


Spring 2017

La Voz Spring 2017

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

Follow this and additional works at: <https://opencommons.uconn.edu/lavoz>

 Part of the [Caribbean Languages and Societies Commons](#), [Chicana/o Studies Commons](#), [Latin American History Commons](#), [Latin American Studies Commons](#), [Latina/o Studies Commons](#), and the [Other International and Area Studies Commons](#)

Recommended Citation

El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies, "La Voz Spring 2017" (2017). *La Voz*. 4.
<https://opencommons.uconn.edu/lavoz/4>



El Instituto

Institute of Latina/o, Caribbean, and Latin American Studies

UConn

UNIVERSITY OF CONNECTICUT

**ORK COUNTY PRISON
FEMALE WING**

LAVOZ

Spring 2017

FROM THE DIRECTOR

Spring 2017

Estimadxs colegas,

As we close El Instituto's fifth year, we celebrate the successful completion of our Institute Review for the Provost's Office and our collective and ambitious efforts to prepare for our next five years. My sincere thanks go to the many of you involved in this long and productive process. During our first half decade, El Instituto has supported the scholarship of 93 core and affiliated faculty and staff and many undergraduates and graduates from across UConn. As part of our strategic plan, we updated our mission statement to highlight and value our community- and globally-based scholarly and activist work.

Mission

El Instituto is an interdisciplinary and multidisciplinary academic institute that advances the research, scholarship, creative endeavors and undergraduate and graduate teaching of Latina/o, Caribbean, Puerto Rican, and Latin American Studies. The Institute's core and affiliated faculty are engaged in community-based, regional, national, and international scholarship and collaborations that enhance our understanding of local and global diasporic issues, social justice and historical inequalities, and growth and progress among Latina/o, Caribbean, and Latin American populations.

In the coming years, we will maintain our scholarly excellence by building on our strengths and expertise, and by preparing for new opportunities and developments in the field. I look forward to working with all of you and sharing in our future success!

En solidaridad,

Mark Overmyer-Velázquez

CONTACT US

www.elin.uconn.edu

860-486-5508

J. Ray Ryan Building, 2nd floor
2006 Hillside Road, U-1161
Storrs CT 06269-1161

Email: elinstituto@uconn.edu

FACULTY NEWS AND ACHIEVEMENTS



Jorge Agüero and co-author Trinidad Beleche have had their paper "Health Shocks and their Long-Lasting Impact on Health Behaviors: Evidence from the 2009 H1N1 Pandemic in Mexico" accepted for publication in the *Journal of Health Economics*.

Visiting Scholar **Fatima K. Espinoza Vasquez**, PhD Information Science and Technology, Syracuse University, has accepted a position as Assistant Professor of ICTs (Information and Communication Technologies) at the University of Kentucky School of Information Science.

Anne Gebelein and **Mark Overmyer-Velázquez**, along with two former El Instituto graduate students, published the article "Connecticut" in *Oxford Bibliographies* in Latino Studies. The article is an annotated compilation of a wide range of published studies, arranged thematically, that examine the history and experience of Latinxs in Connecticut. It is available at www.oxfordbibliographies.com and via the UConn library.

Assistant Professor of Political Science **Veronica Herrera** received the 2017-18 Ford Foundation Postdoctoral Fellowship, administered by the National Academies of Sciences, Engineering and Medicine, and the 2017-18 American Association of University Women Postdoctoral Fellowship. Prof. Herrera will be in residence at the David Rockefeller Center for Latin American Studies at Harvard during this period of research leave to work on a new book project, "The Politics of Pollution, Environmental Inequality, and Collective Action in Latin American Cities."

During his 2016 stay, Visiting Professor of Economics, **Alberto D. Martínez Castillo**, Universidad Simón Bolívar, Venezuela, wrote "Alianza del Pacífico y Mercado Común del Sur: dos enfoques de la integración económica" comparing Mercosur and the Pacific Alliance and exploring their possible future performance and success to promote economic development. This article was published in the journal *Papel Político of the Universidad Javeriana* (Bogotá, Columbia) and can be found at <http://revistas.javeriana.edu.co/index.php/papelpol/article/view/19070>

The UConn Humanities Institute Public Discourse Project fellowship provided a course release in spring 2017 for **Samuel Martínez**. He used this time for preparation of a concept paper and call for papers for a planned workshop on the theme "Beyond Schism: New Histories and Theories of Human Trafficking/Modern Slavery."



Charles Robert Venator Santiago (second from left) was keynote speaker in a special meeting of the Puerto Rican Senate on May 11. He discussed his research and answered the question of whether Congress can enact legislation to involuntarily strip Puerto Rican-born citizens of their citizenship. For more information go to: <http://www.elnuevodia.com/english/english/nota/debateoverunitedstatescitizenship-2320293/>

Daisy Verduzco Reyes received a Research Award (\$5,000) from CLAS Fund for Interdisciplinary Research Endeavors (FIRE) for research on "Campus Activism for Social Justice and Racial Inclusion."



Front Cover: York County Prison, PA where a UConn team led by UConn Law's Asylum and Human Rights Clinic spent spring break assisting applicants for asylum. (Photo courtesy of UConn Law).

BOOKS

***Chino: Anti-Chinese Racism in Mexico, 1880-1940 (Asian American Experience)* by Jason Chang** (University of Illinois Press, 2017). From the late nineteenth century to the 1930s, antichinismo --the politics of racism against Chinese Mexicans--found potent expression in Mexico. Jason Oliver Chang delves into the untold story of how antichinismo helped the revolutionary Mexican state, and the elite in control of it, to build their nation. As Chang shows, anti-Chinese politics shared intimate bonds with a romantic ideology that surrounded the transformation of the mass indigenous peasantry into dignified mestizos. Racializing a Chinese Other became instrumental in organizing the political power and resources for winning Mexico's revolutionary war, building state power, and seizing national hegemony in order to dominate the majority Indian population. By centering the Chinese in the drama of Mexican history, Chang opens up a fascinating untold story about the ways antichinismo was embedded within Mexico's revolutionary national state and its ideologies. Groundbreaking and boldly argued, *Chino* is a first-of-its-kind look at the essential role the Chinese played in Mexican culture and politics. (Source: Amazon.com) *Jason Oliver Chang is an Assistant Professor of History and Asia/Asian American Studies at UConn. He is a faculty affiliate of El Instituto.*

***Water and Politics: Clientelism and Reform in Urban Mexico* by Veronica Herrera** (University of Michigan Press 2017). Most of the world's population lives in cities in developing countries, where access to basic public services such as water, electricity, and health clinics is either inadequate or sorely missing. Through the lens of urban water provision, this book shows how politicians fail to provide reliable and high-quality public services because they often benefit politically from manipulating public service provision for electoral gain. In many young democracies, politicians exchange water service for votes or political support, attempting to reward allies or punish political enemies. Surprisingly, the political problem of water provision has become more pronounced in many young democracies, as water service represents a valuable political currency in resource-scarce environments. When do politicians forgo the clientelistic manipulation of water services and invest in programmatic and universal service provision? *Water and Politics* finds that middle-class and industrial elites play an important role in generating pressure for public service reforms. Based on extensive field research and combining process tracing with a subnational comparative analysis of eight Mexican cities, *Water and Politics* constructs a framework for understanding the construction of universal service provision in these weak institutional settings. (Source: Amazon.com) *Veronica Herrera is an Assistant Professor of Political Science at UConn. She is a faculty affiliate of El Instituto.*

***Global Latin(o) Americanos* by Mark Overmyer-Velázquez and Enrique Sepúlveda III** (Oxford University Press 2017) addresses and reframes a central issue of our time: the challenge of incorporating immigrants into Western societies and economies, which too often frame immigrants as "the problem." How Latino immigrants respond and exercise agency under familiar and unfamiliar global conditions is of critical importance on several fronts, including the health of democratic societies and the diverse expressions of citizenship across the Latino diaspora. *Mark Overmyer-Velázquez is an Associate Professor History and Director of El Instituto at UConn. Enrique Sepúlveda is an Associate Professor of Education at University of St. Joseph.*

JORGE AGÜERO

On April 25 Jorge Agüero presented his research at the Human Rights Institute's Economic and Social Rights Research Seminar. His talk combined insights from two papers:

"Health Consequences of Schooling for Disadvantaged Women in Zimbabwe"

Abstract: The gains of educating women in developing countries are hard to quantify. This problem arises from the difficulty in establishing causal effects as better-off families are more likely to send their daughters to school limiting our capacity to isolate the effect of schooling from income, wealth or preferences. My research advances this literature by using a natural experiment in Zimbabwe ending apartheid-style policies that prevented black Zimbabweans from going to school. The timing of the implementation allows me to identify the effect of schooling independent from other possible confounding variables. My research shows that, for women, schooling provides large health benefits. I show that educating disadvantaged women reduces their HIV infections rates and induces preventative health behaviors. Schooling has

also a positive impact on their families. Parents and children of educated women who benefited these reforms have better health outcomes. Thus, the gains from educating disadvantaged women are large as they extend to their families.

"The Intergenerational Transmission of Education among the Education Rationed"

Abstract: We estimate the intergenerational transmission of schooling in a country where the majority of the population was rationed in its access to education. By eliminating apartheid-style policies against blacks, the 1980 education reform in Zimbabwe swiftly tripled the progression rate to secondary schools. Using a fuzzy regression discontinuity design, we find large and robust intergenerational transmissions. Placebo tests for white Zimbabweans further validate our design. Evidence of assortative mating suggests that the marriage, rather than the labor, market is a key mechanism for these transmissions. We discuss how our results impact the long-term success and design of antipoverty policies.

CONTESTED CITIZENSHIP CONFERENCE MARCH 30-31, 2017



Thanks to the generous support of the CLAS Dean's Office, El Instituto and UConn's American Studies Program hosted an inter- and multi-disciplinary conference on *Contested Citizenship* on March 30-31, 2017. Scholars discussed topics such as state violence, incarceration, undocumented migrants, and the role of capitalism in the overall social system. These conversations provided a venue to explore the ways in which citizenship can be questioned, challenged, and thus, contested.

For scholars in ethnic studies, gender and sexuality studies, and American studies, "citizenship" is far from a neutral signifier: it marks a deeply vexed and historically contingent site of struggle. Despite the rise of human rights in the postwar period, citizenship within a nation state is still the *de facto* basis of legal personhood in the contemporary world system: all too often, legal citizenship marks a boundary between the subject of rights and the object of state violence. At the same time, citizenship is more than a legal category. As Lauren Berlant has written, it is also felt as an intimate relationship among strangers, a common identity rooted in a geopolitical space. As such, it is an institutionally constructed promise of security and "the good life," one which is unevenly delivered due to the social hierarchies on which the nation state depends.

Keynote speaker Vijay Prashad, professor of International Studies at Trinity College, opened with an analysis of U.S. society. He spoke about neoliberalism as an ideology from the 20th century which establishes that the market should not be regulated by the State. Instead, it should be run by the private sector which is believed to give economic freedom to citizens by providing different services from which they can choose. It derives from classic liberalism, which adopted the phrase *laissez-faire* (to let things be, or to let others do) as their motto. Although revolutionary, both concepts focus on individuals as the main source of power creating competitiveness and inequality between citizens.

Professor Prashad acknowledged that the adoption of neoliberalist policies brings a sense of cruel populism in which the construction of "the true citizen" is imperative. The market is seen as the perfect stage to display the qualities of such in education, medical coverage, carceral institutions, and commercial advertisements, which also promote certain goods for particular populations. Prices regulate the populations to which products are being distributed, and generally better quality products are available only to those who are able to pay for them. This is also true for education, since it is not seen as a necessity to improve the overall population, but rather, as a business from which to profit by charging tuition costs, which push students to seek loans. In the long run, they end up with debts that make it almost impossible for them to climb the social mobility pyramid.

Nor is the medical system immune to market regulations—private insurance companies provide more benefits to their clients at higher costs compared to those run by government. As a result, people who cannot afford health insurance or prescription medicines must find alternatives—sometimes banned or criminalized—or let situations get worse. Massive incarceration of non-White bodies is another opportunity to earn money. Prashad suggested the audience think about the amount of money granted to National Security for guns, cameras, bombs, and other gadgets used in prisons and around national borders. This is done in a way that distinguishes two groups (Non-Whites vs Whites, citizens vs non-citizens, haves vs. have-nots) as mutually exclusive to reproduce a rhetoric of division, hate, and worthiness based on racial characteristics.

Professor Prashad's words are an invitation to see beyond the individual level and contest the system; to exert change in society (and the world). With the phrase "*tomorrow is an eternal present*" he asked that we do today that which we want to see done tomorrow, so that the idea of a better tomorrow does not seem so distant.



The conference brought together scholars from a variety of fields to address the ways in which citizenship operates as a terrain of struggle. What does the history of state violence and mass incarceration tell us about the racialized nature of citizenship in the United States, and the ultimate revocability of legal personhood? How has the gap between lived experience and the promises of citizenship generated new democratic struggles? When has this gap generated a fierce and exclusionary over-identification with citizenship, constitutive of political reaction? How have people organized collectively in ways that push against citizenship as the ultimate rubric of political subjectivity? And how is the citizen/non-citizen dyad crucial to the accumulation of capital and the maintenance of empire? Panelists from UConn and across the Northeast discussed the ways in which their work intersects with such questions, and it is hoped that these insights will result in an edited volume on the theme of contested citizenship.



Panel 1: State Violence and Incarceration—Moderator: Noel Cazenave (UConn)

Robert Chase (SUNY-Stonybrook) “*Cell Taught, Self Taught: Chicano Prisoners, Civic Nationalism, and Cultural Nationalism*”

Cindy Wu (SUNY-Buffalo) “*When Home is Another Prison: Diary from a Casper, Wyoming Jail*”

Melanie Newport (UConn) “*“Fashioning a Noose”: Citizenship and the Necropolitics of Jail Suicide*”

Panel 2: Undocumented Workers and Students—Moderator: Yael Schacher (UConn)

Mark Overmyer-Velázquez (UConn) “*Living the DREAM, Contesting Citizenship and Building Democracy: Connecticut’s Undocumented Migrant Youth Activists*”

Alicia Schmidt Camacho (Yale) “*Defending Migrancy*”

Aviva Chomsky (Salem State) “*Immigrant Rights and Workers’ Rights: Conflict or Concert?*”

Panel 3: Empire, Labor, and Capital—Moderator: Chris Vials (UConn)

Christina Heatherton (Trinity College) “*When Culture Respects No Borders: Elizabeth Catlett, the Taller de Gráfica de Popular, and Spaces of Internationalism*”

Cesar Abadia (UConn) “*Empire and the War on Medical Praxis*”

Iyko Day (Mt. Holyoke College) “*Queering Time and Scale in Settler Spaced: Toward a Phenomenology of Anti-Capitalism*”



YORK COUNTY PA DETENTION CENTER

At a time of turmoil and uncertainty over immigration, a team of UConn law and social work students, professors, and alumni traveled to Pennsylvania over spring break to help refugees seeking asylum. This is the second year that a team has traveled to this detention center. This year’s team included Mark Overmyer-Velázquez and Katheryn Maldonado of El Instituto.

The team offered free legal help to detainees, as well as assessments and support from social workers during the week of March 12-16. Their work focused on women from Central America who are seeking asylum under U.S. laws intended to protect refugees fleeing persecution. Students spent several hours a day in small, barren meeting rooms at the detention center, interviewing asylum seekers. They spent the rest of the day researching and drafting documents to support the claims.

Refugees from Central America have not been directly affected by President Trump’s most contested executive order on immigration, but the measures have already affected the work of the Asylum and Human Rights Clinic, said its director, Professor Jon Bauer. The Asylum and Human Rights Clinic works year-round to help refugees fleeing persecution and violence apply for asylum in the U.S. Since its inception in 2002, the clinic has handled more than 123 asylum cases through to completion and won asylum or other forms of relief from removal in 114 of them.

Source: UConn Today, March 8, 2017, “UConn Group to Spend Spring Break Assisting Asylum Applications” by Tracy Gordon Fox

2017 EYZAGUIRRE LECTURE



Vicky Unruh, Professor Emerita, Department of Spanish and Portuguese, University of Kansas was the 2017 Eyzaguirre Lecturer. On February 28, in the Babbidge Library's Class of 1947 Room, she gave a talk entitled "'Casa tomada': (Re)possession and (Re)conciliation with the Diaspora in Cuba's Cultural Imaginary."

This talk traced the trope of the re-possessioned property in post-Soviet Cuban fiction and film as a "practiced place" (De Certeau) or a "vortex of behavior" (Joseph Roach) for re-imagining the relationship between island Cubans and those who left in multiple waves after the 1959 revolution. This trope emerged in island artistic expression as early as the 1960s; for example, in Tomás Gutiérrez Alea's farcical *Las doce sillas* (1962) characters engage in a scavenger hunt for chairs taken by the state from a rich woman's mansion, because these searchers believe the chairs contain jewels. Similarly, in his classic *Memorias del subdesarrollo* (1967), state officials take inventory

of the bourgeois intellectual Sergio's properties, left in his hands by a US-bound family. In the revolution's early years, such artistic references to exiled Cubans or their possessions were relatively uncommon, as nationalist revolutionary rhetoric stigmatized exiles as defecting *gusanos*, the ostensible opposite of the "New Man" imagined by Che Guevara, and the socialist state's housing agency redefined notions of private ownership.

In contrast and drawing on selected narrative, theatre, and film interpretations of the abandoned or re-possessioned property, this talk demonstrated that, in the post-Soviet era that has witnessed waves of return visits by exiled Cubans or their descendants and greater flexibility in state policy on private ownership, cultural representations of the (re)possessioned house imagine the diaspora as experienced from the island as an ambivalent custodianship of cultural artifacts and legacies, an ambivalence that allows for more heterogeneous, expansive conceptions of Cuban culture and experience.

With attention to the connections implicit in "possession" between the taking and holding of property and the taking and holding of bodies or minds, these representations, Unruh argued, also manifest a post-utopian, critical afterlife of revolutionary ideology, perhaps increasingly forgotten but not yet quite gone.

Sponsored by El Instituto and LCL-Spanish Department

BORDERLANDS SYMPOSIUM 2017

The second annual *Borderlands: A Critical Graduate Symposium* was held at UConn on April 21-22, 2017. With the support of El Instituto; UConn Humanities Institute; Women's, Gender and Sexuality Studies Program; Department of Sociology, American Studies Program; and four of the cultural centers (AACC, AsACC, Women's Center, PRLACC), 18 sessions with over 23 presentations took place over the two days.

Professor Margo Weiss, Chair and Professor of Anthropology and American Studies at Wesleyan University, gave the 2017 keynote address. The 2017 symposium's theme was "*Inequality: Transmutations and Contestations*" which explored scholarship and artwork that highlight the many faces of power, inequality, oppression and resistance within our social worlds. In addition to two film screenings and panels representing several different disciplines, scholars from more than 12

Session 1A – Identities to the Front! Screening of 'Voices—Vol. 1' & Discussion

Jasmine Jones and Chriss Sneed



universities and UConn were present, along with the Youth Education Coordinator of the Wadsworth Museum.

Cynthia Melendez, Ashley Ortiz Chico, Lauren Perez-Bonilla, Kathy Perez, Fatima Velasquez, and Andrea Miranda all participated as either moderators or panelists and represented El Instituto at the conference. With well over 100 people in attendance, organizers are excited about the future of Borderlands and plan to host another symposium in 2018.



JOHN N. PLANK CUBAN LECTURE SERIES

The John N. Plank Cuban Lecture Series was established in 2017 to honor the memory of Professor John N. Plank to provide the UConn community with lectures focusing on Cuban history and U.S.-Cuba relations. Plank was an Emeritus Professor of Political Science at the University of Connecticut. He served in the U.S. Army during World War II in the North African and European campaigns. He received his B.A. and Ph.D. degrees from Harvard University, where he was a member of the Government faculty from 1959-62. He was Director of the Office of Research and Analysis for American Republics in the Bureau of Intelligence and Research, U.S. Department of State during the Kennedy Administration and a Senior Fellow at the Brookings Institution from 1964-70. He joined the faculty at the University of Connecticut in 1970, retiring in 1985. A Quaker, he was an active member of the Storrs Friends Meeting.

On April 18, 2017, El Instituto and Literatures, Cultures, and Languages' Spanish Department co-sponsored a screening of the film *Severo Secreto*. This documentary, directed by Oneyda González and Gustavo Pérez, provided insight into the life of prominent Cuban exile writer and artist Severo Sarduy. Writer and filmmaker Oneyda González, editor of *Escrito sobre un rostro*, has been awarded the "Cinergia" Prize, the Norwegian Embassy's Award for Cuban Film, and the Friends of the Princeton University Library Research Grant. Documentarian and photographer Gustavo Pérez has directed award-winning films such as *Caidije*, *La Tejedora*, *Despertando a Quan tri*, *Todas iban a ser reinas*, *Ave Maria* and *Transitando*. He also formed part of the jury for Documentary Film of the XXX International Festival of New Latin American Cinema in Havana (2008).

On April 20, 2017, The John N. Plank Cuban Lecture Series, in concert with UConn's Caribbean Initiative, hosted *National Configurations and Comparative Racial Consciousness: A Conversation between Cuban and U.S. Scholars*. Cuban artist and activist Gloria Rolando and Cuban hip hop artists and activists Magia Lopez and Alexey Rodriguez of Duo Obsesión were joined by UConn faculty Shawn Salvant (English and Africana Studies), Jeffrey Ogbar (History and Center for the Study of Popular Music) and Kelly Walters (visiting assistant professor of Art and Art History) in this roundtable.

Rolando's film, "Diálogo con mi abuela" (Dialog with my grandmother) set the theme for discussion. The film revolved around a 1993 conversation Rolando had with her grandmother, Inocencia Leonarda Armas y Abreu, an Afro-Cuban who, like many other afro descendants in Cuba, had her former master's last name: Abreu. Inocencia's testimony, a narrative of a Black Cuban whose story usually goes unnoticed, grants voice and agency to the Afro population in Cuba that, with depictions of Syncretic Spiritism, is a beautiful original tribute to the history, struggle, and tenacity of Black Cubans.

With the struggle of Black Cubans in mind, Salvant began his discussion by drawing upon race and blood. He showcased the power of the blood metaphor in creating identity. Currently, the "mixing" of blood across racial lines continues to be taboo—so the question emerged: how far have we come?

Building on present-day racism, Duo Obsesión discussed their music as a proposal for change on the island. Over the past 20 years, Obsesión has become one of Cuba's most famous hip hop acts. Lyrics are the main focus in their music, particularly the racism that Afro-Cubans experience in comparison to those of European descent. Although the Cuban government continues to deny racism and has silenced public debate, these artists aim to show the beauty of all races and the complex racial relations in Cuba.

Jeffrey Ogbar provided a visual presentation that depicted moments in history in which light-skinned people of African descent "passed" as white. Racial passing is still relevant today because some people prefer to be considered "white." In a short interactive quiz of trying to guess if a person in a picture was white or black, the audience realized that racial passing is not just about "lying" but is a much more complex issue of denial, cunning half-truths, and in some cases, ambiguity.

Lastly, Kelly Walters' art focused on black cultural identity, representation, and language in mainstream media. In her work "Fresh Prince +Martin," the removal of the original typography of the logos showed that *Martin* played on geometric shapes similar to African Kente cloth, while *Fresh Prince* played off of stereotypical urban street graffiti. On the other hand, "Can I Touch Your Hair?" is an interactive iPad app that models an encounter someone unfamiliar with black hair care would have when in contact with black hair. Among other projects, Walters' contemporary art showcases black identity in the U.S.

Through the different perspectives and visuals of the roundtable presenters, the audience received a broad introduction to race relations in Cuba and the U.S. and were able to begin a dialogue about what can be done and how to continue to present narratives that are many times lost and/or ignored.

The People's Inauguration

On January 20th, the People's Inauguration, organized by Glenn Mitoma, assistant professor in Human Rights and Education and director of the Thomas J. Dodd Research Center, took place at Konover Auditorium. This event provided an opportunity for members of the UConn community to stand up for the values of human rights, justice, solidarity and to mark the U.S. Presidential inauguration by embodying the kind of community UConn aspires to be: inclusive, indivisible, equitable, and democratic. It was an opportunity to share words, poems, thoughts, performances, and insights to sustain the community as it works together. Mitoma opened by acknowledging that although this day might be seen as a tragedy for some, audience members should support each other, and use the space provided to express feelings in a respectful manner. It was an event for everyone.

Among the self-expression acts was that of Dr. Mark Overmyer-Velázquez, Associate Professor of History and Director of El Instituto, who interpreted a poem titled "*Adelante*" ("Forward"), originally written by his grandfather. In it, he recalled the author's struggles as an immigrant in this country. Additionally, Overmyer-Velázquez emphasized how persistent and determined his ancestor was and how, because of that, he and his family are able to enjoy life in the U.S. today. Overmyer-Velázquez wrapped up by letting the audience know that this, too, shall pass; that people with whom we associate and share our stories will help us get through the next chapter in American history while keeping our sanity.

Manisha Desai, Sociology department head and professor of Sociology and Asian and Asian American Studies, shared an Indian protest song with the audience. She sang it both in its original language and its English translation and after some encouragement got the audience to join in. This added an air of happiness to the environment. After listening to the translation, attendees understood that sharing one's culture should be used as an empowering tool rather than something that divides the country.

Another member of the community kept the audience going by performing the song "This Little Light of Mine" to communicate that, within all this darkness, there is still light. In the words of Dr. Martin Luther King, Jr.: "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." As the individual sang, he asked the audience to turn on a light and join in. The singer chose this song because it was one of his wife's favorites and made her happy while she was battling cancer. Hence, the song united the audience on different levels, channeling feelings of defeat while sharing space with others.

The People's Inauguration gave space to declarations of fear from undocumented, immigrant, and people of color who expressed concerns about President Trump's election as the nation's leader. One student recited a personal poem that began with "First, I was afraid they would come for us because we were different..." and concluded with "But we are not afraid anymore, because it is our duty to make America great again." At the conclusion of his words, he and eight other students took red caps out with the slogan "Make America Great Again." The atmosphere changed and people were perplexed. "We've been deceived" someone said at the back. Fear and powerlessness reigned in the air. What about the light? Will sharing my story in front of this person endanger me? This and other questions were whispered by audience members as the student made his way off the stage and out of the room with his friends. Mitoma invited these students to stay a bit longer, to hear other people's stories and empathize and/or sympathize with them, the same way the audience did with the poem. This invitation symbolized not only a request for them to stay, but for them to accept and listen to what other people affected by the power shift were experiencing. It was an invitation from one side to the other to bridge the gap between ideologies and feelings. The students agreed to stay.

Finally, Rachel Jackson, Program Administrator, Human Rights Institute, read part of an article published by the British news outlet The Guardian, titled "'Hope is an embrace of the unknown'" where author Rebecca Solnit defines hope as "[...] a gift you don't have to surrender, a power you don't have to throw away. [It] can be an act of defiance, defiance isn't enough reason to hope." Jackson concluded the People's Inauguration by reading these words from Solnit:

"Hope locates itself in the premises that we don't know what will happen and that in the spaciousness of uncertainty is room to act. When you recognise uncertainty, you recognise that you may be able to influence the outcomes – you alone or you in concert with a few dozen or several million others. Hope is an embrace of the unknown and the unknowable, an alternative to the certainty of both optimists and pessimists."

Visiting Scholar Fatima K. Espinoza Vasquez brought Gilda Maria Rivera Sierra to UConn on May 1 to give a talk on "Democracy, Violence, and Women's Rights in Honduras." Rivera Sierra is a Honduran activist and Executive Coordinator of Centro de Derechos de Mujeres (CDM). She is a psychologist and the founding member of multiple human rights organization in Honduras, including the Women's Rights Center in Honduras. Gilda is also a 2017 Advocacy Fellow in Residence at Trinity College.



HUMANITIES IN ACTION PANEL

On Wednesday, March 8 the **Humanities in Action Panel and Discussion** hosted scholars who have brought their knowledge and humanities perspectives to shared community activities. Bringing



Mark Kohan, Shayla Nunnally, Mark Overmyer-Velázquez, Manuela Wagner, Natalie Newport, Chris Vials, Fiona Vernal

research together with popular practices provides important avenues for engaging, disseminating knowledge, and enriching lives. Panelists discussed sharing the humanities in communities and ways to foster and support more of this. The panel is part of the Initiative on Campus Dialogues (ICD), a working group for the project Humility & Conviction in Public Life. The UConn Humanities Institute received a grant from the John Templeton Foundation, which supports innovative efforts that explore the landscape of public discourse. The Humility & Conviction in Public Life project joins others in working to create enduring strategies to spur and sustain open-minded and well-informed debate and dialogue. ICD is currently identifying concrete steps to create resources and networks by which dialogue can be robustly and collectively pursued within the UConn community and beyond.

Aimee Loiselle, PhD Candidate, History, facilitated discussions. She has worked in alternative and community education, bringing an intersectional approach to teaching and mentoring in programs with low-income, underrepresented, and adult basic education (ABE) students.

Panelists:

Shayla Nunnally, Associate Professor, Political Science & Africana Studies was awarded the 2009 Fannie Lou Hamer Award for Outstanding Community Service by the National Conference of Black Political Scientists. She discussed work on expanding access to education for women and girls of color.

Mark Overmyer-Velázquez, Associate Professor, History; Director, El Instituto and associate of the Human Rights Institute draws on his training to serve as chair of the West

Hartford Board of Education. Professor Overmyer-Velázquez spoke on detention and deportation activism.

Fiona Vernal, Associate Professor, History, consults with the Connecticut Historical Society on oral history projects, most recently an exhibit documenting the impact of 9/11. She is currently engaged in a photo project on Caribbean migration. Professor Vernal discussed local public history projects with Caribbean communities in the greater Hartford area.

Chris Vials, Associate Professor, English and Director, American Studies Program, researches antifascism and the history of the U.S. left. He spoke about labor organizing in and out of the academy.

Manuela Wagner, Associate Professor, Literatures, Cultures & Languages and Director, German Language and Culture Program, has participated in community projects that foster the development of intercultural competence/citizenship in education. She discussed collaborations with K-12 teachers and graduate students.

Mark Kohan, Assistant Clinical Professor, Neag School of Education and English Language Arts was the founding director of the Center for Hope & Justice Education at the University of Cincinnati. That work included grassroots youth and community organizing to unite student and teacher voices with educators and cultural workers. Professor Kohan spoke about community collaborations for multicultural education.

Melanie Newport, Assistant Professor, History taught at the Community College of Philadelphia and Garden State Youth Correctional Facility in New Jersey. She has trained with the Inside-Out Prison Education exchange. Professor Newport spoke about her efforts regarding prison education.

WORKING GROUP: TAULA

During the 2016-17 academic year, TAULA brought **Dhan Zunino Singh** to UConn to speak on the political and technical history of mass transportation in Argentina.

Zunino, sociologist and historian, Universidad Nacional de Quilmes and visiting Fulbright-CONICET fellow at Northeastern University, gave a talk titled "*The tales of two mobility infrastructures: the street and the underground railway of Buenos Aires (1880s-1942s).*"

This event was co-sponsored by El Instituto and the Department of History.



TAULA (Taller Urbano Latinoamericano/Urban Americas Workshop) is a series of promising new work on urban pasts and futures for the Americas.

From Conflict to Peace: The Role of Art

UConn Today *February 17, 2017* - [Kenneth Best](#) - UConn Communications

Memorials commemorating a nation's past conflicts can help to build a more peaceful future when created to serve as symbolic reparations for victims of human rights violations, according to two UConn professors working to improve how such memorials can serve as a central framework in the transition from conflict to peace.

Robin Greeley and Michael Orwicz, art history professors in the School of Fine Arts, say that without great care in developing them, memorials to human rights violations can be ineffective in strengthening civil society and moving people toward a more peaceful and inclusive future.

The two art historians are researching how to design memorials with artistic and cultural considerations to promote justice and reconciliation of past human rights abuses in nations throughout Latin America. They are members of the Symbolic Reparations Research Project, a group of humanities and legal scholars specializing in human rights, art, and culture, who are developing guidelines on symbolic reparations for victims of human rights violations to be presented to the [Inter-American Court of Human Rights](#) (IACHR) in Costa Rica. A grant from the Intellectual Humility in Public Discourse Project of the [UConn Humanities Institute](#) is funding the research to develop these guidelines.



The Eye That Cries (El ojo que llora), Lima, Peru, is a labyrinth made of more than 30,000 stones inscribed with the names of victims of the war between the Peruvian government and a guerrilla group from 1980 to 2000. (Photoholic Press/LightRocket via Getty Images)

Orwicz says when international courts order reparations for human rights violations there can be monetary compensation, non-monetary or symbolic compensation, or a combination of both. Monetary awards can take the form of restitution of property or money that a person killed would have generated for their family. Non-monetary compensation can range from public apologies by the state, to publication of court sentences against perpetrators, to educational platforms aimed at promoting reconciliation and social justice. Frequently, he says, the IACHR also mandates a symbolic, public commemoration – such as a monument or museum – that serves as a memorial to victims of abuse. While well-intentioned, such monuments can prove to be problematic.

Orwicz says that monuments legislated by the court are often resented by those who suffered. “They often don’t work in terms of either recognizing the victims or imparting a sense of justice.”

An example of a memorial sculpture that did not provide a sense of justice or dignity to victims of paramilitary attacks in the Montes de Maria region of Colombia in 2000 is a statue of a man riding a donkey, with a plaque saying who gave the sculpture.

Greeley says the court ordered a monument and told the perpetrators of the massacres to pay for it, but didn’t articulate how that would work. What ended up happening was that the perpetrators had a lot of control over the monument itself. Immediately after it was unveiled, people started complaining, because they felt it did not encompass them. “The plaque said who gave the sculpture – the perpetrators – but not why. The judge herself recognized it was a failure and ordered another symbolic reparation.”

According to Greeley and Orwicz, the primary objective of a court awarding symbolic reparations is to address the needs of repairing the dignity of victims, preserving historical memory and helping to prevent future transgressions. The Symbolic Reparations Project is working to assist human rights lawyers and judges to understand how artists can work with communities that have suffered violence to create interactive experiences as part of symbolic reparations to reach these objectives.

“It’s aimed at really transforming society, such that the structural conditions that prompted the violence in the first place are eliminated so the violence doesn’t happen again,” Greeley says. “A failure to clarify those two terms – measures of satisfaction and guarantees of non-repetition – and especially how they relate to each other, resulted in cases where those two terms contradicted each other, or worked at cross purposes.”

While discussing with human rights lawyers in Colombia how art could be part of symbolic reparations, Greeley and Orwicz discovered the lawyers were thinking simply about paintings. The art history professors expanded the discussion to include music, film, and dance, as well as visual art, stressing the crucial importance of thinking about artworks not as fixed, inanimate objects, but as dynamic, inclusive processes aimed at promoting dialogue.

As an effective example of symbolic reparation, Greeley and Orwicz point to “The Eye That Cries,” a large abstract artwork produced in 2005 by the artist Lika Mutal. The work is a labyrinth made of more than 30,000 stones inscribed with the names of victims of the war between the Peruvian government and the guerrilla group, Sendero Luminoso, from 1980 to 2000. Visitors walk through the labyrinth, bending down to read the names of relatives or friends.

Such interaction is similar to what occurs at the Vietnam Veterans War Memorial in Washington, D.C., created by Maya Lin, where visitors walk along the long black wall seeking names of family and friends who died during the war, often touching the wall and tracing the names of loved ones.

Another successful memorial, Greeley and Orwicz note, is the “Anonymous Auras” in Bogotá, Colombia. The artist, Beatriz Gonzalez, utilized iconic graphic images to recall the war dead on a series of mausoleums in the city’s Central Cemetery. The images pay tribute to a 19th-century tradition of carrying people through the mountains, and create a sense of the immense toll exacted by Colombia’s conflict.



The images in Auras Anónimas, a memorial in Bogotá, Colombia, pay tribute to a 19th-century tradition of carrying people through the mountains. They are used to create a sense of the immense toll exacted by Colombia’s conflict. (Robin Greeley/UConn Photo)

Orwicz says such interactive art designs for symbolic reparations mandated by the courts are examples of the influence of Richard Serra, the American sculptor in the post-abstract expressionist period whose work drew attention to how a viewer can personally engage with contemporary art, much of which aims to engage viewers directly in the artworks.

“All of these works are anchored in more contemporary ideas of what art does,” Orwicz says. “They become performative artworks, engaging the spectator in generating the work’s meaning.”

Greeley and Orwicz will host a symposium to address efforts to create “museums of memory” in various nations across Latin America aimed at promoting national reconciliation after periods of violent conflict. The symposium will take place in Storrs later this year, in partnership with Harvard, Boston, and Brandeis Universities.

WORKING GROUP: EL FOCO

PLATICA: ANA M. MARTINEZ ALEMAN

On April 12, 2017 Professor **Ana Martínez Aleman**, Associate Dean for Faculty and Professor of Educational Leadership and Higher Education at Boston College spoke on “*The Impact of Race on College Teaching and Learning*” in UConn’s Student Union.

Professor Martínez Aleman’s scholarship focuses on the critical study of gender, race and ethnicity in higher education. Currently she is examining the use of Web 2.0 technologies to promote engagement among first generation college students, and is featured in *Technology and Engagement: Making Technology Work for First Generation College Students* (2017). Her work on racial discourse and social media among college students appears in *The Journal of College Student Development and Change: The Magazine of Higher Education*.



(l-r) Erica Fernandez, Blanca Rincon, Ana Martinez Aleman, Daisy Reyes, Milagros Castillo-Montoya

The Latin@s in Education Foco is a research community within El Instituto that aims to support junior tenure-track faculty through the tenure process by providing opportunities for mentorship, networking, professional development, and financial support for research endeavors.

PRE-DOCTORAL AWARD

Each fall, through the generosity of the Office of the Vice Provost for Research, El Instituto is able to provide funding to support pre-doctoral graduate students conducting research or creative projects related to Latina/o and/or Latin American Studies. A call for applications for this competitive award goes out in September. Following is a brief report by one of the 2016-17 recipients, Aimee Loiselle.

“I used the funds for two research efforts. I spent three days in March at the archives at El Centro de Estudios Puertorriqueños, Hunter College CUNY. I worked with Centro’s senior archivist, Pedro Juan Hernández, to find resources related to U.S. and Puerto Rican government policies regarding the development of needlework, textile, and garment industries on the island in the early twentieth century; and related to Puerto Rican women workers in mainland textile and garment industries during the 1930-1990s. I read papers from the Centro collection and viewed microfilm from the Bureau of Insular Affairs & Puerto Rican Reconstruction Administration (BIA & PRRA) reels. I also researched collections I had not previously viewed—the Employment Program of New York and the Migration Division. Those collections contained vital material on the recruitment and hiring of women from Puerto Rico to work in New York factories and plants. They included requests from dozens of companies from around Manhattan, the Bronx, and Brooklyn looking for Puerto Rican women to work as sewing machines operators and cutters, with peak files in the 1950s. That same decade the Broadway play *West Side Story* opened to critical and popular acclaim. The lead characters Maria and her brother’s girlfriend, Anita, were both idealized versions of Puerto Rican needleworkers in New York. They sewed all day in a bridal dress shop.

I also created a DropBox account with the Kheel Center for Labor-Management Documentation and Archives at Cornell University. They had dozens of files related to Puerto Rico and Puerto Rican workers in the collections for the International Ladies’ Garment Workers’ Union (ILGWU) and the Amalgamated Clothing and Textile Workers Union (ACTWU). I got documents and records for a 1918 American Federation of Labor letters regarding the needle trades on the island and the 1958 Public Hearing for Special Interest Committee for Sweaters and Knit Swimwear Industry in Puerto Rico. Most importantly, I found 1934-1937 letters from the ILGWU regarding a famous New York labor organizer, Rose Pessotta, sent to the island to work with a famous insular activist, Teresa Angleró. Those two women established the Union of Needleworkers for Puerto Rico. I also discovered 1939 ILGWU reports from the Wage and Hour Division Apparel Industry Committee on recommendations for the shirt, blouse, scarves, underwear, and neckwear factories in Puerto Rico.

I must give credit and appreciation to the amazing efforts of the Kheel Center to organize the ILGWU and ACTWU papers, design clear and detailed finding aides, and allow for digital searches of the finding aides. I used the terms “Puerto Rico” and “Puerto Rican” in digital searches and found dozens of files. The resulting DropBox option cut costs, travel time, and carbon emissions. I hope more archives develop such useful, cost effective and environmentally friendly archival tools for researchers.”

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 are matched by funds from UConn’s College of Liberal Arts and Sciences, Vice Provost of Research, and the Office of Global Affairs.

Funding awards are 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 Portu-

guese-speaking countries of the region. Eligible recipients may be graduates 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.

Application materials for calendar year 2018 funding, can be found at <http://elin.uconn.edu/tinker-grants/>

(Due November 1st, 2017)

MIGRANT FARM WORKERS CLINIC

Migrant farm workers are among the most economically disadvantaged and most medically vulnerable groups in the United States having little, if any, access to health care or medication. In addition to barriers to access that many citizens face, like unaffordable health insurance, language barriers, and lack of transportation, migrant workers also experience additional barriers such as fear of deportation, lost or garnished wages, and being dismissed or not invited back to work by an employer due to missed work or health issues. A coalition of local organizations, along with the UConn, has formed a network to overcome these barriers and attend to the health care needs of migrant and seasonal farm workers.

UConn and the Connecticut Area Health Education Centers (CT AHEC) Program strive to help migrant farm workers overcome these barriers by conducting medical and dental screenings on site at farm worker barracks free of charge. The UConn Migrant Farm Worker Clinics operate annually from June to October offering diagnostic and treatment options for a variety of conditions, both acute and chronic. For over a decade, the UConn Migrant Farm Worker Clinics have annually provided between 300 and 600 migrant farm workers with primary care screenings, oral health screenings, distribution of medications for mild and limited conditions, as well as preventive health education.

El Instituto, the UConn Honor's Program, and CT-AHEC and the Migrant Farm Workers Clinic provide a summer fellowship that allows students with an interest in migration studies and/or medicine to spend part of the summer working with a team of UConn medical professionals to provide services to migrant farmworkers. This competitive award is complemented by an internship that allows the fellow to train for the clinic in the spring. The following is a reflection submitted by the Summer 2016 fellowship recipient:

Migrant Farm Workers Clinic Reflection

Becoming a fellow for the UConn Migrant Farm Worker Clinic has been one of the most unique and eye-opening experiences I have had the opportunity to be a part of. The nature of this program has allowed me to be more aware of the ways in which local healthcare initiatives can have an impactful and direct effect on the community. It was incredible to see how many undergraduate and graduate students and healthcare providers volunteered their time to the hundreds of farm workers that we were able to see throughout the summer and fall. Through the various aspects of this fellowship, I was able to enhance my medical skills with the patients while simultaneously learning about the history and significance of migrant populations in Connecticut.

From the clinical perspective, this was an incredibly valuable setting to learn in due to the different aspects of the medical setting that I was able to take part in. I got to experience what it was like working alongside a team of assorted healthcare professionals and current students from UConn Health and other professional schools. Each person had their role in assessing the patients and making sure they left with the information or treatments that they needed. Because of this experience, I became much more comfortable with talking to patients and taking their vitals as well as teaching others how to do the same. Having never spoken Spanish in a medical setting, it was difficult to formulate the common terms that are used in a basic clinical setting at first. With time I was able to pick up key phrases in order to create a more comfortable environment for some of the Spanish-speaking patients and this inspired me to focus on improving my medical Spanish to help my future patients as well.

The workers who sought out help at the clinic were mainly of other countries such as Jamaica or Mexico, whose cultures are vastly different than that of the United States. The diversity of the patients at the clinics was one of the most memorable parts of the fellowship for me. My conversations with the patients helped me understand the importance of this clinic and comprehend why some farmworkers relied on them heavily while others did not. The people who came through the clinics were nothing other than grateful and kind-hearted. I loved interacting with so many different people, hearing their stories and connecting with them on a personal level. The hands-on patient experience with farm workers coming from different regions of the world opened my eyes to a group in need that I had not taken much notice of beforehand. I had known that there were large populations of migrant farmworkers in the United States and I was aware of the harsh conditions and working environments that they are typically subject to. However, it was because of this fellowship that I was directly exposed to the migrant workers that are working in our very own backyards.

Working with the Migrant Farm Workers clinic has given me an incomparable first-hand experience with vulnerable and disadvantaged groups in our area. Learning how this clinic came to be has shined a light on the positive impact that a group of people can have in their communities and sparked my desire to continue working to improve migrant health. More importantly, the exposure to this setting allowed me to further analyze the flaws in the current healthcare system and critically think of ways in which my community can take proactive measures. Working with this clinic has been both humbling and inspiring and I hope to continue working with the Migrant Farm Worker Clinic for many years to come.

Carolina Reyes '17, BS Allied Health Sciences

OUR GRADUATING MASTERS STUDENTS



Katheryn Maldonado (center-right) received her Master of Arts in Latino and Latin American Studies in May 2017. After a summer trip to Spain, she plans to work as a paralegal in New York while studying for her LSAT exam.



Katie Quinn (left) received her Master of Arts in Latino and Latin American Studies in May 2017. She has accepted a position as Development Stewardship Manager at Flying Kites, Inc. which runs a leadership academy in Kenya. She will be based in Boston.

ALUMNI HIGHLIGHTS

Pauline Batista (MA '16) has been accepted into the Neag School of Education's Learning, Leadership and Educational Policy program and will be returning to UConn in Fall 2017 to begin work on her Ph.D.

Jennifer A. Cook (MA '13, Ph.D. Anthropology '17) completed her Ph.D. in Anthropology this spring. The title of her dissertation was "Legal permanent migration, strategic il/legalization, and intergenerational social mobility in a transnational migrant network." Jenny has accepted a 2-year Postdoctoral Fellowship at the Tower Center for Political Studies at Southern Methodist University in Dallas, TX, focused on immigration policy and public policy impacting Latinos. She will be teaching for the Anthropology Department and working closely with a Dallas-based NGO, the Latino Center for Leadership Development, which is working to create a "pipeline of leaders" equipped to address the rapid growth of the Latino population in the US.

Yazmin Garcia-Trejo (Ph.D. '14) accepted a permanent position at the U.S. Census Center for Survey Measurement where she will work as a researcher on the area of language and cross cultural research. As part of her duties, she continues work on her post-doc project because the area is of interest to the Census and they want to learn more about her findings. As a Gratis Research Scholar with El Instituto she conducts research on race, politics and secularism.

Juehm Navarro-Rivera (Ph.D. '15) in collaboration with Luciano González has launched a new podcast: The Benito Juárez Experience at <http://tbje.podbean.com/>. This series of podcasts honors Benito Juárez, 19th century Mexican statesman of indigenous origin who was a strong defender of the secular state and a major liberal thinker of his era. In each episode Luciano and Juehm select a topic and explore it from a secular and Latinx perspective.

Matthew Perse (MA '15) was named head middle school track coach at Fort Worth Country Day School this past year. He will be entering his third year of teaching in Texas in August 2017.

Matthew Perse (MA '15) and Charlie Fuentes (MA '15) along with Anne Gebelein and Mark Overmyer-Velázquez published the article "Connecticut" in *Oxford Bibliographies* in Latino Studies. The article is an annotated compilation of a wide range of published studies, arranged thematically, that examine the history and experience of Latinxs in Connecticut. It is available at www.oxfordbibliographies.com and via the UConn library.

JUNE 2017

Caribbean Philosophical Association CPA 2017 Summer School—UConn, June 14-20
For information, go to: <http://www.caribbeanphilosophicalassociation.org/cpa-summer-school.html>

FALL 2017—EVENTS

Sept. 7, 5:00pm – 7:00pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: Alternative Hour for a Hospitable Community of Border-Crossing Academics. Informal graduate and faculty gathering to share research

Sept. 26, 12:30-2:00pm

Dodd 162

Human Rights Institute Luncheon Colloquium Series: **Mimi Sheller**, Director, Center for Mobilities Research and Policy Professor of Sociology, Drexel University. Faculty/Graduate Workshop.

Sept. 26, 3:30pm

Babbidge Library, Class of 1947 Room

Robert G. Mead lecture: **Mimi Sheller**, Director, Center for Mobilities Research and Policy Professor of Sociology, Drexel University.

October 5-6

TBD

Two-day conference on business and human rights: *“Protecting Rights at the End of the Line: Stakeholder Engagement in Light Manufacturing.”* (See box below for additional information)

October 5, 5:00pm – 7:00pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: Alternative Hour for a Hospitable Community of Border-Crossing Academics. Informal graduate and faculty gathering to share research

November 2, 5:00pm – 7:00pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: Alternative Hour for a Hospitable Community of Border-Crossing Academics. Informal graduate and faculty gathering to share research and experiences across disciplines.

November 4

University of New Hampshire

NECLAS Annual Meeting: *“A Sustainable Future for Latin America?”*. Information available at <http://neclas.org/>

December 7, 5:00pm – 7:00pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: Alternative Hour for a Hospitable Community of Border-Crossing Academics. Informal graduate and faculty gathering to share research and experiences across disciplines.

NEW PROGRAM INITIATIVE—Political Science/Human Rights

El Instituto faculty affiliate Prof. Shareen Hertel (Political Science/Human Rights) is part of a new program initiative on Business and Human Rights launched late in 2016, as a joint effort of the Thomas J. Dodd Center; the UConn School of Business; and the UConn Human Rights Institute (see: <http://businessandhumanrights.uconn.edu/>). This fall, the initiative will host a two-day conference on “Protecting Rights at the End of the Line: Stakeholder Engagement in Light Manufacturing” (October 5-6, 2017) to be hosted on the UConn Storrs campus. The conference will help fill an important gap in existing policy work, business practice and academic research – all of which have tended to focus more heavily on stakeholder engagement in the extractive industries, rather than light industry. Speakers will include a range of scholars, policy-makers, and business leaders from across the USA and countries throughout Europe, Asia and Latin America (including Mexico and Brazil). Together, participants will analyze existing tools and strategies for stakeholder engagement along with actual examples of empowered community engagement in areas where global production takes place. Moderated panels and roundtable discussions will be interspersed with hands-on exposure to multi-media and archival data, along with plenty of time for interpersonal interaction over meals. Registration information will be forthcoming at the above website; we hope you can join us!

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

CONTACT US

www.elin.uconn.edu
[860-486-5508](tel:860-486-5508)

J. Ray Ryan Building, 2nd floor
2006 Hillside Road, U-1161
Storrs CT 06269-1161
Email: elinstituto@uconn.edu



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

UConn
UNIVERSITY OF CONNECTICUT