


Spring 2016

La Voz, Spring 2016

El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies

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El Instituto

Institute of Latino/a, Caribbean, and Latin American Studies

UConn
UNIVERSITY OF CONNECTICUT



LAVOZ

Spring 2016

FROM THE DIRECTOR

This semester has been one of significant achievement for our faculty and students. Under the direction of Melina Pappademos, the Caribbean Initiative is flourishing and recently completed its first collaborative faculty/graduate course. LCI and ECE continue to grow in numbers, our working relationship with PRLACC is stronger than ever, and students continue to be *sobresaliente*, as you will note in reading a sampling of their work in this issue. Thanks to the hard work of Guillermo Irizarry and Ruth Hernandez, we were able to share in the creative work of author Daniel Alarcon and Mexican theater group CAFAMI.

2015-16 witnessed the retirement of three outstanding faculty members: Xaé Alicia Reyes and Blanca Silvestrini, who were instrumental in the development of Latino Studies on campus, and Susan Randolph, a faithful affiliate who developed our successful Costa Rica wintersession program. While we will miss their tremendous contributions, we are pleased to know that they now have the free time to research to their heart's content.

Jason Irizarry, renowned scholar in Educational Studies, will join us this fall as a joint faculty with the Neag School of Education. Jason will strengthen our expanding collaborations with Neag faculty and our work with undergraduates.

Thanks to all who contributed to El Instituto this semester, either by their teaching, committee work, assistantships, mentoring, research, or community contributions.

We wish you a happy, productive summer.

Anne Gebelein, Interim Director

FACULTY NEWS AND ACHIEVEMENTS

Sexualidades Latinas en Estados Unidos, London, England: Frontpage Publications Ltd., the translated version of **Marysol Asencio's** book, *Latina/o Sexualities*, became available in Kindle through Amazon.com

In April **Odette Casamayor Cisneros** was a guest on WNPR's hour-long segment "Where We Live" where she and others spoke about the latest in Cuban-American relations. Professor Casamayor spoke in particular about her Huffington Post commentary on Obama's visit to Cuba and its implications for Afro-Cubans. The Huffington Post commentary can be found at http://www.huffingtonpost.com/odette-casamayor/the-obamas-and-the-blacks_b_9555624.html A download of the NPR interview is available in podcast form at <http://wnpr.org/post/after-president-obamas-visit-changes-coming-cuba#stream/0>

Anne Gebelein was promoted to Associate Professor in Residence.

Robin Greeley completed her year-long fellowship at the Newhouse Center for the Humanities, Wellesley College.

Samuel Martínez (with Cathy Schlund-Vials) "Special Issue: Perpetratorhood" *International Journal of Human Rights* 19(5) will be reprinted in July 2016 with Routledge under the title *Interrogating the Perpetrator: Violation, Culpability and Human Rights*. His other recent publications are "From Commoditizing to Commodifying Human Rights: Research on Forced Labor in Dominican Sugar Production." *Humanity* 6(3): 387-409 and "A Postcolonial Indemnity? New Premises for International Solidarity with Haitian-Dominican Rights." *Iberoamericana. Nordic Journal of Latin American and Caribbean Studies* 44(102): 173093.

Mark Overmyer-Velázquez gave the keynote address at the 2nd Annual Latin American and Caribbean Studies Conference at Eastern Connecticut State University in April (photo at left).

Susan Randolph, Associate Professor of Economics and El Instituto affiliate, retired from UConn at the end of the Spring 2016 semester.

Xaé Alicia Reyes, Professor, Neag School of Education, and El Instituto, and **Blanca Silvestrini**, Professor of History, retired from the University of Connecticut on December 31, 2015.

Matthew Singer's article "Elite Polarization and the Electoral Impact of Left-Right Placements: Evidence from Latin America, 1995-2009" will be published in the June issue of the *Latin American Research Review* and his article "Informal Sector Work and Evaluations of the Incumbent: The Electoral Effect of Vulnerability on Economic Voting" will be published in the June edition of *Latin American Politics and Society*.

Charles Robert Venator Santiago was the Latin American Advisor's featured Q&A on "Is the Puerto Rico Deal Good for the Island & Taxpayers?" <http://www.thedialogue.org/latin-america-advisor/>. With other scholars, he also filed an amicus brief with the Supreme Court in support of birthright citizenship/insular cases.

Library notes: 4th Primavera del Libro 2015, Santiago, Chile

Homer Babbidge Librarian and curator Marisol Ramos shared details of a recent purchasing trip to the Feria Internacional de Libros (FIL) in Chile. Marisol is the Subject Librarian for Latin American and Caribbean Studies, Latino Studies, Spanish and Anthropology, and Curator of the Latina/o, Latin American and Caribbean Collections at the Thomas J. Dodd Research Center.



From October 6-11, 2016 I attended the 4th *Primavera del Libro* book fair celebrated in the Parque Bustamante, in Santiago, Chile. The focus of the fair was to showcase books published by Chile independent presses to both local readers and international visitors. There were 100 independent publishers attending the fair, from private university presses and small presses to indigenous presses and graphic novels and comics presses.

This was not only the first time that I attended this fair but also my first visit to Chile, so it was quite a treat to meet such an array of independent publishers and to acquire books that are hard to come by in the U.S. because of limited distribution. Fair organizers invited 16 librarians, 14 from the U.S. and 2 from Europe (UK and Germany). Many of these librarians are old friends from SALALM (Seminar on the Acquisition of Latin American Library Materials, of which I am a member), whom I haven't seen since the Guadalajara Book Fair. One advantage of attending this type of event (besides buying books) is to talk shop with fellow librarians regarding purchasing strategies, distributors and shipping issues, and commonalities and differences between collecting areas.

In terms of purchasing strategy for this trip, I focused on acquiring books on such topics as immigration (regional and transnational), gender studies, social justice, human rights, politics (regional and na-

tional), social and labor movements, and literature (novels, poetry and theater plays). In addition, I purchased non-mainstream publications such as books from indigenous presses, comics and graphic novels (from political satire to zombies invading La Moneda—the Chilean presidential building), and books from several anarchist presses. With limited funds, I tried to get a sampling of books that covered a wide variety of topics that will support the research needs of my collecting areas. Since I don't acquire Chilean books very often, this was a rare opportunity to acquire materials that either are not easily found or of which there are few copies available worldwide. By checking WorldCat during the fair, I was able to determine what I should best spend my funds on during my visit.

In addition to attending the book fair, my SALALMista librarian colleagues and I were invited to visit the *Biblioteca del Congreso de Chile* by their library staff. The purpose of this visit was to meet and chat about open access initiatives such as Ley Chile, <http://www.leychile.cl/Consulta>, and Labor Parlamentaria <http://www.bcn.cl/laborparlamentaria/wsgi/consulta/index.py>, two portals which provide access to many documents from the Chilean government (laws, parliament members work, etc.). Finally, el Observatorio Parlamentario is a service that offered the library to the members of Congress and citizens alike about national and world trends on a wide variety of topics such as economics, trade, politics, etc.

Overall, my trip to Chile offered great opportunities not only to acquire new, hard to find materials for our collections (both in the archives and the library) but also to help me to understand a fascinating country with a rich history and people.

Please, feel free to check our new acquisitions at the library and the archives. To see the list of book acquired during the book fair visit, go to <http://uconn.worldcat.org/profiles/narilka1/lists/3594714>

The **Borderlands Working Group** culminated 2015-16 activities with a critical graduate symposium "Beyond Bridges and Barbwire: Expanding Our Knowledges, Imagining Possibility." Keynote speaker for the two-day symposium was recent Fulbright recipient, Roberta Villalón, St. John's University. This event included 14 presentations featuring over 25 graduate scholars and a presentation of critical art works by two artists based in the Northeast.

To learn more, or participate in 2016-17, contact Borderlands founder Chriss Sneed at christina.sneed@uconn.edu



HOW TO WRITE ABOUT LATIN AMERICA

Renato Muguerza

Writing about Latino-American studies, both as an academic field and current events perspective, is a fantastic way to make yourself feel cultured and knowledgeable about millions of people all at once. When writing about Latinos in the United States it is always important to remember your “do’s and don’ts.”

Do always use Latino, and always ignore the feminine term “Latina” or the gender neutral options of “Latinx” or “Latines.” In fact, you should be looking for the most inaccurate ways to use words like “hispanic” and/or “Spanish” to describe Latinxs. Your writing is not complete unless you mention how the Latinx population is growing in the United States and Latinxs will be the largest ethnic group in the country soon, but never parallel this narrative with information about lack of Latinx representation in mainstream media and government. In fact, this population growth should only matter to your audience if they are looking to “tap into the Latino market” or otherwise capitalize off the growing population.

Do speak anthropologically, make sure that any action taken by a Latina/o is related back to their culture and do not, under any circumstances, treat the choices and decisions of a Latinx as a reflection of who they are as an individual. Do ignore the racial diversity of people of Latin-American descent, and always paint them as light brown unless they are a celebrity in which case they should be just slightly tanner than white people and should always glow and be smiling and have an endearing accent. Assume all Latinxs to be either from Mexico or Puerto Rico, and speak of their cultures as “lively,” “colorful,” “simple” and pat yourself on the back for appreciating them as an outsider. If you have at any point studied abroad in Latin America you should absolutely mention that to establish credibility, and sprinkle Spanish words throughout your piece to really drive the point home that you are “down” with Latinxs.

For Latina women, your go-to adjectives should be “hot,” “spicy,” “sassy,” “zesty” or basically anything you would use to describe your typical idea of Mexican

food. They should either be happily ditzzy (think Sofia Vergara’s character in Modern Family) or sexily aggressive (think of pretty much any role Hollywood has given Rosie Perez). Women should also always be hilariously superstitious and wear their emotions on their sleeve at all times. An older woman must always be painted as a conservative but unconditionally nurturing of everyone she comes across. Always, always mention strict catholic upbringing and assume that any Latinx individual is a devout, church-going catholic that is anti-choice, homophobic and transphobic. Men should be painted as hetero-misogynist patriarchs and fit comfortably under the umbrella of “machismo.”

Mention the “Latino Vote.” Always operate under the assumption that immigration is the ONLY political issue that matters to Latinx people. In fact, ignore that a large number of immigrants in the U.S, both documented and undocumented come from Asia, Africa and the Caribbean and use the terms “Latinos” and “Immigrants” interchangeably. Do not mention any genre of music that is not Salsa, Bachata, Merengue or Reggaeton.

Dig deep for terms to round out your writing; “Chicano,” “Nuyorican,” “cultural competence” and/or “spanglish” will let the reader know that they are reading the work of someone who has watched at least the first season of Jane the Virgin.

Tie everything you discuss back to why your work is important and what corporations and politicians can learn about the Latino market and Latino vote. After all, your job is to let white audiences know that Latinxs are not a threat, but an opportunity.

Renato Muguerza is a student in LLAS2011W taught by Jorge Aguero. Renato and his classmates wrote satirical adaptations of Binyavanga Wainaina’s iconic “How to Write About Africa” adapted for the Latinx community. Renato’s exemplary essay was chosen among his peers for publication in La Voz.

UConn Professor Defends Undocumented Students

In a letter to the Editor of The Register Citizen, UConn Professor of History and Director of El Instituto Mark Overmyer-Velazquez defends undocumented students. The letter is reprinted in its entirety below.

To the Editor:

I am writing in support of S.B. 147 “an act assisting students without legal immigration status with the cost of college.”

Over the past decade, I have had the good fortune of teaching students at the University of Connecticut who are highly committed to and excited about their education. For them, graduation means positively contributing to our society and helping our economy grow.

During this same period, the increase of academic success and diversity of the student body has gone hand-in-hand, as our university continues to look more like the state, country, and world that it serves. Yet, for our undocumented students, the path from acceptance to UConn to graduation still has too many obstacles and puts them on unequal ground with their peers, harming the long-term health of our state.

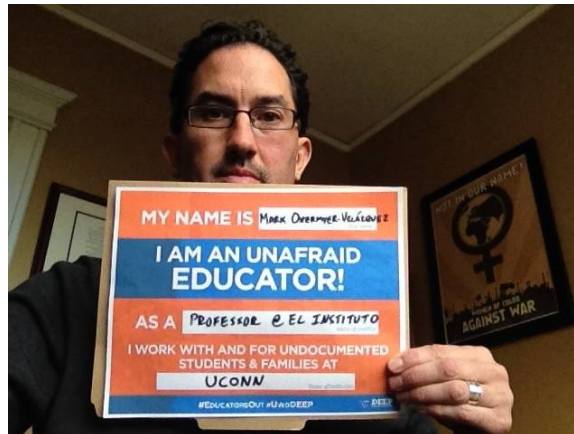
Most undocumented students came to Connecticut as young children as their families — like many of us in the state — searched for better opportunities. Those children grew up attending local schools, while their parents paid taxes and contributed to their communities in other innumerable ways.

In 2011, our state legislators acknowledged the fundamental human rights of these students and granted them in-state tuition rates to our public colleges and universities, an important first step toward increasing access to higher education. Yet, many immigrant students and their families are still unable to afford the high cost of tuition.

All public Connecticut colleges and universities set aside a proportion of tuition revenue to be used as “institutional aid” to assist students with a demonstrated financial need. Although undocumented Con-

necticut students pay into institutional aid, they are barred from receiving any of this aid.

Further, they also are ineligible for need-based federal and state financial aid. They earn acceptance into the same schools in our state as documented students but at inequitable costs. After graduating from our state’s high schools, higher education remains effectively unavailable to them.



We know that the legislation of similar programs in other states has neither displaced other students nor created a financial drain on the university budgets. In fact, equalizing access to institutional aid would be a budget-neutral step toward educational equity and an important investment in Connecticut’s future.

At UConn, I see firsthand the difference that an education can make in a student’s life. A realistic path to college for these students will result in improved high school graduation rates and increased college matriculation.

In the long run, the higher incomes of these college and university graduates will lead to increased tax revenues and lower expenditures on state health and social service programs.

Our elected officials have done the right thing and supported undocumented student admission into state universities and community colleges. Now they should support access to institutional aid for these long-time residents of Connecticut regardless of immigration status.

A bill currently under consideration by the state legislature, “Senate Bill 147: an act assisting students without legal immigration status with the cost of college”, would allow undocumented students to access to the institutional aid that their tuition dollars fund. S.B. 147 was voted out of the legislature’s Higher Education Committee earlier in March with bi-partisan support. I urge the House Leadership to put S.B. 147 up for a vote and support its passing.

Mark Overmyer-Velazquez

SPRING 2016 FIRE AWARDS

FIRE (FUND FOR INTERDISCIPLINARY RESEARCH ENDEAVORS) AWARDS – Spring 2016

CLAS Dean's office awarded FIRE funds to the following El Instituto core faculty* and affiliates:

Jorge Agüero*



My project focuses on the case of Peru's mita for several reasons. The mita was an extensive forced labor system created in 1573 by the Spanish Empire in Peru and Bolivia and was abolished in 1812. The system demanded that over 200 indigenous communities send one-seventh of their adult male population to work in the Huancavelica mercury mines of Peru and the Potosí silver mine in Bolivia. Contributions of mita conscripts changed discretely at the boundary of the subjected Andean region of Peru and create a natural experiment that allows for a rigorous evaluation of its impact. Inside the catchment area, all communities sent the same percentage of their population, while all communities on the other side of the boundary were exempt. There is strong evidence, using data from Peru in 2001, showing that communities residing inside the catchment area have worse economic outcomes than their neighbors living just outside the mita boundaries. In the past 15 years Peru has experienced an unprecedented economic boom (e.g., doubled its income,

halved poverty rates) that has led to the creation of social policies targeting the poorest, especially those living inside the former mita catchment areas. Thus, I will examine whether these new policies have been able to erase, or at least reduce, the persistent effect of the mita focusing on outcomes during the economic expansion (2001-2014) by comparing households living on each side of mita border.

Marysol Asencio*

(with Bandana Purkayastha (AAASI))

We propose to study less-studied immigrants and refugees in CT to deepen our understanding of immigrant integration in a place overshadowed by larger ethnic hubs to understand how new settings are responding to the growth and diversity of their newest members as well as what happens within ethnic and pan-ethnic groups, and within the mainstream structural context of accessing education, jobs, social and health services. This exploratory project will provide an ethnographic mapping of new immigrants and refugees in CT, particularly smaller ethnic/racial groups, on questions of integration, identities, and structural inequality.



The broad questions are (a) How are the new immigrants and refugees faring amidst rising anti-immigrant fervor, in destinations with high rates of existing inequality and segregation which potentially may increase tension among native groups that are already disadvantaged and those seen as foreign newcomers? (b) What are the structural processes--opportunities and impediments--to integration? (c) What role do pan-ethnic groups and organizations play in this process of integration? (d) How do issues of race, gender, ethnicity and sexuality intersect with issues of integration, belonging and group relationships? An additional objective of this study is to assess how best to reach and work with these populations and expand current methods for future larger scale studies.

SPRING 2016 FIRE AWARDS

Milagros Castillo-Montoya

Educational research has shown students benefit from learning with racially and ethnically diverse peers. Even more, students benefit from meaningful, frequent, and sustained cross-racial interaction. Given the importance of frequent and sustained interaction between diverse peers, the college classroom can be a key space for students to learn (through diversity). Yet, learning through diversity implies that instructors are making some effort to create opportunities for it to occur. Instructors, however, are not prepared through their graduate programs to teach their course content through the diversity in their classrooms. Given the gap in what is needed in today's college classrooms and what instructors are prepared to do, my project has the following three aims: 1) to develop a teaching through diversity professional development seminar specifically for college instructors; 2) to implement the developed curriculum for one semester with a group of racially and ethnically diverse faculty at a Predominately White Institution; and 3) to research the implementation of the curriculum and outcomes experienced by the participating instructors.

Jason Chang, Asst. Prof., Asian American Studies and History/El Instituto Affiliate

My first monograph entitled "Chino: Racial Transformation of the Chinese in Mexico, 1880-1940" has been accepted for publication from University of Illinois Press. This book traces the evolution of the Chinese racial form in Mexico through three periods of transformation from state-led modernization to violent revolution followed by reconstruction. The book argues that the racial figure of the Chinese was a crucial source of political and cultural capital that gave shape to emergent notions of the public good, ethical governance, and revolutionary reform. I show through five chapters that Mexican anti-Chinese politics, or antichinismo, garnered such powerful responses because it politicized issues of economic development, sexual reproduction, health, and centralized state power in popular ways. I illustrate through Mexican and U.S. archival sources that Antichinismo was popular because it built new expressions of popular consent among the republic's majority indigenous population and alternative rationales for the intensification of state power after the revolution.

Nancy Naples (Women's Studies and Sociology)

Transgender Politics and Sexual Citizenship is a comparative study that is part of a larger study of sexual citizenship in comparative perspective. Funds will be used to conduct literature review and policy analysis of transgender policies in different national contexts.

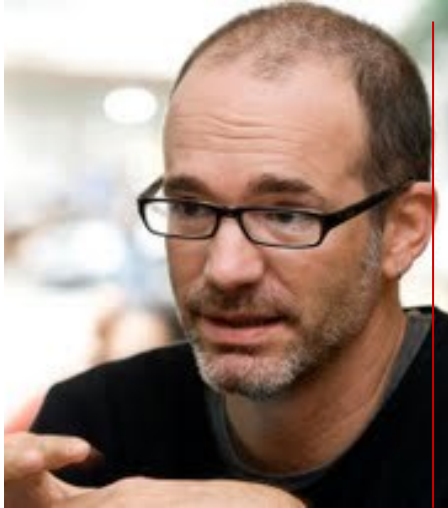
Robin Greeley (Art History)

Funds will be used to facilitate research for her book manuscript "Conversación: Néstor García Canclini." This book project, under contract for publication with Editorial Palinodia (Santiago de Chile) in 2017, will investigate the seminal work of renowned cultural anthropologist Néstor García Canclini, regarding the definition, structures and formation of globalization and so-called "global" cultures.

Jacqueline Loss (LCL)

"Finotype: On Refinement, Finesse and Global Cuban Cultures" – a multimedia project with an interactive site and a co-directed short film as well as a book-length photo-essay – unravels, "through the back door," narratives of pureness and legitimacy, wherein competing frameworks of class, race and sexuality, honed by Cubans in capitalist and socialist societies, come into play. Loss's point of departure in interviews with Cubans on and off the island is a conversation about what fino, finura and fineza mean to them.

MEAD LECTURE: JAVIER AUYERO



Javier Auyero, El Instituto's 2016 Mead Lecturer, is a Joe R. and Teresa Lozano Long Professor in Latin American Sociology at the University of Texas-Austin. He is the author of *Poor People's Politics*, *Contentious Lives*, *Routine Politics and Violence in Argentina*, and *Patients of the State*. Together with Débora Swistun, he co-authored *Flammable. Environmental Suffering in an Argentine Shantytown* (Oxford University Press, 2009). His new book, *In Harm's Way. The Dynamics of Urban Violence*, co-authored with María Fernanda

Berti, was recently published by Princeton University Press. He is also the editor of *Invisible in Austin: Life and Labor in an American City* (University of Texas Press 2015), and co-editor – with Philippe Bourgois and Nancy Scheper-Hughes – of *Violence at the Urban Margins* (Oxford University Press 2015).

Auyero arrived at UConn in the midst of student protests in Texas around SB 11, Texas' "campus carry" law which would allow concealed handguns in university buildings. Auyero is an outspoken critic of the measure, which he argues will make students and faculty alike feel less safe. Why should students, parents, faculty and staff accept the presence of deadly weapons as part of their academic routine? After catching his breath, he presented his lecture on "Violence and Everyday Ethics at the Urban Margins."

Together with elementary school teacher and co-

author, María Fernanda Berti, Auyero conducted 30 months of fieldwork in a high-poverty area right outside the city of Buenos Aires, Argentina – an area well-known as a "hot spot" of criminal activity and excessive levels of interpersonal violence. He explored the ways people cope with quotidian violence at the margins, ultimately symbolized by "making toast and splitting apples." Citing the titular act of Roger Roseblatt's best-selling memoir, *Making Toast*, which became a symbol for finding comfort through routines and acts of care through grief, Auyero recounted the way in which residents of the urban periphery develop routines or "simple gestures" as a way of dealing with and containing uncertainty, grief, and pain.



El Foco—a research initiative consisting of Drs. Milagros Castillo-Montoya, Erica Fernández, Daisy Verduzco Reyes and Blanca Rincón held the inaugural Latin@s and Education Symposium on April 15, 2016. They invited Dr. Stella Flores, Associate Professor of Higher Education at the Steinhardt School of Culture, Education, and Human Development at New York University, to UConn to spearhead a mentoring workshop intended to support junior faculty members' scholarly work and experience in the tenure process. As part of this initiative, El Foco

held a morning session with Dr. Flores who read a scholarly piece (an article or chapter) or research narrative written by each of the four members and provided feedback. She also led a plática (informal conversation) on the status of Latin@s in Education. The plática was held at the Puerto Rican Latin American Cultural Center (PRLACC) and was co-hosted by PRLAAC and the Department of Educational Leadership in the Neag School of Education.

EYZAGUIRRE LECTURE: DANIEL ALARCÓN



By Charles LeBel

This year's Eyzaguirre Lecture – the annual event commemorating emeritus Professor of modern and classical languages Luis B. Eyzaguirre (1926-1999) – featured Peruvian-American narrator **Daniel Alarcón**, a prolific voice in the Latin American literary scene of recent years. Alarcón's profile as a narrator is difficult to pin down from any traditional standpoint, and it seems that this is precisely the point. As an award-winning novelist, writer of short stories, journalist, and radio producer, Alarcón radiates an enthusiasm for storytelling that is not easily consigned to generic conventions. His works of fiction – including the novels *Lost City Radio* (Harper 2007) and *At Night We Walk in Circles* (Riverhead Books 2013) and short story collections *War by Candlelight* (HarperCollins 2005) and *El rey siempre está por encima del pueblo* (Sexto Piso 2009) – are greatly informed by his experiences as a journalist. His flair for narrative depth and richness also profoundly color his non-fiction pieces published in *Harper's Magazine*, *The New Yorker*, *Granta*, and other

outlets. In his talk delivered at UConn's student union on March 22nd, Alarcón granted the audience some insight into this work.

The talk centered on Alarcón's philosophy of storytelling, where the work of the journalist and that of the fiction writer are essentially the same. Alarcón spoke specifically about his projects relating to prisons and prisoners, including pieces researched during visits to Riker's Island in New York City and the infamous Lurigancho prison in Perú. Reading passages from his novel *At Night We Walk in Circles* alongside others from his *Harper's Magazine* article "All Politics is Local" (2012), Alarcón emphasized the stylistic and thematic resonance linking the two works.

His affinity for concise and character-driven narrative, anchored in the voices and experiences of real people, was further illustrated in his recently completed audio story, "El Indio," which elicited a wide range of emotional responses from the audience. Alarcón drew attention to certain affordances of audio storytelling, such as the ability to include music and other sound design elements, to more efficiently convey and modulate the mood of a story.

This is especially important to his groundbreaking Spanish-language radio program and podcast, *Radio Ambulante*, which embodies the very same storytelling ethos at work in "El Indio." What he likes best about this particular mode of storytelling, he told the audience, is that it "takes the aesthetics of well-done literature and combines them with journalism, and puts it in

sound." Alarcón's sensibility is thus both complex in terms of its enthusiasm for blending genres and media, and refreshingly simple in its desire to deliver compelling stories with artful precision. The man himself exhibited a similarly irreducible plurality of character throughout the lecture, matching the skill and poise of a seasoned storyteller with the disarming charm and humility of a young talent whose best is yet to come.

New York Times' recognizes the academic rigor of the Baseball & Society class

[Colleges' Most Difficult 'Cruise Courses'](#)

New York Times 10-30-15

Read between the lines of the course catalog before assuming an easy A from these upper-level classes. They aren't what they seem ... "Baseball and Society: Politics, Economics, Race and Gender" at UConn requires a nine-part portfolio, lots of reading and video viewing and a major paper. Students must apply for the course by writing an essay explaining their interest. After a careful reading, Professor Steven Wisensale picks only 50 to 55 from a pool of 160 to 180.

Topics include: origins of the game; racism, Jim Crow laws, and the Negro Leagues; collective bargaining and the rise of Free Agency; gay athletes in a macho world; the game in Latin America and Asia; steroids, gambling.

A small number of seats are set aside for El Instituto students (LLAS 3298).

MEXICAN MOTHERS PRESENT *LA CASA ROSA*

'La Casa Rosa' Demands Justice"

By David Sepulveda; This article originally appeared in the New Haven Independent on February 12, 2016. Reprinted with permission.

Wearing traditional fringed *rebezos*, a line of women cradled images of loved ones who had disappeared into the fog of northern migration as they defiantly pumped their fists in the air demanding *justicia*—justice.

The women were part of Matlalcueyetl, a theater troupe of 23 women, non professional actors, who have traveled from the state of Tlaxcala, Mexico, to perform in *La Casa Rosa* (*The Pink House*), a play about the hardships and aspirations of indigenous Mexican communities as they cope with the effects of migration and its socioeconomic consequences. Based on true stories, the play's themes are drawn from the migrant families living in the town of San Francisco Tetlanohcan in east-central Mexico, affording those living in the United States a different perspective on immigration issues.

The play, free to the public, was performed in Spanish with projected English subtitles at Bregamos Community Theater last Saturday night, with many in the local immigrant community attending. Also included in the program was a display

of hand-decorated, embroidered textiles and herbal potions some of the actors had created. An after-party featured the live music of Los Chavos de Fuego, a group of popular Mexican musicians that have been rehearsing at Bregamos for nearly four years.

In the play, sisters Juana and Rosa are emblematic of the opposing tensions within families and communities, as some try to preserve traditional ways and ancestral lands while others yield to the pull of modernity. Juana is a matriarch and natural leader who rallies the women of her town to fight the ravages of migration, as fathers, brothers, sisters, uncles, and daughters leave town for economic opportunity in the North — if they are lucky enough to make it past the black hole of a merciless desert and the exploitation of coyotes, human traffickers, and kidnappers hoping for ransom. Some migrants are never heard from again. Others who make it across the border are forced to live in the shadows, stigmatized as "illegals," marginalized, and exploited.

Juana herself feels the pain of a daughter who leaves Mexico to pursue her dream of seeing the world, having no use for the old ways. In the play's pivotal scene, the women whom Juana has organized feel her loss as she leaves to find her daughter in the United States; they hold a press conference with *La Prensa*, the major Mexican newspaper. What follows is an airing of grievances and demands for justice from the institutions,

governments, and laws the women feel have contributed to the conditions that force migration and destroy families, towns, and the local economy.

The North American Free Trade Agreement (NAFTA), which knocked down trade barriers, has made the export of Mexican corn untenable. Mean-

while, the Mexican markets have been damaged by the flood of subsidized corn and agri-products from the North, as well as rising demand for corn internationally to make ethanol.



La Casa Rosa was written in 2009 by Daniel Carlton and the theater group Soame Citlalime. The play is one of several plays the current troupe has performed as part of CAFAMI — el Centro de Atención a la Familia Migrante Indígena — a migrant family support center and transnational grassroots organization of community members and local women founded in 2007 to address systemic migration issues. Their core mission is that of “freedom, self-determination, justice and equality for women and their families.”

Merging theater and activism, the cast of La Casa Rosa has been touring college and university campuses in Connecticut, Massachusetts, and New York under the auspices of CAFAMI, performing at academic institutions and community organizations for several years. Their work has been supported by New Haven Sister Cities, the New Haven-Tetlanohcan project whose mission “is to educate about how local economic and political realities can be framed as global justice issues.” The City of New Haven Department of Arts, Culture, and Tourism has also lent support. Rafael Ramos, Bregamos founder and director, said he was thrilled to welcome the program, noting that the policy of Bregamos is to have an open door for organizations serving the community.

The message of the protesting women to the press and the outside world is unequivocal: “No human is illegal.” Among their demands is a call for the state to take responsibility for the disappeared and for the Mexican government to put an end to undocumented migration. Seeking resolution of a long unresolved issue, they call upon the United States to be clear about its border policy by either opening the borders or closing them: “The days in which the U.S. pretends to close the border while accepting those that were able to survive the test of the desert must end.”

The women call for a boycott of U.S. construction unions as they seek to create solidarity and parity in protections for migrant workers. They also petition for a support center, an institution for education, activism, service, and scholarship that will be used to address

the injustices attendant to migration. Their cry for immigration reform yields a prescient line that seems to have been written in answer to the anti-immigration rhetoric that has prevailed in our current presidential campaign: “We are not criminals and we do not deserve to be treated like criminals.”



Ruth Hernandez is the U.S. coordinator for the play tour, a Sister Cities board member, and a doctoral candidate in sociology at UConn. She noted that that the work of the Matlalcueytl theater group and its sponsors is part of a global feminist movement, but the play’s message “is

also a personal one. My parents came undocumented and I was undocumented. When you see these women on the stage, it’s very powerful.”

After the play, Hernandez took questions from the audience. Asked how she felt about presidential candidate Donald Trump, Hernandez said that his comments are “incredibly disheartening. What he’s feeding to the public are negative stereotypes. The problem with what he is saying is not necessarily with the way he’s saying it, but that it has consequences for our community.”

A documentary film crew from SBS (Special Broadcasting Service) of Australia, which specializes in current international affairs and multicultural issues, has followed the theatrical tour for the last two weeks for its Dateline (no affiliation to NBC) program that will be broadcast in about eight weeks, according to video journalist Aaron Thomas.

Donations to help support the work of CAFAMI may be sent to New Haven Sister Cities, Inc., P.O. Box, 774 New Haven, CT 06503 (CAFAMI in the memo line).

Photo credit to New Haven Independent



CARIBBEAN INITIATIVE



Working Group: Transnational Parenting

UConn's Caribbean Initiative (CI) directed by Professors Melina Pappademos and Jane Gordon, hosted its first one-semester research group this spring semester on the theme of "Transnational Caribbean Parenting"

The research group met seven times over the course of the spring 2016 semester and explored the creative and social scientific writings of Pamela K. Marshall, the dissertation research of sociology and doctoral student Ruth Marleen Hernandez, and other emergent literature in the field.

The Caribbean Initiative is committed to engaging the demographic, cultural, social, and political import of this growing Connecticut population, which is especially large in the state's major cities. CI will leverage UConn's position as the state's flagship university and marshal its faculty research, expertise, and networks for broader and deeper engagement with local and transnational Caribbean communities.

Working with more than 30 UConn faculty members already committed to Caribbean Studies, this project aims to promote long-term, structured, working and research groups across disciplines, schools, campuses, and communities. Many faculty members have partnered with community leaders in Connecticut's historical and growing Caribbean population and with Caribbean-based colleagues. The Caribbean Initiative will strengthen and increase standing partnerships between faculty and community-based organizations that serve Connecticut's Caribbean population.

In a reflection on the course, student Abigail Smith wrote: "This course has served as a space for me to further explore Caribbean realities. Since starting my post secondary education in the US, I have been distanced from the Caribbean both physically and academically. Most of my course work has focused on the US as the subject and thus I have mainly been an outsider looking in. For me, taking this course was an opportunity for me to learn about a phenomenon that occurs in my family and families around me. My parents were transnationally parented for a period of time, my father was a transnational parent for a period

of time, and now that I am abroad I am somewhat being reversed transnationally parented.

As an aspiring higher education student affairs professional who one day hopes to return to the Caribbean, being familiar with the realities of my future students is something important to me. To build a relationship with my future students, I have to have an understanding of what could be currently happening in their lives. In our field, we often make assumptions about students and the support they have. For students who have parents that are abroad, support may look different. It may be in the form of money for tuition, school supplies and well being without the physical presence. This may have an impact on a student in and outside of the classroom. As a support, I have to be able to understand their realities and ensure that policies and programs in place are helpful for students in every circumstance.

While growing up in the Caribbean, I often made assumptions about how easy life must be for family abroad and thus had expectations of what they would bring when they come home. This course has introduced me to literature that speaks to the emotional, psychological, gendered and racial struggles that transnational parents in particular go through. People don't usually leave the Caribbean to ensure a





CARIBBEAN INITIATIVE



better life for them self but a better life for those that they are leaving behind. With this comes a huge amount of pressure which is often taken for granted.

Ruth's research has reemphasized the need for immigration reform. With the US being filled with immigrants, it shouldn't be a challenge for families to unite. I admire the strength, courage and love of the mothers who use art as a form of protest and reunification strategy. In their own right, they are activists who are able to work around a system while working within it. As an aspiring scholar, the pieces such as Ruth's have shown the importance of giving

the marginalized a voice, which I hope to do with my work in the Caribbean. "

Core faculty participants included Melina Pappademos (History and Africana Studies Institute), Fiona Vernal (History and Africana Studies Institute), Barris Malcolm (Social Work), Diane Drachman (Social Work), Samuel Martinez (El Instituto, Human Rights, and Anthropology), and Jane Gordon (Political Science and Africana Studies Institute),

JUNE CPA CONFERENCE: THEORIZING FROM SMALL PLACES

Caribbean Philosophical Association Conference June 16-18, 2016 Storrs CT USA

Born on the ten-by-twelve-mile island of Antigua, writer Jamaica Kincaid inaugurated a remarkable literary life with reflections on what it meant to occupy *A Small Place* presumed to be largely uninhabited by the tourists who came to enjoy its beautiful beaches. In Hispanophone, Lusophone, Francophone, Anglophone and Dutch Caribbean letters, *"the archipelago,"* a cluster of islands, has been mobilized as a distinctive trope characterizing a unique geopolitical, existential, authorial, and theoretical disposition. Across the Atlantic some centuries earlier, Genevan-born Jean-Jacques Rousseau, upon encountering Paris, reflected that academies were most developed in empires that trained people in rules of civility and predictability that squelched their potential to "follow their own lights." He suggested that the most important and innovative ideas almost always emerged from people who came of age in *more remote*



stomping grounds, where they could be led by their own curiosities and priorities, undisrupted in pursuing their projects by distractions of narcissism and a public of glaring, monitoring eyes.

This year's conference theme therefore continues the organization's exploration of our larger motto of *"shifting the geography of reason"* through challenging the presumption that historic ideas and theory must emerge from large, metropolitan centers. We particularly invite reflection on the global range of small places from which many have undertaken theoretical endeavors and continue to produce vital ideas of worldly significance, the usefulness of Caribbean reflections on this situation, and more generally about how the scale and nature of the terrains where we work inflect the character of our thinking.

Deadline to submit proposals has passed. For questions, contact Jane Gordon at caribphil@gmail.com

PRE-DOCTORAL RESEARCH AWARD REPORT

Jorell A. Meléndez-Badillo

I would like to start this research report by thanking El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies at the University of Connecticut for granting me a Pre-Doctoral Research Award. It allowed me to visit various Puerto Rican archival collections that are crucial for my dissertation, currently titled “The Workshop is Our Fatherland: Puerto Rican Workers’ Production of Knowledge and Identities, 1898-1933.” With the funds from El Instituto I was able to cover air travel, car rental, and pay a research assistant for a day. I conducted research in the Centro de Documentación Obrera Santiago Iglesias Pantin (CDOSIP) in the University of Puerto Rico’s (UPR) Humacao campus, the Colección Puertorriqueña at the UPR’s Río Piedras campus, and the Centro de Investigación e Historia Oral at the Interamerican University.

Two days before leaving for Puerto Rico, students at the UPR announced an assembly that was to take place during my scheduled research dates and where they would debate the option of a 72-hour “paro” (strike). Since most of the archival collections I had planned to consult were located at different UPR campuses, I landed early on Sunday, March 19 and was at the UPR’s Colección Puertorriqueña before it opened to the public. While I asked students working in the library for microfilms, theses, rare books, and other primary sources, I could hear them heartily debating among themselves the pros and cons of a possible strike.

As I quickly scanned and photographed hundreds of old newspapers and documents, I was overtaken by irony. I was researching a strike held by UPR students in 1933 to protest Governor Gore’s appointment of Rafael Alonso Torres to the institution’s Board of Trustees. Alonso Torres was the acting president of the Federación Libre de Trabajadores (FLT) and the Partido Socialista. Students perceived him as a conservative politician and disliked what they perceived as the university’s lack of autonomy from local politics.

This understudied 1933 strike closes the last chapter of my dissertation. Alonso had been active since the early years of the labor movement. He produced literary magazines, newspapers, and eventually became a career politician. I start my dissertation

explaining how workers’ intellectual production was done from a subaltern position, as Puerto Rico’s lettered elite dismissed workers’ literary work.

By exploring the strike I can analyze how even when some workers occupied important political and public positions, worker intellectuals, such as Alonso Torres, were never allowed into “Ciudad Letrada,” (lettered city), now embodied by the UPR. Through the press I was able to trace how public opinion (as one newspaper had an ongoing, interactive poll about the strike situation), students and university professors criticized and made fun of Alonso as uncultured and unintellectual, comparing him to an ox. I also read multiple theses and primary documents, and scanned various newspapers from the months of September, October, and November of 1933: *La democracia*, *La correspondencia*, *El día*, *El diluvio*, *El imparcial*, *El florete*, *El país*, *Porto Rico Progress*, *Puerto Rico ilustrado*, *J’accuse*, and *Pica Pica*.

On Monday, March 14 I made my way to the CDOSIP, located at the UPR’s Humacao campus. There, Evelyn Solá, CDOSIP’s long-time archivist, greeted me. I had scheduled my visit months in advance and hoped to research there for at least three days. Once there, I found things had changed since my 2014 visit. Evelyn was no longer the archivist and CDOSIP was closed. She managed to get a key and opened it so I could do research. Eventually, someone from the library system came and approved it but said that I could not do research the next day because the king of Spain would be visiting Puerto Rico and all the staff was going to attend. Since I knew that the next day students were most likely to approve—and they did—the 72-hour strike, I made sure I did all the things I had scheduled for three days in one.

I went through correspondence, affidavits, as well as official and secret documents from the Partido Socialista and the Federación Libre de Trabajadores (FLT) regarding the 1933 student strike. I was also able to browse the important, un-catalogued Prudencio Rivera Martínez’s collection. Rivera Martínez was a former president of the FLT and served as Puerto Rico’s first Labor Commissioner. With the help of Evelyn Solá I was able to track down all of Rivera Martínez’s correspondence with Alonso Torres during 1933. I also scanned and photographed rare books and documents, as well as some information from the minutes of the Partido Socialista’s congresses.

PRE-DOCTORAL RESEARCH AWARD REPORT

On Tuesday, March 15 I returned to the Colección Puertorriqueña at the UPR to continue digitizing newspapers and documents with the help of a research assistant. In the afternoon the library had to close down as students had approved the motion for a 72-hour strike. The next day I walked through San Juan documenting the location, along with the coordinates, of the venues, union halls, and printing presses workers created in the city with hopes of eventually creating a digital, interactive map of workers' early 1900 activities. I spent the rest of the week looking at documents and old interviews at the Interamerican University's CIHO archive. There, I also digitized some newspapers that I had missed at the UPR.

Overall, I consider the trip a success. I was able to compile enough material for my dissertation's last chapter and it also allowed me to rethink my dissertation's structure. The 72-hour strike also gave me enough time to schedule meetings and conversations with professors from Puerto Rico, like Bianca Medina (UPR, Humacao) Jorge Giovanetti (UPR, Río Piedras), and Pedro González (Inter-Metro), as well as from the United States (Aldo Lauria Santiago, Rutgers University).

RESEARCH IN PUERTO RICO

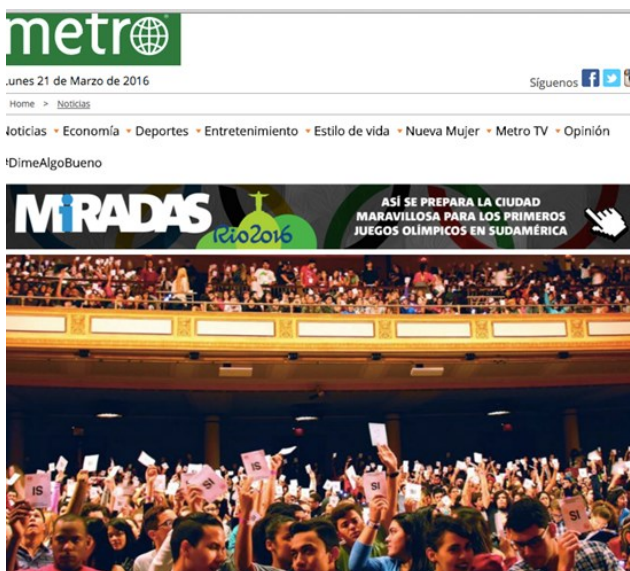
Two other graduate students received funding from El Instituto and plan to conduct research in Puerto Rico following the completion of the Spring 2016 semester. They are:

Gisely Colon-Lopez, El Instituto

Conduct oral histories and site visits to learn about how cultural workers successfully innovate and organize within core communities in the midst of a recession.

Anna Sjodin, Ecology and Evolutionary Biology

Ecology Goes Viral: Linking Bat and Virus Biodiversity to Human Health Risks in Puerto Rico



Left: Picture of March 2016's student assembly. Right: Picture of 1933's student assembly declaring the strike against Alonso Torres.

TINKER FOUNDATION FIELD RESEARCH GRANTS

In December 2015 El Instituto was awarded a three year grant by the Tinker Foundation's Field Research Program to provide graduate students with travel funds to Latin America and the Caribbean. These awards allow students to acquire a comprehensive knowledge of language and culture, to familiarize themselves with information sources relevant to their studies, to conduct pilot studies and preliminary investigations, and to develop contacts with scholars in their fields. These awards are made over a three year period and matched by funds from UConn's College of Liberal Arts and Sciences, Vice Provost of Research, and the Office of Global Affairs.

Funding awards will be made to individuals to assist with travel and field-related expenses for brief periods (two weeks to four months) of pre-dissertation field

research in Latin America, defined by the Tinker Foundation as the Spanish- and Portuguese-speaking countries of the region. Eligible recipients may be graduate students at the master's or early stages of the doctoral level studies, including those pursuing professional degrees. These grants are not to be used for advanced dissertation research; they are intended to provide graduate students with early experience conducting hands-on field research in Latin America and the opportunity to develop independent research projects. Citizens of Latin American countries enrolled at UConn are eligible provided they have no previous field research experience in that country.

SPRING 2016 TINKER AWARD RECIPIENTS

Luisa F. Arrieta, History

Regeneración and Museum: Nation and Visual Culture in Colombia's National Museum. 1878-1886.

Vialcary Crisóstomo, LCL

Literary and Cultural Representations of Rafael Trujillo's Regime in the Dominican Republic

Claudio Daflon, History

Popular Culture and Citizenship in Buenos Aires Suburban Poor Communities, 1980-2000s

Orlando Deavila Pertuz, History

Tourism and the Remaking of the Caribbean City: The Experience of Havana

Katheryn Maldonado, El Instituto

Media Coverage of the Sentencia 168 in the Dominican Republic

Olivia Marcus, Anthropology

Investigation of local constructions of mental health and the ways biomedical institutions articulate with ethnopsychiatric epistemologies of healing in Peru.

Neil Oculi, Geography

Vulnerability of The Alliance of Small Island States AOSIS: To access their climate change strategies at the climate change negotiations. (Cuba/Dominican Republic)

Katherine Quinn, El Instituto

Memorialization, Curating Human Rights Abuses and the Visitor Experience at the Lugar de la Memoria and the Museo de la memoria: A Preliminary Investigation (Peru)

Shaine Scarminach, History

Making Waves: Resource Nationalism and Territorial Sovereignty in U.S.-Ecuador Relations

2015-16 PRE-DOCTORAL AWARDS

In 2015-16, thanks to an award from the Vice Provost for Graduate Education and Dean of the The Graduate School, El Instituto made awards ranging from \$100 to \$2,000 to support pre-doctoral graduate student research or creative projects related to Latina/o and/or Latin American Studies. The 2015-16 recipients were:

Joshua Abreau – attend ASHE Conference.

Vialcary Crisostomo – research on the dictatorship of Rafael Leonidas Trujillo in the Dominican Republic.

Claudio Luis Quaresma Daflon – research in Brazil investigating how people in poor Rio de Janeiro communities collectively organized to demand political participation and to claim rights in the city from the late 1980s to early 2000s.

Orlando Deavila Pertuz – archival research in Colombia and Urbana IL which examines the urban consequences of Cartagena's tourism development over the course of four decades from 1943.

Ayanna Eastman – research assessing audience responses and perceived self-efficacy using CERC in the aftermath of Hurricane Sandy.

Carlos Gardeazabal Bravo – attend and co-chair seminar at NEMLA.

Bianca Gonzalez-Sobrino – attend Eastern Sociological Association Conference and conduct research on media portrayals of Puerto Rican Immigration, 2010-2015.



Ruth Hernandez – conduct ethnographic research in Tlaxcala, Mexico.

Cristina Khan – conduct data collection, in-depth interviews and ethnographic observation in New York City related to study of Sexualities, Body/Embodiment, and Race/ethnic/Latin@ Studies.

Emma Lesser – present research on Jews of color at the Eastern Sociological Society annual meeting.

Angela Martin Perez – present research at NEMLA.

Jorell Melendez Badillo – conduct archival research in San Juan, PR.

Gloriana Rodriguez-Arauz – conduct research on links between parental behaviors and young children's weight in Latino families.

Shaine Scarminach – conduct research on the role Latin American nations played in motivating and shaping the development of the Law of the Sea Convention.

Ronnie Shepard – conduct follow-up research for the concluding chapter on dissertation "Soaking in Manhood: (Re)Negotiating Masculinities and Sexualities in the Spas of Quito, Ecuador"

Zareen Thomas – conduct follow-up fieldwork in Bogotá with La Familia Ayara.

OVPR 2016 RESEARCH EXCELLENCE PROGRAM AWARDS

The following El Instituto faculty associates were recipients of the Office of the Vice President for Research 2016 Research Excellence Program Storrs Awards:

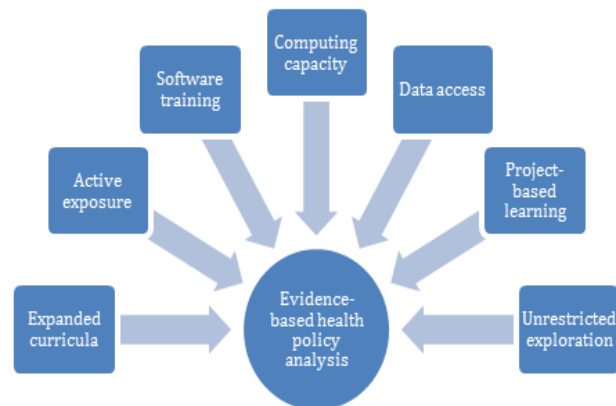
Lindsay Distefano, PI, Kinesiology; **Tania Huedo-Medina**, Co-PI, Allied Health Sciences; Douglas J. Casa, Co-PI, Kinesiology; Rebecca L. Stearns, Co-PI, Kinesiology; Robert Huggins, Co-PI, Kinesiology
Comprehensive High School Sport Safety: A Personalized Approach for the Local Implementation of Best Practice Initiatives

Adrian Garcia-Sierra, PI, Speech, Language, & Hearing Sciences; **Nairan Ramirez-Esparza**, Co-PI, Psychology; Erika Skoe, Co-PI, Speech, Language and Hearing Sciences
The Neural Benefits of Bilingualism: Does the Amount and Quality of Language Input Matter?

HEALTH AND ECONOMICS POLICY EDUCATION LAB: AN EDUCATION PROGRAM LED BY FACULTY AND CENTERED ON STUDENTS

This spring, Dr. Jorge Agüero and Dr. David Simon received two-year funding from the CLAS Fund for Innovative Education Health and Society to develop the *Health Economics and Policy Lab*. The H-Lab will conduct rigorous analysis of health-related policies worldwide through the use of state-of-the-art tools from economics and will focus on training a new generation of academics and policy makers. Specifically, the H-Lab will seek to expand the undergraduate economics curricula, incorporate active exposure to health conferences in the region, train students in statistical software and advanced coding, supply high-powered computers and software to students, recruit students for involvement in project-based learning through future research projects and collaborations related to health policy, and stimulate unrestricted, creative new research from students in order to conduct evidence-based policy analysis in health economics.

According to Dr. Jorge Agüero, “Our goal is to inspire students to use the tools of economics to understand health challenges. Most of the health problems for Latinos/as, and even for several Latin American countries, come from health behaviors such as smoking, drinking and lack of exercise. Economics could help us understand why these behaviors occur and what are the best ways to address them. We hope that with our lab UConn will become a key center for cutting-edge research on health economics.”



Key elements needed for rigorous health policy analysis

NEW ENGLAND CONSORTIUM OF LATINA/O STUDIES (NECLS)



El Instituto hosted two all-day NECLS workshops in 2015-16, one in October 2015 and one in April 2016.

NECLS participants—left to right, front to back—are:

Carlos Alamo, Vassar; Israel Reyes, Dartmouth

Mari Castañeda, UMass-Amherst; Vanessa Rosa, Mt. Holyoke; Ginetta Candelario, Smith College; Marisol Negrón, UMass-Boston; Ana Soltero Lopez, Mount Holyoke; Milagros Castillo-Montoya, UConn

Blanca Rincon, UConn; Erendira Rueda, Vassar; Alberto Sandoval-Sanchez, Mt. Holyoke; Elias Krell, Vassar

Mark Overmyer-Velázquez, UConn; David Hernández, Mount Holyoke; Jesus Hernandez, Williams College

COMMUNITY BOOKSHELF: *JOURNEYS IN CARIBBEAN THOUGHT*

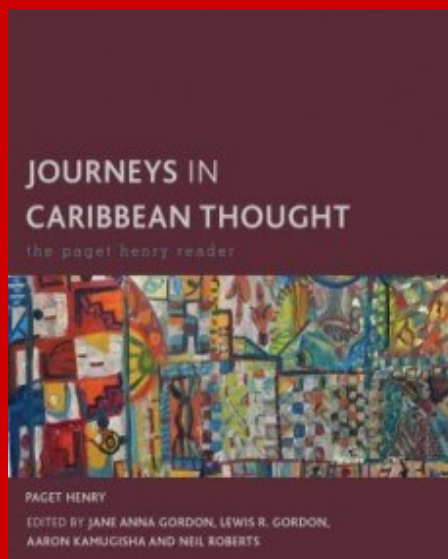
Journeys in Caribbean Thought: The Paget Henry Reader

Eds. Jane Anna Gordon, Lewis Gordon, Aaron Kamugisha and Neil Roberts

For the past 30 years, Paget Henry has been one of the most articulate and creative voices in Caribbean scholarship, making seminal contributions to the study of Caribbean political economy, C.L.R. James studies, critical theory, phenomenology, and Africana philosophy. This volume includes some of his most important essays from across his remarkable career, providing an introduction to a broad range of pressing contemporary themes and to the unique mind of one of the leading Caribbean intellectuals of his generation.

"This book constitutes a multi-dimensional and multi-layered text of great depth and complexity not to be reduced to a single theme. For what it gives us is Henry's quest to excavate, systematize and articulate Afro Caribbean intellectual production in varied intellectual endeavours such as sociology, literature, political economy and philosophy. The book is not only a negation of but also an antidote to the peripheralization of Caribbean thought. It is a must read for all interested in Caribbean thought's complexity and depth precisely because it shifts the Geography of Reason."

- *Mabogo Percy More, Professor of Philosophy, University of Limpopo, South Africa*



GRADUATE STUDENT ACHIEVEMENTS 2015-2016

Congratulations to our 2016 graduates!

Jihan Asher completed her M.A project under the guidance of Jane Gordon, Mark Overmyer-Velázquez, and Fred Lee this Spring. She is returning to the Washington, D.C. area to begin employment as a Program Associate with the Financial Transparency Coalition.

Pauline Batista completed her M.A. thesis, "Brazil: The Raceless Land of Caiçaras, Quilombolas and Favelados; Challenging Notions of Institutional Paradigms of Preservation and the UNESCO Contributions to the Emergence of Wretched Cinema Through Tale of the Unwritten." For more information her project, check out www.testemunhosofbrazil.com

Hannah Reier completed her M.A. thesis, "Gringoism and Gated Communities: Processes of Inhabiting Privilege in Cotacachi, Ecuador." Hannah will be spending the summer in Uruguay.

Ilan Sanchez completed his M.A. thesis, "Violence Against Journalists: From Plan Colombia to the Mérida Initiative," under the advisement of Mark Overmyer-Velázquez, César Abadía-Barrero and Luis van Isschot. Ilan will be working in the World Languages department at The College Preparatory School in Oakland, CA teaching Literature and Spanish.

Continuing Students Highlights

Gisely Colon Lopez: This semester, as part of an independent study and Graduate Student Fellowship in Engaged Scholarship, Gisely enrolled in Dr. Ruth Glasser's service learning course, and collaborated with a local cultural center in Waterbury CT. As part of this course, she assisted Dr. Glasser's students with oral histories of local Latino community members, which will be incorporated into the archives and permanent museum collection for El Centro Cultural. As part of her ongoing research and thesis work, she is updating El Centro Cultural's website to feature current exhibits, UConn-Waterbury collaborations, and the oral histories. Additionally, Gisely is creating a virtual digital map, where Waterbury, CT residents can interact with and indicate where their favorite neighborhood businesses, organizations, or other spaces. The second phase of this project will involve an update and digitization of *Aqui Me Quedo* and its corresponding teaching guide. All materials, including resources for further readings and professional development will be uploaded onto La Plaza Virtual.

M.A. IN LATINO & LATIN AMERICAN STUDIES AT UCONN

In the interdisciplinary M.A. program at UConn's El Instituto, our students explore Latina/o, Caribbean and Latin American worlds.

Program highlights

- Wide range of courses that examine local, hemispheric, or global dimensions of Latina/o, Caribbean, or Latin American realities
- Advisors from over 70 core and affiliated faculty scholars from departments throughout the university
- Original research in an academic disciplines of student's choosing, in countries of Latin America or the Caribbean, and among the diverse Latina/o population along the New York to Boston corridor
- Research travel support, tuition remission and graduate stipend opportunities for both domestic and international students
- Graduates work in education, administration, business, government, and not-for-profit organizations and earn Ph.Ds. or other advanced degrees

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