I recall hearing that when Gabriel García Márquez was once turned down for a visa to come to New York City, he responded: “That is not possible! New York is part of the Caribbean!” While the story may be apocryphal, it contains a truth that is very apparent here at NYU. Our cosmopolitan city is a hub or nexo for the circulation of people, culture, knowledge, capital, commodities and even weather systems (Irene in late summer of 2011) moving between the Caribbean, Latin America and North America. That movement makes CLACS a dynamic place to study, teach and collaborate.

In the past year, our growth has continued with the support of our current Title VI grant for National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) fellowships. We share this award, given by the U.S. Department of Education to leading centers for Latin American Studies in the country, with Columbia University’s Institute of Latin American Studies (ILAS). CLACS has also received Tinker Foundation Field Research Grants, which fund graduate student research in Latin America.

The growth has been vigorous. Five NYU professors are joining CLACS as regular (not simply affiliated) faculty. This is a first for us and it will enhance our curriculum, programming, and presence in the university. While they will retain their departmental homes, outgoing director Ada Ferrer (History), past director Thomas Abercrombie and Aisha Khan (both from Anthropology), and Jill Lane and Sibylle Fischer (both from Spanish and Portuguese) will provide us with a new foundation.

Our in-house professors are Faculty Fellow Sarah Sarzynski, a historian specializing in twentieth-century Brazilian social movements and political culture, and Pamela Calla, an anthropologist who works on racism/antiracism and state formation in Bolivia and the Andes. Pamela will begin a three-year position as Clinical Professor in the fall of 2012. New Faculty Fellow Katherine Smith, who studies religion and artistic expression in Haiti, will also join us in the fall.

Innovative programming in the past year included “Mundos Andinos,” sponsored by our Andean Initiative and Quechua Language Program. Focusing on Andean history, native language, film, performance, the environment and development, the series drew audiences from around the city. Support for a symposium titled “Caribbean History and Anthropology in the Archives,” which highlighted research involving the RISM collections at NYU, was provided by The Research Institute for the Study of Man (RISM), a program of The Reed Foundation.

Our ties around and beyond the city have grown through new institutional connections and communications technology. For example, our K-12 Outreach program linked up with Yale University and introduced new curricular materials on the theme of Colonial Latin America into the public schools. Our Quechua language podcasts have generated links with the Andean community of greater New York.

I hope the pages of nexo will give you a sense for the activity here at CLACS, and I invite you to contact us for more information or to find ways to get involved.

Saludos cordiales,
Sinclair Thomson
Director of CLACS at NYU
Race and Revolution in Focus

Each semester, CLACS hosts a Research Colloquium which consists of a graduate level course and a speaker series. The course is co-taught by faculty from different academic fields, forging interdisciplinary communication and collaboration. The event series invites top scholars from around the world to present current research to the NYU community and the general public. These cutting-edge themed colloquia are often the result of faculty working groups.

Contemporary Racisms in the Americas

The fall 2011 CLACS Research Colloquium, coordinated by Pamela Calla (CLACS), explored emergent racisms in the Americas as integral to the multicultural and what some have called “post racial” present, defined within larger processes of economic and cultural globalization and transnational migration. It also aimed to deepen the understanding of different theoretical and methodological approaches to the study of contemporary forms of racism, and of major obstacles to the construction of intercultural relations, racial and economic justice and democracy. The speaker series was an opportunity for students and the general public to benefit from recent analysis of racism in the Western hemisphere and cutting-edge scholarship advancing the construction of anti-racist strategies.

Latin American Independence and the Age of Revolution

The spring 2012 CLACS Research Colloquium offered fresh perspectives on Latin American independence—the subject of bicentennial commemorations around the region. Leading scholars from Latin America, the U.S. and Europe tackled crucial questions such as: Was there an Enlightenment culture in the region? Were the causes of independence internal to Latin America or derived from the political crisis on the Iberian peninsula? Did nationalism produce or stem from the wars with colonial powers? What roles did subaltern actors play in the revolutions? Were the revolutions “democratic”? What was the role of slavery and anti-slavery? This colloquium series was coordinated by Sinclair Thomson (History/CLACS) and Sibylle Fischer (Spanish) of NYU.

COLLOQUIUM SPEAKER SERIES - FALL 2011

Naming Ourselves: Recognizing Racism and Mestizaje in Mexico
Mónica Moreno Figueroa (Sociology, Newcastle University)

Neoliberal Multiculturalism and the Paradox of Radical Refusal
Charles R. Hale (Anthropology, University of Texas, Austin)

Why Color is a Better Measure of Inequality in Latin America than Ethnoracial Identity
Edward Telles (Sociology, Princeton University)

The Transformation of Racism in Ecuador
Carlos de la Torre (Sociology, University of Kentucky, Lexington)

Reading the Postracial Contemporary
David Theo Goldberg (Comparative Literature and Criminology, UC Irvine)

Designing Communication Infrastructure for Antiracism in Education
Mica Pollock (Director of UCSD’s Center for Research on Equity, Assessment, and Teaching Excellence)

COLLOQUIUM SPEAKER SERIES - SPRING 2012

Independence Pedagogy and the Cult of the Perfect Book
Ronald Briggs (Spanish and Latin American Cultures, Barnard College)

Los ‘indios esclavos’ y la crisis del orden colonial de Charcas a Cádiz
Rossana Barragán (Latin American Desk, International Institute for Social History, Amsterdam, Holland)

Anti-slavery and the Origins of ‘Human Rights’
Robin Blackburn (Sociology, University of Essex)

Une et Indivisible? Transcolonial Black Politics in the Wake of the Haitian Revolution
Sara Johnson (Literature of the Americas, University of California, San Diego)

Agents of Empire: Subaltern Politics in the Age of Revolution
Marcela Echeverri (History, City University of New York)

Disputing Bolivar’s Body, Disputing the Nation: Uses of Bolivarism in Contemporary Venezuela
Luis Duno-Gottberg (Hispanic Studies, Rice University)

Reboarding the Juno: A Second Look at a Moment in the Haitian Revolution
Julius Scott (History, University of Michigan)
Research from Haiti to Uruguay: Cultural Producers, Regional Networks and State Reforms

By Fabienne Doucet, Sarah Sarzynski, Alexandra Falek, Cristel M. Jusino Diaz and Sarah Szabo

With support from the Title VI NRC program and the Tinker Foundation, CLACS holds an annual summer research grant competition for affiliated faculty and students investigating issues related to the region. The following are highlights from the summer 2011 award cycle.

Timoun Yo Pral Lekòl in Post-Earthquake Haiti

FABIENNE DOUCET is Assistant Professor of Teaching and Learning at NYU.

Educational reform has been an ongoing national project in Haiti since the late 1970s. Haitian parents, whether in Haiti or expatriated to the U.S., universally cite education as the sine qua non for their children’s future. Yet education in Haiti is a site where deep societal fissures—along racial, socioeconomic, religious, gender and linguistic lines—are played out. The apocalyptic earthquake of January 2010 has been framed by many as an opportunity to improve the conditions of life for Haitians in every way, including education. But what does improving education, or reforming the educational system, mean from the perspective of multiple stakeholders, some of whom clearly have competing interests? During the summer of 2011, I spent a month in Haiti collecting preliminary, exploratory data on the landscape of educational reform with funding from a CLACS Faculty Grant. Speaking with grassroots community leaders, parents and high-ranking officials in the Haitian government and UNICEF, I sought to get a sense of the visions and goals of these stakeholders for educational reform. What I learned has provided me with a context for further investigating the future of education in Haiti—a future that must be understood in light of its past.

Public, government-funded schools, once a source of quality instruction in Haiti from elementary to post-secondary education, experienced a gradual but dramatic decline through the 20th century. Committed to providing whatever opportunities they could to their children, working poor and impoverished parents in rural and urban areas sought private schooling for their children. Since elite Catholic and exclusive institutions were not available to them, these parents instead turned to whatever schools they could find. This market demand, coupled with nonexistent oversight on the part of the Haitian government, led to a glut of low-quality private schools staffed by unqualified teachers (many of them barely literate). Dubbed lekol bolèt, or lottery schools, these institutions embody for disenfranchised Haitians the haphazard gamble of daily life in their complicated homeland.

In spite of the dominance of this familiar storyline, strong counternarratives have always existed, and in 2007, then President René Préval appointed a commission of visionary leaders to design and formulate a plan for the implementation of a massive educational reform. For close to three years, the dedicated members of the commission puzzled over the quandary of Haitian education, with lucid acknowledgment of the fundamental inequity of the system. Though the earthquake halted their efforts, they managed to issue a massive
Re-presenting Amazônia from Within: Cultural Production, Sovereignty and Hybridity at the Border

SARAH SARZYNSKI is Assistant Professor/Faculty Fellow of Latin American and Caribbean Studies at NYU.

“The image normally associated with the Amazon region is more an image about the region than of the region. (...) Amazônia has been seen more through the colonizer’s gaze than through the perspective of its own inhabitants.” — Carlos Walter Porto Gonçalves, Amazônia, Amazônicas.

Recent scholarship on Amazonian identity focuses on deconstructing the multiple myths that have long defined the region and its people. Among others, Neide Gondim argues that Amazônia was constructed, and not “discovered” (Gondim, 2007). She shows how Europeans created the Amazon through an analysis of early discovery narratives, nineteenth-century scientific expedition accounts and tales of the Amazon during the rubber boom. By evaluating the “blinding” power of such visual and textual accounts, scholars challenge enduring narratives of the Amazon as an El Dorado, a green hell and an edenic paradise, a vast territory of natural resources without people and a land of backwardness, violence and cannibalism.

One of the key debates about the Amazon since the 1960s involves the struggle between international actors who recognize its global importance as the “lungs of the earth” and Latin American nations claiming sovereignty over their Amazon territories. During the Brazilian dictatorship (1964-85), slogans repeatedly demanded the need to integrar para não entregar the Amazon, legitimizing the construction of highways, an increased military presence and the creation of a Free Trade Zone in Manaus. Scholars concur that such strategies continue to shape national policies and representations about the region. Brazilian media conglomerate Rede Globo’s representations of the Amazon employ stereotypical historic narratives of Amazonian people as exotic, irrational and frozen in time to convey an invisibility of the human populations. At the same time, visual images in the media emphasize the Amazon’s biodiversity and its wealth of natural resources (Manuel Sena Dutra, A natureza da mídia, 2009). Through the repetition of such discourses, the Brazilian media creates a certain reality of the Amazon, excluding the actual multiplicity of political actors and struggles.

Many scholars examining the construction of the Amazon concurrently investigate regional realities such as the diversity of its peoples and terrains, its largely urbanized population and projects of regional autonomy. One line of research explores Amazonian cultural production with a particular focus on visual arts. Studies demonstrate how urban cultural movements such as the Clube da Madrugada (1950-1970s) and contemporary Amazonian artists provide a regional perspective from within Amazônia. The main conclusion of these works is that a singular Amazonian artistic style cannot exist due to the region’s diversity and hybridity even though certain characteristics bind Amazonian artists together.

Since the 1960s, cultural production within the region can be classified as vanguard because of its experimental aesthetics, artists’ objectives to create public art and a common theme of connecting local issues to the broader world.

I am currently developing a research project on autonomous cultural production, identity and political issues of sovereignty and regional hybridity in Amazônia. Preliminary research funded by a CLACS faculty research grant led me to the três fronteiras region of Brazil, Colombia and Peru. This under-researched area is as far from any of the national centers as physically possible although it is not isolated due to its position on the Amazon River. While national projects strive to demarcate and fix national borders, people move through the three nations and multiple indigenous cultures, adopting and adapting to new identities, languages and cultures. I conducted initial...
archival and museum research in Leticia, Colombia and Benjamim Constant, Brazil as well as Manaus, Brazil. I met with filmmaker Júlio Cueva Marquez and Brazilian art professors in Tabatinga, Brazil to discuss their innovative projects to connect local people to regional artistic production. My interests lie in investigating the historical process of identity construction through regional cultural production, transnational collaborations, and changing political policies of the três fronteiras region. Considering this region's hybridity and its geo-political position as a borderland, my work contributes to scholarship on locating Amazonian identities, privileging local perspectives while recognizing the influence of dominant Amazonian narratives.

**Documentary Production in Uruguay: New Strategies in a Diversifying Medium**

**ALEXANDRA FALEK** is Assistant Professor/Faculty Fellow in the Spanish and Portuguese Department of NYU.

The grandson of a slave taken from Africa to Latin America long after the abolition of slavery travels to the Congo as part of Uruguay’s peacekeeping force. Writers, artists and musicians share their memories and interest in the literary and cultural traditions of revered writer Juan Carlos Onetti. A sixty-something Spanish immigrant living in a home for the aged in Montevideo for decades pines to return to her native Spain. Town residents and interested outsiders convey the history, everyday life and the slowly changing environment of the oldest colonial town in the country. Family members and archeologists persist in their search to locate the remains of desaparecidos on the grounds of an army barracks. These are some of the stories explored in documentary production in recent years in Uruguay, a period that has been marked by unparalleled expansion.

The constant stream of technological developments in the audiovisual industry, recent legislation (the 2008 Cinematography Law created the Cinema and Audiovisual Institute) and related political efforts to consolidate national cinema as an industry (through the establishment of initiatives for the funding, training, production and promotion of cinematic and audiovisual activity) has resulted in an unprecedented “democratization” in the filmmaking context. A crucial part of the growth in professionalization in the industry has to do with increasing access to information, education and both technical and economic resources for documentary filmmakers and producers. Practical and theoretical training opportunities relevant to the artistic, technological and business aspects of filmmaking are offered through programs at film schools and in established universities. International documentary festivals in the area (Atlantidoc and DocMontevideo) allow for exposure to the most recent documentaries from almost every continent, in addition to offering master classes, pitching presentations, script-writing workshops and executive production seminars.

While support for filmmakers and producers is on the rise, exposure, appreciation and awareness of national documentary production by the general public remains limited. A number of documentaries find their way to the extensive programming at Cinemateca Uruguaya in Montevideo and/or local film festivals, and a small number are even screened in commercial cinemas. Mundialito (2010), the latest documentary by director Sebastián Bedarik and producer Andrés Varela of Coral Films, and HIT (2008), by directors Claudia Abend and Adriana Loeff (a CLACS alum), are rare examples of recent documentaries with remarkable success at the box office. But in most cases there are serious limitations to the commercial exhibition and distribution of documentaries produced in the country. Only a couple of cinemas “risk” screening Uruguayan documentaries, and the varying economic circumstances of these cinemas limit the selection to those films considered solvent. Mainstream and some independent media channels continue to privilege and reinforce the culture of commercial box office hits from the dominant film industries abroad. And despite the continually growing presence of the Internet, it has not yet been established/accepted as a viable alternative for exhibition and/or distribution. As a result, the general public is exposed to the cues (i.e. lack of precedence in the promotion of national documentary production at the local level) presented by the mainstream media, making the filmmakers’ challenge of establishing relevant and meaningful...
Redes culturales entre el Caribe y el Río de la Plata

CRISTEL M. JUSINO DÍAZ is a Ph.D. Candidate in the Spanish and Portuguese Department of NYU.

Gracias al CLACS Tinker Field Research Grant pude pasar cinco semanas este pasado verano haciendo investigación en Buenos Aires, Argentina. Mi proyecto, en sus inicios, se enfocaba en explorar intercambios culturales entre el Caribe y el Río de la Plata, dos regiones que rara vez se han estudiado en conjunto. El punto de partida para esta investigación fue la obra de Washington Cucurto, tanto en su fase como escritor como en la de fundador y editor de la cooperativa editorial Eloisa Cartonera. En las novelas de Cucurto, los protagonistas siempre son los “negros”—inmigrantes dominicanos, paraguayos, bolivianos, tucumanos—que habitan un Buenos Aires nocturno, delirante, desbordante de música tropical, baile, cerveza y mucha, mucha literatura. El autor siempre ha resaltado la influencia de escritores caribeños en su obra, como Severo Sarduy y José Lezama Lima, por lo que comencé a investigar el impacto que tuvieron éstos en la escena cultural porteña. Mi trabajo se enriqueció muchísimo de esta estadía en Buenos Aires. Quiero destacar dos instancias en las que la experiencia de campo fue clave.

Luego de conversar con los profesores Álvaro Fernández Bravo, director de NYU Buenos Aires, y Elsa Noya, del Instituto de Literatura Hispanoamericana de la Universidad de Buenos Aires, empecé a trabajar con la obra de Virgilio Piñera, escritor cubano que pasó varias temporadas largas en Buenos Aires entre 1946 y 1958. En esta época, Piñera se destaca no sólo como escritor sino que también como mediador y gestor cultural, estableciendo contactos que más adelante serán claves para que escritores cubanos sean difundidos en Argentina. En el Instituto de Literatura Hispanoamericana pude consultar revistas en las que publicó Piñera, tanto en Cuba como en Buenos Aires. Esto fue esencial para comenzar a reflexionar sobre los orígenes de unas redes culturales que se continuarán desarrollando y fortaleciendo a lo largo del siglo XX.

En segundo lugar, pude visitar el taller “No hay cuchillos sin rosas”, sede de la cooperativa Eloisa Cartonera. Situado en el barrio de La Boca, al cruzar la calle del mítico estadio del Boca Juniors, este espacio es mucho más que un taller donde se hacen libros de cartón escritos por autores de todas partes del continente latinoamericano. Es un espacio para la comunidad, donde vecinos argentinos, paraguayos, bolivianos, dominicanos pueden encontrarse para charlar de fútbol y de música o para ayudar a pintar las tapas de libros. En esta esquina de La Boca se manifiesta otro modo de pensar, de imaginar América Latina no como una cartografía fija sino como redes móviles, pero sumamente fuertes, que se pueden extender desde el Río de la Plata hasta el Caribe.
Over the past year, I have had the wonderful opportunity to be a part of CLACS’ K-12 Teacher Residency program. I gained access to NYU’s library (and librarians!), made connections with professors of Caribbean history and received advice from CLACS staff. Even more important than the tangibles, though, were the intangible effects of engaging in a program like this while being a full-time classroom teacher. What I learned directly impacts how I teach at East Brooklyn Community High School, a small transfer high school in Canarsie, Brooklyn that serves an over 90% Caribbean/Caribbean-American population.

In my training to become a teacher, I did not know where or to whom I would be teaching, so my course load focused mostly on pedagogy and history courses of interest to me. But the Residency program allowed me to study topics of specific relevance to my students in Brooklyn—without the stress of night school. Through the program, I researched the themes of identity, daily life, social class and the purpose of government in the context of Cuba, and created curricular materials that engaged with these issues. My students were asked to inspect the government’s role in Cuba and here in the U.S. For many, it was their first time giving an academic presentation to their peers, and my classroom transformed from a classroom of one teacher and many students into one of many teachers and many students. I hope to continue to learn alongside my students, whether through CLACS’ other programs, or from my students themselves.

Ariela Rothstein is a Global History teacher at East Brooklyn Community High School.

Teaching Teachers:
Enriching the Classroom

By Ariela Rothstein

Over the past year, I have had the wonderful opportunity to be a part of CLACS’ K-12 Teacher Residency program. I gained access to NYU’s library (and librarians!), made connections with professors of Caribbean history and received advice from CLACS staff. Even more important than the tangibles, though, were the intangible effects of engaging in a program like this while being a full-time classroom teacher. What I learned directly impacts how I teach at East Brooklyn Community High School, a small transfer high school in Canarsie, Brooklyn that serves an over 90% Caribbean/Caribbean-American population.

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Ariela Rothstein is a Global History teacher at East Brooklyn Community High School.

Alumni Careers Boosted by M.A.

Because of the interdisciplinary nature of the CLACS M.A. programs, as well as the joint degree and certificate options, CLACS students pursue a wide range of topics in their graduate studies—and pursue a variety of careers boosted by their degrees.

Franklin Moreno, who began an M.A. at CLACS with a certificate in Museum Studies in 2005, focused his graduate work on museum studies, cultural policy and post-war trauma in El Salvador. Now School Programs Manager in the Education Department at NYC’s Museo del Barrio, Franklin calls his time at CLACS a “tremendous” opportunity because “although the Museum Studies department offered great insight into museums, it was from a primarily North American and Western European theoretical and practical perspective.” Franklin says that studying at CLACS helped him to “critically consider and situate museum theory and practice in a Latin American socio-political context.”

Director of the Latin America Working Group in Washington D.C., Lisa Haguaard graduated from CLACS in 1982. Lisa recalls that in addition to the opportunities to learn about Latin American history and to travel through the region, graduate study at CLACS was particularly enjoyable because it was “a lively program in a large university in a big city, but one which cared about the individual student and the real challenges we faced in trying to obtain higher education while keeping body and soul together.”

Amy Risley, who completed her M.A. in 1998, was recently offered tenure at Rhodes College, Tennessee, where she teaches courses in politics for the International Studies Department. As a student at CLACS, Amy was awarded a summer research grant, enabling her to pursue fieldwork in Buenos Aires. She says, “My time in Argentina was profoundly transformative, and I have been studying civil society organizations and activism ever since.” Amy particularly enjoyed working with NYU faculty, who she thought were “remarkably accessible and encouraging.”

CLACS offers an interdisciplinary M.A. program with several joint-degree and certificate options. To be considered for financial aid, apply by Feb. 1, 2013. Prospective students can learn more about the program and sign up for email alerts at clacs.as.nyu.edu.
Past Legacies, Current Debates

Borderland Identities, Territory and Neo/colonialism

MARÍA JOSEFINA SALDAÑA-PORRILLO is Associate Professor of Social and Cultural Analysis and Director of Latino Studies at NYU. She is also a CLACS Affiliated Faculty Member.

Although the Latino Studies Program is housed in the Department of Social and Cultural Analysis, Professor Maria Josefinna Saldaña-Portillo is also an active affiliated faculty member of CLACS. Her classes are open to CLACS students and frequently address pertinent issues related to Mexico and Central America. For example, in fall 2011 she taught a course titled “NAFTA and Narcos,” which looked at the relationship between the U.S.-Mexico Free Trade Agreement, the increase in the volume of trade and the increase in the volume of drug and arms trafficking between the two countries. She has also taught courses on Chicano/Chicana literature.

In October 2011, Professor Saldaña coordinated a conference titled *Mesoamerican Biodiversity, Green Imperialism and Indigenous Women’s Leadership in Defense of Territory*. Convened by CLACS, CU-ILAS, Latino Studies NYU, Gender and Sexuality Studies NYU, the Barnard Center for Research on Women and the Programa Universitario de Estudios de Género de la Universidad Nacional Autónoma de México, this day-long conference was catalyzed by a CLACS Faculty Conference Grant. Fourteen prominent scholars participated in three panels titled “When Environmentalism Kills,” “Appropriate Knowledges and Gender Conservation” and “Indigenous Territorial Rights Revisited.” A publication from this conference is pending from Duke University Press.

Prof. Saldaña is currently working on a book manuscript tentatively titled *Indian Given: The Racial Geographies of Mexico, the U.S., and Aztlán*. This book compares the ways that the figure of the “Indian” gained status in the U.S. and Mexico from 1848 to the present, analyzing how contemporary understandings of race and indigeneity differ in these sites by tracing their emergence through this time period. It also looks at how these distinct racial ideologies clash in conceptualizations of Chicano/ Latino identities. She is also working on the editing and publishing of a series of archival documents spanning 1723-1763 as part of a document recovery initiative in collaboration with the University of Houston. The documents—some 4,000 pages of previously unpublished material—offer valuable insight into the history of the territory of what is now Texas. Prof. Saldaña is also in the beginning stages of an oral history project focused on the LGBT movement of the Sandanista era in Nicaragua.

Imperial Narratives of Greater America

GREG GRANDIN is Professor of History at NYU and a CLACS Affiliated Faculty Member.

The author of a number of prize-winning books—including *Fordlandia: The Rise and Fall of Henry Ford’s Forgotten Jungle City and Empire’s Workshop: Latin America, the United States, and the Rise of the New Imperialism*—Professor Greg Grandin most recently co-edited Duke University Press’s *The Guatemala Reader: History, Culture, Politics* (2011), along with Elizabeth Oglesby and Deborah Levenson. This lengthy volume spans from the mid-sixteenth century to the present, and includes a diversity of materials including scholarly articles, images, recipes, poems, jokes and short stories, aiming to provide a robust and comprehensive introduction to Guatemala. It also contains historical records originally written in Spanish that are published in English for the first time.

Prof. Grandin is currently working on several research projects, one of which was inspired by Herman Melville’s short story “Benito Cereno,” published in 1855. Melville’s fictional story tells of an actual slave uprising that occurred off the coast of Chile in 1805, and Grandin is using the event to study the relationship between slavery, freedom and U.S. expansion in the early eighteenth century.

He is also working on a project that revisits Herbert E. Bolton’s 1932 address as president of the American Historical Association, titled “The Epic of Greater America.” Prof. Grandin hopes to look at the many centuries of U.S.-Latin American relations through a different lens, one that identifies an ideological struggle throughout the hemisphere to define shared but competing ideas about Christianity, liberalism, republicanism and “America.” An essay based on this project, “The Liberal Traditions in the Americas: Rights, Sovereignty, and the Origins of Liberal Multilateralism,” was published in the latest *American Historical Review*. Other recent work includes co-editing, with Gilbert Joseph, a collection of essays titled *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America’s Long Cold War*, published by Duke University Press in 2010, and contributing a preface to the 50th-anniversary edition of William Appleman Williams’ *Contours of American History* (Verso 2011). As part of the commemoration of the North American Congress on Latin America’s 45th year, he has interviewed Noam Chomsky on the legacy of Chomsky’s 1986 *Turning the Tide: U.S. Intervention in Central America and the Struggle for Peace*. 
News and Announcements

2011 Faculty Book Publications

JORGE CASTAÑEDA

GREG GRANDIN
with Deborah T. Levenson and Elizabeth Oglesby, Eds.

RANDY MARTIN

PATRICIO NAVIA
with Alfredo Joignant and Francisco Javier Díaz.

PEDRO NOGUERA
with A. Wade Boykin.

PEDRO NOGUERA
with Aida Hurtado and Edwards Fergus, Eds.

LILA ZEMBORAIN

Faculty Awards

GREG GRANDIN (History) has been chosen to be a Gilder Lehrman Fellow at New York Public Library’s Cullman Center for Scholars and Writers for the coming year.

ADA FERRER (History) has been awarded a fellowship from the American Council of Learned Societies to support her project titled “Cuban Slave Society and the Haitian Revolution.”

AISHA KHAN (Anthropology) has been awarded the NYU Humanities Initiative 2012-2013 Faculty Fellowship.

NYU-Buenos Aires Expands Research Possibilities

While Angela Carreño, NYU’s Latin American and Caribbean Studies subject librarian, can usually be found assisting students at Bobst Library in Greenwich Village, she’s recently been making trips to NYU-Buenos Aires where she is helping to expand possibilities for research in and about the Southern Cone.

In spring 2012, she visited NYU-Buenos Aires for meetings with faculty and students. In addition to assessing the library service needs at this site, she offered instructional sessions about conducting research that takes advantage of electronic library tools and resources licensed by the Division of Libraries for all of NYU, including NYU-Buenos Aires.

While in Argentina, Angela also attended La Feria Internacional del Libro de Buenos Aires. As a participant on a panel at one of the book fair’s events, Angela connected with publishers and book dealers in the Southern Cone and encouraged them to make it possible for academic libraries in the U.S. to acquire electronic versions of their books.

NYU-Buenos Aires offers students a comprehensive study abroad experience, with academic programs that include Latin American Studies, Spanish language development, media in Buenos Aires and much more.

CLACS M.A. student Rae Wyse discusses her summer research—about Chilean Jewish women writers during the dictatorship—with fellow classmates. Rae will be pursuing a Ph.D. in Literature in the coming fall.
CLACS and the Institute of Latin American Studies (ILAS) at Columbia University, partners in a Title VI NRC consortium, collaborate on several events each academic year.

In October 2011, CLACS and ILAS partnered to host a two-day conference at the Teacher’s College at Columbia University titled “Reconstructing National Identities: Intercultural Bilingual Education in Latin America.” Presenting a range of perspectives on intercultural bilingual education, participants addressed such topics as financial and technical assistance in the form of development aid, the role of social and political actors and processes of institutionalization. The conference appealed not only to educators but also to scholars from a variety of disciplines.

CLACS and ILAS also co-presented a lengthy series of events related to the Andean region titled “Mundos Andinos.” From March 22-April 11, this series featured several events involving the less commonly taught language of Quechua, including a screening of Peruvian filmmaker Federico García’s *Kuntur Wachana*, a presentation on Quechua grammar by NYU Quechua instructor Odi Gonzales, and the popular monthly “Quechua Night.”

In addition to events, CLACS and ILAS also co-sponsor courses which are open to graduate students at NYU and Columbia University. In fall 2011, Professors Jorge Castañeda (Global Distinguished Professor of Politics and Latin American and Caribbean Studies) and John Coatsworth (Provost, Columbia University; Professor of International and Public Affairs and of History) team taught a popular graduate seminar titled “U.S.-Latin American Relations After WWII.” CLACS and ILAS also support the New York City Latin America History Workshop (NYCLAHW).

**Indocumentales Goes National**

*Indocumentales/Undocumentaries* is a project that addresses issues about U.S./Mexico immigration through film, dialogue and educational resources.

Initiated in NYC by what moves you?, Cinema Tropical and CLACS at NYU, *Indocumentales* events also involve collaboration with schools, non-profit and community organizations.

In spring 2012, the event series kicked off in Tucson, Arizona, with support from the Center for Latin American Studies program at the University of Arizona. In fall 2010, *Indocumentales* unrolled at the University of Wisconsin-Madison with partnership from the Latin American, Caribbean and Iberian Studies program. At both of these locations, the films raised critical questions, sparked intense conversation and left deep impressions on audiences members from academia and the general public.

Visit [indocumentales.org](http://indocumentales.org) for more info.

**Symposium on the RISM Collections**

On December 1–2, 2011, the Caribbean Initiative of CLACS at NYU presented “Caribbean History and Anthropology in the Archives,” a symposium focused on recent work utilizing The Research Institute for the Study of Man (RISM) Collections at NYU.

A Keynote Lecture by anthropologist Sidney Mintz opened this exciting two-day symposium in which distinguished scholars discussed “Mid-Century Anthropology in the Archives” on panels related to Cuba, Puerto Rico and Trinidad.

Support for this symposium was provided by The Research Institute for the Study of Man (RISM), a program of The Reed Foundation, as well as NYU FAS Dean's Office, Elmer Bobst Library, NYU Gallatin School and the NYU Departments/Programs of Anthropology, History, Africana Studies and Public History and Archives.
Rimasun Quechua Podcasts: Collaborations Across NYC

We are excited to celebrate the one-year anniversary of the Rimasun Quechua language podcast series, a collaborative audio project that distributes audio recordings of Quechua speakers and learners via the CLACS blog (www.clacsnyublog.com).

In an effort to continue expanding the Quechua language program at NYU, CLACS Program Administrator and CLACS alum Christine Mladic initially conceived of the project as a resource for students. “As a student of the Quechua language, I wanted to improve my listening comprehension skills. I also wanted to meet more Quechua speakers in NYC,” Christine says. “I quickly realized that this audio project has the potential to have significance well beyond the scope of these initial ideas.”

Students of Quechua and Quechua speakers regularly unite not only to work together on audio recordings for Rimasun, but also at monthly “Quechua Night” events sponsored by CLACS in conjunction with other local institutions and organizations. While Quechua instructor Odi Gonzales teaches Cuzqueñan Quechua in his courses at NYU, we welcome speakers of all varieties and levels of Quechua/Kichwa and with all kinds of relationships to these languages to participate in the Rimasun project.

If you or someone you know in the NYC/NJ area would like to participate, please email: quechua.nyu@gmail.com

All Rimasun podcasts can be listened to and downloaded for free at the CLACS blog: www.clacsnyublog.com

Learn more about about Quechua at NYU at clacs.as.nyu.edu

Quechua Outreach Committee member and NYU undergraduate Charlie Uruchima interviews “Rupay” Ecuadorian musical group in Central Park. Photo by Emily Thompson.