LALSI FACULTY

Héctor Lindo-Fuentes
Professor of History & Director (LC)

Barbara Mundy
Associate Professor of Art History
Associate Director (RH)

Hugo Benavides
Assistant Professor of Anthropology

Susan Berger
Associate Professor of Political Science

Arnaldo Cruz-Malavé
Associate Professor of Spanish

Clive O. Daniel
Assistant Professor of Economics

Luz Lenis
Assistant Dean for Sophomores

John Macisio
Professor of Sociology

Claude J. Mangum
Associate Professor of African & African American Studies

Gioconda Marín
Professor of Spanish

Ronald Méndez-Clark
Associate Professor of Spanish

Elizabeth Penry
Assistant Professor of History

Orlando Rodríguez
Professor of Sociology

Clara Rodríguez
Professor of Sociology

Christopher Schmidt-Nowara
Assistant Professor of History

Cynthia Vich
Associate Professor of Spanish

Figure in our logo is that of Huitzilopochtli, main god of the Aztecs, fol. 89R Codex Magilabochiano, mid 16th C. Central Mexico.

LALS majors and Dr. Luz Lenis during the reception for Professor Margaret Crahan of Hunter College and Edna Acosta-Belén of SUNY Albany. From left: Louis Almendro, Braulio Carrero, Dr. Luz Lenis, Christina Dominguez, Rosie Ramsey, Artyom Maasov, and Jorge Valles

DIRECTOR’S CORNER

With this issue of the Boletín, we clink our glasses and offer a toast to the new and the old. First is a welcome to Fordham’s incoming president, Rev. Joseph McShane, S.J. who returns to Fordham as President after serving as dean of the College at Rose Hill and then President of the University of Scranton. As dean, Father McShane was a great friend to LALS, no doubt because of its faculty and vibrant students, but self-interest may have also played a role. A confessed chocoholic, Father McShane well knows that chocolate was the ambrosia of the Aztecs, and that the best cocoa plants are still rooted in Central America. He may seek good relations to ensure that the cocoa pipelines keep flowing! We also bid a fond farewell to President Joseph O’Hare, S.J. who retires after nearly two decades as president of Fordham University. Given Father O’Hare’s prodigious energy, we suspect that his “retirement” will mean even more activities on the international front and, of course, in New York City. We hope he continues to be a part of campus life.

Guess who turned 75 during the year? The Coney Island Cyclone, the Oscar, and—drum roll, please—Fordham’s own club, Academia Hispana. Academia keeps itself young with salsa lessons, featured speakers, and the famous Noche Latina, which they sponsor with S.O.L. and Grito de Lares. Academia marked their anniversary with a celebration on April 26th. Inside, Fordham’s hippest dean Luz Lenis interviews Braulio Carrero. Academia’s current president, about the club’s past and future. So our second salute is to Academia—que cumpla cien más!

There’s more coverage inside on Professor Arnaldo Cruz-Malavé’s upcoming trip to Cuba and the LALS’s certificate program, as well as the campus visit of Professors Margaret Crahan of Hunter College and Edna Acosta-Belén of SUNY Albany in April as part of an ongoing program review. We also bring news from our faculty, majors and graduates, and a report on the growing number of Fordham students going abroad.

With this issue, our terms as Director and Associate Director draw to a close, and we offer our third and final toast to Christopher Schmidt-Nowara who steps in as the new Director of LALS as of July. Professor Schmidt-Nowara has been a vital member of LALS since his arrival to Fordham’s History department in 1998, and is well known to students for his popular courses on the Caribbean, Atlantic Slavery, and Spain and the New World. We look forward to seeing LALS’s continued growth in his capable hands.

Héctor Lindo-Fuentes and Barbara Mundy
Facility News

Dr. Hugo Benavides (Sociology and Anthropology) has received a Woodrow Wilson Foundation Fellowship for Junior Faculty from Underrepresented Groups, which he will use to carry out fieldwork in Mexico on national cinema this coming academic year. He has also been invited to the Brazilian Archaeology Congress in São Paulo in September, as well as to a continental conference on American migration in Santo Domingo, D.R., organized by the Social Science Research Council and FLACSO-Santo Domingo, June 2003. His most recent publication is titled, "Seeing Xica and the Unveiling of Colonial Desire," Social Text (Fall 2003).

Dr. Claudio Burgaleta, S.J. (Theology) has left Fordham's Theology department and writes us from his new position in Long Island: "Since last June, I have been directing a mobile pastoral formation and spirituality institute for Latinos in the New York area that the Jesuits started about five years ago. It is called EPNE, Estudios Pastorales para la Nueva Evangelización (www.nysj.org/epne). We offer theology classes, Ignatian retreats, and spirituality programming for leaders of Latino parish communities. My associate, Ms. Sindy Collazo (from Ponce, Puerto Rico) and I travel to places where the Church is not meeting the hunger for theological and pastoral formation and spirituality of growing Hispanic communities. Our work has taken us to Nassau and Suffolk Counties on Long Island, Union City, NJ, Peekskill, NY, Brooklyn, Queens, and Allentown, PA. And while I have moved out of Spellman Hall on the Fordham campus, and I am now living at the Jesuit parish on Long Island, I make it to the Bronx quite regularly to teach at the Bronx Catholic Charismatic Center on East 166th St. I also help out saying Masses on Sundays, with Fr. Blaszczak, at the Spanish community of St. Frances de Chantal in Throgs Neck. This August I hope to make it to Santiago de Cuba to do some of the same work I have been doing during the year with the Jesuits on my native island. ¡Que Dios y la Virgen los bendiga a todos!"

Dr. Arnaldo Cruz-Malavé (Modern Languages) taught a graduate course on Caribbean postmodern fiction at University of Pennsylvania this Spring. This summer he will conduct a course on Contemporary Cultural History of Cuba in Havana, as part of LALS1's graduate summer offerings. Next year he will be on a sabbatical leave on a university fellowship researching Caribbean postmodern fiction and globalization.

Dr. Héctor Lindo-Fuentes (History). The translation to Spanish of his monograph Weak Foundations appeared as La economía de El Salvador en el siglo XIX (San Salvador: Dirección de Publicaciones, 2003). He also published the article "Escribiendo Historia en El Salvador" in the German government’s development publication Desarrollo y Cooperación VI (November-December 2003) and a book, Latina by Lowell Gudmundson et al. in The Americas 59:3 (January 2003). Other activities: February, Faculty Day talk to the Arts and Sciences Faculty at Fordham. Member of the organizing committees of the "VI Congreso Iberoamericano de historia de la educación," international conference that will take place in Mexico in May, and of the "Encuentro de historia de El Salvador," San Salvador, July. Discussant at a panel of the "First Graduate Student Conference on Twentieth-Century Latin America," Columbia University, March 1. Two appearances (January 4 and April 19) in "De Frente con Esteban Creste," Telefomin. Keynote address at the international seminar "Perspectivas de la enseñanza de la historia en el nuevo milenio," Managua, Nicaragua, May 7.

Dr. Gioconda Marín (Modern Languages). She published Eduardo L. Holmberg: Cuarenta y tres años de obras manuscritas e inéditas (1872-1913): Sociedad y cultura de la Argentina moderna (Frankfurt-Madrid: Vervuert—Iberoamericana, 2002). On March 20 she was awarded the Bene Merenti Medal for 20 years of service to Fordham. Congratulations, Gioconda!

Dr. Barbara Mundy (Art History) was at the American Historical Society meeting in Chicago in January and the Latin American Studies Conference in Dallas in March to present her work on the Vistas project, a website/CD-ROM on colonial Latin American visual culture, which is scheduled for completion next year. With Mary Miller (Yale), she organized a panel, "Pre-Columbian and Colonial Arts: Revivals and Reuses of the Past" at the College Art Association conference in New York in February. She will be traveling with a group from Fordham to Mexico in June to meet with faculty members at Iberoamericana, a Jesuit university in Puebla. This spring she taught a seminar on Aztec art, and is looking forward to spending more time with Frida Kahlo in the fall when she teaches Hispanic Women Artists.

Dr. Clara E. Rodriguez (Sociology) received this year’s Fordham University Award for Distinguished Teaching in the Social Sciences. The announcement was received with warm applause by all her colleagues. She also presented papers at the Latin American Studies Association, "Dolores Del Rio and Lupe Velez: In Film and In Context, 1924-1944," Dallas, Texas, March 28; and, as part of the Newman Fellow Symposium series on the sesquicentennial of John Cardinal Newman’s seminal 1852 text, The Idea of a University, she presented a paper which explored the scope and purposes of a liberal arts education on April 8 at Fordham University, Millennium Hall Great Room.

Dr. Christopher Schmidt-Nowara (History) enjoyed a semester’s leave in Spring 2003. He spent it in New York, consulting the city's treasure trove of archives and libraries, including the New York Public Library, the Hispanic Society of America, and, upon Dr. Mundy's recommendation, the American Numismatic Society. He is nearing completion of his manuscript "The Conquest of History", a study of nationalism in Spain, Cuba, Puerto Rico, and the Philippines in the nineteenth century. It will be published by the University of Pittsburgh Press' Latin American Series. He will save the summer for travel, teaching a graduate course on Latin American slavery at the Universidad de Puerto Rico, Rio Piedras in June and in July making his first trip to Brazil to
Fulbright Fellowships in Latin America

Dr. John Kezel, Assistant Dean and Prestigious Fellowships Advisor, announced that FCLC student Asia Leeds has been recommended by the Fulbright Program to spend a year in Costa Rica doing research on Afro-Caribbean migrations. She has already been accepted for the graduate program in Latin American history at the University of Michigan.

Asia will follow the steps of two FCLC students, Elys Francina Vásquez and Denise Lee, who are already in Latin America sponsored by the prestigious Fulbright Program. This academic year three students applied to the program to do research in Latin America. LALSI Director Héctor Lindo-Fuentes commented, "the number of applications to the Fulbright Program and Asia Leeds' success are a strong indication of the high caliber of the academic work of Fordham students interested in Latin America and a testimony to our highly dedicated faculty."

Elys Francina Vasquez, (FC '02) currently in Sao Paulo, Brazil, sent a post card to the Boletin: "My research topic deals with Brazil's public health system. I am concentrating in the area of sex, drugs and HIV/AIDS in Brazil's marginalized population. This topic has brought an interest into also looking at the health condition of the indigenous population that lives apart from the main cities, since they also have been afflicted with HIV/AIDS. Brazil's is only second to the United States in the cases of HIV/AIDS and yet has been able to surpass the U.S.A. in its fight against AIDS. Through grassroots movement and by placing politics second the Brazilians have created a health system that treats its HIV afflicted population free of charge. The HIV population receives free medication, mental health, and dental and other health services that they need. Through the production of generic medication a highly polemic subject, Brazil is able to treat patients with HIV and other sexually transmitted diseases free of charge.

What I have found most important is the Brazilian way (o jeito). O jeito is a phenomenal talent that Brazilians have. This talent can be learned by foreigners but only mastered by Brazilians. This jeito is the Brazilian way of looking for a solution to any problem. It may not always be legal but at the end of the day the problem is solved. The jeito is even seen in the legislative system and of course the public health system as with the production of generic medication to treat Hospital as Clinicas. I have interviewed transvestites and female prostitutes afflicted with AIDS and I am making a compilation of their life stories. I am also looking at where the AIDS program is heading in the future for Brazil.

I also visit "casas de apoio," which are shelters for children and adults living with AIDS. Overall I must say that the HIV/ AIDS program in Brazil has tried to target every population group."

Denise Lee (FC '02) is actively involved in her project "Women and War: Has the Revolution in El Salvador Changed Gender Relations?" Which she describes in the following way: "The focus of my research here in El Salvador is analyzing the changing gender roles of rural women as a result of the armed conflict of the 1980s. I am particularly interested in the changes that occurred in women who were combatants and/or were refugees in the organized camps in Honduras. To achieve this I am looking at statistics, but more importantly speaking with women in formerly conflicted zones of the country. I have conducted oral history interviews with a number of these women and am contributing copies of the testimonies to the Archivo General de la Nación here in El Salvador."

In July she will present the results of her work at the conference "Encuentro de Historia de El Salvador" at the Universidad de El Salvador and her project will be featured in an article in the Chronicle of Higher Education.

Graduating Majors

Katia Amaya (FCRH '03) will graduate with a double major in Sociology and LALS.

Caitlin Cavanaugh (FCRH '03) will graduate with a major in LALS.

Ana Goins-Ramirez (FCLR '03) graduated early with a double major in Media Studies and LALS.

Camille Grippon-Joyce (FCRH '03) will graduate with a double major in Political Science and LALS.

Melanie Hesbacher (FCLR '03) will graduate with a double major in Spanish Studies and LALS.

Erin Rounds (FCRH '03) is graduating as a LALS major, and with a teaching certification.

Rapid Growth of the Latin American and Latino Studies Major

An increasing number of students is concluding that the interdisciplinary nature of the LALS major gives them great flexibility to pursue their academic interests and an excellent education. Many use it as a complement to another major to improve their chances to be accepted at a prestigious graduate program or to enter the job market.

After years of being considered a "small undergraduate program" now LALSI is hoping to join the big leagues. There are 23 LALS majors at Rose Hill and 9 at Lincoln Center. There are also 4 minors at Rose Hill and 6 at Lincoln Center. This means that a total of 42 students are part of our
Latin America is a Popular Choice for Study Abroad

In the past three years, 27 students have chosen Latin America as their study abroad destination and the numbers of participants have increased significantly in academic year 2002-2003 with seven and nine participants each semester.

Dr. Méndez-Clark, Director of Fordham’s Office of International and Study Abroad Programs (ISAP), informs us that our students’ destinations have included in the last three years Central America (2), Costa Rica (2), Argentina (2), Brazil (4), El Salvador (6), Cuba (2), Ecuador (2), and México (3).

This summer Fordham will offer a 5-week summer course in Cuba in which 13 students have already registered. The excitement generated by this course is encouraging and, given LALS faculty academic interest and dynamism, Dr. Méndez-Clark hopes that future courses will bring Fordham students to some of the pre-Columbian sites in México, Central America and the Andes as well as Latin American cities with particularly significant cultural institutions and traditions such as México City and Buenos Aires. Dr. Méndez-Clark has visited in the past two years programs in Costa Rica, El Salvador, México, Chile, Cuba, and Argentina. “The visits” says Dr. Méndez-Clark, “are invaluable for future advising as they offer an opportunity to learn more about the academic and cultural environment in which our students will function for a semester or two.”

LALS Majors Participate in “Casa de la Solidaridad” Program

This fall, three LALS majors head to El Salvador to work at the Casa de la Solidaridad, a program that educates students about Salvadoran realities both in the classroom and through work with community groups. Chrissy Lemmon (FCRH ’04) will be joined by Rosie Ramsey (FCRH ’05) and Christina Dominguez (FCRH ’05).

He also notes that, consistent with the university’s goal to encourage study abroad in nontraditional destinations, the newly adopted study abroad financial aid guidelines provide for university aid to be portable up to $3,000 per semester for study in Latin America.

Academia Hispana: Strong and Vibrant at 75
An interview with Academia’s new President Braulio Carrero

Highlighting the deep roots that Latinos and Latin Americans have at our institution, the student group Academia Hispana is celebrating its 75th anniversary. To understand the significance of this event for our student body professors Luz Lenis and Hugo Benavides interviewed Academia’s new president, Braulio Carrero.

Q: What are you doing for the 75th anniversary of Academia?
A: A lot. I mean in regards to running around, there’s a lot of planning. About 165 people have RSVP’ed and many more will probably show up; we will have food, decorations, cakes, souvenirs. We sent about 150 e-mails per day for three days, asking them to RSVP. We also invited a lot of faculty. We have about 20 to 30 faculty members.

Q: How long have you been in Academia?
A: I’d say since about the second day of my freshman year, which was fall semester 2000 when I started as an active member. Then in my sophomore year, I was going to run for executive board but there were other people who deserved it and I wanted to get my school stuff together. And then last year I became an executive board member and this year coming up as a senior, I’m going to be an executive board member, so basically my full four years at Fordham.

Q: How does it feel to belong to a club that is 75 years old? A little bit daunting, don’t you think?
A: Yeah, it’s weird because I never met anybody from the alumni who were members of Academia that haven’t graduated in the last six or seven years. So I don’t know anyone from the 1980 class or the 1928 class, the original class, so I don’t have that tie to them, but it’s great because I’ve seen the hard work of other people and how it’s evolved. They set the table for us, and we’re going to set the table for future members. It’s good, too, because Academia is not a club that’s sponsored by outside organizations. It’s not a separate branch like other clubs. It was founded at Fordham, and it’s only at Fordham.

Q: From what you know, how has Academia changed over the 75 years? Is it very different than what it originally was?
A: When it was founded in 1928, it was founded in Fordham, which was still segregated, so it was founded by basically Anglo-Americans who wanted to research Latin America. That was their intent. Now it’s evolved to a mainly Latino population, and we do get Anglo-Americans and African Americans. But the change from before is researching from an outside point of view, and now it’s more researching or learning from an inside point of view.

Q: What has been the main objective for Academia?
A: Our main objective it to educate people. There are a lot of second and third-generation Latinos here and they want to learn about the Latino culture and it’s fun, and it’s good to see. Now I’m more involved as to where my parents came from and my culture. I’m Dominican. It’s cool because you get to see other students like that. Someone now who is a sophomore I saw as a freshman coming in just worrying about going to school and making money, and now they’re more involved in academics and clubs and finding out where they come from. But our main objective is to educate people.
Continued Academia Hispana: Strong and Vibrant at 75

Q: What have you gotten out of it? It seems as though you have a lot of energy, a lot of passion, a lot of idealism.
A: I'd have to say I wouldn't be who I am today to a certain extent if it hadn't been for Academia because I came in as most of the students thinking I want to become a lawyer, make money, make my parents proud. I didn't know where my parents came from, where I came from. I guess I've learned that I don't know as much as I think I know about myself, my culture, my family. My grandfather told me once, "La vida es la escuela." Life is a school and you just learn. You don't worry about passing or failing. You worry about what you learn. I guess I've also gotten that from Academia. I mean from a more structured point of view, I guess, I learned how to work with people, how to be more organized, how to be more responsible, which is something big in college, because once you get out of college, you're on your own. You start your life, your adulthood. And I mostly got peace of mind. There were a lot of frustrations in my identity and where I'm from. As far as my teachers, I've learned to just manage that, I learned to understand what's happening, and what's right and wrong.

Q: I imagine you're proud to be Dominican Latino. Why? And how did Academia contribute to it?
A: The way I see it is: Everyone should be proud of who they are and where they come from and a big misconception is that if I'm saying I'm proud to be Dominican, people are going to take it as me being boisterous about my culture and saying it's the best. I'm not saying it's the best, I'm proud of who I am and where I come from and I think everybody should be. So in a sense, I like saying I'm proud to be Dominican, so if somebody else who is not Dominican can say, well, where do I come from, and what do I have to be proud about? Academia has given me factual information about where I come from and learning about other cultures and also teaching me where I'm at right now and why I live in the United States and why I speak English. I think in a way it's necessary that if a student wants to get as much as they can out of Academia or even school in general, they have to come with that mindset. I got more knowledge from my family than anyone else, because he would sit down and actually talk to me, and that made me curious when I got to Academia, that was just a tool that I could use in order to learn.

Q: The program of Latin American Studies has grown to over 30 majors, this also new certificate program in Latin American studies. This means there is going to be a lot of students coming in to Latin American studies, and also to the certificate, and they can also contribute to Academia. What would you say to these people who are either coming in or they're thinking about it?
A: The first thing is: Don't be shy. Sometimes students get intimidated by clubs saying if they don't go to the first or second meeting, there's no point going to the fifth meeting. Our meetings aren't like that. Another thing is: You have to be thirsty to learn. There is only so much I could know about let's say Latin America, Columbia, Ecuador, and we rely heavily on students who are from that country to enlighten us about certain things. I would say those people coming in whether you're Latin American or not, just come. Another thing is a lot of people see this as the Spanish club. I actually heard one girl say, "It's a typical Hispanic Club," as in we just gossip, or we do this and that, it's just social. It's not really like that. We've had non-Latinos be Executive-Board members. I just do not want non-Latinos being discouraged because they're not Latinos. We welcome them. It also helps us, too, because as they learn, we learn. We learn their perspective and they learn ours. Hopefully it will bring together a lot of Latinos and non-Latinos because the school campus is kind of segregated.

Recent Events

December. Sara Robledo (Independent Dancer) "Samba in Brazil."

January 16. Anne Martinez (University of Minnesota) "Altered States: Catholicism and U.S.-Mexican Relations, 1910-1929" (co-sponsored with the History Department).

January 27. Ivyette Rivera-Giusti (SUNY Binghampton) "As Women and as Workers: Tobacco, Motherhood, and the Making of Working-Class Feminism in Puerto Rico, 1910-1924" (co-sponsored with the History Department).

January 28. José Jouve-Martín (Georgetown University) "Colonization and Cartography: Relations between Writing and Space during the Colonial Period" (co-sponsored with Modern Languages and Literatures).

February 4. Alessandra Luiselli's (Tu Lane University) "La trasformación de las relaciones de los Nahuas de Alvar Núñez Cabeza de Vaca" (co-sponsored with Modern Languages and Literatures).

February 5. Carlos Henríquez Consalvi, (Director and Founder of the Museo de la Palabra, El Salvador) "1932, The Scar of Memory."

February 5. Megan O'Neil (Yale University) "Seeds of Earth and Empire: Buried Offerings of the Aztec Templo Mayor" (co-sponsored with Art History Department).

March 8. Maria Elena Diaz (University of California, Santa Cruz) "The Virgin in the New World: Colonial Predicaments in Marian Apparition Stories" (co-sponsored with The Center for Medieval Studies, Irish Studies, American Catholic Studies, and the Office of the VPAA).

March 10. John Karam (Syracuse University) "The Effects of Neo-Liberalism in the Arab Community of Sao Paulo."

April 9. Janice Lynn Robertson (Columbia University) "Aztec Picture-Writing: Questioning the Litany" (co-sponsored with the Department of Art History).

Graduate Certificate in
Latin American and Latino Studies

With a trip to Cuba this summer, LALSI launches a new certificate program. Through it, professionals in fields such as business, education and the arts can immerse themselves in the cultures of Latinos in the U.S. and Latin America. This program is unique in its integration of Latin American and Latino issues. In the 21st century, it is impossible to discuss Latinos in the U.S. and Latin America as discrete and separate cultures, without taking into account the myriad interactions between both groups. The fastest-growing demographic group in the United States is part of a global shift of the cultural and economic cosmos.

Curriculum: The certificate program consists of three graduate-level courses: an interdisciplinary course integrating the art, culture, and history of Latin America and Latinos in the U.S.; a history course on Latin America or Latinos in the U.S.; and an elective course on Latin American or Latino arts and humanities or social sciences. Faculty advisors will help students to select the courses best suited to their career goals.

Students can complete the program by taking two courses in the summer and one during the regular academic year. All courses are open to undergraduates.

GRADUATE CERTIFICATE SCHEDULE OF COURSES

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<td>Education and State in Latin America</td>
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Interviews with Faculty Teaching LALS Graduate Courses

Race and Ethnicity in the Media

Dr. Clara Rodríguez, the internationally-known Fordham sociologist and author of Latinos in the Media will be teaching a graduate course on “Race and Ethnicity in the Media” in the fall semester. Course open to undergraduates.

Q. How does this course relate to your current research?
A. There is a strong relation. I am now working on a book about Latinos in Hollywood films in the twentieth century. The book, to be published by the Smithsonian Institution looks at five eras of filmmaking. We tend to think that Latinos are now for the first time having success in films with Jennifer López, Selma Hayek and Venicio del Toro, but in the past there were quite a few well-known Latino stars. They performed with their surnames and did not hide their background, indeed they stressed it. An example is Marie Osterman, a half German, half Mexican actress who used Raquel Torres as her screen name.

Q. Why is it that we are not aware of earlier Latino stars?
A. It surprises me how significant some of these actors were and how they have been erased from memory. For example, Dolores del Río was more prominent than Fred Astaire and Ginger Rogers, in the film “Flying Down to Río” she was the one who was billed as a star. The names of Ramón Novarro and Antonio Moreno have also been largely forgotten. There is a phenomenon of erasure, a kind of amnesia about the role of Latinos in film. There were also many Latinos working in the production side.

Q. Have you found any Fordham graduates among the Latino stars?
A. Not that I know of, but it is not impossible. A potential candidate is one Pedro de Córdova, born in 1881 and the son of a Cuban father. He began his career in silent movies in New York in 1915 and went on to become president of the Catholic film community organization.

Thank you very much Professor Rodríguez. Perhaps one of your graduate students will do research in the Fordham archives and find alumni who became prominent stars.
Hispanic Women Artists

Professor Barbara Mundy, the author of an award-winning book, will introduce a fascinating graduate course on Hispanic Women Artists in the fall. In the following interview she explains some features of the course. The course is open to undergraduates.

Q. Frida Kahlo is the woman Latin American artist that our students may be most familiar with, when did the American public discover her work? Why so late?
A. You’re right about Frida Kahlo being the best known artist—many of us saw the movie Frida, with the gorgeous Selma Hayek in the title role, and movie stars like Madonna are avid collectors of Kahlo’s paintings. But during much of her life, and for two decades after her death in 1953, Kahlo’s work was eclipsed that of her husband, the great Mexican muralist Diego Rivera. In addition, in the 1950s and 60s, public attention was focused on abstract painting and pop art. Kahlo’s work is neither: it’s figurative, and highly personal. Her breakthrough moment in the US came with the publication of a biography written by the art historian Heyden Herrera. But Kahlo’s “arrival” also has to do with feminism—art historians wanted to address the lack of attention paid to women artists, and looking to the past, they rediscovered Kahlo. And Kahlo’s work has had tremendous staying power, because so many of the issues that she deals with in her paintings—the way gender roles shape our lives, the clash between traditional culture and modernity—are so important to us now.

Q. What Latino artists did you select to discuss in your course?
A. There are so many great artists to discuss that I found it hard to choose. But in the contemporary part of the course, I’m focusing on artists like Ana Mendieta and Amalia Mesa-Bains, whose work dovetails with the themes of the course, that is, gender identity, and tradition/modernity.

Q. What are the common themes that you find in the work of Latin American and Latino artists?
A. The themes that I’ve selected transcend the border—that is, the concerns of many contemporary Latin American artists overlap with those of Latino and Latina artists. Many of the artists we will look at are interested in identity—how history shapes identity, how religion shapes identity, how gender roles shape identity, and in some cases, how the state erases identity.

Q. How do you plan to use New York museums and galleries in the seminar?
A. Since the course is being held at Lincoln Center, we’ll use the city as our classroom whenever we can. Fortunately for us, there’s a substantial collection of Latin American and Latin art held by the Museum of Modern Art; usually it is invisible, but this fall, it will be on display at the Museo del Barrio. Sotheby’s also has a big sale of Latin American art in late November, and I like to bring the class to the preview because it helps show that this is not just art, but business. Also, galleries who represent Latino and Latina artists are usually very happy to show us work in their inventory. And I’m also hoping, because New York is the navel of the art world, to bring in some practicing artists who live here or are passing through.

Advanced Readings: Latin American History

Professor Héctor Lindo-Fuentes, will be teaching Advanced Readings: Latin American History in the second summer session and Education and the State in Latin America in the fall. Both courses are open to undergraduates.

Q. You are teaching a course of Advanced Readings, what are you planning to do in it?
A. The main goal of the course this summer is to prepare graduate students to teach an introductory survey of the history of modern Latin America (1820s to the present) at the undergraduate level. We will have in-depth discussions of the relevant historiography and a parallel dialogue on the methodological aspects of teaching introductory survey courses. The course will be organized around the issues of the struggle of the Latin American peoples to obtain full participation both in the political system and in the benefits of the economy.

Education and the State in Latin America

Q. What kind of research are you doing on education? Does it find its way into the course?
A. My current research explores the way in which education foreign aid projects were conceived by international organizations and then applied in El Salvador. In particular I am studying the education reform of 1968 that made extensive use of educational television. To me this is a way to approach larger historical questions. Schools are very special institutions, deeply embedded in society. The school walls echo every change in the local and national communities, not because they enclose empty chambers, quite the contrary, because they contain a microcosm of problems and hopes. As you can imagine, when one studies the literacy campaign that followed the Cuban Revolution or our debates around bilingual education, one learns volumes about Cuba or the United States.

Q. In the US, primary and secondary education is usually a local affair. How different is it in Latin America?
A. Since the nineteenth century Latin American school systems have been highly centralized. This is changing now. I have done extensive fieldwork in rural schools in El Salvador, Honduras and Brazil where communities are playing a larger role in school management. In El Salvador the administration of rural schools is entirely in the hands of the community, which empowers parents to improve the life of their children. In some hamlets I have seen extraordinary examples of leadership from women who until now have had no opportunities to contribute as leaders. This is a good example of the link between education and the state. School systems reflect changing ideas of the state. In the last two decades “neoliberal” governments, with the encouragement of institutions like the World Bank, have encouraged the decentralization of every state service, including educational systems. The results have been varied to say the least.
Fall 2003 Courses

Rose Hill Campus

AARP 2005 American Pluralism Mangum
ANRG 3475 People & Culture in Latin America Benavides
ECRG 3240 World Poverty McLeod
ECRG 3240 World Poverty McLeod
HSRG 1400 Introduction Latin Amer. History Penny
HSRG 1400 Introduction Latin Amer. History Penny
HSRG 3965 Colonial Latin America Penny
SORP 2420 Social Problems Race Ethnicity Staff
SORP 3140 Old and New Minorities in U.S. Staff
SPRU 2601 Spanish Conversation/Composition Staff
SPRU 2610 Advanced Grammar Staff
SPRU 3052 Survey Spanish Amer. Literature Staff
SPRU 3801 Southern Cone Literature Martín

Graduate Courses Open to Undergraduates
SOGA 5608 Race and Ethnicity in Media Rodriguez

Lincoln Center Campus

AHLU-2271 Hispanic Women Artists Mundy
ECEG-3235 Economy of Latin America Daniel
HSLG-1400 Introduction to Latin Amer. History Lindo-Fuentes
HSLG-3969 Latin America and the U.S. Lindo-Fuentes
LLLP-2005 American Pluralism Goldberg
HSLU-3613 Spain and Its Empire Schmidt-Nowara
SOLU-4930 Seminar Latino Issues Rodriguez
SPLU-3850 Narrating the City Vich

Evening Classes
LLEU-3352 Pol. Issues/Procedures Crim. Law Estela
AAEV-4000 Affirmative Action/American Dream Naison
HSEG-1400 Introduction to Latin Amer. History Schmidt-Nowara

Graduate Courses Open to Undergraduates
LLGA 5004 Hispanic Women Artists Mundy
HSGA 5904 Educ. and State in Latin America Lindo-Fuentes

THE LATIN AMERICAN & LATINO STUDIES CONCENTRATION

The Latin American and Latino Studies program integrates a series of courses in the humanities, social sciences and designed to acquaint students with Latin America and the experiences and cultural expressions of the Latino populations in the United States. The interdisciplinary approach aims at exposing students to the methods, materials, and tools of various disciplines. The major prepares students for graduate study and to enter the fields of international trade and finance, foreign service, teaching, publishing and Hispanic media and communications.

The MAJOR consists of ten courses: (a) an introductory course; (b) two courses from the social sciences; (c) two courses from the humanities/arts; (d) one upper elective in history; (e) one methods seminar (normally taken in the junior year); (f) one capstone seminar (normally taken in the senior year); and (g) two electives. Seniors may wish to write a senior essay under the guidance of one of the program's faculty members.

The MINOR consists of six courses: (a) and introductory course; (b) two courses from the social sciences; (c) two courses from the humanities/arts; and (d) one elective. Since language competency in Spanish is expected, majors and minors should take at least one Latin American/Latino literature course above the 2001 level. Students are encouraged to study in Latin America.

Courses that fulfill College requirements may, where appropriate, be credited toward the major or minor. Students whose particular interests do not conform to the pattern of electives described above are encouraged to consult with the director or the associate director to work out a program more appropriate to their needs.

STUDYING ABROAD: Students interested in studying abroad usually do so in their junior year. Advisory services at Fordham ensure appropriate course selection and transfer credit, as well as maintaining quality control to ensure an educational experience equivalent to Fordham's standards. During the semester prior to departure, students must have their study abroad plans approved. At this time, an estimate is also made of the number of credits that will be granted upon receipt of transcripts indicating satisfactory completion of courses. For deadlines and specific information about study abroad contact Dr. Méndez-Clark at 718 817-3464 or 212 636-7133.

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