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CENTER FOR LATIN AMERICAN STUDIES (CLAS) STAFF

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Cover Photo: Stanford Global Studies (SGS) student Kira Smiley, a master’s student in earth systems, took this picture “Graffiti Framing Mountains” in southern Patagonia, Chile while she was studying abroad.

Above: “Faz de Iguazu” was captured by CLAS student Alexandra Ballesteros in Brazil.
LETTER FROM THE DIRECTOR

Alberto Díaz-Cayeros

This is the third time I am writing a letter for Enlace, which means I have now finished a full term as director of the Center for Latin American Studies at Stanford. It has been a privilege to live and learn in the wonderful space of Casa Bolívar. I had been asked to serve another term, in order to consolidate some of the initiatives we have started, and I must confess I accepted most selfishly because I enjoy our community so much. Our wonderful staff, bright students, stimulating faculty, visiting professors and scholars, guest speakers, and audience members who engage and participate in our events—all of you make our center a thriving hub of ideas and public debate. We are grateful to you and for the support CLAS receives from Stanford Global Studies, Stanford University, and our generous funders, including the U.S. Department of Education and the Tinker Foundation. You make us thrive.

This past year, we hosted several Latin American scholars whom I admire immensely. Any of us who has had the privilege of interacting with them during their time at Stanford will agree that they have significantly enriched our experience and understanding of Latin America. Cristina Rivera Garza, in a fortunate collaboration with the Department of Iberian and Latin American Cultures, came to us as the William H. Bonsall Visiting Professor in the Humanities. One of the most accomplished Latin American writers of her generation, Cristina is an insightful historian who has spearheaded the creation of the first Ph.D. in Spanish creative writing in the U.S. As our 2019 commencement speaker, Cristina shared a beautiful reflection on our Center’s relevance and role in the world. We look forward to her new book on the history of cotton.

A dear childhood friend, Aurora Gómez Galvarriato, professor at the Colegio de México and former director of Mexico’s National Archives, the Archivo General de la Nación, was nominated by CLAS as an International Fellow at the Humanities Center. As an economic historian, she straddles the worlds of the humanities and the social sciences, demonstrating that it is possible to keep those dialogues of cross-fertilization open. Anyone who attended her talk on the history and technology of tortillas will never see the most ubiquitous Mexican object in the same way; they will understand how their preparation has shaped and been shaped by the role of women in Mexican society.

Anthropologist Lynn Stephen, then president of the Latin American Studies Association (LASA), was our 2019 Latin American Perspectives Lecturer. She shared with us her scholarship and deep commitment to justice in Guatemala and Southern Mexico. Lynn is an innovative researcher who is pushing the boundaries of data presentation and analysis as well as knowledge production through collaboration with the actors that shape the social realities we seek to understand. Her weeks in residence enriched the life of our community—she trained some of our students in anthropological methods and advanced an agenda of successful movements for women’s justice in the most unlikely settings.

Finally, the outgoing vice president of the Interamerican Development Bank (IDB), Santiago Levy, delivered a keynote address at a conference we organized with the King Center on Global Development to address the challenges of employment, poverty, and growth in Mexico. Santiago is the architect of arguably the most successful poverty relief program in Mexico, Progresa-Oportunidades-Prospersa, a conditional cash transfer program that has lifted millions out of destitution. I know of few scholars who have had such an impact on the lives of so many.

These individuals, who believe women are the engines of social change, highlight how much we lose when academic activities fail to achieve some degree of gender balance. I am proud to say that, throughout the time I have been leading the center, I have worked very hard with our staff and colleagues to ensure that all of our activities reflect the reality of our diverse world. We must continue to redress the many obstacles women have faced in the pursuit of their professional careers, and I remain deeply committed to this goal as a priority for CLAS.

This past year, our center has been thoroughly engaged with the broader Latin American studies community in the United States. Our Associate Director Elizabeth Sáenz-Ackerman served as the president of the Consortium of Latin American Studies Programs, which fosters global competency, language proficiency, and cultural awareness of Latin America and the Caribbean. We have also been engaged with LASA, welcoming then LASA president Lynn Stephen and former president Charlie Hale, as well as Aníbal Pérez Liahán, the editor of the Latin American Research Review, to speak at our weekly seminar. At the annual LASA conference, we have continued to take the

(Continued on next page)
LETTER FROM THE DIRECTOR

lead in organizing the Tinker Foundation Reception, which brings together the five centers that host Tinker Visiting Professors. Additionally, we continue strengthening our commitment to teaching indigenous languages through our consortium with UC Berkeley, UCLA, and the University of Utah through the Latin American Indigenous Studies Alliance (LAISA).

Thanks to the commitment of Quechua instructor Marisol Necoechea, our Quechua Night has become an established gathering place for many members of our community. This year, Marisol and some of her students led a Quechua working group, offering weekly meetings open to the entire Stanford community to learn about the Quechua language and culture. We hosted film screenings and a variety of cultural events. We also continued our collaboration with the U.S. Embassy in Mexico, ANUIES, and ITAM to host indigenous students from all over Mexico for a summer seminar on “Global Risks in Latin America.” Our Employee Open House with tamales and coffee has continued to expand each year. We are grateful to all of the service workers who keep our grounds, dining halls, residences, and other spaces across campus in such beautiful shape. Our Spring Fiesta was devoted to Brazil this year. It was beautiful to see so many people come to enjoy food, music, and each other’s company.

Our Tinker Visiting Professors, Magna Inácio, Véronique Lecaros and Tonel (Antonio Eligio Fernández), in addition to our Nabuco Visiting Professor, Silvio Candido, as well as our Fulbright visitors, shared their knowledge and enthusiasm with our students and scholars. We supported students through research travel grants to Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, Mexico, and Peru. Through various collaborations, we were also able to provide internships in Peru, Colombia, Mexico, and Brazil. Through these opportunities, we know we are investing in the Latinamericanistas of tomorrow.

We have learned so much through the conferences, seminars, and workshops that have taken place over the past year. Although there is not necessarily an order in the way our events fall together, to me they can be summarized in a narrative arc as follows. We started the year by thinking about our indigenous origins through In Tlilli in Tlapalli. Despite being decimated by epidemics and climatic cataclysms, indigenous peoples sometimes rebelled, and sometimes staged their own foundational narratives, as we were reminded by Nicole Hughes, the latest addition to our community of scholars. Another community formed under the auspices of Stanford CLAS, with support of the U.S. Department of Education, was the indigenous language and culture scholars who meet regularly, in person or virtually, to advance in their pedagogy and promote the teaching of indigenous languages. Our working group on long-range development in Latin America continued exploring issues debated at Stanford and the London School of Economics, with a third meeting at the Universidad de los Andes (Uniandes) in Bogotá. Additionally, we learned from lucid speakers about land reform, the slavery of the metate, and how indigenous women transformed the justice system in Guatemala.

The turmoil of our region was explored through sobering perspectives that shed light on the violence and dislocation that continues to take place in Venezuela as well as on the punitive justice that has been sought as a result of citizens’ frustration and anger. At the same time, the memory of torture centers in Buenos Aires and the state of prisons and religious conversion in Perú have provided more nuanced perspectives regarding forgiveness and criminal justice. We held the IV Positive Peace Conference at Stanford and a Tinker Conference on “Populism and Impeachment” as well as a moving memorial for the 1968 student massacre in Mexico in partnership with the Centro Chicano y Latino. We explored the challenges of authoritarianism, U.S. hegemony, and democratic consolidation, and we learned how these and other social issues were sublimated by Cuban artists. We learned about African American tourism in Bahia, Brazil. We held a Teachers Summer Institute on “Latin America during the Cold War” in partnership with the Graduate School of Education’s Center to Support Excellence in Teaching. A pervasive theme this last year was migration: we learned firsthand from Ana Minian about her deservedly praised book, empathized with the hardships suffered by Hondureños, and gained perspective on the plight of Central America. We also learned about the ruthlessness of the legal services fraud in the U.S., and our M.A. students formed a migration research working group, bringing inspiring leaders to campus.

In closing, I want to share with you some words from the commencement speech Cristina Rivera Garza gave to our M.A. graduating class. As she explained her interests in female empowerment and immigration, she told us about why writing (and education) compel us to look beyond ourselves:

“When we do, when we invite ourselves to engage in this mirrored game, writing takes us by the hand and leads us far away from indolence: the eternally comfortable position among those committed to the status quo … Indolence—the incapacity to feel pain or someone else’s pain, which in Spanish is dolerse—is militant indifference. When we say that a book or a work of art or a ravishing sunset moves us, what we are actually saying is that they have liberated us from indolence.”

I invite all of us, with Cristina’s inspiring words, to move beyond indolence and stubbornly insist with her that it is possible to teach, learn, study, and feel together about the plights and victories in Latin America, because they are also our own.
Fractional and invariant solutions of the extended Boussinesq equation with variable coefficients:

...
This year, the joint efforts of the Stanford Library and CLAS were focused on an outreach program for Bay Area high schools, including Abraham Lincoln in San Francisco, San Lorenzo in the East Bay, East Palo Alto Academy near Stanford, and Pescadero in the South Coast. Led by Stanford Libraries Curator for Latin American, Mexican American and Iberian Collections Adán Griego, this program brought high school students to the library’s Department of Special Collections, where students examined a variety of primary sources ranging from Mexican Revolution postcards to unpublished immigrant letters. The program also included a campus excursion in which high school students met with Stanford students whose academic background mirrored their own first-generation experience.

Another popular spot at the Green Library is the Rumsey Map Center. The center’s vast collection, now in its third year on display, features high-resolution digitized historical maps that can be explored with an oversized touch screen. This interactive experience gives users the unique opportunity to study minute details that are not easily visible in the maps’ original editions. One example is the 1885 *Carta Entográfica* by Antonio García Cubas, which depicts the intricate garments of various Mexican indigenous groups.

Additionally, the library created a special website (https://library.stanford.edu/fernando-alegria) to commemorate the centennial of Chilean author Fernando Alegría. Showcasing photographs and manuscripts of Alegría’s literary archive, which is housed in the library’s Department of Special Collections, the page includes portions of several of his novels, a digitized biographical video, and several essays written specifically for the website.

Throughout the 2018-2019 year, Adán Griego participated in many book fairs, including the LIBER-Barcelona, Guadalajara, and Buenos Aires book fairs, in order to acquire research materials for the library’s rich collections, which now exceed 585,000 print and online resource records. Adán was also a panelist at the annual Latin American Studies Association conference in Boston and the Reforma Institute in Washington D.C., which is a continuing education forum for public librarians. His presentation focused on the outreach program described above.
Weekly Lecture Series

CLAS’s lecture series creates a space for the general public to become aware of the various cultural, educational, artistic, and scientific developments in Latin America.

**Event Highlights**

**Alberto Díaz-Cayeros**  
September 28, 2018  
*Whispers of Silenced Voices: The Survival of Indigenous Linguistic Distinctiveness in Mexico City*

**Silvio Eduardo Álvarez Candido**  
October 5, 2018  
*The Emergence of “Solidarity Recycling” in Brazil: Structural Convergences and Strategic Actions in Interconnected Fields*

**Juanita Darling**  
October 12, 2018  
*Finding Space for Ideas: Toward a Media Philosophy of Latin America*

**Shimaa Hatab**  
October 19, 2018  
*Opposition Coordination and Authoritarian Defeat in Mexico and Chile*

**Mariana Castillo Deball**  
October 26, 2018  
*In Tlilli in Tiapalli: To Whom Does the Past Belong?*

**Paul Wise**  
November 2, 2018  
*Caracas is More Dangerous than Baghdad: Rethinking the Health Response to Armed Violence*

**Rodolfo Acuña Soto**  
January 11, 2019  
*Geomorphology and the Occurrence of Famines, Epidemics and Social Conflict in Mexico, the Last 1,000 Years*

**Dana Frank**  
January 18, 2019  
*The Long Honduran Night: Resistance, Terror, and the United States in the Aftermath of the Coup*

**Thomas O’Keefe**  
January 25, 2019  
*How Real is the Purported Decline of United States Hegemony in Latin America and the Caribbean?*

**Susana Kaiser**  
February 8, 2018  
*Buenos Aires: Writing Memories at a Former Torture Center*

**Ana Raquel Minian**  
February 15, 2019  
*Undocumented Lives: The Untold History of Mexican Migration*

**Patricia de Santana Pinho**  
February 22, 2019  
*Mapping Race, Gendering Place: African American Roots Tourism in Bahia, Brazil*

**Aníbal Pérez-Liñán**  
March 1, 2019  
*Latin America’s Institutions: Lessons to Save Our Democracy*

**Charles Hale**  
April 5, 2019  
* Chronicle of an Implosion Foretold: Toward an Actionable Analysis of the Central American Crisis (1970-2020)*

**Michael Albertus**  
May 3, 2019  
*Land Ownership and Development: Evidence from Peru*

**Aurora Gómez Galvarriato**  
May 10, 2019  
*From the Slavery of Metate to the Corn Flour Oligopoly: A Brief History of Tortillas in Mexico*

**Vicki Ruiz**  
May 17, 2019  
*‘We are the first... to walk this path’: Reflections on an Academic Journey*

**Nicole Hughes**  
May 31, 2019  
*Staging History: Relics and Lutherans in Colonial Mexico and Brazil*
EVENT HIGHLIGHTS

The following event highlights showcase a few of the diverse events that CLAS organized, sponsored, co-sponsored, and/or funded during the 2018-2019 year. Please visit clas.stanford.edu/events for more information.

Cien Años de Alegría: Celebrating Fernando Alegría’s Centennial
September 26, 2018

Movimiento Estudiantil de 1968
October 2 - 9, 2018

Symposium on Violence, Organizations and Political Psychology in Latin America
November 9, 2018

Positive Peace Conference: Envisioning a Positive Peace Agenda for the Americas
November 6, 2018

3rd Annual Open House for Service Employees and Contractors
December 7, 2018
Access to Gendered Justice Symposium
March 7 - 8, 2019

D E C E M B E R 1 0 t h , 2 0 1 8
9 a m - 5 p m
5 8 2 A L V A R A D O R O W , S T A N F O R D
F o r m o r e i n f o r m a t i o n , p l e a s e e - m a i l r o s i n @ s t a n f o r d . e d u

Populism, Political Crises, and Impeachments in Latin America Symposium
May 13, 2019

Annual Spring Fiesta: A Taste of Brazil
May 22, 2019

Re-envisioning Entrepreneurship: A Talk by Maria Contreras-Sweet
May 30, 2019

Quechua Night
May 31, 2019
COMMENCEMENT 2019

Congratulations to the Class of 2019!
Sunday, June 16, 2019

Left to right: Christine Logan, Lucía López Rosas, Jasmin Espinosa Jaimes, Cristina Rivera Garza, CLAS-Director Alberto Díaz-Cayeros, Andrea Flores, Karen Cornejo Guillen, and Marleny Aracely De León Figueroa

Keynote address by Cristina Rivera Garza, Interdisciplinary Scholar, Award-Winning Cross-Genre Author, Distinguished Professor in the Department of Hispanic Studies & Founder of PhD in Creative Writing in Spanish at the University of Houston.

CLAS M.A. Capstone Projects

Monica Ayala-Talavera
Technological Adoption: A Case Study of the Automotive Industry in Mexico
Advisors: Beatriz Magaloni and Mikael Wolfe

Karen Cornejo Guillen
Dirty Diplomacy: An Analysis of U.S. Foreign Policy Towards the Salvadoran Civil War and the Massacre at El Mozote
Advisor: Beth Van Schaack

Marleny Aracely De León Figueroa
Mitigating Crime, Drugs, and Gangs in Guatemala: Restoring Its Potential as Latin America’s Apex Tourist Destination
Advisor: Paul Bator

Jasmin Espinosa Jaimes
Multi-Disciplinary Argument for Recognition of Term: Immigration Detention-Industrial Complex and a Case for Its Abolition
Advisor: Jonathan Rosa

Andrea Flores
From Malinaltenango to Waukegan: A Case Study on Non-migrant Identity
Advisor: Ana Minian

Christine Logan
The Evolution of the Portrayal of Pequeño Seúl in the Mexican Press
Advisor: Mikael Wolfe

Lucía López Rosas
Advisor: Mikael Wolfe
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. The map is a visual representation of student research, study, and internship locations in the U.S., Latin America, and Europe.

**Fellowships**

**Ayacucho Fellowship**
The Ayacucho Fund was established with a generous gift from the Gran Mariscal de Ayacucho Foundation to award fellowships to graduate students at Stanford University.

Lucía López-Rosas, M.A. in Latin American Studies, '19

**Foreign Language and Area Studies (FLAS) Fellowships**
CLAS administers FLAS fellowships for graduate and undergraduate students pursuing language training in less commonly taught languages of Latin America. FLAS fellowships are made possible with funding from the U.S. Department of Education under the auspices of Title VI of the Higher Education Act of 1965.

**Academic Year 2018-2019**

**Nahuatl**
Stanford University
- Andrea Flores, M.A. in Latin American Studies, '19

**Portuguese**
Stanford University
- Marleny Aracely De León Figueroa, M.A. in Latin American Studies, ‘19
- Christine Logan, M.A. in Latin American Studies, ‘19
- Lucía López Rosas, M.A. in Latin American Studies, ‘19
- Monica Ayala-Talavera, M.A. in Latin American Studies, ‘19

**Summer 2019**

**Nahuatl**
University of Utah Nahuatl Language and Culture Program, Salt Lake City, Utah
- Jessica Cordiglia, M.A. in Latin American Studies, Stanford University, '20
- Ana María Vázquez, A.A. in Liberal Arts, De Anza Community College, '19

**Portuguese**
Universidade do Sul de Santa Catarina (UNISUL) Intensive Portuguese, Florianopolis, Brazil
- Jessica Cordiglia, M.A. in Latin American Studies, Stanford University, '20
- Ana Maria Vázquez, A.A. in Liberal Arts, De Anza Community College, '19

University of Florida-Language and Culture Program, Rio de Janeiro, Brazil
- Christine Logan, M.A. in Latin American Studies, Stanford University, '19
- Didi Park, B.A. in Comparative Literature, Stanford University, '19
Travel Grants

Conference Travel Grants

CLAS provides funding for Stanford graduate students to attend and present on topics related to Latin America at professional meetings and conferences.

**Consejo Latinoamericano de Ciencias Sociales (CLACSO) “8º Conferencia Latinoamericana y Caribeña de Ciencias Sociales, Buenos Aires, Argentina**
- Pablo Seward, Ph.D. in Anthropology, ‘21

**Latin American Studies Association 2019 Congress, Boston, USA**
- Marleny Aracely De León Figueroa, M.A. in Latin American Studies, ‘19
- Jasmin Espinosa, M.A. in Latin American Studies, ‘19
- Karen Cornejo Guillen, M.A. in Latin American Studies, ‘19
- Andrea Flores, M.A. in Latin American Studies, ‘19
- Lucia Lopez-Rosas, M.A. in Latin American Studies, ‘19

**First International Research Conference on Carbon Pricing, New Delhi, India**
- Arjuna Dibley, J.S.D., ‘20
- Rolando García-Mirón, J.S.D., ‘20

Field Research Travel Grants

CLAS supports Stanford graduate field research in Latin America.

**Brazil**
- Gabriela Oppitz, Ph.D. in Anthropology, ‘23
  Research: Em Terras Trópico-americanas: For an Archaeology of the Nonidentity in the Lowlands of South America

**Chile**
- Jaime Landinez Aceros, Ph.D. in Anthropology, ‘24
  Research: Latin American Summer School on Social Issues (LASI) program
- Tyler McFadden, Ph.D. in Ecology, ‘22
  Research: Effects of Exotic Timber Plantations of Keystone Species Interactions: Consequences for Maintaining Biodiversity in Southern Chile
- Valentina Ramia, Ph.D. in Anthropology, ‘23
  Research: Latin American Summer School on Social Issues (LASI) program

**Mexico**
- Edgar Franco Vivanco, Ph.D. in Political Science, ‘20
  Research: Strategies of Indigenous Resistance and Accommodation in Colonial Yucatan

**Peru**
- Claire Maass, Ph.D. in Anthropology, ‘21
  Research: The Lives and Living Conditions of Enslaved Africans and Afro-descendants in the Central Coast of Peru During the Late Colonial Period.

**Tinker Graduate Field Research Grant**

**Brazil**
- Romina Wainberg, Ph.D. in Iberian and Latin American Cultures, ‘23
  Research: Darkest Stones: The Impact of Long-Term Mining in Southeastern Brazilian Culture

**Colombia**
- Jaime Landinez Aceros, Ph.D. in Anthropology, ‘24
  Research: Preliminary fieldwork for the Ph.D. Research Proposal: Ecologies of War in Colombia. Landscapes of Dispossession, Toxicity and Care

**Cuba**
- Daniel Hernandez, Ph.D. in Iberian and Latin American Cultures, ‘21
  Research: Ethnographic Fictions: From Naturalism to Transnaturalism in Cuban Literary Ethnography

**Ecuador**
- Valentina Ramia, Ph.D. in Anthropology, ‘23
  Research: The Measurement of Fear in Asylum Law: An Ethnography of Legal Evidence of Well-Founded Fear of Persecution in Ecuador

**Mexico**
- Arjuna Dibley, J.S.D., ‘20
- Zait Lopez, Ph.D. in Anthropology, ‘24
  Research: Borderland Addiction: Substance Abuse Among Deportees in Tijuana, Mexico
- Esteban Salmond Perrilliat, Ph.D. in Anthropology, ‘24
  Research: Poverty and Injustice in Mexico City’s Urban Margins
- Gemma Elizabeth Smith, Ph.D. in Environment and Resources, ‘24
  Research: Understanding Multi-Level Participatory Governance in International Watersheds

**Peru**
- Adela Zhang, Ph.D. in Anthropology, ‘22
  Research: Democracy and Development: An Ethnographic Examination of Mining-Related Social Conflicts

**Various (Mexico, Bolivia and Peru)**
- Sarah Faith Thompson, Ph.D. in Political Science, ‘23
  Research: Breaking the Barriers to Participation: The Role of Geography and Transportation Infrastructure in Latin American Politics
Summer Internships

Monica Miller Walsh Grants for Summer Internships
Thanks to a generous gift renewal from Stanford alumna Monica Miller Walsh and her husband, David Walsh, CLAS was able, for the thirteenth year in a row, to support undergraduate summer internships in Latin America.

Encuentros SJS, Lima, Peru
• Paloma Moreno Jiménez, B.A.
  Undeclared, ’21

MOVICE, Bogota, Colombia
• Hannah Smith, B.A. in International Relations, ’20

Puente a la Salud Comunitaria, Oaxaca, Mexico
• Gianna Nino, M.S. in Epidemiology, ’20

Pessoa-Trejos Grants 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, for the ninth year in a row, to support undergraduate summer internships and graduate field research in Latin America.

Instituto Socioambiental, Altamira, Brazil
• TJ (Edgar) Francisco, B.A. in Earth Systems, ’20

SGS Global Perspectives Grants
The Stanford Global Studies Division 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. Two CLAS students received grants in 2018-2019:

Mexico (U.S. – Mexico Border)
• Monica Ayala-Talavera, M.A. in Latin American Studies, ’19
  Research: Mexico’s Response to Technological Shifts Through a Case Study of the Automotive Industry in the Northern States of Mexico

Oaxaca, Mexico
• Lucía López-Rosas, M.A. in Latin American Studies, ’19
  Research: Tensions Between Indigenous Groups and Local Government Forces Over Wind Farm Investments

SGS Parveen Hassan and Ritva Heikkila Fund for International Research
Through the Stanford Global Studies Division, this fund supports research opportunities during winter, spring, or summer breaks for currently enrolled master’s students in Stanford Global Studies M.A. programs, with a preference for cross-cultural research. Students may also request funds in order to present a research paper at an appropriate conference.

Chicago, U.S.
• Andrea Flores, M.A. in Latin American Studies, ’19
  Research: How identity of Mexican-American Youth in Chicago is Shaped by Storytelling

Mexico (U.S. – Mexico Border)
• Marleny Aracely De León Figueroa, M.A. in Latin American Studies, ’19
  Research: Research on the Korean Community in São Paulo

Various, Brazil
• Christine Logan, M.A. in Latin American Studies, ’19
  Research: Renewal and Restoration Efforts of Indigenous Languages Along the Arizona and Sonora Border

Christine Logan at the Escadaria Selarón in Rio de Janeiro, Brazil.
Student-Led Working Group Grants

Student working groups collaborate with a faculty sponsor to organize events, including lectures, speaker series, symposia, collaborative research efforts, and the exchange of working papers. CLAS awarded grants to the following student-led working groups during the 2018-2019 academic year:

**Cafecito Quechua Working Group**
Cafecito Quechua successfully brought together Stanford students and community members in the Bay Area who wanted to learn about the Quechua language and culture.

**Student Coordinators:**
- Pio Thompson, B.A. in Art History, ’19
- Eda Benites Nieto, M.A. in Latin American Studies, ’20
- Adela Zhang, Ph.D. in Anthropology, ’22

**Faculty Sponsor:**
- Marisol Necochea, Quechua Instructor

**Latin American Working Group (LAWG)**
In its second year, the LAWG steadily built connections across departments in the university, co-hosting events with the history department, the Decoloniality Working Group, and the Department of Iberian and Latin American Cultures. The working group brought together students and faculty from a number of disciplines, highlighting the importance of creating and cultivating a graduate student space for discussing ongoing research and critical theory for, of, and about Latin America.

**Student Coordinators:**
- Jameelah Morris, Ph.D. in Anthropology, ’23
- Adela Zhang, Ph.D. in Anthropology, ’22

**Faculty Sponsor:**
- Angela Garcia, Associate Professor of Anthropology

**Latin American Migration Research (LAMR) Working Group**
The LAMR Working Group was a graduate student-led group open to all that aimed to create an inspiring and productive interdisciplinary environment for a range of migration-related scholarship at Stanford University. The LAMR working group brought together academics, activists, and practitioners researching migration in Latin America.

**Student Coordinators:**
- Marleny Aracely De León Figueroa, M.A. in Latin American Studies, ’19

**Faculty Sponsor:**
- Ximena Briceño, Lecturer, Iberian and Latin American Cultures

**U.S.-Mexico-Canada Agreement (USMCA) Forum**
The USMCA Forum was formed as a project created to discuss the massive grading partnership that the United States, Mexico and Canada have forged over the past three decades. The project culminated in a series of events in which former ambassador to Mexico, Earl Anthony Wayne, clarified the doubts of many attendees at the event regarding the debate to ratify the new USMCA (U.S.-Mexico-Canada Agreement).

**Student Coordinators:**
- Pablo Ortiz Mena Montes de Oca, L.L.M., ’19
- Aurea Maria Fuentes, L.L.M., ’19

**Faculty Sponsor:**
- Alberto Díaz-Cayeros, Center for Latin American Studies Director
Publications

Vivian Brates

Martin Carnoy
(Author) Transforming Comparative Education: Fifty Years of Theory Building at Stanford (Stanford University Press, 2019)
(co-editor) Higher Education in Federal Countries: A Comparative Study (SAGE, 2018)

Angela S. Garcia
(Author) Legal Passing: Navigating Undocumented Life and Local Immigration Law (University of California Press, 2019)

Saumitra Jha

Herbet S. Klein
(Co-author) Feeding the World: Brazil’s Transformation Into a Modern Agricultural Economy (Cambridge University Press, 2019)
(Co-author) An Economic and Demographic History of São Paulo, 1850-1950 (Stanford University Press, 2018)

Joan Resina
(Contributor) “Repetition of the Self in Memory and Anticipation.” Repetition, recurrence, returns: how cultural renewal works (Lexington Books, 2019)
(Editor) Inscribed Identities: Life Writing as Self-realization (Routledge, 2019)

John Russell Rickford
(author) Variation, Versatility and Change in Sociolinguistics and Creole Studies (Cambridge University Press, 2019)

Mikael Wolfe

Faculty Updates

Bruce Cain was the recipient of the 2019 Miriam Aaron Roland Volunteer Service Prize, which recognizes Stanford faculty who engage students in integrating academic scholarship with significant and meaningful volunteer service to society.

Alberto Díaz-Cayeros was reappointed professor, by courtesy, of political science, for the period July 1, 2018, through August 30, 2021.

Zephyr Frank was named the Barbara Finberg University Fellow in Undergraduate Education.

Francis Fukuyama was reappointed professor, by courtesy, of political science, through September 30, 2021.

Angela Garcia provided the keynote address at the Platform for Social Research on Mental Health in Latin America (PLASMA), London School of Hygiene and Tropical Medicine and Senate House at the University of London in London, England, on October 5-6, 2018.

David B. Grusky was appointed Edward Ames Edmonds Professor in Economics, effective October 16, 2018.

Saumitra Jha was appointed Inaugural Peiros Family Faculty Fellow by the Stanford GSB and King Center.

Beatriz Magaloni was promoted to political science and senior fellow at the Freeman Spogli Institute for International Studies, effective September 1, 2018.

Grant Miller was reappointed senior fellow at the Stanford Institute for Economic Policy Research, effective June 1, 2018.

Paula M. L. Moya was named the Burton J. and Deedee McMurtry University Fellow in Undergraduate Education.

John W. Rick was given emeritus status, effective May 25, 2018.

Micheal Rosenfeld was appointed chair of sociology, for the period of September 1, 2018 through August 31, 2021.

Jorge Ruffinelli-Altesor was given emeritus status, effective August 31, 2018.

Kenneth Shotts was reappointed professor, by courtesy, of political science, for the period September 1, 2016 through August 31, 2020.

Michael Tomz was named the Landreth Family University Fellow in Undergraduate Education.

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 K-12 and community college education. The following professional development opportunities were developed and offered to K-12 and higher education educators throughout the 2018-2019 academic year.

**Educator Participation**

<table>
<thead>
<tr>
<th>Type</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>140</td>
</tr>
<tr>
<td>Community College</td>
<td>143</td>
</tr>
<tr>
<td>University</td>
<td>27</td>
</tr>
</tbody>
</table>

**Heritage Spanish Teachers Seminars**

This year-round professional development course is tailored to the pedagogical needs of the Heritage Spanish classroom in secondary education. The 2018-2019 course featured scholars Ximena Briceño, Alberto Díaz-Cayeros, Ramón González, Adán Griego, and Ciara Wirth, and was led by Stanford World Language Project instructors Yolanda Mercado, Eduardo Muñoz, and Antonio Tunzi.

September 28 and October 27, 2018; January 26, February 23, and March 23, 2019

**Américas Book Award Author Workshop**

CLAS co-sponsored the 2019 Américas Book Award. This year’s award activities included the annual teacher workshop in Washington, D.C. as well as the 2019 Reading Across Cultures Webinar Series: Social Justice. The teacher workshop featured the books *Danza!* with author Duncan Tonatiuh and *American Street* with author Ibi Zoboi, while the webinar series included *Lucky Broken Girl* with author Ruth Behar. Offered by the World Area Book Awards (Américas Book Award, Africana Book Award, Middle East Book Award, and South Asia Book Award), the webinars addressed the use of award books in the classroom and are available online.

September 28, 2018, and January 22, February 15, March 20, April 11, and May 8, 2019

*CLAS could not have been successful without meaningful collaborations. Special thanks to our partners:*

Stanford Global Studies’ programs and centers; Center to Support Excellence in Teaching (Stanford Graduate School of Education); Stanford Program on International and Cross-Cultural Education (Freeman Spogli Institute for International Studies); Stanford World Language Project (Stanford Graduate School of Education); Stanford University Libraries; Stanford Language Center; Lacuna Stories (Center for Spatial and Textual Analysis); Consortium of Latin American Studies Programs; Colegio de México; University of California, Los Angeles Latin American Institute; University of California, Berkeley Center for Latin American Studies; University of Utah Center for Latin American Studies; College of San Mateo; Foothill College; De Anza College; and Las Positas College.

Stanford World Language Project facilitator Antonio Tunzi leads a professional development session for Heritage Spanish language teachers.

*Lucky Broken Girl by Ruth Behar, featured in the 2019 Reading Across Cultures webinar series.*
Indigenous Languages of Latin America Workshops

As part of LAISA, CLAS offers semi-annual workshops for instructors of indigenous languages of Latin America from universities across the U.S. and Mexico to discuss curriculum design, pedagogy, and the use of technology in the indigenous language classroom. The 2018-2019 workshops featured pedagogy sessions with Ali Miano, Stanford Language Center, and technology sessions with Alba Girons Masot, University of Chicago, as well as presentations by attending instructors. The spring 2019 workshop included a poetry event, *Poesía de Abya Yala / Poetry of Abya Yala*, led by 2018 Poetic Bridges Award Winner Ignacio Carvajal. The event featured readings by indigenous language instructors, faculty, and staff in K’iche’, Mixteco, Nahuatl, Quechua, and Zapoteco.

**October 12, 2018 and March 7-9, 2019**

Summer Institute Abroad

High school teachers Kevin Allen (left) and Christina Wong (right) consult Cold-War era materials from Hoover Institution Library & Archives Special Collections during the 2019 Summer Institute.

The “History of the Americas: Latin America and the Cold War” teacher summer institute for secondary-education and community college history and social science instructors featured faculty speakers Thomas O’Keefe, Tonel, and Juanita Darling, and was led by Stanford instructional coach Nicole Lusiani Elliott. The institute included visits to the Hoover Institution Library & Archives and the San Francisco Mission District murals.

**June 19-22, 2018**

Library Access Grant

2019 Library Access Grant recipient Randall Vail (left) visits Stanford with his Pescadero High School colleagues Kevin Allen (center) and Jose Perez (right).

CLAS-Stanford Libraries Access Grants provide library access and travel funding for faculty from minority-serving institutions and community colleges across the U.S. to conduct research using Stanford University Libraries.

**2019 Grant Recipients**

Susan Perkins, University of Illinois at Chicago

Randall Vail, Pescadero High School

Education Partnership for Internationalizing Curriculum (EPIC)

EPIC offers an annual series of outreach programs focused on strengthening the internationalization of curricula at community colleges and K-12 institutions. EPIC is a partnership comprised of SGS area centers, CESTA, CSET, SPICE, College of San Mateo, Foothill College, De Anza College, and Las Positas College. In 2018-2019, EPIC welcomed 10 community college fellows and offered several three-day courses, two workshops, and a culminating symposium.

**Standing: Andrew Hill, Dave Dillon, Mary Conroy, Irene Young**

**Sitting: Nancy Willet, Philip Tran, Jennifer Fiebig, Marina Broeder, Chigusa Katoku, Don Uy-Barreta**
Makaela Anderson (M.A. ’14) has been awarded a second fellowship with the U.S. Department of State and Georgetown University as an English Language Fellow (ELF), this time in Abidjan, Cote d’Ivoire. As the ELF in Niger, she was the subject of a State Department-wide cable noting the impact and achievements she has been able to make, including opening the nation’s first and only TOEFL iBT center and securing over $10,000 of donated educational materials for the region. She looks forward to her new project in Abidjan.

Miguel Bacigalupe (M.A. ’11) has decided to pursue a career in law at Columbia Law School after working for the Presidential Malaria Initiative for two years across Africa.

Kate Bellerose (M.A. ’15) is now covering commodities in an investment analyst capacity. The Wellington Management company where she works invests in commodities across Latin America (Brazil, Chile, and Argentina most notably) so she gets to stay up to date on the region in that sense!


Anakaren Cervantes (M.A. ’18) is currently an associate at Townsend Public Affairs.

Gustavo Empinotti (M.A. ’17) plans to apply to Ph.D. programs in the U.S. this year and is temporarily teaching at a high school in São Paulo, Brazil.

Andrea Garza Erdmann (M.A. ’17) began a doctoral program in literature at Harvard University in September 2019.

Libby Glass (M.A. ’13) recently completed a summer associate program with Quarles & Brady in Chicago, IL, and will be starting her second year of law school at Wake Forest University in the fall. The summer program reaffirmed her interest in pursuing corporate immigration law upon graduation. In the upcoming school year, she will serve as a staff member of the Journal of Law & Policy, vice president of the Immigration Law Society, and co-coordinator of the Immigration Pro Bono Project.

Alejandro Gramaglia (M.A. ’13) is currently working with the United Nations’ International Labour Organization (ILO) as it celebrates its 100-year anniversary and 2019’s groundbreaking adoption of the Convention on Violence and Harrassment. ILO member governments, worker representatives, and employers’ organizations spent two years negotiating the text and have made history by adopting a treaty that sets exemplary standards to end violence and harassment in the world of work: https://www.ilo.org/ilc/ILCSessions/108/media-centre/news/WCMS_711321/lang--en/index.htm

Andrea Hale (M.A. ’17) started working for the Department of State in August of 2018 and is currently working at the U.S. Consulate in Ciudad Juarez, where all immigrant visas from Mexico are processed.

Kai Medeiros (M.A. ’17) is now a staff attorney at the ABA Immigration Justice Project. Kai’s job consists primarily of representing people who are detained in removal proceedings.

Vanessa Melo (M.A. ’17) is leaving her current position as a researcher at Stanford to pursue a Ph.D. in Anthropology. She is also the recipient of a five-year fellowship (Cota Robles) at UCLA. In November 2018, her co-written paper, “Killing in the Slums: Social Order, Criminal Governance, and Police Violence in Rio de Janeiro” was published.

Hari Seshasayee (M.A. ’15) wrote “India-Venezuela Relations: A Case Study in Oil Diplomacy,” which was published in February 2019.

Alyson Sprague (M.A. ’12) combined her passion for muralism with business by joining Clear Channel, a billboard advertising company, in 2013. Clear Channel has since become iHeartRadio, and Alyson now leads corporate research and analytics, responsible for measuring return on investment for over $1B ad revenue. As part of her role, Alyson leads speaking engagements across the country, including a workshop on “Data Driven Storytelling” for young research professionals this past spring. Alyson achieved two bucket list items recently: earning a skydiving license and marrying her life partner of 15 years, Leilani. She continues to be actively involved in Mission Muralismo.

Alix Van Zandt (M.A. ’14) started working with T2TGlobal based in Guatemala in September 2018. Alix attended and presented at the National Conference of Math Teachers with a Maya Kaquikel math teacher in April 2019 and completed five years of working in education in Guatemala in August.
The Center for Latin American Studies extends its sincere appreciation to our contributing alumni, parents, students, and friends for their generous support. Financial support provides core funding to strengthen our existing programs and help create new ones where needed. Funds are focused on supporting faculty and students, who are integral to CLAS’ efforts to grow awareness and understanding of the Latin American region at Stanford and beyond.

Please contact Elizabeth Sáenz-Ackermann, CLAS Associate Director, at esaenz@stanford.edu or (650) 725-0502 to learn more about CLAS’ initiatives and to further advance our academic community as we learn from and engage with the Americas’ diverse ethnic, linguistic, cultural, biological, and historical geographies.

“Gaining Perspective” was captured at Los Glaciares National Park by SGS student Kira Smiley, a master’s student in earth systems, while she was studying abroad in Argentina.