



The **LATINAMERICANIST**

University of Florida Center for Latin American Studies | Volume 49, Number 2 | Fall 2018



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DIRECTOR'S Corner



We began the fall semester with some exciting news. The Center for Latin American Studies was again

designated as a Title VI National Resource Center (NRC) by the Department of Education and received Foreign Language and Area Studies (FLAS) fellowship funding for 2018-22. The Center will receive approximately \$1.9 million in funding during the four-year cycle.

With Title VI NRC support, Latin American Studies (LAS) faculty at UF will benefit from increased research and training opportunities through new interdisciplinary working groups and international collaborations. Students in our undergraduate, graduate, and professional programs will enjoy increased international education and research opportunities through the new Research Tutorial Abroad program, the Galapagos field school, and Business in Mexico program; greater access to new instructional resources, online and technology-enhanced area studies and language course offerings; and enhanced academic and career advising. Providing UF

students from underrepresented groups with expanded area and language studies opportunities will contribute to preparing more and better-qualified LAS specialists in areas of national need.

In addition, the Center will be able to enhance its outreach to K-12 pre-service and in-service teachers, strengthen collaborations with Minority-Serving Institutions and community colleges, and expand outreach to business, media, and the general public. The FLAS fellowship grant will support graduate and undergraduate students to pursue language training in Portuguese and Haitian Creole during the academic year while supporting the study of these and other less commonly taught languages during the summer.

Preparing the proposal is a herculean effort and I am grateful to all the faculty and staff at the Center who worked so hard to make this happen, especially Mary Risner and Lenny Ureña. These grants are a reflection of the outstanding quality of Center-based and affiliate faculty, staff, and students across the University of Florida.



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(LAS/Music)

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Jews and the Americas: Center for Latin American Studies 68th Annual Conference

You are cordially invited to the Center for Latin American Studies 68th Annual Conference on Jews and the Americas. The conference will take place at the University of Florida from February 24-26, 2019.

This multidisciplinary conference aims to explore various facets of the Jewish experience in the Americas from the 16th century until today. This experience has been shaped by intra-religious developments as well as through relations - actual, spiritual, and imaginary - with Jewish communities outside the Americas. It was, of course, likewise influenced by the same political, economic, cultural, and social forces that shaped the societies of the Americas more generally during the past five centuries.

The aim of the conference is to bring together the fields of Latin American and Jewish studies through different disciplinary approaches. At the same time, the organizers would also like to allow students, the academic community, and the broader public to gain new insights into the multidisciplinary research

being conducted on the Jewish experience in the Americas. To this effect, we have invited over twenty scholars to present their research, including

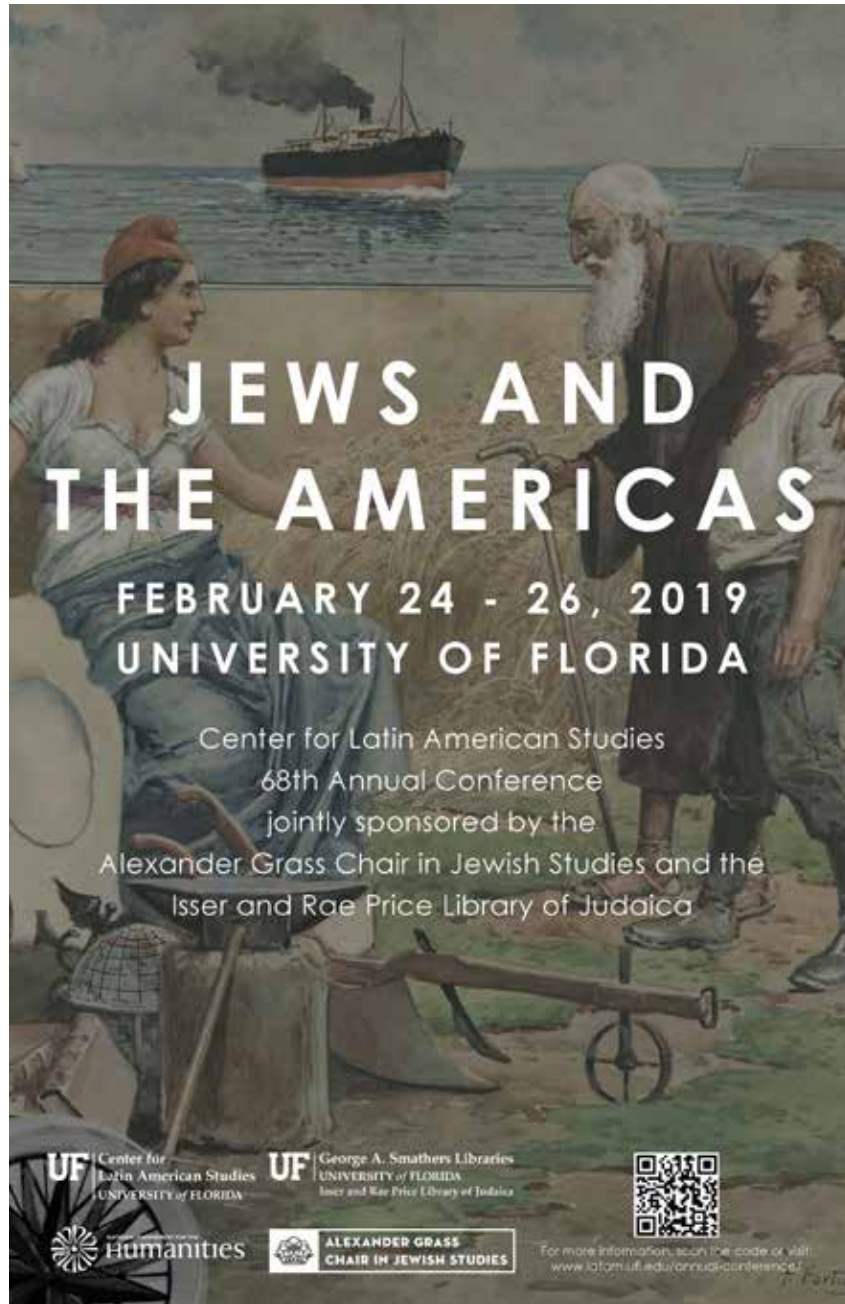
keynote speakers Tamar Herzog (Monroe Gutman Professor of Latin American Affairs, Harvard University) and Dana Rabin (Professor, Department of History, University of Illinois, Urbana-Champaign).

The conference is jointly sponsored by the UF Center for Latin American Studies, the Alexander Grass Chair in Jewish Studies and the Isser and Rae Price Library of Judaica at the University of Florida. Funding is also provided by the U.S. Department of Education and the Bacardi Family Endowment.

For more information and to register for the conference, please

visit the Center's website at www.latam.ufl.edu/annual-conference/.

We look forward to welcoming you at the Center's 68th Annual Conference.



**JEWES AND
THE AMERICAS**
FEBRUARY 24 - 26, 2019
UNIVERSITY OF FLORIDA

Center for Latin American Studies
68th Annual Conference
jointly sponsored by the
Alexander Grass Chair in Jewish Studies and the
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For more information, scan the code or visit www.latam.ufl.edu/annual-conference/

UF Latinx Studies Lecture Series: Latinx Languages and Identities Beyond Borders

Contributed by Will Boose and Anna Rodell, MALAS Students

On Wednesday, November 7th, the University of Florida Center for Latin American Studies hosted Professor Jonathan Rosa (Stanford University, Anthropology and Linguistics) for a guest lecture. Leading up to the event, Professor Rosa met with students and faculty from a wide range of academic units and programs across the university: the Center for Latin American Studies, Sociology, Sustainable Development and Practice, the College of Education, Anthropology, Linguistics, and the Department of Spanish and Portuguese. Two MALAS students, Anna Rodell and Erika Davis, led Professor Rosa on a campus tour.

Professor Rosa's talk took place in Heavener 240 from 4:00 - 5:30 pm, in front of a capacity crowd of over 75 students. His lecture centered on how stereotypes about race and language shape constructions of U.S. Latinx identities. During his talk, Professor Rosa drew on his ethnographic research conducted in a predominantly Latinx Chicago public high school and its surrounding communities.

His presentation approached *Latinidad* as a crucial site from which to analyze the creation of racial, linguistic, and national borders, as well as to reimagine worlds beyond these borders. Key insights included ways in which Latinx youth leverage their English and Spanish language resources, in combination with the effect of race on perceived differences between Mexican and Puerto Rican youth and their Spanish language use.

Professor Rosa built upon his recently released book, *Looking Like a Language, Sounding Like a Race: Raciolinguistic Ideologies and the Learning of Latinidad* and his chapter "From Mock Spanish to Inverted English" in the edited volume *Raciolinguistics: How Language Shapes Our Ideas About Race*. Following the presentation, Professor Rosa opened the floor to discussion and engaged with students' questions for roughly thirty minutes. This rich discussion included questions on linguistic standards, unfair testing methods for linguistic competence, and

on students' own perceptions of their use of language.



Professor Rosa is an Assistant Professor in the Graduate School of Education, Center for Comparative Studies in Race and Ethnicity, and by courtesy, Departments of Anthropology and Linguistics, at Stanford University. His research analyzes the interplay between racial marginalization, linguistic stigmatization, and educational inequity. Professor Rosa is the author of the book *Looking like a Language, Sounding like a Race: Raciolinguistic Ideologies and the Learning of Latinidad* (2018Q, Oxford University Press) and co-editor of the volume *Language and Social Justice in Practice* (2019, Routledge).

Monstrosity, Drag and Human Liberation With Malayka SN

Contributed by James Everett, MALAS Student

This fall semester, the Center for Latin American Studies and UF's LGBTQ Affairs hosted guest activist, performer, and scholar Malayka SN (preferred pronoun they) for two events. The first event was the Gaylor Drag Race, a drag competition featuring student Queens and Kings, in which Malayka gave a special performance which was met with loud cheers and applause from the audience. The following day Malayka gave a lecture titled "Monstrosity, Drag and Human Liberation" in which they discussed their activism and message. Malayka SN's visit was organized by LAS faculty Dr. Tanya Saunders.

Malayka is from Salvador de Bahia, Brazil, where they are a graduate student at the Federal University of Bahia within the School of Fine Arts. Their name comes from the Swahili word for "Angel". The "SN" means "Sem Nome" (nameless) or "Sem Número" (numberless) to capture the genderless nature of angels. In their work, Malayka explores the intersections of race, gender, and sexuality through drag performance. They are particularly interested in blurring the lines between gender and monstrosity, as is evident through their unique drag style which breaks away from traditional notions of femininity. To Malayka, monstrosity is also a way of exploring Blackness in Brazil. In the lecture, they stated that they wanted people to question whether they were a man, woman, or monster from their performance.

Within the drag community in Salvador, Malayka is helping to create a space for monstrosity with events such as "The Strangest Tuesday in the World" in which other



drag performers who play with aesthetics to engage race, gender and sexuality are able to share their work in a non-institutional setting. This event, which takes place at the "Âncora do Marujo" bar, is one of the few spaces of its kind in a city of nearly 3 million people. Malayka explained that they are concerned with issues of the body, identity, and space. They believe in the importance of reclaiming spaces that were taken from Brazil's Black and Queer communities, as is evidenced through their work with the afro-futuristic AfroBapho collective. In a discussion following Malayka's lecture, participants discussed how Malayka's art is so important because it brings visibility to marginalized communities and allows us to imagine new possibilities for the future. This is especially important today as Brazil goes through such a politically tumultuous time.

For Your Information: UF ACRONYMS

CWSGR Center for Women's Studies & Gender Research
DCP College of Design, Construction & Planning
FBLI Florida-Brazil Linkage Institute
FLMNH Florida Museum of Natural History
FRE Food and Resource Economics
ISFS Institute for Sustainable Food Systems
LABE Latin American Business Environment
LAC Latin American Collection (UF Libraries)
LAS Latin American Studies

MALAS MA in Latin American Studies
MDP Master of Sustainable Development Practice
SAAH School of Art and Art History
SFRC School of Forest Resources and Conservation
SPS Spanish & Portuguese Studies
TCD Tropical Conservation and Development
UFIC UF International Center
URP Urban & Regional Planning
WEC Wildlife Ecology and Conservation

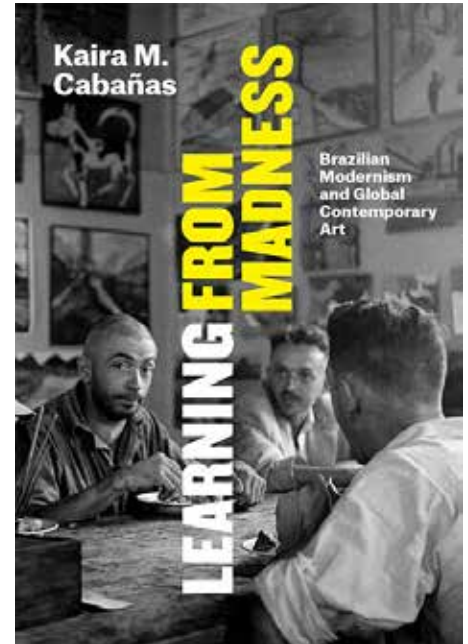
Learning from Madness: Brazilian Modernism and Global Contemporary Art

Contributed by Sofia A. Rogner, MALAS Student

On November 13th, Kaira M. Cabañas gave a riveting talk about her new book, *Learning from Madness: Brazilian Modernism and Global Contemporary Art*. Cabañas' book focuses on Brazil, where works of art produced by mentally ill patients in psychiatric facilities were included in art exhibitions and collections from the 1920s through the 1960s. During this period, the direction and creation of art by mentally ill patients was encouraged by prominent figures in Brazilian society. Additionally, the use of art as a method of rehabilitation and therapy for mentally ill patients was at the forefront of treatment during this period. Cabañas' main argument throughout her study is that the production of art in and around psychiatric settings plays a vital part in Brazilian modernism.

Cabañas began her talk by describing the introduction to her book, which explains the history of psychiatric art in Brazil and Europe. She compared the receptions of this type of art in both regions and described the importance of the interconnections of psychiatry and art through psychiatric methods and patients' art. Finally, Cabañas emphasized the importance of "respecting the rights of the mad" and what it means in the context of exhibiting their art. The significance of this method of treatment for mentally ill patients in psychiatric facilities is important

because it signifies steps towards more humane treatment in the psychiatric field. Traditional methods of treatment for mentally ill patients in psychiatric facilities included forced labor, electroshock therapy, and lobotomy. Introducing art as a method of therapy during this period in Brazil emphasized the idea that mentally ill patients are worthy of being treated humanely, and was a first step away from archaic treatment methods. Ultimately, Cabañas' study examines the lasting impact of psychiatric art on modern Brazilian culture and how this type of art continues to permeate modern thought.



Cuba Indigeneity: Values and Knowledge

Contributed by Hannah Maggiore, CJC Student / LAS Intern

On November 14th, Dr. Jose Barreiro, Scholar Emeritus and former research director at the Smithsonian National Museum of the American Indian in Washington, DC, gave a lecture on Cuban Indigeneity. Dr. Barreiro's visit was organized by Dr. Robin M. Wright, affiliate faculty of the Center for Latin American Studies and core faculty at the Department of Religion.

Dr. Barreiro combined his love for his Cuban heritage with Indian roots by talking about the importance of Cuba's Indian past. When he was a child, Barreiro and his family moved from Miami, Florida, to St. Paul, Minnesota. He felt disconnected from his culture and realized that some in the Native American community felt the same way.

"Someone told me being Indian is not being 'part-something,' but being 'part of something,'" said Barreiro.

Most of his talk discussed the way of life for Taíno descendants, an Indian civilization that inhabited what are now Cuba, Jamaica, Haiti, the Dominican Republic, Puerto Rico, and the Virgin Islands. Barreiro addressed their centuries-old traditions and rituals, such as conuco farming and "tuso," making cotton and weaving thread.

Despite current laws and restriction in Cuba regarding Indian heritage, Barreiro emphasized the importance of understanding your past and being proud of your ancestry.

Dr. Barreiro's guest lecture was sponsored by The American Indian and Indigenous Studies Program at the Department of Religion and the Indigenous Studies specialization at the Center for Latin American Studies.

UF African Studies, European Studies, and Latin American Studies Received \$5.9 Million in Grants

The University of Florida International Center is pleased to announce that the Centers for African Studies, European Studies, and Latin American Studies have collectively received over \$5.9 million from the U.S. Department of Education Title VI program, an increase of almost a million dollars compared to last period. The three area studies centers will support international research, public programming and training initiatives in collaboration with faculty across campus and experts across the world. They additionally provide student fellowships over a four-year period (2018-2022). Title VI grants are awarded in recognition of UF's important contributions to building expertise on world regions and preparing students for international careers in government and the private sector.

All three centers were named Title VI Comprehensive National Resource Centers (NRC), and awarded Foreign Language and Area Studies (FLAS) Fellowship grants. The grants will continue supporting interdisciplinary examination of crucial regional issues and teaching about these world regions at UF, including the teaching of critical world languages. Grants also help to internationalize K-12 education through teacher education and training initiatives and provide support for outreach about these world regions to other higher education institutions, business, media, and the general public. "This important and timely recognition of our core area studies programs is a very welcome and exciting contribution to our international mission," said Leonardo Villalón, Dean of the UF International Center.

The FLAS fellowship grants from all three centers will support graduate and undergraduate students to pursue advanced proficiency in an array of less-commonly taught

languages from the three world regions. The languages include Haitian Creole, Portuguese, Czech, Modern Greek, Hungarian, Polish, Russian, Turkish, Akan, Amharic, Swahili, Wolof, Yoruba, and Zulu. Contributing to national expertise, these prestigious awards allow students to develop linguistic skills to conduct research and gain in-depth understanding of cultures and world regions.

Created in 1931, the Center for Latin American Studies is the first research center in the United States to focus on Latin America and has been continuously funded through Title VI since 1962. The Center's mission is to advance knowledge about Latin America and the Caribbean and its peoples throughout the Hemisphere, and to enhance the scope and quality of research, teaching, and outreach in Latin American, Caribbean and Latino Studies at the University of Florida. LAS grants are a reflection of the outstanding quality of Latin American Studies faculty and students across the University of Florida.

"With Title VI support, students in our undergraduate, graduate, and professional programs will enjoy increased international education and research opportunities through a new Research Tutorial Abroad program; greater access to new instructional resources and technology-enhanced area studies and language course offerings; enhanced academic and career advising; and expanded outreach activities on campus. Providing UF students from underrepresented groups with expanded area and language studies opportunities will contribute to preparing more and better-qualified LAS specialists in areas of national need," said Dr. Philip Williams, Professor and Director of the Center for Latin American Studies.

WELCOME NEW CENTER STAFF AND AFFILIATE FACULTY!

AFFILIATE FACULTY

Miguel Acevedo, Wildlife Ecology and Conservation
Paula Alexander-Delpech, Nursing
Max Deardorff, History
Jillian Hernandez, Center for Gender, Sexualities, and Women's Studies Research
Ana V. Longo, Biology
Antonio-Sajid Lopez, Spanish and Portuguese Studies

Lucas C. Majure, Florida Museum of Natural History
Ximena E. Mejia, Counseling and Wellness Center
Mark B. Pacheco, Education: Teaching and Learning
Diego Pascual y Cabo, Spanish and Portuguese Studies
Scott K. Robinson, Florida Museum of Natural History
Augusto Soledade, Theatre and Dance

STAFF

Alicia Denise Davis, Fiscal Assistant II

Magdianis Martinez, Program Coordinator

Study Abroad as Capacity Building

Contributed by Rosana Resende, LAS

For students interested in Latin America and the Caribbean, few things compare to the immersive experience of studying abroad in the region. The opportunity to live the culture firsthand, visit the sites, and engage with the people of a given place will always make course content come alive and create connections that are as much intellectual as they are emotional. For students enrolled in *UF in Bahia* (Brazil), this living classroom is further enhanced by the Exchange Learning Methodology proposed by our local partners at Brazil Cultural, which allows our students to contribute to local capacity building efforts that are rooted in social justice and educational equity models.

Led by Center faculty Rosana Resende (who grew up in Bahia) *UF in Bahia: Race, Inequality, and Power* is a 6-credit summer program with a focus on Afro-Bahian culture, performance, and resistance and takes place in Salvador (Bahia), Brazil's first capital. From cuisine to religion, to the arts writ large, blackness and Africanness are inscribed throughout the metropolis which claims to be "the heart of Africa in the crib of Brazil." Nowhere is this more visible than the faces of the people: Salvador is 80% Afro-descendant; however, political and economic power remain tightly controlled by non-black elites. *UF in Bahia* unpacks the seeming contradiction of a city proclaiming to value its black culture but simultaneously marginalizing its black citizens. The program focuses on both historical and contemporary sites and forms of resistance while connecting students to scholars, activists, and community leaders whose work addresses these inequalities and promotes empowerment through critical consciousness. Under the guidance of Brazil Cultural, we partner with various educational and community organizations such as *Instituto Steve Biko*, *Quilombo Ilha*, *Bahia Street*, and *Fundação Pierre Verger*, often returning to the same places for activities to sustain connections and concentrate the economic impact of our fees.

We do not engage in charity with *UF in Bahia* but in exchanges. Brazil Cultural's "exchange learning methodology," rooted in education of liberation, tackles existing hierarchies that can reinforce Western saviorism. Instead, according to Brazil Cultural's Director, Dr. Javier Escudero, this methodology "allows study abroad participants and local university students to learn from each other simultaneously." Local students are invited to

participate in program classes, activities, and trips, helping to "improve their English skills and broaden their education [while sharing] their knowledge, language, and culture with program participants." This allows local students from marginalized communities to build their skills and confidence, in time framing themselves as local experts, gaining valuable work and academic experience, and fostering important connections with peers and faculty abroad, expanding their own access.

This summer, *UF in Bahia* students with advanced Portuguese skills collaborated in partnership with the four local students who joined our cohort. Our Gators lent their efforts and skills in a variety of ways, from volunteering with English classes in disadvantaged communities to compiling information low-or-no-cost English-learning materials, to translating and disseminating fundraising efforts, and more. All students also joined forces in



teams for spirited scavenger hunts in the historical Pelourinho neighborhood and in the colonial town of Cachoeira, where teams of 4-5 were sent off for hours to gather local "his/stories" pertaining to course themes prior to reconvening in a Candomblé temple to share their accounts. In class, local students were passionate participants in discussions, despite not being formally enrolled.

The result is a genuine connection which expands the universes of both UF and Bahian students engaged in the process. Van rides to excursions had lively discussions about course themes, then just as quickly would turn into a group chorus, then raucous laughter—all this from a group of people with widely different circumstances. True friendships emerged, evident by tearful goodbyes at the program's close. And there are currently two Bahian students considering graduate education in Florida and one program alumna considering a return to Bahia. And that is what exploring new frontiers is all about!

*One of the hallmarks of great educational programs is the willingness to innovate without losing sight of the original mission. *UF in Bahia* is happy to announce that Center affiliate Augusto Soledade (UF COTA Assoc. Professor of Dance) will join as program co-director beginning Summer 2019, teaching *Afro-Brazilian Culture through Dance*.

Collaborating Across Undersea Cables: Creating a Collaborative International Teaching Network (CITN)

The project entitled “Collaborating Across Undersea Cables: Creating a Collaborative International Teaching Network (CITN)” was funded by the UF Provost under the UF Creative Campus Initiative and is being supported with additional funds from UF’s Learning Without Borders program. The CITN is led by Dr. Mary Risner (LAS) and Paloma Rodriguez (UFIC), with the collaboration of Dr. Crystal Marull (SPS), and Dr. Laurie Taylor (UF Libraries).

The CITN’s mission is to guide and support UF faculty so they can engage creatively with collaborative international teaching opportunities. The network aims to facilitate virtual exchange opportunities by connecting UF faculty with each other and with international partners. It plans to implement a campus-wide initiative that trains, supports, and rewards instructors for implementing innovative pedagogies that break down campus boundaries and disciplinary silos to transform learning.

The first CITN event was a Virtual Exchange (VE) Faculty Showcase which took place September 18th. Showcase participants included faculty from UF, Santa Fe State College,

and Eastside High School. Faculty shared examples of VE across diverse subject areas; language courses through telecollaborative language coaching; and different digital tools that each utilize to enhance their curriculum. The event drew a crowd of approximately 60 graduate students and faculty.

The second fall event was a Virtual Exchange Workshop which took place October 4th in the UF International Center with about 25 participants. The workshop aimed to teach faculty how to connect their students with other students around the world through virtual exchange and provide more information on CITN project opportunities. Sarah Guth, president of the virtual exchange organization Unicollaborate and faculty member at the University of Padova, facilitated the workshop. The next step in the CITN program, is to provide online training to interested faculty that will help them develop a VE module with a partner to be integrated into a course during the 2019-20 academic year. More resources and information on virtual exchange can be found at www.internationalcenter.ufl.edu/faculty-engagement/introduction-virtual-exchange.

Frontiers of Environmental Justice: Building a Regional Research Program on Indigenous Rights and Deforestation in the South American Chaco

Center for Latin American Studies faculty, Dr. Joel Correia, was named a 2019 Global Fellow by the UF International Center. The Global Fellows program helps UF faculty kick-start their international research program via a \$5,000 award, which faculty can use to cover expenses to travel to collect field data, meet with international scholars, access resources not available at UF, and to support any activity that advances their research abroad.

As part of the program, Correia seeks to develop a new international research initiative that will increase the visibility of the University of Florida in Latin America. *Frontiers of Environmental Justice*, Correia’s research project, will investigate the intersections of environmental justice and indigenous rights in the Gran Chaco. The Gran Chaco forest is the largest forest ecosystem in Latin America after the Amazon—nearly 1.3 million km² from southern Bolivia across western Paraguay and into northern Argentina. The goal of the research is to understand how deforestation and related environmental changes impact indigenous livelihoods in three sites that lie at the fore of deforestation across the Chaco frontier: Bolivia’s Santa Cruz Department, Argentina’s Salta Department, and Paraguay’s Boquerón Department.

As a Global Fellow, Correia will travel to Argentina, Bolivia, and Paraguay in June 2019 to meet with potential collaborators who are working at the nexus of indigenous livelihoods and environmental change in the Gran Chaco. During the trip, Correia will assess potential research sites, meet with collaborators in academic and non-governmental sectors, and begin conversations with affected indigenous communities to understand their interests in future research. A goal of the broader research project is to identify how affected communities and their allies are confronting environmental injustices caused by frontier deforestation and to form an action-oriented network across the Chaco to support those efforts through community-based participatory research. The Global Fellows program will aide Correia in this initiative by providing him with a platform to expand his existing network of research collaborators in Latin America and identify potential collaborators across the UF campus.

Frontiers of Environmental Justice builds from the Center for Latin American Studies strengths in social and environmental justice research and will strengthen the Tropical Conservation and Development Program’s initiatives in the Gran Chaco region of South America.

Summer Teacher Institute in Mexico

Contributed by Andrew Gallup, MALAS Student

In June 2018, the Center for Latin American Studies held the 6th Summer Teacher Institute. The institute's goal was to introduce global competencies and help educators integrate global themes within their daily curriculum. Eleven Florida educators traveled to Campeche, Mexico to be immersed in the culture and to learn about comparative education, identity and belonging, and sustainable development. This year's program was led by the Associate Director of Outreach, Dr. Mary Risner, with the collaboration of the Universidad Autonoma de Campeche, Instituto Campechano, and Volusia County Sister Cities.



Consortium of Latin American Studies Program (CLASP): The Américas Award

Contributed by Andrew Gallup, MALAS Student



Ms. Magee (left) and Ms. Courtright (right) with Ibi Zobo (center), author of *American Street*.

The Américas Award was established in 1993 to commend authors, illustrators, and publishers who produce quality children's books that portray Latin America, and to provide teachers with materials for classroom use. Two UF College of Education alumni attended the award ceremony and teacher workshop on behalf of the Center for Latin American Studies: Victoria Courtright, a first-grade teacher at Meadowbrook Elementary, and Allie Magee, a first-grade teacher at Lake Butler Elementary. This was the second year that the Center for Latin American Studies sponsored Florida educators to attend the Américas Award events. Ms. Courtright has integrated two Américas Award books, *Danza!* and *Funny Bones*, into her class curriculum. A visiting scholar from Mexico, Yeyetsi Maldonado, and MALAS student Andrew Gallup continued collaborating with Ms. Courtright by visiting her classroom on Day of the Dead to teach students about the traditional Mexican celebration. The Center will continue to integrate Américas Award books in more K-12 schools and in College of Education Pre-Service classes.

Florida Council for the Social Studies: Shedding Light on Social Studies

Contributed by Andrew Gallup, MALAS Student

On Saturday, October 19th, social studies teachers from across the state gathered in Orlando for the 61st annual conference of the Florida Council for the Social Studies. The conference was an engaging and informative learning opportunity for K-16 education professionals aimed to promote impactful classroom instruction. Erika Davis and Andrew Gallup, graduate students from the University of Florida's Center for Latin American Studies, attended the conference to advocate increased representation of Latin America in the state's curriculum and to provide teachers with resources related to Latin American history. Erika Davis presented her study, *(Mis)Representation of Latinxs in Florida Social Studies Standards*, and made quite an impact on her audience. The Center for Latin American Studies continues to promote the integration of Latin America in Florida social studies curriculum.



FALL 18 GRADUATIONS

Undergraduate LAS Minors & Certificates

Kacey Aukema (Plant Science)

Meriza Candia (Poli Sci)

Manuel Fuentes (Poli Sci)

Luis Garcia Castellanos (Poli Sci)

Evelyn Veras (Health Education and Behavior)

Graduate LAS Certificates

Laura Stilwell (URP)

Myrian Barboza (Anthropology)

MALAS Degrees

Sarah Fisher

Specialization: International

Communication

Adviser: Maria Coady

Thesis: I Can / Mwen Kapab: A Tool to Inspire Children in Haiti to Continue to Believe

Zachary Levitt

Specialization: Crime, Law & Governance

Adviser: Philip Williams

Thesis: Housing and Human Rights in Valparaiso

MDP Degrees

Sheila Nyokabi Maingi

Specializations: African Studies, TCD

Advisor: Agnes Leslie

Capstone Field Practicum: Strengthening Efforts Against Gender-Based Violence Through Entrepreneurship Training in Gauteng, South Africa

Nazmi Ahmed

Specializations: Soil & Water Sciences, URP, TCD

Advisor: James Jawitz

Capstone Field Practicum: Urbanization and Equitable Service Delivery: An Analysis of Water Supply in Korail Slum, Dhaka, Bangladesh

Charles Wood Thesis Award: Lisa Krause

In recognition of an outstanding MALAS thesis entitled *The Metamorphosis of Las Mariposas: A Memory of the Mirabal Sisters in the Dominican Republic and its Diaspora in the United States*, Lisa Krause has been awarded the Charles Wood Thesis Awards. After receiving a Field Research Grant in 2017, Lisa traveled to New York City and Santo Domingo, Dominican Republic, to conduct research for her thesis. The results helped support her thesis project on the development of a collective memory and the culture of remembrance of the Mirabal sisters, three national heroines of the Dominican Republic. Lisa Krause's work was supported by an interdisciplinary thesis committee constituted by historian Lenny Ureña, anthropologist Susan Paulson, political scientist Carlos Suarez and literary theorist Efraín Barradas.

Per the Charles Wood Thesis committee, "Krause's extensive study utilized a qualitative and interpretive methodological approach to weave humanities and social science research into an eloquently-written analysis that makes an important and novel intellectual contribution to the field of Latin American Studies, while exemplifying the rigorous scholarship cultivated in the UF Center for Latin American Studies."



Sarah Fisher is a Fall 2018 MALAS graduate who completed the Center's first Capstone Project option for a MALAS degree. Sarah's project, titled "I Can / Mwen Kapab: A Tool to Inspire Children in Haiti to Continue to Believe," resulted in the production of an inspirational bilingual Haitian Creole/English children's book of her photography from Haiti, as the focus of her International Communications concentration.

Sarah began her Master's degree at UF in 2009, while employed as a UF photo editor following the completion of a Bachelor's degree in journalism in 2005. During the years that followed her coursework, she traveled the globe extensively as an independent photojournalist, including multiple trips to Haiti. After her marriage and the births of her three sons, Sarah decided to return to UF and finish her MALAS degree.

Inspired by her large collection of photos and stories of the children of Haiti and moved by the memories of children with

Student Spotlight: Sarah Fisher

very limited resources, the Capstone Project option was the perfect opportunity for Sarah to develop her first children's book. Her project focuses on children's books as an alternative method to communicate ideas for development and social change to children in an impoverished country with little access to printed information.

"I have found that although there may be great physical needs, the greatest needs in the world are intangible," says Sarah. "May this book contribute to growing hope."

The book was self-published as part of the project, with plans for continued steps toward book publishing and distribution in the U.S. and Haiti. "I Can / Mwen Kapab" is designed for use as a cross-cultural tool, incorporating vocabulary words and an educational activity, to inspire the hearts of the next generation to believe that they can overcome all odds.

FACULTY NEWS & PUBLICATIONS

Miguel Acevedo (WEC)

Publication: Otero, Luisa, et al. "The Drivers and Consequences of Unstable Plasmodium Dynamics: A Long-Term Study of Three Malaria Parasite Species Infecting a Tropical Lizard." *Parasitology*, 2018, pp. 1-9. Understanding the consequences of temporally unstable disease dynamics is still an open question in disease ecology. We studied the dynamics of three malaria parasites (*Plasmodium azurophilum*, *P. leucocyttica*, and *P. floridense*) infecting the lizard *Anolis gundlachi* in the rainforest of Puerto Rico. We found that temporal variability in the probability of infection over a period of 26 years was driven by non-linear relationships with temperature and rainfall. Therefore, increasing temperatures from climate change do not necessarily translate into higher prevalence of malaria in lizards, but after 26°C or 10mm or monthly rainfall this relationship decelerates.

Mark Brenner (Geological Sciences)

Publications: Douglas, Peter M. J., et al. "A Long-Term decrease in the Persistence of Soil Carbon Caused by Ancient Maya Land Use." *Nature Geoscience*, vol. 11, no. 9, pp. 645-649. Evans, N. P., et al. "Quantification of Drought During the Collapse of the Classic Maya Civilization." *Science*, vol. 361, pp. 498-501.

Other: UF International Educator of the Year (Senior Faculty). UF Water Institute Faculty Fellow.

Emilio Bruna (LAS/WEC)

Publications: Costa, A. N., et al. "Do an Ecosystem Engineer and Environmental Gradient Act Independently or in Concert to Shape Juvenile Plant Communities? Tests with the Leaf-Cutter Ant *Atta laevigata* in a Neotropical Savanna." *PeerJ* 6:e5612. Doi.org/10.7717/peerj.5612.

"Lack of support for Science and Education Fails Brazilian Society - Again." *Science* 361(6409), 2018, pp. 1322-1323.

Talks: "Diversity and Inclusion in Tropical Biology & Conservation." Association for Tropical Biology & Conservation, July 2018, Kuching, Malaysia.

"From Interspecific Interactions to Intense Droughts: What Shapes Plant Demography in Fragmented Tropical Landscapes?" Michigan State University Department of Plant Biology, 2018, East Lansing, MI.

Christopher L. Busey (COE)

Paper entitled *Racial Paradise? Transnational Anti-Black Racism and a Global Critical Race Theorization of Social Studies Education* won the Outstanding Research Award for the Social Studies Research SIG at the 2018 American Educational Research Association annual conference.

Kaira M. Cabañas (SAAH)

Publication: *Learning from Madness: Brazilian Modernism and Global Contemporary Art*. University of Chicago Press, 2018.

On account of this scholarly work, Yve-Alain Bois, Institute for Advanced Study, writes: "'What is inside, is outside,' as quoted by Brazilian critic Mário Pedrosa, is the Ariadne's thread linking the five case studies examined in this brilliant book." For more information: <http://pinacoteca.org.br/programacao/laercio-redondo-relance/>.

Maria Coady (COE)

With financial support from the Center for Latin American Studies, Maria Coady traveled to Miami to collect data for her book, *The Coral Way 'Experiment': The First Two-Way Bilingual Education Program in the United States*. This book examines extensive archives, being duplicated

for a new UF Digital Collection.

Joel E. Correia (LAS)

Publication: "Indigenous Rights at a Crossroads: Territorial struggles, the Inter-American Court of Human Rights, and Legal Geographies of Liminality." *Geoforum*, vol. 97, 2018, pp.73-83.

Talks: "Rights Without Guarantees: Territorial Struggles, Implementing Inter-American Court of Human Rights Judgments, and Liminal Legal Geographies in Paraguay's Chaco." Race, Ethnicity, Place Conference on Engaged Scholarship: Fostering Civil and Human Rights, October, 2018, Emma S. Barrientos Mexican-American Cultural Center, Austin, TX. Conference Presentation.

"'Marandú Changed Everything': Indigeneity, Labor Rights, and Indigenous Politics on Chaqueño Cattle Ranches." Latin American Studies Association Conference, May, 2018, Barcelona, Spain. Conference Presentation.

Other: Selected by the UFIC as a 2018 Global Fellow to advance his new research project "Frontiers of Environmental Justice: Investigating Indigenous Rights and Deforestation in South America's Chaco Region."

Max Deardorff (History)

Publications: "Republics, their Customs, and the Law of the King: Convivencia and Self-Determination in the Crown of Castile and its American territories, 1400-1700." *Rechtsgeschichte—Legal History*, vol. 26, 2018, pp. 162-199.

"The Politics of Devotion: Indigenous Spirituality and the Virgin of Chiquinquirá in the New Kingdom of Granada." *Ethnohistory*, vol. 65, no. 3, 2018, pp. 465-488.

Presentations: "Todos los indios casados que tuvieren casas por sí": Indian vecinos in Santafé and Tunja, 1568-1667." The Southwest Seminar

-Consortium on Colonial Latin America, 2 November 2018, Heber City, UT.

“Índigenas urbanos y la cuestión de vecindad en el Nuevo Reino de Granada, siglos XVI y XVII.” 4 June 2018, Max Planck Institute for European Legal History, Frankfurt, Germany.

Carmen Diana Deere (LAS/FRE Emerita)

Published her Kalman Silvert lecture, “The Practice of Latin American Studies: The Dilemmas of Scholarly Communication” in the *LASA Forum*, 49 (3), 2018: 7-23, as well as articles in *World Development*, *the Canadian Journal of Development Studies*, and *Cadernos Pagu*. She was a co-lead author of the chapter on “Pluralization of Families” in the International Panel on Social Progress report, *Rethinking Society for the 21st Century* (Cambridge University Press, Vol. 3, 2018). In November, she gave a keynote address at the Latin American Rural Sociology Congress (ALASRU) in Montevideo.

Coco Fusco (SAAH)

Talks: “Haunted by History: A New Generation in Cuba Excavates a Buried Past.” Art History Department, Northwestern University, 23 May 2018, Evanston, IL. Lecture.

“Cuba Portraits.” 8 November 2018, Haskell Film Center, School of the Art Institute of Chicago. Lecture and Screening.

Other: Solo Exhibition, Twilight, Ringling Museum of Art, October 11, 2018 - February 17, 2019. Features four recent videos by Fusco shot in Cuba.

Glenn Galloway (MDP)

Moderated/participated in an authors and editors meeting in Sardinia, Italy for a book being developed by IUFRO “World Forests, Society and Environment” entitled “Sustainable Development Goals: Their Impacts on Forests and People” in September 2018.

He and Thomas Gloria (Harvard University) presented a panel on Teaching Sustainable Development during the launching of the US chapter of the Sustainable Development Solutions Network (SDSN USA) in Columbia University, New York on December 04, 2018. The agenda, list of participants and presentations can be found here: <https://networks.unsdsn.org/usa/>.

David Geggus (History)

Publication: “Saint Domingue.” *Oxford Bibliographies in Atlantic History*, ed. Trevor Burnard. DOI: 10.1093/OBO/9780199730414-0302.

Rebecca Hanson (LAS/Sociology)

Publications: Veronica Zubillaga and Rebecca Hanson. “Del punitivismo carcelario a la matanza sistemática: El avance de los operativos militarizados en la era post-Chávez.” *REVISTA M. Estudios sobre a Morte, os Mortos e o Morrer*, vol. 3, no. 5, 2018, pp. 32-52. “Deciphering Venezuela’s Emigration Wave.” *NACLA*, vol. 50, no. 4, 2018, pp. 356-359.

“Ethnographies of Security: Pushing Security Studies Beyond the Bounds of International Relations.” *Qualitative Sociology*, vol. 41, no. 2, 2018, pp. 135-144.

Talks: “Community Policing and Public Trust: Evidence from Colombia.” LACEA-LAMES Conference, November 2018, Guayaquil, Ecuador.

“Making Security Forces Insecure: Police Vulnerability, Pluralized Violence, and Urban Politics in Venezuela.” American Sociological Association’s Annual Conference, August 2018, Philadelphia, PA.

Other: Awarded the UF Term Professorship award, 2018-2021.

Emily Hind (SPS)

Presentation: “Contemporary Mexico and the Colombian Model.” Association for the Study of the Arts in the Present, October 2018, New Orleans.

Karen A. Kainer (LAS/SFRC)

Publications: Tucker Lima, J.M., et al. “Landscape Change Alters Reproductive Phenology and Sex Expression in *Attalea* Palms (Arecaceae) of Southwestern Amazonia.” *Plant Ecology*, vol. 219, 2018, pp. 1225-1245. DOI: 10.1007/s11258-018-0874-7.

Sierra-Huelsz, J.A. and Karen A. Kainer. “Tourism Consumption of Biodiversity: A Global Exploration of Forest Product Use in Thatched Tropical Resort Architecture.” *Geoforum*, vol. 94, 2018, pp. 1-11. DOI: [org/10.1016/j.geoforum.2018.06.004](https://doi.org/10.1016/j.geoforum.2018.06.004). Cooper, N.A. and Karen A. Kainer. “To Log or Not to Log: Local Perceptions of Timber Management and Implications for Well-being Within a Sustainable Use Protected Area.” *Ecology and Society*, vol. 23, no. 2, 2018, pp. 4. DOI.org/10.5751/ES-09995-230204.

Antonio-Sajid Lopez (SPS)

Was awarded an Internationalizing Curriculum Grant by the UF International Center to develop a new course on *Spanish American Theater for Social Change*.

Lucas C. Majure (FLMNH)

Publications: Vargas, D.M., et al. “Phylogenetic Relationships in *Echinocactus* (Cactaceae) Inferred with Molecular and Morphological Evidence.” *Phytokeys*, vol. 111, 2018, pp. 31-59.

“Uso del nombre *Consolea microcarpa* versus *Consolea picardae*, una especie endémica de La Española.” *Journal of the Botanical Research Institute of Texas*, vol. 12, 2018, pp. 75-80.

“*Miconia clasei*, a New Species of *Miconiasect. Calycodomatia* (Miconieae: Melastomataceae) from the Sierra de Bahoruco, Dominican Republic and a Closer Look at Species Relationships in the Sandpaper Clade.” *Systematic Botany*, vol. 43, 2018, pp. 430-438.

FACULTY NEWS & PUBLICATIONS

Seminars: *Floristic Biodiversity of Haiti*. University of Florida, Haiti Working Group, 14 November 2018. *Cactaceae of the Greater Antilles: What do we still not know?* Succulent Plants Symposium, 2 September 2018, Huntington Botanical Garden, Pasadena, CA.

Susan Paulson (LAS)

Talks: “Toward Ethnic and Gender Systems that Support Diversity and Interconnection for Human Survival.” Descrecimiento México, September 2018, Mexico City, Mexico. Plenary Lecture.

“A Pluriversal Dialogue: Degrowth, Buen Vivir, Agroecology, and Zapatismo.” DegrowUS, September 2018, Chicago. Plenary Lecture. “La propuesta de descrecimiento en diálogo pluriversal con buen vivir, agroecología y zapatismo.” XII Taller Medio Ambiente-Sociedad, June 2018, Havana, Cuba. Paper Presentation.

Frederick Royce (ISFS)

Publication: “Agricultural Production Cooperatives in Cuba: Toward Sustainability.” *Co-operativism and Local Development in Cuba: An agenda for Democratic Social Change*, edited by Sonja Novkovic and Henry Veltmeyer, BRILL, 2018, pp. 128-59.

Marianne Schmink (LAS)

Along with Mary Allegretti, and Lucia Helena Oliveira Cunha (eds.), published a Special Issue of *Desenvolvimento e Meio Ambiente* including 24 original articles focused on the legacy of Chico Mendes.

John Richard Stepp (LAS/Anthropology)

Publication: *Ethnoecology and Medicinal Plants of the Highland Maya*. Springer Nature, 2018.

Other: Received a UF Research

Foundation Professorship in May 2018. He also received an Emerald Literati Award for Outstanding Author Contribution in July 2018 for a co-authored work on quinoa in Peru.

Cecilia Suarez (Agricultural Education & Communications)

Morton Wolfson Faculty Award for Outstanding Service for Students, Division of Student Affairs Inclusive Excellence in Diversity – Faculty Award, Multicultural and Diversity Affairs. Superior Accomplishment Awards for Diversity and Inclusion, College of Agriculture and Life Sciences.

Nicholas Vargas (LAS/Sociology)

Publications: Vargas, Nicholas, and Julio Villa-Palomino. “Racing to Serve or Race-ing for Money: Hispanic Serving Institutions and the Colorblind Allocation of Racialized Federal Funding.” *Sociology of Race and Ethnicity*, 2018. DOI. org/10.1177/2332649218769409.

“Racial Expropriation in Higher Education: Are Whiter Hispanic Serving Institutions More Likely to Receive Minority Serving Institution Funds?” *Socius*, vol. 4, 2018, pp. 1-12. DOI.org/10.1177/2378023118794077.

“Ideological Whitening: Does Skintone Shape Colorblind Ideology Adherence for Latina/os?” *Ethnic and Racial Studies*, vol. 41, no. 14, pp. 2407-2425.

Other: Presented research at the Latina/o Studies Association Conference, Washington D.C. in July, and the American Sociological Association Meeting, Philadelphia, PA in August 2018.

Robert Walker (LAS/Geography)

Walker was interviewed on NPR’s American Variety Show, with Court Lewis. The interview was then featured on NSF Science360 Radio. He attended the highly competitive

Sireland Writers Conference in Potisano, Italy, to continue refining his book, *Amazonian Love Stories*. He published papers in *Environment: Science and Policy for Sustainable Development* (Endangered Amazon: An Indigenous Tribe Fights Back Against Hydropower Development in the Tapajós Valley), in *Biotropica* (Science in support of Amazonian conservation in the 21st century: the case of Brazil), and in *Economics E-Journal* (Roads & SDGs, tradeoffs and synergies: Learning from Brazil’s Amazon in distinguishing frontiers).

Jocelyn Widmer (URP)

Publication: “VisiEAU 2018—A Vision for Water in Haiti, 2018.” *Emerging Infectious Diseases*, vol. 24, no. 10, 2018.

VisiEAU 2018 sought to define natural resource characteristics specific to water in Haiti; explore water governance, rights, and legislation in Haiti and across Hispaniola; highlight systems of water management, infrastructure, and distribution; share examples of research activities that investigate transmission of waterborne pathogens and the effect of interventions to date; and identify opportunities to integrate technology into water management for improved health outcomes. The conference also aimed to forge strategic partnerships among relevant government ministries, NGOs, and university researchers to transition policy dialogue into action; and then for this action to inform a new era of best practices in teaching.

2018 Latin American Studies Alumni Awards

The UF Center for Latin American Studies (LAS) created the LAS Alumni Awards in 2017 to recognize Center alumni whose achievements positively reflect the goals, principles, and philosophy of the Center. The Alumni Awards are composed of two categories the Outstanding Young Alumni Award and the Lifetime Achievement Alumni Award. The Outstanding Young Alumni Award recognizes alumni who are 40 years of age or younger, and who possess an unmistakable tradition of achievement and a commitment to further strengthening the Latin American Studies field. The Lifetime Achievement Alumni Award recognizes alumni whose achievements over the course of several years positively reflect the goals, principles, and philosophy of the Center. Award recipients are selected annually by the LAS Alumni Board and honored during the Center's Fall Reception.

This year's Reception took place on October 5th. During the festivities, Dr. Kristin Tennyson was awarded the Outstanding Young Alumni Award and Dr. Suzana Padua was awarded the Lifetime Achievement Award.

Dr. Kristin Tennyson graduated from the University of Florida with an MA in Latin American Studies in 2004 and a Ph.D. in Criminology, Law & Society in 2009.

Tennyson's work pertaining to the region expands over 20 years and includes multiple positions in the Department of State. Throughout her professional career, Tennyson has held positions such as Assistant Professor at Indiana University Southeast, Intelligence Specialist for the United States Special Operations Command, as well as Foreign Affairs Analyst at the Department of State. As recognition of her work, Tennyson has received four medals of commendation as well as multiple awards.

In her current position, Tennyson is the Chair of the Western Hemisphere Area Studies at the Department of State. As part of her work, Tennyson is responsible for oversight of the Western Hemisphere Affairs Area Studies Program, teaching and coordinating interdisciplinary courses on Latin America, the Caribbean, and Canada for employees assigned to work in or on those regions. She

works with regional organizations, academic institutions, non-profit organizations, and international organizations to identify speakers and pedagogical materials/resources for the entire program. For her exemplary work and commitment to furthering the LAS field, it is an honor to award the Center's 2018 Outstanding Young Alumni Award to Dr. Kristin Tennyson.

Dr. Suzana Padua graduated from the University of Florida with an MA in Latin American Studies with a focus on environmental education in 1991. After her graduation, she returned to her native Brazil and in 2004 she completed a Doctorate in Multidisciplinary studies at the University of Brasília. In 1992, working alongside her husband Dr. Claudio Padua, she founded the Instituto de Pesquisas Ecológicas (IPÊ). The mission of IPÊ is to develop and disseminate innovative models of biodiversity conservation that

promote socio-economic benefits through science, education and sustainable business. To this extent, IPÊ created Brazil's first Professional Masters degree in Conservation of Biodiversity and Sustainable Development, and also offers an MBA in Social-Environmental Business, which is designed to introduce sustainability as the basis for business professionals.



Dr. Suzana Padua (left), Dr. Philip Williams (center), Dr. Kristin Tennyson (right).

For her accomplishments and dedication, Padua has received multiple national and international awards, including a Distinguished Achievement Award from the Society for Conservation Biology, and a Margot Marsh Award for Excellence in Primate Conservation from the International Primatological Society and American Society of Primatology. Padua has also published over 50 articles and mentored over 30 students. To this day, Padua continues to lend her expertise to the Center's Tropical Conservation and Development program, giving generously of her time and sharing her knowledge at many academic workshops and conferences on campus. She also serves on the Center's Alumni Board. For her achievements and continued commitment to strengthening the field of Latin American studies, it is our honor to present Dr. Suzana Padua with the 2018 Lifetime Achievement Alumni Award.

ALUMNI UPDATES

Kristen Conway-Gomez (MALAS 1997) was named chair of the Department of Geography and Anthropology at the California State Polytechnic University, Pomona.

Ericka Gheri (LAS 2008) works at Santa Fe College, in Gainesville, FL. She teaches Spanish and Portuguese courses as well as Latin American and World Humanities. She is currently the Education Program Director for ESOL and the Spanish Story Time (Spanish Immersion program). She is also an active member of the Latina Women's League.

Chelsey Hendry Simmons (MALAS 2018) moved to Augusta, Maine after completing her MALAS degree. She currently works as a Community Health Worker for Maine Mobile Health Program (MMHP) which provides the migrant and seasonal farmworkers of Maine with culturally and linguistically accessible healthcare. Using the language skills she cultivated as a FLAS fellow in Haitian Creole, she provides medical interpretation, public health education, and case management for Haitians working in agriculture and aquaculture in the state of Maine.

Alumni Spotlight: Diana Moreno (MALAS 2016)

Can you tell us about your current position and how it relates to your degree?

I am the Assistant Director of Multicultural and Diversity Affairs at the University of Florida; specifically, I oversee our social justice education programs. The path to my current position started with the UF Hispanic Latino Affairs, as a Program Coordinator. In this position, I was creating programs for Hispanic/Latinx students. I really appreciated being able to work with my community and being able to program around issues of social justice and of concerns to our students. Thankfully, there have been opportunities for growth, and I was able to move on and become the Assistant Director of the Department of Multicultural and Diversity Affairs. Even though I still work with Hispanic Latino students, in this position I am able to expand my reach and work with multiple communities of students.

I have always been interested in issues of human rights, civic engagement, and social justice. As a MALAS

Gaby Hernandez (LAS 2011) is an Assistant Professor of Graphic Design at the University of Florida. Her current research areas include heritage and cultural identity, social design, design for development, decolonial design, diversity and inclusion. She is also an affiliated faculty to the Center for Latin American Studies.

Ty Redden (LAS 2017) is a visiting professor of Africana Studies at Gettysburg College, a liberal arts college in central Pennsylvania. He teaches courses that interrogate race, gender and sexuality in urban settings, including housing and race in the United States.

Susan Tratner (MALAS 1996) co-edited the book *eFieldnotes: The Making of Anthropology in the Digital Age* with Roger Sanjek, 2016. She was promoted to full professor in 2018 at SUNY Empire State.

Tonyaa Weathersbee (LAS 2016) is the metro columnist for The Commercial Appeal, Memphis' daily newspaper and part of the USA Today Network. She has published columns on The Root, USA Today and The Marshall Project website on Latino immigrant issues. In May, she will present a paper on the influence of cable news on rural residents' perceptions of Latinos at the 2019 Latin American Studies Association Congress in Boston.

student, I was in the Latino Studies concentration and I did an internship with an organization called Make the Road New York. They are a community organization focused on the civic and political engagement of Latino immigrants in New York City. My experience with Make the Road and my experience in the classroom propelled that passion. In my current position, I am really excited that I get to talk with various student communities about social justice and how the struggles of different communities are connected. That's been a really gratifying experience.

What kind of programs have you helped launch in your position?

One of the main programs I oversee is called Gatorship. This is a social justice educational program that culminates in an off-campus weekend retreat. Students are able to talk about their social identities, their experiences, and their backgrounds. They listen to each other and learn from the multiple identities that UF students bring with them. Through this initiative, we facilitate conversations around social systems. For example, how is your experience as a Latina connected to social systems of immigration, of race, of gender? How does your experience impact your life and how do the experiences of your peer as a Muslim American male impact his life? We also talk about privilege and learn how we sometimes walk in privilege. This program gives us the opportunity to talk about how people from different backgrounds are connected to different social systems and the different impacts that have. Programs like this allow our students to, maybe for the first time, not feel isolated in their experiences. We find this to be a really powerful program for our students as they go through this stage of development, of figuring out who they are and their place in the world.

Another program we are working on is Anti-Racism Education Week. Through the program, we'll offer students a lecture on the racialization of immigrants. This topic is something that is closely tied to me and the Center. I remember to this day one of the most powerful books that I read, that was assigned to me by Dr. Williams, was called *Impossible Subjects* by Mae Ngai. This book really changed my perspective because even though I'm myself an immigrant, I never really understood the historical legacy of the racialization of immigrants and how it's impacted different communities. This book helped me understand how policy can shape racial lines in the United States. To me, this was very enriching and eye-opening, and I think it would be something helpful for our students to understand when it comes to racism and anti-racism. So as part of Anti-Racism Education Week, we're offering a lecture on this topic.



What aspect of your career have you enjoyed the most?

What has been so enriching to me, is the opportunity I have of being part of the development of a student's political and personal awareness and consciousness. To be along that journey and witness their growth over time has been incredible. It is really rewarding to know you were a drop in the bucket of that person's life growth. This also gives you a little hope, because there are so many things going on in the world that can seem very negative and overwhelming, but to work with young people and to understand they have this level of idealism and passion that they're going to carry forward is really nice.

How did your MALAS degree and the Center help you prepare for your career?

I had fantastic academic professors and mentors, like Dr. Paulson, Dr. Williams, and Dr. Vargas, who was also

my committee chair. Dr. Resende, even though I didn't have a class with her, became an incredible advocate and mentor. I feel like not only did I get the content in the classroom, but I was able to witness a model for what it means to be an advocate and mentor. I learned to understand the importance of the academic community and also the importance of community in general. I was also very lucky to have a cohort of students and colleagues that I was very close to, and that helped me understand how important it is to build community within one space. I build friendships that lasted beyond the program and I hope will last a lifetime. At the Center, there was this sense that Latinidad wasn't lost within the heaviness of academia, because there were a lot of interesting and fun events; there was space to be human within the work. This formed my views of what I wanted in a profession. The understanding that I need space here in my work to be human, and so do students. When I teach a class, I don't just want to be a professor for my students, but I also want to be their mentor and advocate. I want our students to be fully themselves in the classroom as much as they can.

What advice do you have for current students at the Center for Latin American Studies?

My advice would be to invest in the Center, invest in the people in the Center and in the community. Don't forget that even though they're busy with assignments, and meetings, and homework, that there's also a community outside of the Center in the larger Gainesville area that they can connect to, that can help route them a little bit to the place where they will be spending maybe two years, maybe more, of their lives. I would remind them that even though academia can sometimes feel isolating, that they should connect with other people and not to forget that community is what can help them through.

Thanks to Our Donors

The Center for Latin American Studies would like to express its gratitude for the generosity of those who have contributed to the Center's funds and endowments.

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A Special Thanks

We would like to express our gratitude to everyone who contributed to our Spring fundraiser benefitting the Terry McCoy Latin American Travel Scholarship. Thanks to your donations, we raised \$4,045!

The McCoy Travel Fund was created by colleagues and former students of Dr. Terry McCoy, Director of the Center from 1985-96 and founding Director of the Latin American Business Environment (LABE) program. The scholarship helps support MALAS student in the LABE concentration, who are expected to participate in the graduate business school's international trip. Your donations will help LABE students participate in these global immersion trips.

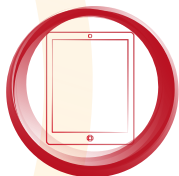
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