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CENTER FOR LATIN AMERICAN STUDIES (CLAS) STAFF

Director
Alberto Díaz-Cayeros

Associate Director
Elizabeth Sáenz-Ackermann

Program Coordinator
Laura Schilling

Business Administrator
Laura Quirarte

Public Engagement Coordinator
Molly Aufdermauer
   Denise Geraci (Interim)

Cover Photo: Milpa (cornfield) planted by Nahuatl language students, located in the community garden behind Bolivar House.

Above: Corn seeds for a planting ceremony led by Nahuatl instructor, Professor Eduardo de la Cruz.
Estimados colegas y amig@s,
Dear friends and colleagues,

El Centro de Estudios para America Latina cumplió, el año pasado, medio siglo desde su fundación. Como director entrante, quiero aprovechar este espacio para reflexionar sobre el legado del Centro y su futuro. Sin embargo, quisiera antes expresar mi gratitud. Agradecer a Rodolfo, al consejo directivo del Centro, a las y los profesores afiliados, a estudiantes, investigadores visitantes y amigos en nuestra comunidad, que son quienes hacen todas nuestras actividades posibles. Deseo también agradecer la dedicación del personal del Centro para conservar este espacio siempre amable y acogedor. Gracias. Obrigado. ¡Tlsojkatami!

Under the leadership of Rodolfo Dirzo, the Center for Latin American Studies (CLAS) has continued to thrive as an institution and as a privileged space for intellectual exchange and personal encounters for our Latin Americanist community. Once again, I would like to thank Rodolfo, always graceful, enthusiastic, and tireless, for his six years of service. Under his leadership Bolivar House has become a truly diverse space, embracing faculty and students from the humanities and from the social and natural sciences. The M.A. in Latin American Studies program is stronger than ever. Our lecture series continues to draw crowds unable to fit in the seminar room. Visiting scholars are a diverse and fascinating addition to our already rich scholarly community. CLAS was recognized once again as a Title VI National Resource Center by the U.S. Department of Education. Our public engagement programs, such as STEM for Latina Girls, make us stronger and even more relevant. Furthermore, CLAS continues its mission of supporting students and faculty in their learning about Latin America through working groups, conferences and events.

And yet, Latin American Studies Centers across the United States are in a crisis, not in a difficult or dangerous situation, but in the original etymologic sense: they have reached a decisive moment or a turning point. This crisis is not specific to Latin American Studies, but to Area Studies in general. The initial thrust for the creation of institutions such as CLAS was the keen awareness among policy makers and scholars alike that the U.S. could not remain isolated from the great international developments of our
hemisphere. The imperative to learn about our neighbors on this continent and equip our students with the languages, cultural sensitivity and historical background required to understand Latin America (and I might add, the Caribbean) was acute.

Half a century ago, the U.S. was a more inward-looking country, somewhat parochial in its concerns, even while it had emerged as the most powerful nation in the world. This is no longer the case. Students who come to Stanford, as well as the diverse faculty and staff at our University, are anything but parochial. They are a truly cosmopolitan community, a Tower of Babel, exhibiting some of the best things that globalization offers. Many of them have travelled the world and speak more than one foreign language. They are citizens of the world, respecting and praising ethnic, religious and racial differences. They are well aware of the complexities of the integrated internationalization we live in, and they are the product of a cultural mix that was unthinkable 50 years ago. They are just as likely to have read the latest blog post by Yoani Sanchez as they are to have listened to Ana Tijoux, Calle 13, Aterciopelados or Lila Downs, read Roberto Bolaño or Junot Díaz, or watched Cidade de Deus.

With such a sophisticated student body and diverse global faculty, what is the role of a Center of Latin American Studies? What should we be studying? Which Latin America should we focus on, the one abroad or the one already inside U.S. borders? Should we even be a center. Or rather, a network, perhaps a ubiquitous app or some virtual cloud presence? How do we best serve our students, faculty, university and the broader community in this uncertain time and age?

While I do not know the answers, I look forward to working with you to figure them out. In the coming months, I will be asking for your ideas, insights and inspiration. I am eager to try new things, while keeping the old ways that work. As this ENLACE issue attests, there is a solid foundation on which we can build. CLAS is full of activity and excitement, and I believe we can do even more to be relevant for the challenges ahead of us. Latin America is no longer an unknown land, at least not in the way it was 50 years ago, but its nuances and complex realities are still, to a large extent, uncharted territory. I invite you to join me, embarking on a voyage of discovery and rediscovery of our region together.

— Alberto Díaz-Cayeros
BOLIVAR HOUSE VISITORS

Tinker Visiting Professors

Under this program, the Center for Latin American Studies brings leading Latin/Ibero American scholars to Stanford University to teach, conduct research, and interact with Stanford faculty. CLAS hosted seven prominent scholars during the 2015-2016 academic year.

Amin Bassrei

Amin Bassrei obtained a B.Sc. in electrical engineering from the Federal University of Bahia (UFBA), specializing in power system analysis and electronics. He also holds a B.Sc. in economics from the Catholic University of Salvador and a Ph.D. (1990) in Geophysics from UFBA, with a dissertation on the application of entropy methods in geophysical inverse problems. In 2001, he obtained an M.Sc. in linguistics with a thesis on Iranian languages. In 1994, Bassrei finished a two-year post-doctoral training at the Earth Resources Laboratory of the Massachusetts Institute of Technology, under the supervision of Professor Nafi Toksöz. Since 1995, he has been a faculty member at UFBA, where he is currently a full professor in the Department of Geophysics. Bassrei’s research interests include seismic inversion and seismic tomography applied to oil exploration and to CO2 geological storage monitoring, statistical analysis in climatology and in geophysical well logs. More recently, he has become interested in the history of geosciences and geophysics in Brazil, and geophysical education in Brazil. Bassrei has numerous publications, including two edited books, articles in scientific journals, and expanded abstracts in international congresses. During winter quarter 2016, Professor Bassrei taught GEOPHYS 212: Topics in Climate Change.

Maria Esther Epelé

Maria Epele obtained her first degree in Anthropology and Ph.D. (1997) from the Universidad de La Plata, Argentina. She was a post-doctoral researcher at the University of California, Berkeley. Currently, she is a professor at the Universidad de Buenos Aires and at the Facultad Latinoamericana de Ciencias Sociales, as well as a researcher at the National Council for Science and Technology of Argentina (CONICET), where she has been the director of research groups since 2007. Epele specializes in medical anthropology with a research focus on issues of social inequality, poverty and health vulnerability, HIV-AIDS epidemic, drug use, power and violence, gender and sexuality, public health and Latin American perspectives, death and dying, and ethnographic methods. Her current research interest is in psy-knowledge and treatments aimed at disadvantaged populations and their relations to changing characteristics of urban poverty in the Buenos Aires Metropolitan Area. Her recent books are: Sujetar por la Herida. Una Etnografía sobre Dragas, Pobreza y Salud (Buenos Aires, Paidós 2010); Padece, Cuidar y Tratar (Editor, Buenos Aires, Antropofagia, 2013). During spring quarter 2016, Professor Epele taught ANTHRO 337B: Anthropological Approaches to Health Issues in Contemporary Latin America.

Geraldo Wilson Fernandes

Geraldo Wilson Fernandes obtained a B.Sc. in ecology from the Universidade Federal de Minas Gerais, specializing in ecological interactions. He obtained his Masters (1987) and Ph.D. (1992) in ecology from Northern Arizona University under the supervision of Professor Peter W. Price. His master’s work focused on the geography of plant tumors induced by insects (insect galls). His doctoral research addressed the ecological processes and evolutionary mechanisms influencing the geography and biodiversity of plant galls. Since 1988, he has been a faculty member of the Universidade Federal de Minas Gerais, where he is currently a full professor in the General Biology Department. Fernandes’s current research is primarily on climate change, plant-animal interactions, biodiversity, ecosystem services, and restoration ecology. Fernandes has more than 400 published peer reviewed articles and book chapters, and has edited three books. He has supervised more than 50 M.Sc. and 40 Ph.D. students in botany, ecology and genetics. He is the coordinator of a Long Term Ecological Site on climate change in mountain ecosystems in Brazil and the coordinator of the Brazilian program for the Cerrado conservation. During winter quarter 2016, Professor Fernandes taught BIO 356: Ecology beyond the Amazon.
Tinker Visiting Professors (continued)

**Juan Carlos Rulfo**

Mexican screenwriter and director Juan Carlos Rulfo was born in Mexico City in 1964. He is the son of author Juan Rulfo and has written, produced, and photographed several films. Rulfo studied in Mexico City, earning his B.A. in communication sciences from the Metropolitan Autonomous University and film direction from the Centro de Capacitación Cinematográfica in Mexico City. His thesis, a short film entitled *Grandfather Cheno and Other Stories* (1995), was nominated for the Honorary Award for foreign film, at the Academy of Film, Arts and Sciences in Hollywood. His first feature-length film, *Juan, I Forgot I Don’t Remember* (1999), has received national and international recognition and awards. He has been a member of the National System of Creators of the National Endowment for the Arts since 2001. In 2003, Rulfo received a Guggenheim grant to continue his work on memories and language topics, which resulted in his second film, *En el hoyo* (In the Pit) (2004/06). *En el hoyo* received national and international recognitions and awards, including the Sundance International Documentary Jury Prize. Since then, he has been working on film documentary campus with films, such as *Those Who Remain*, *De panzazo* and *Carrière, 250 meters*. For Rulfo, film, or images in motion, have given him the opportunity to dream about his ancestors and to imagine things that may have or have not existed. During fall quarter 2015, Professor Rulfo taught ILAC 279: Searching for identity.

**Marcelo Moreira**

Marcelo Moreira holds a Ph.D. in economics and an M.A. in statistics from the University of California at Berkeley. He was a professor at Harvard University and Columbia University, an Alfred P. Sloan Fellow (2006), and Econometric Society Fellow (2012). He is currently a professor at the Fundacao Getulio Vargas - RJ, and a member of the editorial board for the *Econometrics Journal*, *Journal of Econometrics*, and *Quantitative Economics*. Moreira worked in labor economics, studying the effect of minimum wage legislation on the Brazilian labor market. His current research is mainly in Econometrics and Statistics, having worked on the following topics: asymptotic theory, identification of simultaneous equations models, inference in the presence of non-stationary time series, estimation in panel models, and testing factor models. During winter quarter 2016, Professor Moreira taught ECON 103: Econometric Methods: Theory and Applications.

**Henry Alexander Tantaleán**

Henry Tantaleán was born in Lima in 1974 and graduated from the National University of San Marcos in 1997. Subsequently, he earned his Ph.D. (2008) from the Autonomous University of Barcelona. He has taught at San Marcos and the National University of Trujillo. He is an associate of the French Institute of Andean Studies in Lima as well as an associate researcher at the Cotsen Institute of Archaeology at UCLA. He has published books and articles in various scientific journals, as well as editorials based on his work in the Titicaca Basin and coastal Peru. His work focuses on Andean archaeology, theoretical archaeology, and the relationship between archaeology and politics. He has conducted fieldwork throughout Peru with a special interest in the origins of the prehistoric Andean state. He is currently Co-Director of the Chinchá Archaeological Program in Peru, and a researcher and professor at the Escuela Politécnica del Litoral, Guayaquil. During fall quarter 2015, Professor Tantaleán taught ANTHRO 108A: The Formation of Political State in the Peruvian Andes.

**Joan Manuel Tresserras**

Joan Manuel Tresserras (Rubí, Catalonia, 1955) is a professor at the Universitat Autònoma de Barcelona (Department of Media, Communication and Culture). He has a Ph.D. in communication sciences (1989) and was Minister of Culture and Media in the Catalonia government (2006-2010). During fall quarter 2015, Professor Tresserras taught ILAC 268: Cultural Policies in Latin America and Europe, 1980-2015.
Nabuco Chair in Brazilian Studies

In 1996, while visiting Stanford University, Brazilian president Fernando Henrique Cardoso announced the establishment of the Joaquim Nabuco Chair. With the generous sponsorship of the Safra National Bank of New York and the support of the Brazilian Embassy in Washington, DC, the Center for Latin American Studies has been able to bring a series of both junior and senior Brazilian scholars to campus for short terms to lecture and conduct research at Stanford.

Roberto Grun

Roberto Grun is a professor at the Universidade Federal de São Carlos (UFSCar) and researcher at the NESEFI — Núcleo de Estudos em Sociologia Econômica e das Finanças da UFSCar.

Visiting Scholars

The Center for Latin American Studies sponsors visas and privileges at Stanford University Libraries for senior scholars conducting research on Latin America.

Andrés Laguens

Andrés Laguens is the Academic Director of the Institute of Anthropology Córdoba, Argentina and senior researcher at the National Council for Science and Technology of Argentina. He is a professor of archaeology at the Facultad de Filosofía y Humanidades of the Universidad Nacional de Córdoba. He was a Tinker Visiting Professor at CLAS in 2013. His research focuses on social inequality in past societies and the relationships among people, things and nature. Professor Laguens has been conducting a research project in the Andes of Argentina since 1996, analyzing the emergence of social differences and their reproduction and persistence as multidimensional phenomena. Currently, he is interested in past ontologies and material culture in Andean societies. Since 2002, Laguens has collaborated with Argentine Justice in the archaeology of clandestine detention centers of the last military dictatorship in Argentina. He is also interested in the public communication of archaeology, and has been a curator of museum exhibitions, including the current exhibition at the Museo de Antropología of Córdoba.

Research Affiliates

Jorge Ramón González Ponciano

Jorge Ramón González Ponciano holds degrees in Anthropology from Stanford University (M.A.) and the University of Texas at Austin (Ph.D.), and is a tenured professor at the Center for Multidisciplinary Research of Chiapas and the South Border of the Universidad Nacional Autónoma de México. His current research focuses on human rights, genocide, racism, humor, borderlands, and the history of tourism and the construction of the exotic in the Mayan region. He is also working on a book about socio-racial formation in Guatemala. His recent publications include “The Shumo Challenge: White Class Privilege and the Post-Race, Post-Genocide Alliances of Cosmopolitanism from Below,” in Aftermath: War by Other Means in Post-Genocide Guatemala? (Duke University Press 2013); and “The Mexico-Guatemala, Guatemala-Mexico Border: 1983-2013,” coauthored with A. Fábregas, Frontera Norte, (issue 26, pages 7-35, Colegio de la Frontera Norte 2014). Professor Gonzalez Ponciano has been a Visiting Scholar since 2013 and was a CLAS Tinker Visiting Professor in spring quarter 2015, during which he taught ANTHRO 122A/222A: Race and Culture in Mexico and Central America.
The Puente Project
Outreach continues through specialized research assistance and instruction to Stanford scholars, as well as to external users like those from the state-wide Puente Project. This academic year, over 60 first-generation students from Cerritos College and Cypress College reviewed primary sources housed in the Library’s Department of Special Collections (pictured at the right).
CLAS’s lecture series continues to be an iconic program and a useful window for the general public to become aware of the various cultural, educational, artistic, and scientific developments in the region. Attendees normally fill the lecture room on Fridays. Video recordings of lectures marked with an asterisk (*) can be found on the Vimeo CLAS Channel.

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Title</th>
<th>Venue</th>
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<tbody>
<tr>
<td>September 25, 2015</td>
<td>Eliane Karp-Toledo</td>
<td>Indigenous People’s Rights in Peru in Light of Extractive Industries</td>
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<tr>
<td>October 2, 2015*</td>
<td>Henry Tantaleán</td>
<td>Peruvian Archaeology at the Beginning of the Twenty-First Century</td>
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<tr>
<td>October 9, 2015*</td>
<td>Jose Manuel V. Fragoso</td>
<td>Scientific Exploration in the Northern Amazon: Destination Roraima, Biodiversity Unknown</td>
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<td>October 16, 2015*</td>
<td>Elizabeth Kennedy</td>
<td>No Childhood Here: Why Salvadorian Children are Fleeing Their Homes</td>
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<td>October 23, 2015*</td>
<td>John A. Loomis</td>
<td>Revolution of Forms: Cuba’s Forgotten Art Schools</td>
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<td>October 30, 2015*</td>
<td>Joan Manuel Tresserras</td>
<td>Touristic Destinations: Their Branding and Their Foundations</td>
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<td>November 6, 2015</td>
<td>Néstor A. Silva</td>
<td>Using Capital: The Oil Industry, Wage Labor, and the Environment in the Colombian Llanos</td>
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<tr>
<td>November 20, 2015*</td>
<td>Juan Carlos Rulfo</td>
<td>Searching for Identity</td>
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<tr>
<td>February 19, 2016*</td>
<td>Paul Gepts</td>
<td>The Continuing Process of Crop Domestication: Consequences for Genetic Conservation and Climate</td>
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<tr>
<td>February 26, 2016</td>
<td>Iván Jaksic</td>
<td>New Directions in Andrés Bello Scholarship</td>
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<td>March 4, 2016*</td>
<td>Sam Holley-Kline</td>
<td>Counter-Mapping the History of El Tajín Veracruz, Mexico</td>
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<td>March 11, 2016</td>
<td>Sergio Fajardo</td>
<td>Building Peace in Colombia: Lessons from Medellín and Antioquia</td>
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<tr>
<td>January 15, 2016</td>
<td>Hector Hoyos</td>
<td>All Tomorrow’s (Sub-Atomic) Parties</td>
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<td>January 22, 2016*</td>
<td>Amin Bassrei</td>
<td>Climate Change, CO2 Capture and Storage, and the Role of Brazil</td>
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<td>January 29, 2016</td>
<td>Celia Cussen</td>
<td>Urban Slavery on the Fringes of Colonial Latin America: Santiago de Chile, 1773-1823</td>
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<tr>
<td>February 5, 2016*</td>
<td>Marcelo Moreira</td>
<td>Estimating Returns to Schooling in Brazil Using an Instrumental Variables Approach</td>
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<td>February 12, 2016</td>
<td>Javier Couso</td>
<td>The Legality of Chile’s Neo-Liberal Experiment: 1975-2010</td>
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<tr>
<td>April 1, 2016</td>
<td>Maria Epelé</td>
<td>Speech, Words and Power: Psychoanalysis Among Dispossessed Population in Buenos Aires, Argentina</td>
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<td>April 8, 2016</td>
<td>Helene Risor</td>
<td>Neighbors and Thieves: Securitization, Social Transformation and Identity Politics in Urban Bolivia</td>
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<td>April 15, 2016*</td>
<td>Clara Wirth</td>
<td>When Schools Clash with Experiential Learning: Implications for the Waorani Nation in Ecuador</td>
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<tr>
<td>April 22, 2016</td>
<td>Andres Laguens</td>
<td>Archeology of State Terrorism in Argentina (1976-1983): Truth, Justice and Memory</td>
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<tr>
<td>April 29, 2016*</td>
<td>Austin Cruz and Samantha Selby</td>
<td>Eco-Tourism, African Oil Palms, and Environmental Education: Addressing Rural Sustainable Development on the Osa Peninsula, Costa Rica</td>
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<tr>
<td>May 6, 2016*</td>
<td>Veronique Lecaros</td>
<td>Religion and Violence: A Latino American Paradox? The Case of Peruvian Suburban Cities</td>
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<tr>
<td>May 13, 2016*</td>
<td>Edward Beatty</td>
<td>Technology and the Search for Progress in Modern Mexico</td>
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<tr>
<td>May 20, 2016*</td>
<td>Chase Mendenhall</td>
<td>Predicting Biodiversity for Ecosystem Services Payments</td>
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<tr>
<td>May 27, 2016*</td>
<td>José Sarukhán</td>
<td>Using Biological Diversity to Address Food Security Under Climate Change</td>
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<tr>
<td>June 3, 2016</td>
<td>Alberto Nava</td>
<td>Hoyo Negro Discovery and Recording</td>
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The following are a few highlights of events CLAS organized, sponsored, cosponsored or financed during the 2015-16 year. For a complete list of events, please visit http://las.stanford.edu/events.

**February 8, 2016**
Herb S. Klein and Charles Walker, event organizers
*Resilient Wars: Shining Path after Its Defeat*

**February 9, 2016**
Gustavo Gorriti
*Resilient Wars: Shining Path after Its Defeat*

**March 7, 2016**
Sebastião Salgado
*The Drama of Nature and People in the Anthropocene: Through the Lens of Art and Conversation with Photographer Sebastião Salgado*

**March 11, 2016**
Sergio Fajardo
*Building Peace in Colombia: Lessons from Medellin and Antioquia*

**May 17, 2016**
José Miguel Vivanco and Doug Cassel
*Debate: Sacrificing Justice for Peace? Verdad y Reconciliación in Colombia, moderated by James Cavallaro*
CLAS WELCOMES NEW DIRECTOR
ALBERTO DÍAZ-CAYEROS

On September 1, 2016, Alberto Diaz-Cayeros became the twelfth CLAS Director.

On May 15, 2016, CLAS hosted its annual Spring Fiesta at the Bolivar House gardens. This year’s fiesta showcased Central American culture and traditions, with traditional Guatemalan marimba music by Los Cha-Boys y Su Marimba Techno, Central American food and comments by CLAS Director Rodolfo Dirzo, Professor Ramón González Ponciano and Professor William Durham.

From left: Professor Rodolfo Dirzo, Spring Fiesta musicians, Spring Fiesta guests
CLAS’s degree programs include a Master of Arts, undergraduate interdisciplinary honors, and an undergraduate minor.

The 125th Commencement of Stanford University was held on Sunday, June 12, 2016. The Center for Latin American Studies recognized nine graduates of the Master of Arts degree in Latin American Studies. Ronald H. Chilcote, Emeritus Professor of Economics and Political Science, University of California, Riverside was the keynote speaker for the CLAS ceremony. Professor Chilcote shared his profound love and knowledge of Latin America and inspired our graduate students and all attendees. 2016 M.A. graduate Julieta Luévano also gave a heart-felt speech to commemorate the occasion. Families and friends joined CLAS in the Bolívar House garden to celebrate with this year’s graduates. Congratulations, Class of 2016! Video recordings from commencement can be found on the CLAS Channel at Vimeo.

M.A. Capstone Projects

The 2015-16 Latin American Studies graduate students presented their capstone projects at the CLAS M.A. Capstone Colloquium on June 2, 2016.

**Adriana Baird**
U.S. Intervention in Chile: Evasion of Responsibility and Denial of Justice
Advisor: Herbert Klein

**Allie Louise Ballesteros**
Responsible Business, the Environment, and State Sovereignty: The Nicaraguan Canal
Advisors: Alberto Díaz-Cayeros and Rodolfo Dirzo

**Mary Francis Chehreghani Bozchalui**
Access and Inclusion in Año Nuevo State Park
Advisors: Nicole Ardoin and Bill Durham

**Amelia Farber**
Formal Environmental Education for Students in the Galápagos Islands, Ecuador: Ecological Knowledge as a Partial Proxy for Environmental Literacy
Advisor: Rodolfo Dirzo

**Magdalena Fitipaldi**
Examining the Link Between Public Funding of Political Parties and the Representation of Women in National Parliaments
Advisor: Stephen Haber

**Julieta Luévano**
Invisible Cages: Life in Mexico for the Wives Of Braceros (1942-1964)
Advisor: Ana Minian

**Julia Hamilton Byrd Mergendoller**
Global Trends and Localized Violence: Child Migration from the Northern Triangle to the United States
Advisor: Liisa Malkki

**Jessica Milligan**
“A Nasty Piece of Corporate Business”: The Creation of Honduras as a Banana Republic
Advisor: Stephen Haber

**Jun “Jin” Wu**
Unveil the Forgotten History: The Chinese Presence in Brazil During the 19th Century
Advisor: Zephyr Frank
CLAS programs offer research grants and fellowships, internships, scholarships, language study opportunities, and other funding options to students and visiting scholars both in the United States and abroad. Below is a visual representation of student research, study, and internship locations in the U.S. and Latin America.

“I spent most of my time in Brazil studying Portuguese. To improve my language skills, I stayed with a host family and took classes every day. My increased fluency allowed me to delve into the topic of Brazil’s treatment of refugees, from a social and legal perspective.”

– Julia Mergendoller (’16)
MONICA MILLER WALSH GRANT RECIPIENTS FOR SUMMER INTERNSHIPS

Thanks to a generous gift renewal from Stanford alumna Monica Miller Walsh and her husband, David Walsh, CLAS was able to award grants to support Stanford undergraduates in summer internships in Latin America for the twelfth year in a row. Video recordings of presentations by grant recipients can be found on our Vimeo Channel.

Internship: blueEnergy in Bluefields, Nicaragua
Madeleine Bouton – Philosophy, ’18
Samuel Garcia – Undeclared, ’18

blueEnergy is an internationally recognized, but locally based, NGO working on the country’s Caribbean coast to expand community access to clean water, sanitation practices, and renewable energy.

Internship: Supporting Kids in Peru, Peru
Cory Herro – Public Policy, ’17

SKIP is a UK, U.S. and Peruvian registered charity working in the impoverished districts of El Porvenir and Alto Trujillo, located on the north coast of Peru. SKIP’s primary aim is to enable children living in this area to realize their right to an education.

PESSOA-TREJOS GRANT RECIPIENTS FOR SUMMER INTERNSHIPS IN BRAZIL

Thanks to a generous gift renewal from Stanford alumna Ana Pessoa-Trejos and her husband, Raul Trejos, CLAS was able to award grants to support Stanford undergraduates in summer internships and graduate field research in Latin America for the seventh year in a row. Video recordings of presentations by Pessoa Trejos grant recipients can be found on our Vimeo Channel.

Internship: 2016 Olympics in Rio de Janeiro, Brazil
Graziella Camata – Undeclared, ’19
Ari Marcus – Anthropology, ’18

Grant recipients interned with the International Relations and Protocol Operations (ISP) Functional Area for the 2016 Rio Olympics.

FLAS FELLOWSHIP RECIPIENTS

CLAS administers Foreign Language and Area Studies (FLAS) fellowships for graduate and undergraduate students pursuing language training in less commonly taught languages of Latin America.

Academic Year 2015-2016
Graduate Students
Allie Ballesteros, Latin American Studies, studied Portuguese at Stanford University
Mary Boyer, Latin American Studies, studied Quechua at Stanford University
Amelia Farber, Latin American Studies, studied Quechua at Stanford University
Magdalena Fitipaldi, Latin American Studies, studied Portuguese at Stanford University
Julia Mergendoller, Latin American Studies, studied Portuguese at Stanford University
Nicholas Sparks, Law School, studied Portuguese at Stanford University

Summer 2016
Graduate Students
Karen Camacho, Latin American Studies, studied Nahuatl at Yale University
Cynthia Garcia, Modern Thought and Literature, studied Portuguese in Brazil
Craig Alcantara, Linguistics at Tulane University, studied Quechua in Peru

Undergraduate Students
Danielle Dobos, Economics, studied Portuguese in Brazil
Aaron Zachary Rios Jr., Linguistics, studied Portuguese in Brazil

SOARES FELLOWSHIP RECIPIENTS

The Soares Fund was established with a generous gift from Edward J. and Margaret S. Soares to provide full fellowships to Latin American Studies graduate students at Stanford University.

Kai Madeiros, Graduate, Latin American Studies/Stanford School of Law
**STUDENTS (CONTINUED)**

**CLAS GRADUATE RESEARCH TRAVEL GRANT RECIPIENTS**

In 2015-16, The Center for Latin American Studies supported six Stanford students who pursued graduate field research in Latin America.

**Ana Marshall Castillo**, Iberian and Latin American Cultures, *Post-Human Intimacy in Contemporary Queer Novels from Latin America, Argentina and Chile*

**Claire Maas**, Anthropology, *African Diaspora Populations in Spanish Colonial Latin America, Peru*

**Luis Armando Muro**, *Moche Spectacles of Death: Corporeality, Performance and Political Power in the Jequetepque Valley, Northern Peru*

**Alexis Mychajliw**, Biology (Ecology and Evolution), *Paleontological Field Research and Science Outreach Efforts, Dominican Republic*

**Grace Alexandrino Ocana**, Archaeological Heritage in the Urban Context of Lima, *Peru*

**Patricia Valderrama**, Comparative Literature, *Life Will Out: Ethics and Politics in the Anthropocene, Chile*

**CLAS CONFERENCE TRAVEL GRANT RECIPIENTS**

In 2015-16, The Center for Latin American Studies supported three Stanford graduate students to attend and present on topics related to Latin America at professional meetings and conferences.

**Allie Ballesteros**, CLAS, Religious Studies course trip to Nicaragua.

**Sam Holley-Kline**, Anthropology, 6th Annual South-Central Conference on Mesoamerica, San Antonio, Texas

**Jessica Milligan**, CLAS, Rocky Mountain Council for Latin American Studies Conference, Santa Fe, New Mexico

**SGS GLOBAL PERSPECTIVES GRANT**

The Stanford Global Studies Division (SGS) provides funding to support summer internships, research abroad, language training or other activities that help graduate students address global and international concerns in their research, made possible by a generous gift from the Friends of Stanford University Foundation in Taiwan. Three CLAS students received grants in 2016:

**Adriana Baird**, Cuba

Adriana worked on a project documenting Jewish Cubans and their communities through a series of film, audio and written pieces. Her aim was to understand how Cuba’s Jews have revived their religious community, and why they chose to stay in Cuba when they are eligible to migrate to Israel through Aliyah. Her inquiry also considered how Cuban Jews view their identity as a religion, ethnicity, and as part of the global community.

**Jun “Jin” Wu**, Minas Gerais, Brazil

Jin spent three weeks in Brazil with the aim of conducting research about the indigenous people of Cerrado in Minas Gerais, Brazil. During her stay, she expanded her inquiry to include “quilombolas,” the descendants of fugitive enslaved Afro-Brazilians dating back to the nineteenth century. Jin met with anthropologist Aline Rodrigues of the Universidade Federal de Minas Gerais, who specializes in quilombos. She also visited a church in the small city of Belo Horizonte and conducted interviews with an indigenous botanist.

**Julia Mergendoller**, Brazil

Julia carried out a study on how NGOs facilitate the refugee resettlement process in Brazil. Her research focused on how government policies affect NGO programs, and how refugees experience the resettlement process. In addition to her field research, she enrolled in a language school to further her studies of Portuguese.
CLAS STUDENT WORKING GROUPS

A working group consists of a group of students, in collaboration with a faculty advisor, that organizes events such as lectures, speaker series, symposia, exchange of working papers, and collaborative research efforts. CLAS awarded grants to the following student-led working groups during the 2015-2016 academic year:

Litigation and Human Rights in Latin America
This working group focused on litigation as a tool for protecting human rights throughout the Americas. Co-sponsored by CLAS and the Stanford International Human Rights Law Association, this series of events brought practicing attorneys from various fields to discuss their perspectives on advocating for human rights within a courtroom.

- On February 24, 2016, Almudena Bernabeu, the International Attorney & Transitional Justice Program Director at the Center for Justice & Accountability, discussed how the Alien Tort Statute and the Torture Victim Protection Act can and do affect human rights advocacy in Latin America.
- On April 21, 2016, Professor James L. Cavallaro, the founding director of Stanford Law School’s International Human Rights and Conflict Resolution Clinic and Commissioner of the Inter-American Commission on Human Rights, discussed the rise in prison privatization in Latin America, the human rights challenges it poses and potential responses to the crisis.
- On May 16, 2016, Mirte Postema, Fellow for Human Rights, Criminal Justice and Prison Reform in the Americas at the Stanford Human Rights Center, discussed recent innovative mechanisms to combat impunity in Central America and Mexico and their potential to change the status quo.
- On May 17, 2016, Doug Cassel, Professor of Law at Notre Dame who helped negotiate a peace agreement to end Colombia’s five-decade-long armed conflict, and José Miguel Vivanco, Americas director at Human Rights Watch and a leading critic of the justice component of the peace deal, debated whether the imminent peace accord between the FARC and Colombia protects the rights of victims of war crimes. Professor James Cavallaro moderated the debate.

Student Coordinators:
Kai Medeiros, Graduate Student, Latin American Studies/Stanford Law School
Kate Fetrow, Graduate Student, Stanford Law School

Faculty Sponsor:
James L. Cavallaro, Professor of Law, Director of Stanford Human Rights Clinic and Stanford Human Rights Center Commissioner, Inter-American Commission on Human Rights.

Graduate Student Interdisciplinary Working Group
This working group provided a forum for graduates working on Latin America to share their research with one another during monthly meetings. Seven two-hour dinner seminars were held from November to June 2016, in which two to three students presented their original research, with time for questions and general discussion. The primary goal of this working group was to encourage more inter-disciplinary research on Latin America.

Student Coordinators:
Edgar Franco Vivanco, Graduate Student, Political Science
Jane Esberg, Graduate Student, Political Science

Faculty Sponsor:
Beatriz Magaloni Kerpel, Associate Professor of Political Science

Current Multichannel Electroacoustic Music by Mexican Composers
On May 21, 2016, two consecutive concerts featuring recent electroacoustic music by Mexican composers were held at the Center for Computer Research in Music and Acoustics Stage. In the last 15 years, the great vitality of the new music scene in Mexico has come at a time of intensifying violence and corruption, and ongoing economic crisis. This music not only emerges as a way to escape the harsh conditions people live in right now in Mexico, but it also functions as a resistance and generator of spaces of freedom, contemplation, and confirmation that other realities are possible. In addition to this extraordinary opportunity to share some of this music with the Stanford community, the event included lectures by three composers featured in the concerts. On May 18-20, 2016, Hiram Navarrete, Germán Romero and Carlos Iturralde gave lectures on their own music, with emphasis on the piece each one presented in the concerts.

Student Coordinators:
Iran Roman, Graduate Student, Computer-based Music Theory and Acoustics
Ivan Naranjo, Graduate Student, Music Composition

Faculty Sponsor:
Jaroslaw Kapuscinski, Professor, Stanford Department of Music
Faculty Conferences

Cosponsored by the Department of Iberian and Latin American Cultures

Faculty Chair
Jorge Ruffinelli, Professor of Iberian and Latin American Cultures

A two-day festival of contemporary Latin American cinema with screenings of:
Dos Hitleres (2007) by Ana Tipa
El Bella Vista (2012) by Alicia Cano
Entre lo sagrado y lo profano (2014) by Pablo Márquez
Hombre mirando al sudeste (1986) by Eliseo Subiela
My dinner with Rantés (2003) by J. Ruffinelli
En el hoyo (2006) by Juan Carlos Rulfo
Preso (2015) by Ana Tipa (estreno)
La delgada línea amarilla (2015) by Celso García

Los Cuadernos de Londres: Andrés Bello y su contexto histórico y lingüístico, March 3, 2016

Faculty Chair
Iván Jaksic, Director of the Bing Overseas Studies Program in Santiago Chile and Lecturer in Iberian and Latin American Cultures.

This faculty conference brought to the Stanford campus Tania Avilés of the University of Chile, the primary responsible scholar for the transcription of Andrés Bello’s 500 unpublished manuscripts, and Professor Dario Rojas of the Department of Linguistics at the University of Chile.

Publications


Monica Hanna, Jennifer Hartford Vargas and José David Saldivar (editors). Junot Díaz and the Decolonial Imagination. (Duke University Press, 2016)


Faculty Updates

**Michele Barry** was the Western Association of Physicians (WAP) Distinguished Lecturer and Visiting Professor at Taipei, Taiwan CDC (2015). Barry also participated in the Global Mental Health Project with Reed-Smith – Amman, Jordan (2016).

**Enrique Chagoya** had a solo exhibit entitled “Palimpsesto caníbal” at the Museo Nacional de la Estampa (Munae) in Mexico City in March 2016.

**Rodolfo Dirzo** received the 2016 Miriam Aaron Roland Volunteer Service Prize for his commitment to community engagement as integral to teaching and research, and for inspiring students from underserved communities to pursue conservation projects and careers. In addition, Professor Dirzo was among 43 experts from around the world who contributed to the report “Sharing the World’s Terrestrial Megafauna,” which includes a 13-point declaration urging action toward the conservation of large mammals that provide substantial biologic and economic values. Originally published in the journal *BioScience*, the report has been translated into several languages.

**Zephyr Frank** was promoted to professor of history. Professor Frank published the book *Reading Rio de Janeiro, Literature and Society in the Nineteenth Century* (2016).

**Angela Garcia** was promoted to Associate Professor of Anthropology, effective July 1, 2016.

**Stephen Haber** received the Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education. Professor Haber was honored “for his unrelenting efforts in developing new approaches to undergraduate teaching and the political science curriculum, including new subfields, laboratory components and the central role of research with the research honors track.” He was also commended “for teaching students the value of using a variety of disciplines and methods when tackling challenges,” and “for being an invaluable mentor and outstanding instructor, helping students develop as individuals and thoughtful citizens, as well as quality scholars.”

**Hector Hoyos** was promoted to Associate Professor with tenure in the Department of Iberian and Latin American Cultures.

**Tomás Jiménez** received the 2016 School of Humanities and Sciences Dean’s Award for Distinguished Teaching and the 2015 Faculty Appreciation Award from El Centro Chicano y Latino.

**Terry Lynn Karl** was an expert witness for the U.S. Department of Justice and for the Spanish National Court for the extradition of Col. Inocente Orlando Montano to Spain to be tried for the murder of six Jesuit priests, their housekeeper and her daughter. Professor Karl was also expert witness for the Human Rights Division of ICE for the deportation of General Vides Casanova, the highest-ranking officer to be deported for human rights crimes. Professor Karl participated in the conference “Inequality: Trends, Causes and the Politics of Distribution” in Mexico City, August 22-26, 2016, and will teach in Brazil at CEBRAP in September 2016. She was one of three U.S. academics who wrote a letter to President Barack Obama requesting the declassification of all documents related to the years before, during and after the civil war in El Salvador, which can be viewed at [http://bit.ly/2bMuQeM](http://bit.ly/2bMuQeM).

**Beatriz Magaloni** and **Alberto Díaz-Cayeros** will lead a research project to study and recommend ways to improve police accountability in Mexico, with a $4.5 million grant from the U.S. Department of State. Their project, “Citizen Trust and Evidence-Based Police Accountability and Professionalization in Mexico,” builds on Magaloni’s research on Rio de Janeiro police and body-worn cameras. Based at Stanford’s Center on Democracy, Development and the Rule of Law, the Mexican initiative will draw on scholarly expertise from across campus. Stanford Professors Magaloni and Díaz Cayeros and Federico Estevez from the Instituto Tecnológico Autónomo de México published the book *The Political Logic of Poverty Relief, Electoral Strategies and Social Policy in Mexico* (2016).

**Paula Moya** was promoted to full professor in the English Department.

**Gary Segura** was appointed Morris M. Doyle Centennial Professor of Public Policy.

**Frank A. Wolak** and his research team from the Program on Energy and Sustainable Development worked closely with students in a new program, co-sponsored by the Freeman Spogli Institute for International Studies and the Office of International Affairs. The program included a quarter-long course in the spring of 2015, followed by three weeks in Mexico during the summer to design and conduct a field research study.

* A complete list of CLAS-affiliated faculty can be found on the CLAS website.
PUBLIC ENGAGEMENT

CLAS is a U.S. Department of Education Title VI National Resource Center, receiving funding to further Latin American language and area studies at Stanford as well as in the K-12 and community college education systems. The 2015-16 year marked the second year of the 2014-17 grant cycle, during which CLAS offered the following programs. CLAS is collaborating with the Stanford Graduate School of Education’s Center to Support Excellence in Teaching (CSET), Stanford World Language Project (SWLP), the Freeman Spogli Institute’s Stanford Program on International and Cross-Cultural Education (SPICE), Lacuna Stories at the Center for Spatial and Textual Analysis (CESTA), and SGS area studies centers to develop and offer professional development opportunities for K-12 and community college educators, including the following:

**Américas Book Award Workshop**
**October 15, 2015**
Semiannual workshops for K-12 and community college instructors and librarians

*Partners: SPICE, Consortium of Latin American Studies Programs*

*Workshop for Secondary Teachers: Francisco Jiménez*

![Professor Francisco Jiménez](image)

**Professor Francisco Jiménez**

Two-time recipient of the Américas Award, Professor Francisco Jiménez discussed his memoir series during this professional development workshop for secondary teachers. Francisco Jiménez is the Fay Boyle Professor in the Department of Modern Languages and Literatures and director of the Ethnic Studies Program at Santa Clara University. Jiménez immigrated with his family to California from Tlaquepaque, Mexico. As a child, he worked in the fields of California. Jiménez has published and edited several books on Mexican and Mexican American literature, and his stories have been published in over 50 textbooks and anthologies of literature. The workshop included a focus on curriculum development and integration of his books into the classroom. Participants received a copy of Jiménez’s 2015 book: *Taking Hold: From Migrant Childhood to Columbia University*.

**Summer Teacher Institute Abroad**
**July 14-24, 2016**

*Partner: CSET*

2016 marked the initial year of CLAS’s Summer Teacher Institute Abroad with the 10-day summer course “Ecology and Sustainability: Experiences with Mexico’s Biocultural Diversity.” Led by Professor Rodolfo Dirzo, K-12 and community college teachers went into the field and worked with scientists on research projects focusing on ecology, sustainability, and conservation science at Los Tuxtlas Tropical Biological Station in Veracruz, Mexico. The institute offered a variety of onsite activities, including visits to rural communities dedicated to ecotourism and other productive activities typical of tropical areas of the world. Teachers also worked with science educators from CSET to develop unit plans, lessons, or units for use in their classrooms.

![Summer Teacher Institute participants](image)

**STEM for Latina Girls**

In addition to CLAS’ Title VI-funded activities, Professor Rodolfo Dirzo teaches science to a group of elementary school girls who participate in the STEM for Latina Girls program. The program takes place in spring and is co-sponsored with the Mexican Consulate of San José.
Heritage Spanish Teachers Seminar Series

Academic-year seminar series for K-12 teachers of Heritage Spanish

*Partners: CSET, SWLP*

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Adán Griego with Heritage Spanish Teacher Seminar participants

CLAS has partnered with SWLP and CSET to offer a year-round professional development course tailored to the pedagogical needs of the Heritage Spanish classroom. During this year’s program, teachers attended five, all-day seminars taught by SWLP lead teachers Antonio Tunzi and Yolanda Mercado with guest presentations by CLAS-affiliated faculty Ana Minian, Enrique Chagoya, Rodolfo Dirzo, Jim Cavallaro, and Adán Griego. CSET instructional mentors Karla Lomelí and Mei Kamenik provided individualized mentoring sessions for teachers.

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Education Partnership for Internationalizing Curriculum (EPIC)

Academic year fellowship, semiannual workshops, and annual symposium for community college instructors; summer and academic year institutes for K-12 instructors.

*Partners: CESTA, CSET, SGS centers, SPICE*

2015-16 marked the start of the EPIC fellowship program, symposium, and academic-year institutes and the second academic year of EPIC workshops and the summer institute.

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Nahuatl and Quechua Language Courses at Stanford Campus

This year, CLAS has expanded indigenous language instruction at Stanford, under the coordination of Professor Eva Prionas. In addition to our Quechua language program, led by Professor Marisol Necochea, we now offer distance-learning Nahuatl course with Professor Eduardo de la Cruz, who is based in Zacatecas, Mexico.

To learn more about CLAS' K-12 and community college public engagement opportunities, visit [http://las.stanford.edu/public-engagement](http://las.stanford.edu/public-engagement).

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Clockwise from top: Quechua instructor Marisol Necochea with students and community members; Prof. Eva Prionas, Nahuatl instructor Eduardo de la Cruz and students Nayeli Altamirano and Naomi Lattanzi; Nahuatl instructor Eduardo de la Cruz and students Nayeli Altamirano and Naomi Lattanzi
ALUMNI UPDATE


Makaela Anderson (M.A. ’14) has been promoted to head instructor for By-Agreement Instructors. Her students elected her “Instructor of the Quarter” and she also received a “Recognition of Evaluation Excellence.”

Adriana Baird (M.A. ’16) is currently the International Project Manager for wikiHow.

Valeria Collazo Cañizares (M.A. ’14) has been working as an investigative reporter for “Jay y sus Rayos X” in Telemundo PR since October 2015. She presents her stories live on air every Tuesday.

Gabrielle Fulco (M.A. ’15) has been working as a product portfolio coordinator at IDEO since October 2015.

Humberto Cruz (M.A. ’12) has been a program officer at the Right to Play since May 2016. He is responsible for ongoing professional development, coaching and support of Play at The Core’s enrolled early childhood educators throughout neighborhoods of New York City. He was recognized as New York State Early Care and Learning Council, Infant Toddler Specialist of the Month (April 2016) and by the White House Initiative on Educational Excellence for Hispanics Bright Spot’s in Early Childhood Education in the U.S. (2015-2016).

Elena Cryst (M.A. ’10) served as the program manager for FSI’s Global Student Fellows Program. She also accompanied the group on a three-week trip to Mexico for the project “International Field Research Training: Energy Reform in Mexico. “As a team leader and organizer, she worked tirelessly to ensure that both the research and logistical aspects of the trip ran smoothly. Elena will be using the team’s experiences from the Mexico pilot to inform other FSI field research programs in China, Guatemala, India and potentially new sites for next year.

Adriana Diaz-Ross (M.A. ’11) is a Spanish teacher at Menlo School and a board member of the Silicon Valley Computer Using Educators organization.

Magdalena Fitipaldi (M.A. ’16) participated in a summer internship at Stanford University, and was recently hired as an administrative associate at The Europe Center at Stanford University.


Alejandro Gomez (M.A. ’80) is the owner and general manager of A. Gomez K’y Cia.

Megan Goulding (M.A. ’13) is a trainee solicitor at Herbert Smith Freehills LLP (August 2015-August 2017), and is on secondment to the human rights organization Liberty between September 2016 and March 2017.

Roger Lang (M.A. ’85) is the CEO of Predicta.com.

Lisa Munde (M.A. ’14) has accepted a position as editor in the Plans, Policy, and Doctrine Division at Naval Special Warfare Command, which is the global headquarters of the Navy SEALs. Her recent publications include an op-ed in Pan AM Post: “Islamist Militants Join Latin American Drug Lords in Explosive Duo: Hezbollah Seeks Closer Links with Drug Cartels Due to Iran’s Falling Oil Revenues.”

Adrienne Murphy (M.A. ’12) is a delivery analyst with the Massachusetts Department of Education.

Charles Rowcliffe (M.A. ’87) is a senior inspector at the Department of State’s Office of the Inspector General.

Tom Safford (M.A. ’95) continues as a sociology professor at the University of New Hampshire. His teaching and research focus on global social change, perceptions of the environment, and risks. He is also interested in the role of science and the scientific community in shaping global development. During 2014-2015, he was a Fulbright Scholar at the Universidade Federal de Santa Catarina where he conducted research on social and environmental change across coastal communities in Santa Catarina. He is currently developing a new project looking at the role of the scientific community in shaping policies towards health and environmental concerns in Brazil.

Hari Seshasayee (M.A. ’15) is the Project Officer-Latin America and the Caribbean for the Confederation of Indian Industry. Hari recently co-authored a chapter on India-Latin America relations with Ambassador Jorge Heine (ex-Ambassador of Chile in India), in a forthcoming book edited by Johns Hopkins University and published by the Brookings Institution. His recent publications also include: “As focus shifts to fixing Brazil economy, its political problems are set to endure”, “Giving India-Mexico trade a push!”, “PPK Reaps the Benefits of Anti-Fujimorismo in Peru’s Presidential Election”, “Peru’s Presidential Election: A Littmus Test on the Legacy of Fujimorismo”.

Kristina Stevens (M.A. ’00) is in her third year as a master’s student in counseling psychology at Santa Clara University. In the fall, she will be doing a practicum counseling at-risk Latino students and their families on the Peninsula. Her focus is on cognitive therapy and mindfulness.

Alix Van Zandt (M.A. ’14) is the Director of Curriculum and Assessments at Starfish One by One (Estrella de Mar) in Panajachel, Guatemala. Since obtaining his M.A. from CLAS, he received a PiLA Fellowship for the Antigua International School in Antigua, Guatemala (Aug 2014-June 2016), where he developed and taught high school social studies curricula. As part of the international accreditation process for the school, students qualified for National History Day in Washington, DC, where they competed at the national level, representing Guatemala for the second time in the event’s history.

A list of Latin American Studies alumni can be found on the CLAS website.