


Fall 2017

La Voz Fall 2017

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

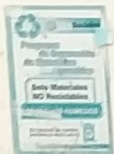
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Fall 2017

LA VOZ

UConn
UNIVERSITY OF CONNECTICUT



El Instituto
Institute of Latin American and Latin American Studies

FROM THE DIRECTOR

Fall 2017

Estimadxs colegas,

Latina/o, Puerto Rican, Caribbean and Latin American Studies have long, winding and intersecting histories at the University of Connecticut. El Instituto's founding on July 1, 2012 was but the latest chapter in our past and present collective efforts to develop and advance vibrant spaces of academic inquiry and to build a dynamic intellectual community. We all have lent our time and energy to the day-to-day administration, classroom instruction, student advising, research production, event programming, and community collaborations that have made El Instituto a prominent institute at UConn, nationally and internationally. I am deeply grateful for your academic labors, guidance, support, and friendship and look forward to working together on our next and future chapters. We all are immensely fortunate that Dr. Samuel Martínez has agreed to serve as Interim Director. Sam is a tremendous colleague, world renowned scholar, and educational leader. Please join me in welcoming Sam and, finally, thanking Anne Gebelein and Anne Theriault for their brilliance, tenacity and commitment in making El Instituto una comunidad hospitalaria de académicos alambristas for all.

Ha sido un tremendo honor y privilegio de compartir esta jornada con todos ustedes.

Con mucho cariño y en solidaridad,

Mark Overmyer-Velázquez

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LIBRARY NOTES

By Marisol Ramos

Every other year I try to attend the International Book Fair in Guadalajara, Mexico (best known as the FIL—Feria Internacional de Libros). In Nov.-Dec. 2016 I attended the fair in search of unique materials for our collection. My main emphasis was locating artists' books from Cuba and Mexico and research monographs and literature from Central America, South America, and Mexico.

I was able to obtain about 16 new artists' books from Ediciones Vía, Matanzas, Cuba and 7 artists' books from the Pensare Cartoneras, an independent publisher of Chiapas, Mexico and one book from Taller Leñateros, a Mayan artists' book press.



Lucha Libre display at Artes de Mexico booth FIL

social movements, public policy, women studies, indigenous studies and more. To view a list of books acquired during my visit, please contact me at marisol.ramos@uconn.edu

What else did I do at the FIL? I talked shop with fellow librarians to compare notes and point out the best vendors. I explored the fair and view displays (the Lucha Libre display at Arte de Mexico and the massive copy of the Iron Throne from Game of Thrones in the HBO display were the stars of the fair); listened to book presentations, and spotted literary luminaries (I spotted Vargas Llosa and Arturo Pérez-Reverte but didn't get a picture).

I also explored Guadalajara and nearby towns which were full of wonderful stores and eateries and which had a very lively street life at night. I was fortunate to be invited for dinner at an amazing restaurant that specializes in pre-Hispanic cuisine where I tasted chapulines (crickets) and corn worms. For the actual dinner, I ordered a Chile en Nogada dish. The day before returning to Hartford, I took a bus with a colleague to Tlaquepaque, a town just 25 minutes from Guadalajara which is famous for its variety of shops (local candies, textiles, and ceramics).

I look forward to once again visit Guadalajara for the next fair to bring more amazing books to our library for all to enjoy!



Selection of Books from Mexico



GoT's Iron Throne at HBO

Front Cover: University of Buenos Aires, Facultad de Ciencias Sociales, Argentina. Photo contributed by Ashley Ortiz Chico.

MARK OVERMYER-VELÁZQUEZ

El Instituto bids farewell and congratulations to its founding Director Mark Overmyer-Velázquez as he takes on the position of Director of UConn-Hartford. During the five years that Mark ran El Instituto (July 2012 to August 2017) he created a vibrant interdisciplinary space in which students, faculty and community members learned from each other.

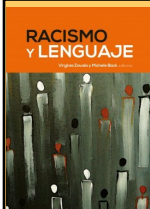
Mark received his Ph.D. in Latin American History from Yale University and joined UConn as an Associate Professor of History in 2004. From 2008-12 he served as Director of the Center of Latin American and Caribbean Studies. His years as Director were highly productive: he was the recipient of numerous fellowships including Fulbright Visiting Scholar to Chile, Howard Foundation Fellowship to Brown University, and the Peggy Rockefeller Visiting Scholar in Latin American Studies, Harvard. He authored *Beyond la Frontera* (Oxford 2011) which examines critical themes in the transnational history of migration between Mexico and the US and edited the two volume series, *Latino America: State by State*, which addresses the historical significance of the growing Latin(o) American population through the US. His most recent book, *Global Latin(o) Americanos: Transoceanic Diasporas and Regional Migrations* (Oxford University Press, History of the Americas Series, 2017) draws on epistemological and methodological elements of his earlier works to examine Latin American and Caribbean migration to new destinations.

Under Mark's direction, El Instituto added new jointly appointed positions representing a range of departments and schools, and it enhanced programs for students, including the M.A. in Latina/o, Caribbean, and Latin American Studies; an integrated BA/major and minors in Latina/o and Latin American Studies, and study abroad programs in four Latin American countries. In concert with affiliate Melina Pappademos, El Instituto created the Caribbean Studies Initiative to spur research on this region. El Instituto also spearheaded the integration of librarian and curator work on the Latino, Caribbean, and Latin American Studies Collections and Archives, which provides a valuable resource for researchers. In December of 2015, Mark secured a second three-year grant from the Tinker Foundation's field research program to provide graduate students with travel funds to Latin America and the Caribbean. He brought the regional seat of the New England Council of Latin American Studies (NECLAS) to UConn for three years, and hosted the New England Consortium of Latina/o Studies (NECLS) as well. He also guided or supported a number of conferences on campus, the most recent being the spring 2016 interdisciplinary conference on Migration, *Contested Citizenship*.

As director of the UConn-Hartford campus, Mark hopes to continue to partner with his UConn colleagues in Latino and Latin American Studies to develop courses that involve Hartford's diverse immigrant community. We look forward to many future collaborations!



BOOKS



RACISMO Y LENGUAJE - Virginia Zavala y Michele Back, editoras (2017) Estudio de los procesos de racialización y construcción discursiva de nuevas identidades racializadas en el Perú contemporáneo. The book is available at the following link: <http://www.fondoeditorial.pucp.edu.pe/linguistica/525-racismo-y-lenguaje.html#.WXIz4oQrJhF>

The Latinization of U.S. Schools by Jason Irizarry: Using the voices of Latinx youth participants of a multiyear action research project, Irizarry examines how they make meaning of U.S. school policies, practices and inequitable opportunity structures, and offers empirically based recommendations for working with Latinx students in each chapter. This book was recently chosen as one of the "15 Must Reads in Urban Education" by the Center for Urban Education at the University of Pittsburgh.



2017-18 FUNDING OPPORTUNITIES

FUNDING: TINKER FOUNDATION FIELD RESEARCH

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 Portuguese-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



FUNDING: PRE-DOCTORAL RESEARCH

El Instituto – 2017-18 Pre-doctoral Awards

El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies at the University of Connecticut announces the availability of 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.

AWARD PERIOD: October 15, 2017 – June 30, 2018

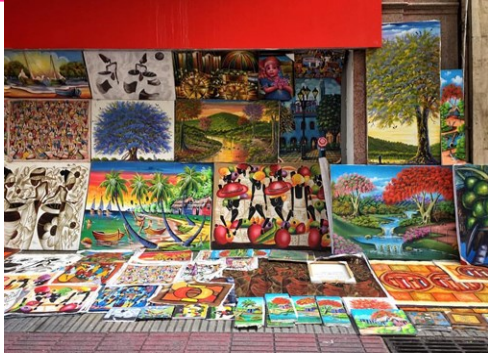
ELIGIBILITY: Applications can be submitted by any **full-time pre-doctoral candidate** enrolled in a graduate program at UConn. Applications are particularly sought from students engaging in the broad interdisciplinary fields of Latina/o and/or Latin American Studies. **Students enrolled in a terminal masters program are not eligible.**

Funds may be used for any purpose that furthers students' academic progress including, but not limited to, direct research, publication costs, travel to archival or ethnographic research sites; supplies, services, and equipment; conference attendance or educational travel.

APPLICATION PROCESS: Applicants should submit a one page proposal summarizing the nature of research, or how funds will enhance progress in area of study, along with a detailed proposed budget and a brief letter of support from applicant's academic advisor. Please include full name, PeopleSoft ID number and NET ID, advisor's name, and area of study. Email completed applications to anne.theriault@uconn.edu

AWARD RECIPIENTS: Students who receive awards agree to name El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies as a supporter. Students further agree to submit a one-page report summarizing how funds were expended and what research results were achieved.

APPLICATION DEADLINE: October 2, 2017



Tinker Field Research

2017



Vialcary Crisóstomo spent a month in the **Dominican Republic** conducting archival research for her dissertation titled “Post-Trujillista Female Narratives: An Analysis of Notions of Race, Gender, Sexuality and Nationhood in Selected Narrative Works by Hilma Contreras, Rita Indiana Hernández, Aurora Arias, and Josefina Báez.”

Natalie Hernandez traveled to **Cuba** in August where she conducted research on the subject of the traces of Soviet Union in the province of Camagüey. This project aims to elucidate the perspective of first generation Cuban-Americans in the 21st century.

Josue Lopez traveled to **Guatemala** and the **Dominican Republic** where he began to conceptualize what will be an ongoing partnership with these two regions and their people as he conducts research around students who immigrate to the United States and how borders affect their identify formation.

Gabriel Martinez Vera traveled to Bogotá, **Colombia** in July where he met with renowned linguists working on Latin American languages and listened to their state-of-the-art research projects. While there he also had the opportunity to present a research topic dealing with the expression of change of state/location in morphologically derived Spanish verbs and received feedback from people working on related topics.

Cynthia Melendez traveled to **Peru** in June to continue her research on LGBTQ identity, activism, and testimonio in Peru. While there she attended cultural performances, talked with and gathered information from activists and those involved in the larger political interventions being made throughout the country.

Valerie Milici spent the summer in **Panama** seeking to understand how precipitation influences the diseases that infect seedlings, and how this influences the structure of the tree community in Panama. She was able to 1) explore the forests of Panama, 2) estimate how seedling disease patterns, and density of disease, changes as precipitation increases, and 3) isolate plant pathogens from infected tissue to use in future research.

Andrea Miranda spent the summer in **Panama** where she gathered archival materials regarding the changing dynamics of the educational system in the Panama Canal Zone, a territory controlled by the U.S. within Panama from 1904 to 1999.

Ashley Ortiz Chico traveled to **Argentina** for two weeks to research the discourse being generated from university sectors against austerity politics. She visited several different University of Buenos Aires campuses, met with student activists, attended public rallies, and reviewed newsletters, magazines, and recordings of interviews and speeches.



Lauren Perez Bonilla traveled to the **Dominican Republic** to collect, describe, and analyze data through interviews and semi-structured questionnaires that touch upon variable such as social stigma and mental health issues that have originated through sex workers' experiences in their field.

Katherine Perez Quinones spent three weeks in **Mexico City** conducting exploratory research related to the first stage of her master's project under the overarching theme of quotidian politics. As an interdisciplinary scholar, she hopes to better integrate considerations of space into democratic and political issues through the space in which they occur.



Stepping, Strolling and Community: Latino Fraternities, Sororities Grow in Popularity

This article was originally published on NBC Latino

By Marissa Armas

<https://www.nbcnews.com/news/latino/stepping-strolling-community-latino-sororities-fraternities-grow-popularity-n794696>

DENVER, Colorado — For most people, the best memories of college go beyond classes; it's the friendships and sense of community that students remember the most. For a growing number of Latino students, culturally-based fraternities and sororities provides them with just that.

For Beverly Gallegos, a sister of [Pi Lambda Chi Latina Sorority, Inc.](#) and alumna of the University of Denver, joining a Latina sorority gave her a "home away from home" as a first-generation student.

"For me it was that support network and that group of people that could help me through college," said Gallegos, who was a first-generation college student when she attended the campus. Navigating college initially was tough, she said, since her parents had not attended college and were limited in the guidance they could provide. Her sorority sisters gave her insights, support and confidence throughout her years at the university.



According to [Daisy Verduzco Reyes](#), Ph.D, an assistant professor of sociology at the University of Connecticut, a growing number of Latino students are joining multicultural Greek organizations because they serve as a tool to integrate students to the campus community-at-large. Many of these students have grown up in all-Latino communities.

"Actually about a third of Latino students in K through 12 are going to all minority schools," said Verduzco Reyes.

Gallegos became a sister of Pi Lambda Chi six years ago. Her sorority is a Latina-based organization that was founded in Colorado in 1994 by nine women who felt that their needs could not be met by already established organizations on campus. Although the organization is labeled as a Latina organization, members of the group said it is open to women of all backgrounds.

The organization currently has six chapters at colleges and universities across Colorado. They have recently expanded, creating chapters at the University of Texas at Austin and a Professional Chapter in Pennsylvania.

Manny Navedo attended Rutgers University in New Brunswick, New Jersey and became the co-captain of the stroll team for his Latino fraternity, [Sigma Lambda Beta International Fraternity](#). His frat, said Navedo, "was everything I wanted going into college." Navedo said he was drawn to the fraternity's community service initiatives and the deep support system.

While there are dozens of multicultural organizations throughout the country, there are no official enrollment numbers because many of the groups are private.

But Latino Greek members say they are growing in popularity, and they stress that multicultural and/or Latino based organizations are fairly different from traditionally white and [Panhellenic](#) groups.

"They [Panhellenic] recruit by numbers, they choose their members, they have to pay extensive amounts of money to live in houses, they have dues," said America Ramirez, a sister of Pi Lambda Chi. In multicultural organizations, "we really [founded] ourselves—it's quality over quantity."

Ramirez, who is an alumna of the University of Colorado, said that many multicultural organizations focus on creating a strong sisterhood and brotherhood, being a support network for minorities on college campuses, giving back to their communities, all while preserving their culture and history.

One of the most popular and visual activities these organizations are known for is stepping and strolling, which typically includes several Greek members dancing or performing in unison. In their routines they showcase their organization's colors, Greek letters, and Latino heritage to showcase what makes them unique as an organization.

According to the U.S. Census, in 2015, 37 percent of Latinos ages 18 to 24 were enrolled in a two or four-year institution. Although these numbers have increased over the last decade, Latino students can still feel singled out on their college campuses. At the University of Denver, for example, [fewer than 10 percent of the students are Latino](#).

Verduzco Reyes said that because of this many students look to sororities, professional clubs, and political groups to find a place to have fellowship with people like them.

"In my research I find that Latino organizations are really doing the work that their institutions are failing to do," Verduzco Reyes said. "Some colleges have great retention, so Latino organizations might have less to do, however some organizations might have to fill in that void."

For many Hispanic students, their fraternities and sororities give them a deeper understanding into their culture and identity. Every time they are seen in their letters, they are representing a community, a network, a sisterhood, a brotherhood. Ultimately, these organizations unify students of color in a place where they might feel like they don't belong.

"You're a group of hermanas and I know that I'm putting my letters of PLC and I'm representing my organization," said Pi Lambda Chi sister Diana Oregon. "So It's more than just going to a party, it's giving back to where we came from, where our roots are."

NBCNews.com associate producer Marissa Armas is a member of Pi Lambda Chi Latina Sorority, Inc. Osej Serratos contributed to this story and is a member of Sigma Lambda Beta International Fraternity.

DACA: Official Announcement to the UConn Community from President Herbst

"Today (9/5/17) it was announced that President Trump would sign an executive order effectively ending the Deferred Action for Childhood Arrivals (DACA) program in six months and immediately begin rejecting new DACA requests.

DACA (Deferred Action for Childhood Arrivals) is a program for undocumented individuals who were brought to the United States when they were children or young teens, and have since graduated from high school. It allows those who enroll in the program to work in the U.S., attend colleges and universities, and/or serve in the U.S. military without fear of deportation.

Here is a public statement released by Connecticut Governor Dannel P. Malloy:

"President Trump's wrong-minded decision to turn back the clock on DACA is completely nonsensical. From elementary and secondary education, to post-secondary education, to supports for vibrant, safe communities – we have invested so much into undocumented children who have grown up in America. Denying these youths with access to work opportunities and affordable higher education goes against the very core of who we are. The fact is, pushing these young, gifted individuals into the shadows not only diminishes their chance for a bright future, but it darkens ours, too. We know that our state stands to benefit from welcoming Dreamers, and their talents, to our communities and our workplaces. The rollback of DACA would be a disastrous mistake for not only Dreamers, but our entire nation. I urge Congress to act swiftly to reverse this misguided action and enact protections for the over 10,000 youth in Connecticut, and hundreds of thousands more across the country, who are now at risk through no fault of their own."

Here is a public statement I have released:

"The young people who are the beneficiaries of the DACA program were brought to the U.S. when they were children or young teenagers. Today, students in the DACA program who are enrolled at UConn have proven themselves to be talented, hard-working and ambitious, which is how they gained admission and why they are succeeding academically. Like all of our graduates, after earning their degrees they can continue to lead positive, productive lives, contributing to our economy and our communities. Above all, these bright young people are striving to succeed. That sense of hope and opportunity represents the great promise of the U.S. and our higher education system. Today's action would have us turn our backs on them. That is cruel, unjustified and ultimately self-defeating."

The university has grave concerns regarding the impact this action will have on affected students. In addition to raising the specter of deportation, impacted students may not be able to complete employment components of their degree programs, continue graduate assistantships, or earn an income to cover tuition and living expenses.

UConn staff are reviewing the order to determine the exact scope and timing of its impact. We are hopeful that Congress will use the six months noted in the executive order to pass legislation granting a permanent pathway for those affected to continue to live, work, and be educated in the U.S. without fear of deportation.

Please know that UConn will do all we are able to do in an effort to accommodate affected students in order to help them complete their studies or explore alternate requirements or courses of study as appropriate. Impacted undergraduate UConn students should reach out to the Dean of Students office or the office of the Chief Diversity Officer. Impacted graduate students should reach out to the Dean's office in the Graduate School."

Sincerely, Susan Herbst

Man vs Storm: Assessing Audience Responses and Perceived Self-efficacy Using CERC in the Aftermath of Hurricane Sandy

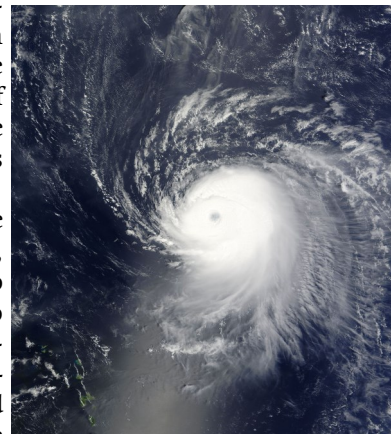
Pre-doctoral funding was provided to Ayanna Eastman, Ph.D. student in Risk Communication, to conduct research on the second phase of her project related to disasters such as Hurricanes Katrina and Sandy. Following is her report on the results of this research.

Participants for the second phase of the project included persons from the northeast who experienced Hurricane Sandy. Demographic factors such as race, ethnicity, and socioeconomic status have continued to hinder the response of minorities to natural disasters. Numerous studies have measured the impact of natural disasters on stakeholders from minority and economically disadvantaged groups in the aftermath of these disasters; and suggest that recommended preventative actions for such events were not implemented in many instances, oftentimes due to circumstances beyond the control of impacted groups. Studies conducted among Hurricane Katrina refugees have highlighted the importance of describing crisis conditions and the need for specific information by various demographic groups.

Adults who resided in the northeast coast were recruited for this study from the funds received from El Instituto. More specifically participants who resided in New York, New Jersey, Connecticut, Delaware, Maryland, Washington, D.C. areas were invited to participate in an online survey and minority participants were specifically encouraged to participate in the survey research. Questions were structured to reflect and facilitate participants' recall of crisis messages received prior to Hurricane Sandy and their resultant behaviors. Respondents were recruited using a non-random sample from Mechanical Turk, and paid for their participation in the study. A total of 1,300 persons initially participated in the study. Of this number, only 773 completed the entire survey. This number was further reduced to reflect adult participants from the northeastern United States only; this was done by screening the respondents based on their zip codes. The final sample included 348 participants: 227 Whites; 39 Black or African Americans; 38 Asians; 28 Hispanic; 12 Indian or Alaskan Natives; 3 Native Hawaiian or Pacific Islander. Male and female participants were evenly distributed with 169 males and 177 females; ages ranged from 19 to 70 years, with the majority of participants in their late 20s to early 30s. Study results revealed among other things that:

- Whites tended to pay more attention to pre-crisis messages, had higher perceptions of self-efficacy than minorities and were more inclined to perceive as credible pre-crisis messages from first responders and the media;
- Minorities perceived themselves as being more in control, perceived themselves as being more at risk and recalled receiving more pre-crisis messages than whites;
- The varying responses across these demographic subsets point to the specific needs of each group particularly during times of crises;
- Females tended to be more concerned and believed pre-crisis messages from first responders more often than males;
- Males, conversely, often perceived themselves as being in control, believed resources were more accessible, and recalled receiving more information than women.

Future studies should focus on creating messages that specifically target minority populations and hopefully minimize the negative impacts of natural disasters including financial losses and loss of life. Going forward, social scientists, behaviorists, CDC, state officials, can utilize the information from this study to enhance pre-crisis message strategies and thus mitigate against the losses that followed disasters such as Hurricane Katrina and Hurricane Sandy.



BEYOND MONOLINGUALISM: A CONFERENCE FOR EDUCATORS AND PARENT LEADERS

Saturday, October 14, 2017, 9:30am-3:00pm

Central Connecticut State University, Constitution Room, New Britain CT

A recent series of articles in *The Connecticut Mirror* highlights the need to educate the public and policy makers about the importance of bilingual education. The goals of this one-day conference, of which El Instituto is a co-sponsor, is to 1) educate parents and policy makers about approaches to bilingual education and 2) inspire grass roots advocacy among English learners and parents.

Admission is free. Pre-registration is required at www.CTMirrorEvent.org

For additional information contact Aram Ayalon at ayalonA@ccsu.edu

ALUMNI SPOTLIGHT: Maria Del Mar Olmedo-Malagon

Since graduating from UConn's Master of Public Opinion and Survey Research in 2001, Maria has been living in Washington, DC where she has been working at the non-profit, private and (mostly) Federal government sectors. Maria started her government career at the U.S. Census Bureau reaching the position of Team Leader for Stakeholders Relations and Audience Manager for the Hispanic and Puerto Rico audiences during the 2010 Census Communications Campaign. After that, Maria moved to FEMA's Office of External Affairs where she was Branch Chief of External Affairs Coordination and the Acting Executive Officer during the aftermath of Hurricane Sandy. Maria also served as the Director for Food Safety Education at USDA's Food Safety and Inspection Service (FSIS) where she managed an advertising, partnerships, events, social media and public relations campaign winning the USDA's Cultural Transformation Award, the National Association of Government Communicator Blue Pencil Award, and the Web Health Award.

Maria returned to the U.S. Census Bureau on 2015 to oversee program management and communications at the American Community Survey Office, the office that manages the largest survey in the United States and one of the largest surveys of the world. On January this year she was assigned the role of Program Manager of the 2020 Census Integrated Partnerships and Communications Program, overseeing the largest communications effort of the Federal government. In this role, Maria oversees an operation with a value of almost \$1 billion that encompasses paid advertising, research, public relations and events, social media, development of digital platforms and national and local partnerships.

While in DC, Maria has finished her Project Management certification at George Washington University and, most recently, became a senior fellow of the Partnership for Public Service's Excellence in Government Program. Maria has been married to husband Christian, an economist, for almost 10 years, is the proud mother of 5 year old Sara (who just started Kindergarten with a teacher who is a fellow Husky!) and is expecting a baby boy this winter.



La Comunidad Intelectual House

The co-directors and undergraduate researchers of LCI have had success examining the development of this historic "casa." Following is one research presentation, among others, that has generated from LCI. Of significance is that LCI has a role in cultivating new waves of diverse student leaders who will lead in their professions and communities in the future.

Research Presented at Virginia Tech University, CIDER Conference, Spring 2017

Cultural Adaptation Processes: *La Comunidad Intelectual* Adjusts with New Students

Diana I. Ríos, Graciela Quiñones-Rodriguez, Lilia Falcon, Luis A. Loza & Melina Fernandez, Cristina Figueroa, Jenna Karvelis, Gabriela Rodriguez

Cultural adaptation theory explains that an environment is challenging for ethnic newcomer individuals and groups. La Comunidad Intelectual (LCI) is a residential learning community envisioned by an interdisciplinary faculty member from social sciences and further developed, through teamwork, with staff from education fields. It debuted in 2014 as a small "house" among many other undergraduate "houses" such as Eco, Human Rights, Business, Engineering, etc. LCI functions as one support mechanism, among other nets. Pedagogical planning for LCI's emerging intellectuals includes First Year Experience/Learning Community program tools such as the college essay, résumé writing, library digital resources, how to speak with professors, and stress management. An original emphasis was on Latino and Latin American Studies along with information about minoring and majoring in interdisciplinary studies. These courses are nested in social sciences and humanities. As a result of current enrollment profiles, LCI leadership must themselves adapt mindset, strategy and pedagogy to also address needs of incoming STEM students who are adapting to a dynamic university environment.

LCI invites faculty, graduate students and undergraduates to attend "Snack and Chats" among a supportive living-learning community of emerging intellectuals on any or all of the following:

Thursday, Sept. 7, 6:00 to 8:00pm. Eddy Hall

Weds, Oct.4, 5:30-7:30pm. Eddy Hall

Monday, Dec.4, 5:00-8:00pm. Eddy Hall

Weds, Sept. 13, 5:30 to 7:30pm. Eddy Hall

Monday, Nov.6, 6:00-8:00pm. Eddy Hall

RSVP to luis.a.loza@uconn.edu and diana.rios234@gmail.com to gain admittance to the building.

OUR MASTERS STUDENTS

Megan Fountain is a first-year graduate student pursuing a Master of Arts in Latino and Latin American Studies. She received her B.A. in Literature from Yale University and has worked extensively with Guatemalan and Mexican migrants in Connecticut. She is particularly interested in investigating how oppressed communities engage with processes of transitional justice, memory, and reparations in Central and North America.

Cynthia Meléndez is a second-year graduate student pursuing a Master of Arts in Latino and Latin American Studies. She received her B.A. in Hispanic Literature from Pontifical Catholic University of Peru and her Master in Fine Arts Studies from UConn. Her research focuses on LGBTIQ activism and identity in Peru. She is interested in how activists use arts and media to construct queer identity and to facilitate social movement agendas throughout the country.

Stephanie Mercado-Irizarry, a second-year MA student, received her B.A. in Political Science from the University of Puerto Rico, Río Piedras in 2014. Her current research includes the study of precarious work and the displacement of communities through neoliberal policies, how it leads to the expulsion of the population, and new forms of colonialism in Puerto Rico. Stephanie analyzes the crisis of the last decade through an interdisciplinary lens, analyzing how this social and political crisis is narrated and discussed through literature.

Andrea Miranda is a second-year MA student who received her bachelor's degree in History from the Universidad de Cartagena, Colombia. In 2012 and 2013 she won The Young Research Scholarship granted by the Colombian National Science System (COLCIENCIAS). In 2015 she received her postgraduate studies in Higher Education and in 2016 she received her Masters degree in Cultural Heritage at the Universidad de Panamá. Her research interests include race, politics, Caribbean studies and the history of education.

Shanelle Morris is a second-year graduate student pursuing a Master of Arts in Latino and Latin American Studies. She is also pursuing the Human Rights and Nonprofit Management graduate certificate. She received her B.A. in International Studies from Trinity College in 2016. Her research interests include colonialism, imperialism, race, culture and the African Diaspora in Latin America and the Caribbean.

Ashley Ortiz-Chico is a second-year graduate student who received her bachelor's in Political Science with a specialty in International Relations and Political Theory and a minor in Latin American and Puerto Rican Literature from la Universidad de Puerto Rico, Recinto de Río Piedras. Research interests include Latin American and Caribbean Politics and economic development. Currently she is studying the relationship between Puerto Rico and the US and the PROMESA bill.

Felix Padilla-Carbonell is a first-year graduate student pursuing a Master of Arts in Latino and Latin American Studies. He received a B.A. in Political Science and a Juris Doctor in Law from UPR-Rio Piedras. His long-term goal is to enter the national conversation on the welfare of Latina/os, in an advisory role.

Lauren Pérez-Bonilla is a second-year graduate student who obtained her bachelor's degree at the University of Puerto Rico, Río Piedras in Interdisciplinary Social Sciences with a minor in International Relations. Her area of study includes both quantitative and qualitative research methods and techniques, which comes with a fair handling of computer programs such as SPSS and GIS (including Model Builder). Currently, she is interested in the sex work industry in the Dominican Republic, body politics, masculinities in the Caribbean and its correlation with mental health issues.

Katherine Pérez Quiñones is a second-year graduate student who received her B.A. at the University of Puerto Rico-Río Piedras. While majoring in Political Science, she also received a certificate in Women and Gender Studies. Her research considers higher education, inequalities and dissent from the frameworks and theories of democracy. Her other interests such as memory studies and the uses and abuses of history, always manage to infiltrate her scholarly activity.

Cindy Portillo is a second-year graduate student who received her B.A. at the University of Richmond. Cindy's research interests include unaccompanied child migration from Central America to the United States and violence and poverty in the Northern Triangle region. Currently, she is focused on the effect of educational policies and school environment on Latino English language learners.

Ilan Unger is a second-year graduate student pursuing a Master of Arts in Latino and Latin American Studies. He received his B.S. in Business Management and B.A. in Spanish/Portuguese from UNC-Asheville. His research interest is on the 2001 economic crises of Argentina and its effects on trade (imports and exports). It focuses on the agribusiness sector before and after the devaluation and hyperinflation of the Argentine national currency(ARS). He is currently working with Dr. Fiona Vernal on the history of Jamaican Immigration to the Hartford area.

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. 15, 12:00pm – 1:30pm

PRLACC, Student Union, 4th floor

Talk: *The Current Economic Situation in Latin America* with Professor Jorge Agüero and Ashley Ortiz.

Sept. 19, 7:30-9:00pm

Jorgensen Center for the Performing Arts

Illuminating the Path—PRLACC Speaker Series: Featuring journalist **John Quiñones**, creator of ‘What Would You Do?’

Sept. 22, 4:30-6:00pm

Wood Hall Basement Lounge

“*Nobody Knows in America, Puerto Rico’s in American: Colonial Medicine, Militant Nationalism, and the U.S. Empire.*” History Department Foreign Policy Seminar with **Daniel Immerwahr**, Northwestern University.

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

Dodd Center Room 162

Human Rights Institute Luncheon Colloquium Series: **Mimi Sheller**, Faculty/Graduate Workshop: “*Im/Mobile Disaster*”

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. “*Caribbean Futures: Surviving the Anthropocene.*”

October 5-6

Dodd Center and Student Union

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 or contact nana.amost@uconn.edu)

October 11, 11:30am – 1:30pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: Special Guest: **Jason Chang**, who will discuss his book *Chino: Anti-Chinese Racism in Mexico, 1880-1940*.

October 14, 9:30am – 3:30pm

Central CT State Univ., Constitution Room, New Britain CT

Beyond Monolingualism: A Conference for Educators and Parent Leaders. For more information contact: AvalonA@ccsu.edu

October 17, 5:30pm

Jorgensen Gallery

Cuban Analogs, Photography by **Juan Carlos Alom**, Opening Reception

October 26, 5:30pm

Jorgensen Gallery

Gallery Talk: Cuban Analogs by **Juan Carlos Alom**

November 1, 4:30pm

Dodd Center, Konover Auditorium

Talk: Sir Hilary Beckles, Vice Chancellor, University of West Indies, and Chair, Caribbean Reparations Commission.

November 4

University of New Hampshire

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

November 8, 11:30pm – 1:30pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: Special Guest: **Michele Back** who will discuss her book *RACISMO Y LENGUAJE*.

December 6, 11:30pm – 1:30pm

El Instituto, Ryan Bldg., 2nd floor

HACHA: **Tinker Roundtable.**

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) 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, policymakers, 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 is required. Please visit <http://businessandhumanrights.uconn.edu>

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