

BRINGING BRAZIL TO BOWDOIN



Bowdoin College welcomed Jay Sosa in Fall 2016 as Assistant Professor of Gender, Sexuality and Women's Studies. His dissertation "São Paulo Has Never Been Pinker" examines the aesthetics of LGBT activism and the political public sphere in Brazil's largest city. He comes to Bowdoin with a PhD in Anthropology (Chicago, 2016), MA in Social Sciences (Chicago 2010), and a BA in History of Art, Latin American and Caribbean Studies, and Cultural Anthropology (Michigan 2003).



Protest at 2011 São Paulo Freedom March

You received your PhD from The University of Chicago. Can you tell us a little more about your dissertation

I worked with LGBT activists in São Paulo, Brazil's largest city. I conducted fieldwork between 2011 and 2013, years of rapid political change in Brazil. The activists with whom I worked were very focused on passing a federal anti-discrimination bill (PLC 122). I called my dissertation "an ethnography of a political demand," because I was interested in the ways in which demand oriented the claims of protesters, bureaucrats, lawyers and journalists as these different groups set out to define what PLC 122 would accomplish.

What are you are working on

Currently, I am working on a book called *Participatory Desires*. The book is based on my dissertation research but shifts the focus away from the singular demand for anti-discrimination legislation to explore some of the experimental democratic cultures that I observed in queer protests.

I am also collecting materials for a new project, what I hope will be a study of the cultural representations of Dilma Rousseff, Brazil's first female president who was impeached in 2016. My pet name for the project is "Mother-Warrior, Diva, Terrorist." The project would look at how Rousseff's biography as a freedom fighter against the dictatorship was reinterpreted during her presidency by both Brazil's left and right wings.

Tell us a little about your life before graduate school. You went to the

I was born in Chicago and went to elementary and high school in the suburbs. I attended Michigan because they gave me a full scholarship, which proved a good decision. I began college in 1999 just as the economy was slowing down, and by 2003, I was entering what was then called the worst job market in 40 years (and it's only gotten worse). I have always been grateful that I got through college (and grad school) debt free.

After college, I spent a year on a Fulbright in Bolivia, working at the National Museum of Art in La Paz, the national capital. When I returned to the U.S., I moved to Philly, where I worked at the University of Pennsylvania on an HIV prevention study. When I returned to Chicago for grad school and lived between Chicago and São Paulo. This is my first time living in New England. It is a big change living in such a small place. At first I was afraid of the lack of anonymity—I freaked out when the server at the coffee shop remembered my face and my order after two weeks! But I am getting used to the more relaxed pace.

Should Latin American Studies matter to

Of course Latin American Studies should matter! The history (not to mention the future!) of the U.S. is deeply entwined with the rest of hemisphere. Brazil is the fourth largest economy in the world, and Mexico is one of the U.S.'s top trading partners. U.S. pop culture, aesthetics, music, food all borrow from Latin America, whether people recognize it or not. Scholars like Eduardo Bonilla-Silva even argue that racial and ethnic categories in the U.S. are coming to resemble how Latin Americans interpret racial difference. I would go further and say that the U.S. political system is incorporating both inclusionary and exclusionary populisms that have been the hallmark of Latin American politics. And as for the need to speak Spanish in a globalizing world, I mean, c'mon!



Jay Sosa

is past year **JENNY BACA** taught “Environmental Politics of Latin America” and “Global Inequality, Social (In)justice, and the Environment,” which introduced students at Bowdoin to Political Ecology, a sub field within Human Geography. During a brief trip to Chile in January, she presented her research at the Museo de la Memoria y los Derechos Humanos in Santiago. Jenny will soon participate in a conference in Sweden focused on the historical experience of worker-led forestry, a subject at the heart of her dissertation research. She is currently co-editing a special journal issue of *Antipode*, entitled “The Political Forest: Decentering the State,” and will start a Science & Technology Policy fellowship in DC in September.

GREG BECKETT was on leave during 2016–17. This year he published articles on humanitarian intervention in Haiti: “A Dog’s Life: Sustaining Humanitarianism in Port-au-Prince, Haiti,” in *American Anthropologist*; on the Haitian intellectual Anténor Firmin, “The Abolition of All Privilege: Race, Equality, and Freedom in the Work of Anténor Firmin,” in *Critique of Anthropology*; and on Caribbean political theories of freedom, “The Politics of Disjuncture: Freedom from a Caribbean Point of View,” forthcoming in *Small Axe*. In addition, he co-organized the symposium, “Rendering Dominicans of Haitian Descent Stateless,” that was held at Bowdoin last fall. Greg is currently completing a book manuscript on the experience of crisis in Port-au-Prince, Haiti. He will be teaching “Contemporary Haiti” next fall.

MARGARET BOYLE won the Vern Williamsen *Comedia* Book Prize for *Unruly Women: Performance, Penitence, and Punishment in Early Modern Spain* (Toronto: University of Toronto Press, 2014). The prize was awarded by the Association for Hispanic Classical Theater, which promotes Spain’s classical drama in production. Margaret and Bowdoin Digital and Computational Studies professor Crystal Hall published “Teaching Don Quixote in the Digital Age” in *Hispania* (99:4). She also has an article forthcoming in *Comedia Performance* about a theatrical adaptation of the life of Sofonisba Anguissola and her time at the 16th-century Spanish court. This past fall Margaret spoke on the relationship between early scientific practices and motherhood at the Grupo de Estudios de la Mujer en España y las Américas conference (GEMELA) in Puerto Rico. In March, she was an invited speaker for a symposium on the 400th-anniversary of *El burlador de Sevilla* at the University of New Hampshire-Durham.

NADIA CELIS completed four articles and book chapters, “Las niñas del Caribe y la ‘conciencia corporal’: Apuntes para una descolonización encarnada,” forthcoming in *Forum for Inter-*

In addition to his book manuscript tentatively titled, *Formal Attachments: Composing Kinship in Colonial Spanish America*, he is currently working on several articles that explore connections between contemporary U.S. Latina/o and colonial Latin American texts. At the conclusion of his Postdoctoral Fellowship, Matthew will join the Department of Modern Languages and Linguistics at Florida State University as an Assistant Professor.

MARCOS LÓPEZ spent the 2016–17 on sabbatical leave. With funding from the Wilson Foundation, he spent part of the year conducting ethnographic research in Mexico's San Quintín Valley. He recently completed a book chapter, "In Hidden View: How Water Became a Catalyst for Farmworker Resistance in Baja California, Mexico," that appears in Catherine Ashcraft and Tamar Mayer's edited volume, *The Politics of Fresh Water: Access, Conflict, Identity* (London: Routledge, 2017). He is currently completing several journal articles and his book manuscript, tentatively titled, *El Agua Caliente: Agriculture, Water and the Under Currents of Indigenous Farmworker Resistance in Mexico*, which examines how migrant indigenous farmworkers use cultural practices to organize in a desert landscape where water is used to nourish thirsty plants bearing fruit for US consumers, but not for the workers who harvest them.

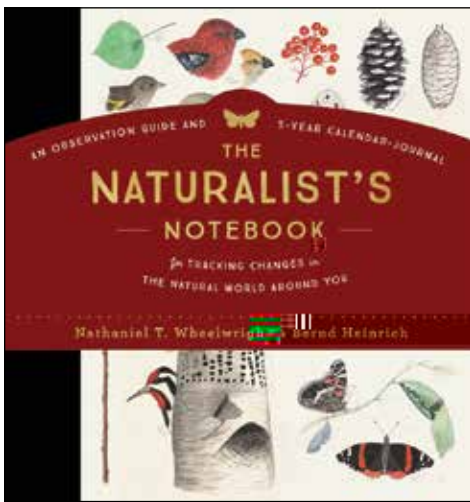
STEPHEN MEARDON was Fulbright U.S. Studies Chair at the Universidad de las Américas, Puebla, Mexico, in Fall 2016. Beginning in Spring 2017, while on leave from Bowdoin, he is Director of the Center for the Study of Western Hemispheric Trade at Texas A&M International University (TAMIU) in Laredo, Texas. In March he gave an address at TAMIU imagining the prospects for "A World Without NAFTA," explaining the stakes for the U.S., hemispheric, and world economies.

KRISTA VAN VLEET enjoyed teaching an upper-level seminar, "Global Sexualities/Local Desires," this fall. During her research leave in the spring 2017 she went to Bolivia to conduct life history interviews for a new project, "On the Boundaries between Life and Death." Recent publications include: "The Intimacies of Power: Rethinking Violence and Animality in the Andes," in

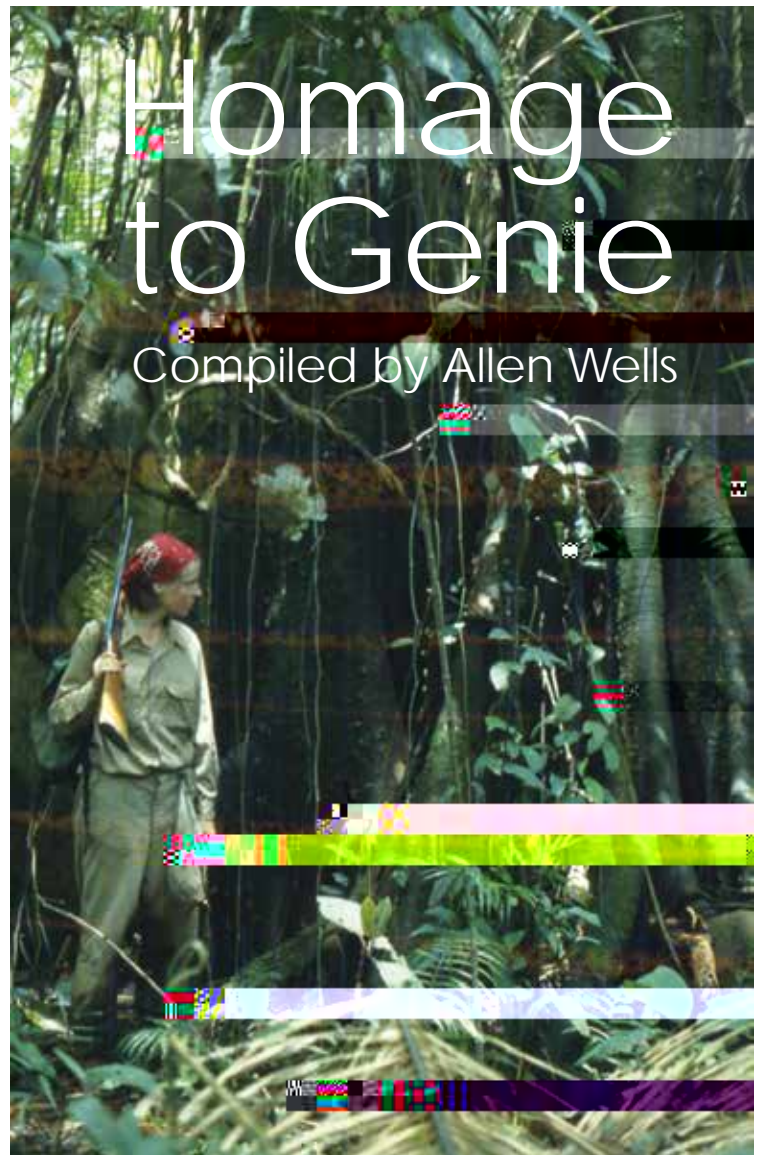
Faculty News Continued...

ALLEN WELLS co-organized a symposium in the fall, "Rendering Dominicans of Haitian Descent Stateless," and in the spring, he brought a traveling exhibit of Chilean art to campus, "Memorias: Geography of a Decade, Chile, 1973–1983." His op-ed, "America Has Not Always Been as Welcoming to Refugees as We Think," was published in *The Conversation* <http://theconversation.com/america-has-not-always-been-as-welcoming-to-refugees-as-we-think-73630>, and then reprinted in *Newsweek* and *Salon*. In addition, he gave invited lectures at Pomona College, University of California, Irvine and Miami University (Ohio).

NAT WHEELWRIGHT'S new book, *The Naturalist's Notebook* (Storey Publishing) will appear in Sept. 2017. Co-author, Bernd Heinrich, is an award-winning natural history writer.



While on sabbatical this year CAROLYN WOLFENZON has been working on her second book project, tentatively titled: *Nuevos fantasmas recorren México*. She has written a paper about the work of Valeria Luiselli that she presented at the May 2016 Latin American Studies Association meeting: "Nuevos fantasmas recorren México: *Los ingravidos* de Valeria Luiselli." She was invited to the symposium, "Transitando: ciudad, abandono y violencias" at the Institute on Violence and Complexity at the University of Puerto Rico, Río Piedras in March, where she presented a paper, "Violencia y ciudad en *El huésped, El cuerpo en que nací y Después del invierno* de Guadalupe Nettel." She was invited to present her book *Muerte de Utopía: historia, antihistoria e insularidad* at Rutgers University for the Faculty Colloquium last November. In addition, last December Carolyn presented her book virtually (via teleconference) at the University of Peking (Beijing). She published "El plano urbano y la política: el Río Fugitivo de Edmundo Paz Soldán y la dictadura boliviana en *El delirio de Turing, Sueños digitales y Río Fugitivo*." *Con uencia* 32.1 (Fall 2016): 86-100.



For the better part of the last two decades, Senior Lecturer in Spanish Genie Wheelwright has been an effervescent presence in the classroom and our program, sharing her passion for Latin America and the Spanish language with hundreds of Bowdoin students. She has just completed her final semester in the classroom, as Genie and her husband Nat make plans for a well-deserved retirement.

Genie has taught students at Bowdoin on and off since 1987, although she became a permanent fixture in the Romance Languages and Literatures department in 2003. Before that she was a superb high school teacher "across the green bridge" in Topsham. At Mt. Ararat High School, Genie pioneered a new language pedagogy, TPRS (Total Physical Response Storytelling) in her Spanish classes. She was recognized in 2001 as the Maine Foreign Language Teacher of the Year.

Genie and Nat's first experience in Latin America in 1975 was an exciting one. As Nat relates, "Right after graduating from Yale, Genie and I were hired by the Yale Peabody Museum to collect

bird blood samples for one of the first avian taxonomy studies to use molecular techniques.” During *La Violencia*, a civil war that lasted twenty-five years and cost the lives of 250,000 Colombians, “we spent eight months traveling to the most remote parts of Colombia and Ecuador.” At times, this required proactive measures; note picture of Genie, shotgun in hand in (a)3(s)5(t)6(ni)-4.emopcu “wturudies nsudies ae

Thanks to a LAS Research Award, Naomi Jabouin '18 has spent the summer of 2016 in Martinique to conduct research on Caribbean art. Her mentor Prof. Vété-Congolo interviewed her to learn more about her research in Martinique and her upcoming independent study.

The arts have been an interest of mine since ninth grade. I remember the first time I decided to draw for fun was on a hot summer day and I was extremely bored. I decided to look up a portrait on the Internet and see if I could draw it. The rest of the summer I carried a sketch book around with me and I have ever since. My love for drawing sparked my interest in Art History that has only grown during my time at Bowdoin. I am double majoring in Art History and Francophone Studies.

Your independent study combines three interests of yours—art, Caribbean culture and the French language. Tell us a bit more about your topic.

It focuses on the artwork of three influential Martinican artists, Valérie John, Victor Anicet, and René Louise. Their artwork investigates

the impact that colonization, enslavement and the current political status of the country has on the construction of Martinican identity.

The island is a *Collectivité territoriale* of France, which means that it is a part of France. I explore each artist's interpretation and response to the island's history. For example, John is inspired in part by Africa and uses "le pagne d'Afrique," a traditional African cloth. Anicet creates work inspired by the history and legacy of Amerindians, who were the first inhabitants of the island. Louise analyzes and visually interprets different Caribbean religions. Taken together, their art emphasizes the importance

I was shocked to have never heard of the Martinican writer Aimé Césaire, one of the founding members of the movement, who left an unforgettable mark on Martinican culture and literature. As a first-generation Haitian-American, I realized how little I knew about my historical and cultural roots. I decided to create an academic project that would allow me to learn more about Caribbean history, its people and its culture. I wanted to combine my interest in the arts and the Négritude movement in Martinique. My research led me to the three artists who inspired me the most—John, Anicet and Louise.

Why was it important to

I needed to go to Martinique to complement what I had read: to be where the artists produced their work; to observe them at work, and to have my own first-hand experience. Since there are very few sources on these artists in the United States, I needed to find material for my project, including articles, books, newspaper clippings, anything on Martinique artists, artistic groups, and even general art histories of Martinique. The interviews with the artists became my principal resource for the

study. Walking through

Student News

Learning through Engagement in Latin American and Latino Communities

As a complement to their work in LAS courses, students expand on their knowledge through immersion experiences such as Alternative Spring Break trips or the Global Citizens Grant offered through the McKean Center for the Common Good. In some instances, these experiences living and working in Latino and Latin American communities

Community-engaged Course

Janice Jaes advanced seminar “Translating Cultures,” exposes students to the study of translation and interpreting theory and practice, and the challenges of producing work that is both culturally and linguistically appropriate for its intended audience. Her students translated key documents used by Family Crisis Services into Spanish. The translation process included meeting with staff from the Portland office of Family Crisis Services, including MONICA BOUYEA '14, the FCS Portland Site Advocate, to discuss the organization's needs in regard to providing services to Latino clients with limited English. In addition, prior to undertaking their translation, the students participated in a workshop in Maine District Court in Portland focused on interpreting for Latino and other immigrants in protection from abuse cases.

Alternative Spring Break

In March 2017, 12 students participated in Bowdoin's twelfth Alternative Spring Break trip to Guatemala City, Guatemala to work alongside staff at Camino Seguro (Safe Passage), founded by Hanley Denning '92, which serves families who live and work around the city's notorious garbage dump. Trip Leaders CHRISSEY RUJIRAORCHAI '17 and RYAN HERMAN '17 prepared participants with an 8-week seminar that considered the history of the garbage dump, the political history that has led to the conditions observed there today, and pedagogical preparation to help participants work effectively with Safe Passage's students.

Global Citizens Fellows

EVAN BAUGHMAN '17 worked as Maine Community Fellow at the Immigrant Legal Advocacy Project (ILAP) in Portland. In this role, he managed ILAP's Temporary Protected Status renewal cases for clients from Honduras and El Salvador. CHRISSEY RUJIRAORCHAI '17 worked at Safe Passage in Yarmouth last summer. Chrissy worked to develop and expand a sustainable action plan for visitors, support teams, and ambassadors that support Safe Passage's mission of empowering

the poorest, at-risk children in the community of the Guatemala City garbage dump. Lastly, JONAH WATT '18 worked at Maine Migrant Health Program (MMHP) in Augusta and Downeast Maine, where he staffed mobile health clinics for hundreds of migrant and seasonal workers and their families, the majority of whom come from Latin American countries.

Fulbrights

Four students have been awarded teaching Fulbright Fellowships and are on their way to the region in the year ahead: JULIET EYRAUD '16, an Education and Computer Science double major, will teach in Peru, ANA GARCÍA-MORENO '17 (Biology and Romance Languages and Literatures) and AMANDA SPILLER '17 (Sociology) will both be in Mexico, and ROGER TEJADA '14 (Government and Legal Studies) will spend next year in Brazil.

Prizes and Research Awards:

Latin American Studies Research Awards: Latin American Studies major JONAH WATT '18 and Biology major GENEVIEVE DE KERVOR '18 have been awarded fellowships to conduct research in Chile this summer. Both are studying abroad and will stay on during the summer to gather data and materials for their independent work upon their return next fall.

John Turner Prize: Named after Professor Emeritus John H. Turner, this prize is awarded to a graduating Latin American Studies major who, in the judgment of the Program's Faculty, has demonstrated outstanding academic achievement. This year the award goes to ELIZA GRAUMLICH '17 (Hispanic Studies and Latin American Studies), an exceptional student who has excelled in her coursework, while earning the respect of the faculty and her peers.

**e LAS Public
Engagement Award**
recognizes juniors
or seniors who have
contributed to the
understanding of Latin
America, the Caribbean,
or the Latin American
or Caribbean diasporas
through exemplary public engagement, meaningful community
service, and/or efforts in public education. This year's co-recipients,
AMANDA SPI

On How to Work with the Unpredictable:

IAN YAFFE AND MANO EN MANO

By Nadia Celis



When Ian Yaffe graduated in 2009, he did not have a plan. *“I was going to join the Coast Guard, and I eventually did, but it was not clear what would be next. I never thought that I would be back in Maine,”* Ian recalled. *“I chose Latin American Studies as a major for myself, never expecting I would find the alignment of my interests in Latin America with a job in this area.”* Then Ian saw an article in the *New York Times* about Mano en Mano, an NGO dedicated to serving immigrant and farmworker communities in Downeast Maine. *“I never heard about this organization while at Bowdoin, but it looked so interesting that I decided to apply for a job.”*

It is how Ian Yaffe became the Executive Director of Mano en Mano / Hand in Hand. Seven years later, Ian leads a team of 10 permanent staff members across the state of Maine with 10 part-time tutors, which expands to 40 employees during the summer, when Mano en Mano runs a school for children of migrant workers. Under Ian’s leadership, the organization has embarked on ambitious projects to improve the quality of life for the people it serves, providing housing and educational opportunities, and fostering the engagement of migrant populations with their new communities in culturally relevant ways. The NGO’s budget was \$60,000 when Ian arrived in 2010; now Mano en Mano’s yearly budget tops a million dollars.

Mano en Mano stands out for its comprehensive approach towards meeting the needs of farmers and immigrants. Their team offers information and advocacy to facilitate access to social services.

...serving families in the Milbridge area, to a regional program in Washington County, to now serving all Migrant Education Program students across Maine.”

The Migrant Education Program in Maine is a federally supported program aimed at educating farmworkers’ kids across school districts, regardless of their immigration status. It serves families that have been here long before the US was a country alongside migrant workers from Mexico and Canada, employed mostly for the wild blueberry and broccoli harvests.

“During the summer, Mano en Mano runs the most diverse public school in the state of Maine, with 95% students of color, and less than 5% percent white, non-Latino. The largest group is actually Native Americans, from the Passamaquoddy of Maine and the Mi’kmaq from Canada, who come every year for the blueberry season. In addition, there are migrant children traveling along the “Eastern Stream” from Florida and Texas to Maine, as well as families moving within Maine to the blueberry barrens of Washington County. We partner with the Maine Migrant Health Program to provide medical, dental, and vision services. The Maine Farm & Sea Cooperative helps us with a food service program, which includes hot breakfast, hot lunch, and a snack at the end of the day, ensuring kids are ready to learn. Everything is cooked fresh and about twenty-five percent of our foods are local. We have a principal, teachers, teaching assistants, a community engagement team, bus drivers, and everyone you need in a regular school, serving students 3 to 13 years-old.”

The curriculum was developed in collaboration with professors from the University of Maine at Machias, as well as Bowdoin students who have assisted as interns and volunteers through a variety of partnerships. With the support of the College’s McKeen



Ian with Blueberry Harvest School students fishing near Acadia National Park. Photo courtesy of Ian Yanez.

Center, one of the pre-orientation trips also takes Bowdoin first years to Mano en Mano every year.

“Ours is a ‘Hands-On/Project-Based Learning’ approach, which includes math, reading and science taught while the kids have an experience that feels a little like going to camp, although with the

benefits of an actual school. Our teachers speak their language, look like them, and the curricula include history relevant to their families and cultures. Our biggest goal is to teach a love for learning—that kids get excited to go back to school wherever they go. The coolest thing that I heard about it was a student saying that none of their friends from away would believe that school was so fun.”

“We are convinced that if they feel that school is a place where they can have fun and succeed, they’ll be better at other places. It is tough for migrant children to be always in communities where they are outsiders. This is one of the only schools they will attend where they feel that they are not a minority. During the summer in Maine everyone is like them, and their

collective experience is our entire purpose and mission.”

Currently, Ian travels to other states as a consultant for migrant education programs, helping other programs learn innovative, collaborative, and community-centered approaches to serving migrant families.

“My job is to step back and let people do their thing. We try to use a model of self-determination, having the community decide what they need. We think of ourselves as facilitators, and try to act like a resource to the people so they can build their own path. We are not looking for easy solutions because other people would have done it. It is never a good idea to tell us that we cannot do something. Sometimes staff like this way to work, sometimes they don’t. Ours is not a good place to be if you like a predictable path. But the communities we work with don’t have predictable lives, and we have to change with their needs. We never expect that we are going to be good enough. There is always a better way to do our job to meet the needs of the community.”

One of Mano en Mano key goals is to support the integration of immigrant farmworkers into local communities. In Milbridge, a town about 1400 people, Latinos are more than ten percent of the population, and comprise over one-third of the elementary school population. Having been there for an average of fifteen years, some of the farmworkers have raised their kids in Maine and

University of Florida Research
Foundation Professor of Political Science
LESLIE ANDERSON '79 has
been awarded a National Endowment
for the Humanities fellowship to support
her research of democratic enclaves in
Nicaragua and the “politics of resistance.”
Her research focuses on the development
of democracy—how and why it develops
and why it fails or breaks down, and

includes the study of electoral politics, both left and right social
movements, and democratic values.

RUSSELL C

MICHAEL LETTIERI '05 is working at the Trans-Border Institute at the University of San Diego, researching violence and human rights in Mexico and advocating for a humane, rational approach to US-Mexico relations. He also occasionally teaches courses on contemporary Latin America, and frequently crosses the border to visit Tijuana and beyond.

SARAH LIPINOGA GALLO

'03 is Assistant Professor of Bilingual and Immigrant Education in the Department of Teaching and Learning at Ohio State University. She is currently conducting a year-long ethnographic study in Mexican public schools to better understand repatriated children's transitions from U.S. to Mexican schools.

is research is supported by Fulbright

and the National Academy of Education and Spencer Foundations. Sarah's kids are enjoying life in their school in Puebla as well (see picture from the *pastorela* play, in which she had the joy of starring as a shepherd). Sarah's book about Mexican immigrant fathers and schooling in the United States, "*Mi Padre: Mexican Immigrant Fathers and their Children's Education*" has just been published (New York: Teachers College Press, 2017).

BERNARDO O

EMILY WEINBERGER '15 lives in Brooklyn and works as

Rendering Dominicans of Haitian Descent Stateless: A Symposium

November 4, 2016, coordinated by Greg Beckett and Allen Wells

Approximately 200,000 people who have lived and worked in the Dominican Republic—some for generations—have had their legal status called into question by recent changes to the country's constitution. Tensions peaked in 2013 when a constitutional court sanctioned the changes and moved to strip the citizenship of children born to Haitian immigrants in the Dominican Republic as far back as 1929.

Such unprecedented actions, which some legal experts contend defies international human rights law, are directed at a vulnerable minority who serve as a marginalized underclass on the eastern side of Hispaniola. This policy has the potential to render tens of thousands of Dominicans of Haitian descent permanently stateless and expose them to deportation proceedings.

'Rendering Haitians of Dominican Descent Stateless' considered the implications of the current crisis for people of Haitian descent living in the Dominican Republic, relations between the two countries, and what this policy will mean going forward for the Dominican economy. In addition, the symposium addressed how exclusionary this immigration policy is in comparison to other nations in the Western Hemisphere.

The symposium's keynote address, the Kenneth V. Santagata Memorial Lecture was delivered by Pulitzer Prize winning author, Junot Díaz, on Thursday, on November 3, 7:00 pm.

Gustavo and Priscilla Gac-Artigas— Gallery Talk and Opening of Traveling Art Exhibition: "Memorias: Geography of a Decade, Chile, 1973–1983"

Coordinated by Jenny Baca and Allen Wells

Memorias was on display in Lamarche Gallery, Smith Union from April 24–May 31, 2017.

Chile's September 11th (1973) and its tragic aftermath was a watershed for Latin America. Much more than an artifact of the Cold War, the coup and the repression that ensued raise significant questions about the costs of foreign interference in the democratic process, the consequences of political polarization; and the trauma that results when a people experience oppression and forced exile.

Memorias comprised prints by renowned Chilean painters; posters, retracing a decade of cultural solidarity events in Europe; photos of the 1973 coup from the prestigious Gamma press agency; and a photo-reportage of an exiled group: the



Coordinated by Allen Wells, 3/1/2017. Alex Reed '10 illuminated the key civil rights issues addressed by the Special Litigation