other hand, can have ever-changing rhythmic, melodic, and harmonic structures as well as rubato that thwart listener expectations. The dancers wanted predictable music where melody and rhythm were clear, especially within the unique blend of the woodwind quintet. The musicians simply needed to follow music arranged for woodwind quintet. In order to maintain the content and character of the original tango and danzón, yet tailor it to different musical forces, I needed to listen extensively and use ear-training to break down the music into basic elements: melody countermelodies, form, texture and harmony/bass line, and then I reassembled them. To truly integrate the collaboration between dancers and musicians, Dr. Frederik challenged us to incorporate movement and memorization into the performance. Classical musicians usually stay still and in place on stage. While there was some hesitation, the musicians did find fun and effective solutions.

Rebecca Matthews, President, UMD Argentine Tango Club, BA student Cell Biology and Genetics

Collaborating with Potomac Winds for our Maryland Day performance offered an entirely novel, unique experience to dancers in our club. Many adaptations had to be made from the original tango music scores to accommodate the new range of instruments. These adaptations sometimes shifted the roles of the instruments (base, melody, etc.), which resulted in a challenge for the dancers. In traditional tango music, the beat is kept by the very low voice of an upright bass, but in this case the beat was often kept by a woodwind instrument with a higher range. We (the dancers) had to retrain our ears to find the beat. Tango dancers rely on predictable patterns in the music to craft their dance, which is why milongas (social dance parties) use recorded music or hire tango orchestras to play popular arrangements of tango songs. Potomac Winds not only played non-traditional arrangements of tango songs, but also added new sections to the music. This meant we had to adapt our steps to changes in the patterns of the pieces. We received guidance from Dr. Laurie Frederik (a dancer herself) on how to incorporate performance etiquette and choreography. Tango is a social dance, so there are very few instances in which it is performed for an audience. Dr. Frederik worked with us to shape our style so that it catered to an audience, something we had not previously had the opportunity to explore. We also had to learn a brand new dance, the Cuban danzón! The most challenging aspect of our performance was the improvisational mingling between the dancers and the musicians, which turned out to be the most exciting and fun aspect of all. Dancers moved among the musicians and musicians left their music stands to play their instruments in the dance space.
Capstone Students

Every year, LASC’s senior students take a capstone course during which they conduct research on a topic of their choosing. Most of them also present their papers at the LASC annual student conference.

Mary Ashleigh Bondoc, Spanish
"Mexican-American Cultural Identity and Racial Perception in the Midwestern United States"

The capstone paper investigates factors that contribute to the identity and perception of Mexican-Americans that reside in the Midwestern region of the United States, specifically in the Twin Cities region of Minnesota and in Chicago, Illinois. The paper analyzes phenotypic factors, historical influences, personal experiences, and distinct migratory characteristics of Mexican immigrants.

Kali Brown, Anthropology
"The Hidden Voices of Latin American Armed Conflict: Male Victims of Sexual Violence"

Latin American men and male adolescents have been subjected to systematic forms of sexual violence during periods of intense armed conflict. State players and terrorist organizations in Argentina, Peru, and Chile have used sexual violence as a systematic weapon of war. This investigation discusses the prevalence of this form of violence against male detainees and male victims of war.

Lorena Díaz, Government & Politics
"Breaking the Glass Ceiling in Brazil"

Díaz’s thesis discusses the factors that continue to hinder the participation and success of women in Brazilian politics, especially women of color. It looks at gender quotas, women's social movements during and after the military dictatorship, and the influence of Afro-Brazilian women in grassroots organizations.

Tyler Draughon, Spanish
"Assimilation vs. Autonomy: the Evolution of Indigeneity in Modern-Day Ecuador"

The sociopolitical divide that currently persists in Ecuador has long created widespread disconnect between the nation’s elites and its numerous indigenous populations. Draughon’s research examines the dramatic evolution of the face of Ecuadorean indigeneity as a result the Indigenous movement’s recent momentum.

Tristan Márquez, History, Government & Politics
"The Effect of Sino-Brazilian Commerce on the Brazilian Economy"

The paper investigates trends in Chinese Brazilian trade, and uses this information as a way of assessing the future of the Brazilian economy.

Emily Masucci, Anthropology
"Swag and Solidarity: An Analysis of Contemporary Indigenous Hip-Hop in Latin America"

This paper explores the work of three indigenous hip-hop groups from Bolivia, Mexico, and Brazil and highlights the ways in which each of them use hip-hop as a platform for political activism and a tool for indigenous empowerment.

Julie Tervala, History
"Securing a Healthy and Vigorous Descent": The Idea of Eugenic Motherhood in Virginia and Veracruz, 1910-1945"

This paper argues that the eugenics movement in both states influenced lawmakers to pass legislation explicitly aimed at regulating women's behavior.
LASC has inaugurated an annual Capstone Research Paper Competition. It was opened up to the students who have taken the Senior Capstone Course (LASC458). This year a $300 prize was given out to the best paper submitted. The winner was chosen by a committee composed of graduate students and the LASC Director.

**Capstone Student Competition Winner:** Julie Tervala

Julie Tervala graduated with a major in history and completed the Certificate in spring 2016. Her capstone paper was "Securing a Healthy and Vigorous Descent: The Idea of Eugenic Motherhood in Virginia and Veracruz, 1910-1945."

This fall she will become an ESL teacher in the Bronx as a part of the New York City Teaching Fellows.

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### LASC Certificate Program

The LASC certificate provides interdisciplinary coursework designed to explore Latin American and Caribbean cultures, democracy, governance, civil society, labor, gender, art, literature, ethnicity, and migration.

The LASC certificate is noted on your transcript, and shows an additional specialization beyond your major that is attractive to potential employers.

LASC alumni have gone on work in international law, international business, global health, k-12 and university education, foreign service officers, Latin American embassies, governmental and non-profit organizations.

**Certificate Requirements**

The Certificate in Latin American Studies consists of 21 credits. Students must take four required courses, plus three electives within their areas of interest. In addition, all students must demonstrate competence in a Latin American language.

### Required Courses (12 credits)

- Issues in Latin American Studies I
- Issues in Latin American Studies II
- History of Latin America
- Senior Capstone in Latin American Studies

### Elective Courses (9 credits)

Three elective courses with Latin American-related content from at least two different departments. Six of the nine credits must be at the 300 and/or 400 levels.

### Foreign Language Requirement

All certificate students must demonstrate competency in either Spanish, Portuguese, or another language of Latin America (Creole, Quechua, etc.)
New Faculty Highlight: 2016-2017 Post-Doctoral Associate

Dr. Britta Anderson is excited to join the Latin American Studies Center as a Post-Doctoral Teaching Associate. She is teaching both Issues in Latin American Studies courses this year, along with a public art seminar in the spring. Dr. Anderson completed her PhD in Hispanic Literatures and Languages, with a certificate in Women, Gender, and Sexuality Studies at Washington University in St. Louis last May. She grew up in a bilingual neighborhood in Albuquerque, New Mexico, surrounded by the murals, stories, and borders that later became her research interests. Her approach to Latin American studies combines sociological and spatial research with visual culture studies, gender studies, and literature.

Dr. Anderson has taught courses in Latinx studies, gender and sexuality studies, and all levels of Spanish language. In the classroom, Dr. Anderson emphasizes community engagement, cultural understanding, and the inclusion of minority identities.

At Washington University, she worked as a teacher and mentor through the Annika Rodriguez Scholars Program, a scholarship program focused on Latinx student retention. She also worked as a tutor in the Washington University Prison Education Project, a program that brings college courses to incarcerated men in Missouri. Dr. Anderson’s dissertation, “Borders Beyond Borders: Women’s Mobility in the U.S. and Mexico,” draws on the same commitments that drive her teaching. She identifies four systems that restrict women’s mobility on both sides of the U.S.-Mexico border: highways, prisons, factories, and the border wall, each of which corresponds to a chapter of her dissertation. She analyzes contemporary visual and literary works produced about, in, and on the infrastructure of these four systems, such as murals painted on highway pylons or poetry written from prison.

Her analysis focuses on the use of recontextualized spiritual imagery in cultural production on both sides of the border as politically engaged practice. She argues that through the appropriation of spiritual imagery in creative works, border women challenge the processes that criminalize them and restrict their mobility. To complete this research she documented public murals and interviewed experts, artists, and authors in Mexico City, San Diego, Los Angeles, El Paso, and Ciudad Juárez. Her project places Mexican literature in dialogue with Chicano, border, gender, and visual culture studies and centers aesthetic work as a powerful tool for social change.

Dr. Anderson’s ongoing research includes articles on the future of border studies, incarcerated Chicano men’s religious tattoos, and Juárez poet Arminé Arjona. Her next project will examine the tropes of prisons and factories in performance art by Rosina Conde and the artist Oveja Negra. She is also looking forward to learning about the neighborhoods and mural projects throughout DC.

When she is not tracking down murals, reading, or talking with students, Dr. Anderson enjoys teaching and practicing yoga, riding her bike, and growing vegetables in her garden.
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, and in CIECTI (Interdisciplinary Centre of Studies in Science, Technology and Innovation). Her academic field of interest is Latin American literature, with special focus on Southern Cone dictatorship and post-dictatorship literature.

Sabrina González is a PhD student in the Department of History. She graduated from Universidad Nacional de La Matanza, in Buenos Aires, Argentina, with a BA in social communication. In her ongoing research, she analyzes anarchist education at the beginning of the twentieth century in Buenos Aires. Interested in education and social movements from her experience as an activist, Sabrina came to the University of Maryland to work towards a PhD in Latin American History. During her first year she was working as a graduate assistant at the Latin American Studies Center and exploring transnational and transdisciplinary perspectives in her research.

Nathan H. Dize finished his MA in the French Department in spring 2016 and he is currently a PhD student in the Department of French and Italian at Vanderbilt University where he specializes in Haitian theater, poetry, and revolutionary poetics during the nineteenth and early twentieth centuries. His MA thesis, “The Drama of History: Representations and Revolutionaries in Haitian Theater, 1818-1907,” explored the ways in which Haitian playwrights intervened into historiographical debates surrounding the leaders of the Haitian Revolution. Nathan is also a content curator, translator, and editor of the digital humanities project “A Colony in Crisis: The Saint-Domingue Grain Shortage of 1789.”
Víctor Hernández-Sang is a graduate student and teaching assistant of ethnomusicology. His MA thesis explores the processes of folklorization and secularization of palos drums, an African-derived ritual music tradition of the Dominican Republic, which are largely used in the activities of the religion Las Veintiuna Divisiones. His fieldwork research is focused in the northern region of the Dominican Republic. Victor was born and raised in the Dominican Republic and attended Luther College in Decorah, Iowa, for his undergraduate education where he majored in music (flute performance).

Stephanie M. Hall is a PhD student in the International Education Policy Program from Atlanta, Georgia. Her research focuses on higher education and teacher education policies in both Brazil and the United States, with critical interest in the role of privatization in education. Stephanie works as a research assistant for the University System of Maryland’s P-20 Office, which has allowed her to support efforts to reform teacher education in the state. Stephanie’s dissertation will explore federal involvement in teacher education in Brazil with a focus on the nature of public and private sector participation in educator preparation. Prior to beginning her doctorate, Stephanie earned her MA in educational leadership and administration from the George Washington University and worked as a high school teacher and school administrator in the Brazilian cities of Porto Alegre and Belo Horizonte.

Eben Levey is a PhD student in the Department of History. He received his BA in urban studies from Vassar College and his MA in Latin American studies from Georgetown University. He is currently in Mexico on a Fulbright Fellowship conducting research for his dissertation, tentatively titled, “From Liberation Theology to Teología India: The Progressive Catholic Church in Southern Mexico, 1954-1994.” His project examines the intersection of religious practice and social activism in the context of the Cold War and Mexico’s structural transformation from state-driven development to neoliberalism. Outside of school and research, Eben is an avid soccer player and home brewer.
Jesse Zarley is an advanced doctoral candidate in the History Department. He is currently completing a dissertation entitled “Toward a Transandean Mapuche Politics: Ritual and Power in Chile and Argentina, 1792-1862” which looks at the political practices of the Mapuche people during the transition from colony to nation. He plans to defend his dissertation in spring 2017. His research has been funded by the Andrew Mellon/ACLS, Fulbright IIE, Social Science Research Council, the Conference on Latin American History, UMD, Latin American Studies Center, and the UMD Graduate School. His teaching and research interests include indigenous and Native American groups, histories of race, immigration, borderlands, and Spanish American independence. Zarley received his BA in History and Latin American, Caribbean, and Iberian studies at the University of Wisconsin-Madison (2008).

Cara Snyder graduated with a BA from Agnes Scott College, where she double majored in economics and international relations, with a minor in Spanish (2009). Before joining the Women’s Studies Department at the University of Maryland, Cara worked as a program assistant in The Americas Program at The Carter Center, as a Fulbright Scholar and English teacher in Brazil, and as an international admissions counselor at Agnes Scott College. She has also participated in a number of training and programs that sit at the intersections of civil society and government. Her previous research, “I’m Chiquita Banana and I’m Here to Stay: US-Latin Relations, Carmen Miranda, and the Role of Cultural Diplomacy in Conflict Prevention,” examined the symbolic deployment of Carmen Miranda as a heuristic device for understanding the successes and failures of cultural diplomacy in US-Brazilian relations. As a graduate student, Cara is interested in feminist economics, sexualization of female athletes, and transnational feminism.

María Cristina Monsalve is a PhD candidate in the Department of Spanish and Portuguese. She holds a BA in communication and literature from the Pontificia Universidad Católica del Ecuador. María Cristina was the Spanish mentor in the Language House at UMD. She received the Dean’s Fellowship twice, and she was also honored for her teaching and mentoring work on two occasions: the SLLC Award for Excellence in Language Teaching and the “Excellence in Service” Medal for Mentoring from the Office of Multiethnic Student Education at UMD. Currently, she is exploring the fields of experimental writing and digital humanities while working on her dissertation on the poetics of ruins and the theory of fragmentary writing. It aims to collect, reconstruct, interpret, and make digitally available a version of the long-neglected poem, “La mano desasida” [The Loosened Hand], by the Peruvian Martín Adán. Her research has been funded by the International Graduate Research Fellowship (IGRF) and the Ann G. Wylie Dissertation Fellowship.
**News and Awards**

**Gabrielle Abbott**, LASC Certificate student, was recently awarded the Benjamin A. Gilman International Scholarship to be put towards her study abroad trip to Morocco. The scholarship is sponsored by the US Department of State Bureau of Educational & Cultural Affairs.

**Francisco Barrenechea** presented a paper entitled, “I did not come here to supplicate: Greek tragedy during the Mexican drug war,” at Brown University in the conference “New Worlds of Hellenism: Greek Legacies in Latin America.” His article “Tragic Impostures: Greek Tragedy and Aztec Myth in Rodolfo Usigli and Salvador Novo,” an early version of which he presented in the LASC Café Break Talks, was published this spring 2016 in the *Classical Receptions Journal*. Francisco also won a grant from the Loeb Classical Library Foundation of Harvard University to work on his book on ancient comedy and religion.

**Laurie Frederik** is first editor of a new book volume titled: *Showing Off, Showing Up: Studies of Hype, Heightened Performance, and Cultural Power*. Her co-editors are Dr. Kim Marra (Theatre and American Studies, University of Iowa) and Dr. Catherine Schuler (Women's Studies, UMD). The book is being published by the University of Michigan Press and will be released in April 2017. Frederik wrote the volume's Introduction and one of the book's chapters, "Painting the Body Brown and Other Lessons on How to Dance Latin."

**Judith Freidenberg**, professor in the Department of Anthropology, edited a special issue of *Practicing Anthropology* on dialogues between American and Mexican migration analysts. She also published a book titled *Contemporary Conversations on Immigration in the United States: the View from Prince George's County, Maryland* (2016, Lexington Books). While on sabbatical, she was a visiting professor at the Facultad de Ciencias Sociales, Universidad de Buenos Aires, conducting research on American emigration to Latin America.

**Stephanie Hall**, PhD student in the College of Education, presented her paper "Improvement of the Brazilian Teaching Force through Public-Private Partnerships: An Exploration in Quality" at the Comparative and International Education Society’s Annual Conference in Vancouver, BC. She also has an in press article entitled "Não fechem minha escola: Brazil’s Student-Led Occupy Schools Movement" to be published in *Critical Studies in Education*.

**Eben Levey**, PhD candidate in the Department of History, received the Fulbright Student Research Fellowship (Fulbright-García Robles) to undertake the research for his dissertation during the 2016-2017 school year. The dissertation is tentatively titled “From Liberation Theology to Teología India: The Progressive Catholic Church in Southern Mexico, 1954-1994.”

**Ana Patricia Rodríguez**, professor in the Department of Spanish and Portuguese, received the Maryland-DC Campus Compact’s Alan G. Penczek Service-Learning Faculty Award, 2015-16. The award recognizes and honors one faculty member in each of the three higher education sectors (public universities, community colleges, independent colleges and universities) for excellence in the integration of service-learning into the curriculum and impact to students and the community.

**Karin Rosemblatt** presented a paper on Mexican anthropology and inter-American knowledge at the conference "Sites of Invention: Latin America and the Global History of
Historical and Anthropological Knowledge,” held by the Institute of Latin American Studies, University of London. This semester Professor Rosemblatt is teaching a new class in the Department of History: History, Memory, and Human Rights in Latin America.

Cara Snyder, PhD student in the Department of Women’s Studies, received a LASC travel grant to participate in Latin American Studies Association where she presented a paper. She also was part of the Graduate Student Committee for the LASC Student Conference and was part of the committee to evaluate the research papers submitted for the LASC Capstone Competition.

Nelly P. Stromquist, professor of international education policy at the College of Education, has been named honorary fellow of the Comparative and International Education Society. This award is given for an outstanding record in the area of scholarly research and publications that have resulted in a significant contribution to the development and quality of the Society. She is the sixth woman to earn this award in the sixty-year history of the Society.

Jesse Zarley, PhD candidate in the Department of History, organized a panel at the 2016 American Historical Association Annual Meeting in Atlanta entitled “Bárbaros” in the Archive: Sources and Methods for the Study of Autonomous Indigenous Peoples in South America,” where he presented a paper called “The Secretaría of Mariluán: Mapuche Writing and Power in Chile’s War to the Death.” He received a Mellon/ACLS Dissertation Completion Fellowship for the 2016-2017 school year to write and defend his dissertation entitled “Toward a Transandean Mapuche Politics: Ritual and Power in Chile and Argentina, 1792-1862.”
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 interests.

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

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