

STANFORD UNIVERSITY
CENTER FOR LATIN AMERICAN STUDIES

ENLACE

YEAR IN REVIEW
2020-21





TABLE OF CONTENTS

- 3 Letter from the Director
- 6 A Reflection on the M.A. in Latin American Studies Program
- 7 Library Report
- 8 Bolivar House Visitors
- 9 Event Highlights
- 12 M.A. Virtual Celebration 2021
- 13 Student Funding Recipients
- 16 Faculty Funding Recipients
- 16 Faculty Publications and Updates
- 18 Public Engagement
- 20 Alumni Update

Cover Photo: Festive Colors of Palm Sunday 2015 in Oaxaca, Mexico by Uğur Zekeriya Peçe

Above: Lago Titicaca in 2012 by Lukas Friedemann

CENTER FOR LATIN AMERICAN STUDIES (CLAS) TEAM

Director

Alberto Díaz-Cayeros

Associate Director

Elizabeth Sáenz-Ackermann

Events and Communications Officer

Sara Clemente Vásquez

Public Engagement Coordinator

Molly Aufdermauer

Curator for Latin American, Iberian & Mexican American Collections

Adán Griego

In August 2021, Megan Bonilla joined CLAS as the Academic and Student Services Officer. CLAS is thrilled to have her on the team!

LETTER FROM THE DIRECTOR



Alberto Díaz-Cayeros

This is surely the most difficult letter I have written for Enlace since I became director of the Center for Latin American Studies at Stanford University. The human suffering brought by the COVID-19 pandemic in our region continues unabated. Although there are some bright lights as vaccines become available and the disease severity becomes more contained, at least for those who are vaccinated, every single preventable death is a human tragedy. Latin America and the Caribbean continue to bear a disproportionate share of the burden of the disease. And the economic turmoil and social dislocation brought by this unprecedented year did not spare any country and will linger for many years.

In the midst of a global and hemispheric catastrophe, and following a summer of uncertainty and ever-changing contingency plans, CLAS welcomed our 2020-21 M.A. cohort from afar as we settled into a virtual academic year. Our faculty continued teaching, building upon what to many of them were newly acquired technological tools to keep us virtually connected and engaged. Our students came to the program extraordinarily inquisitive and eager to acquire knowledge, taking advantage of new opportunities of learning and connections that were born out of necessity and creativity in our virtual environment. While it was no longer possible to bring this cohort into the seminar room and exchange thoughts and smiles in person, the world opened up as Zoom conferences, workshops, and events multiplied in Latin America and around the world. It is very difficult to know, on balance, whether our students were able to learn as much as we would have liked in order to prepare them for their professional careers, but of one thing I am certain: the class of the COVID-19 year learned to be more resilient, focused, and self-disciplined than any class before them.

Our programming, as this edition of Enlace attests, continued despite the impossibility of meeting in person. Our Tinker Visiting Professor, Dr. Irma Alicia Velásquez Nimatuj, continued sharing her knowledge and wisdom with us and our virtual community. She was the inspiring speaker for our M.A. virtual celebration at the end of the academic year. We worked closely with the Tinker Foundation to get permission to repurpose some of the surplus funds from our endowment to support faculty initiatives geared towards research projects involving re-examinations of the way in which social, cultural, political, and economic arrangements have reinforced inequality and exclusion in the region and proposals engaging with movements for Indigenous recognition and autonomy and linguistic empowerment. In addition, we created the Stanford-Tinker Seed Fund for new initiatives and pilot studies, and the Stanford-Tinker Emergency Fund to support time-sensitive research, changing conditions in the field, or bridge funding for projects. We also gradually restarted Tinker support for field work considering new ways to envisage remote research during the pandemic, always ensuring the health and protection of both students and participants. Our student working groups continued their activities, building communities of learning, and demonstrating, once again, that our budding scholars and social activists are able to surmount any obstacle.

(Continued on next page)

LETTER FROM THE DIRECTOR (CONTINUED)

We invite you to browse through this issue of Enlace to get a sense of the many programs, workshops, talks, and seminars that were carried out during this academic year. I also want to invite you to check out our redesigned website and watch many of the recordings that we have made available there. We are particularly proud of the collaborations we established with some of our peer institutions, both here in California and far beyond. We continued our outreach programs for teachers and efforts to support language learning, especially Indigenous languages. A final feature I want to highlight is about our seminar series on Fridays, which has always been one of the most gratifying in terms of learning and intellectual exchange. This year, CLAS ensured that all the speakers in the Friday seminar series were female. It was never hard to fill the slots, yet with this choice we hoped to enhance the visibility of some incredible young scholars and reaffirm the prominence of so many

extraordinary women who teach, study, and research Latin America today.

In closing, I want to mention something about how Bolivar House was kept afloat throughout the year. I cannot imagine a better team to work with than Adán, Elizabeth, Jessica, Molly, and Sara. They kept the spirit of our community of learning alive and well. Their commitment went beyond any of the requirements of their job descriptions. Motivated by something that has no relationship to material rewards, they made us whole. I am sure each of them had their fair share of challenges at home, with their own families and with their loved ones. But I have no words to express my gratitude for the generosity with which they plunged into their work, engaged with our students, faculty, colleagues, and friends, and kept our small corner of Latin America at Stanford as lively and exciting as always. ¡Gracias!

Notes From the CLAS Director on the Impact of COVID-19 in Latin America

The COVID-19 pandemic has had a disproportionate impact on the peoples of Latin America. The number of cumulative deaths to date provides a compelling metric of the magnitude of the challenge faced on the continent in containing the spread of the SARS-CoV-2 virus. Around 1.4 million confirmed deaths, plus an unaccounted excess mortality of deaths that are not counted, but still there.

Although there were exceptions in early decisive action of political leaders facing the public health emergency – namely Cuba and Uruguay – the average response across Latin America has been mediocre at best. Some Latin American leaders in the largest countries (most notably Jair Bolsonaro in Brazil and Andres Manuel López Obrador in Mexico) responded with skepticism and outright hostility towards the widely accepted recommendations of epidemiologists, including measures such as social distancing, reductions in mobility and economic activity, and face coverings. The death toll from such decisions was preventable. But even the countries that seemed to make the correct public health decisions, or the ones that were initially spared, have been suffering beyond the initial expectations. One would have predicted that with the relatively developed health systems in

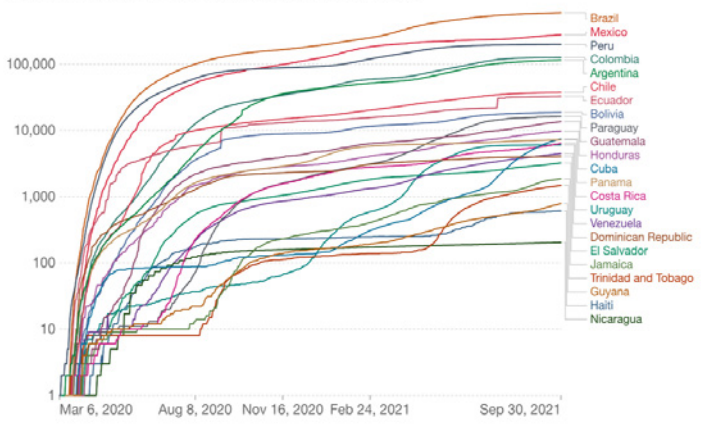
the region, and the experiences gained from decades of vaccination campaigns and other interventions, we would have known how to contain the spread of the disease.

Epidemiologists, public health experts, and journalists alike – along with a growing segment of the public – have suggested that some of the failure to contain and control the spread of the pandemic is political rather than attributable to a lack of medical knowledge or any incapacity for response by public health systems. And yet we understand very little about the deep institutional, social, and political conditions that contribute to the differential responses to the COVID-19 pandemic between countries or within the states and regions of Latin American nations, particularly the federations (Argentina, Brazil, Mexico, and although a unitary system, the highly decentralized system of Colombia). And one cannot fail to note that the one defining characteristic of the Latin American nations most affected by the pandemic is the extreme degree of social exclusion and inequality.

It will take scholars quite a while to produce the research that may allow us to understand what happened, and the consequences for years or decades to come. And having a vigorous public discussion, coming to terms with our shortcomings in

Cumulative confirmed COVID-19 deaths

Limited testing and challenges in the attribution of the cause of death means that the number of confirmed deaths may not be an accurate count of the true number of deaths from COVID-19.



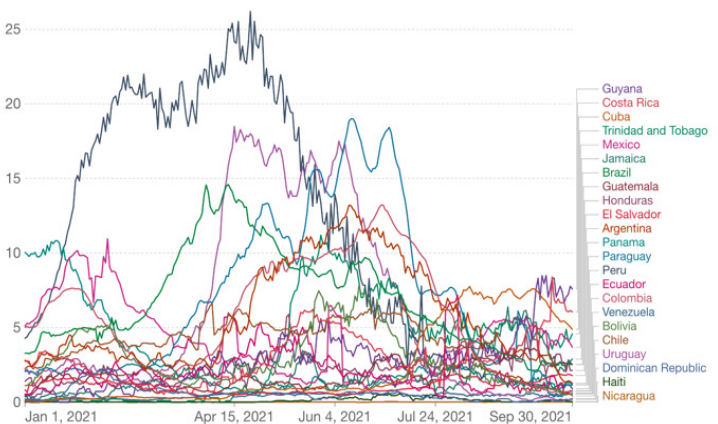
Source: Johns Hopkins University CSSE COVID-19 Data

Our World in Data

CC BY

Daily new confirmed COVID-19 deaths per million people

Shown is the rolling 7-day average. Limited testing and challenges in the attribution of the cause of death means that the number of confirmed deaths may not be an accurate count of the true number of deaths from COVID-19.



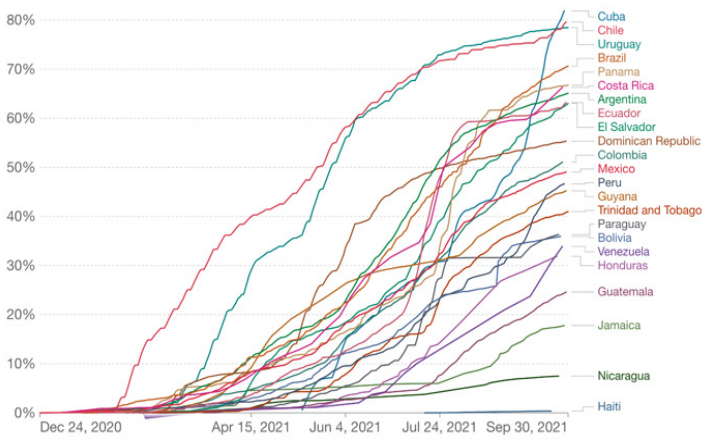
Source: Johns Hopkins University CSSE COVID-19 Data

Our World in Data

CC BY

Share of people who received at least one dose of COVID-19 vaccine

Total number of people who received at least one vaccine dose, divided by the total population of the country.



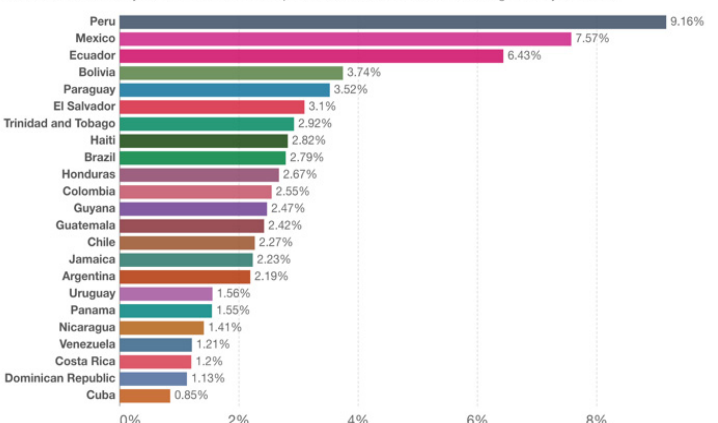
Source: Official data collated by Our World in Data.

Our World in Data

CC BY

Case fatality rate of COVID-19

The case fatality rate (CFR) is the ratio between confirmed deaths and confirmed cases. The CFR can be a poor measure of the mortality risk of the disease. We explain this in detail at [OurWorldInData.org/mortality-risk-covid](https://ourworldindata.org/mortality-risk-covid)



Source: Johns Hopkins University CSSE COVID-19 Data

Our World in Data

CC BY

Figures 1 to 4. Confirmed COVID 19 deaths in Latin America. It is likely that these figures represent an undercount, since studies of excess mortality calculations through administrative records suggest that significant COVID-19 deaths fail to be registered within the health system or might be misclassified as the cause of death. Under-registration may be more severe in some countries and states within a country, depending on the administrative capacity and availability of health clinics and hospitals. Confirmed COVID-19 cases are an even less reliable indicator of the impact of the pandemic because they depend on the testing strategy of each country, which in turn is also reflected in positivity and case fatality rates.

facing the pandemic will require courage and a certain dose of humility among experts, politicians, and pundits throughout our region. But several features of the pandemic are already clear. The probability of dying once the disease is contracted is very high. Vaccinations are not proceeding at the pace they should if they are to outrun the genetic variants that will continue to emerge, that are likely to be more contagious from the selective evolutionary pressures of our own strategies of containment. This suggests we might not be seeing the last wave in any specific country, as has been the pattern in the past year and a half. And the death toll will remain unacceptably high.

Vaccination rates as the share of population will not reflect the distribution of vaccines across gender and age groups, where higher risk groups may already have been protected. Case Fatality Ratios (CFR) are determined by the denominator, namely the number of positive test results, which in turn depend on the testing regime. If tests are rationed and do not reflect the spread of contagion, CFR may not reflect the Infection Fatality Rate, which is the true magnitude of interest. The figures do not include Suriname, Belize, Puerto Rico, and the small Caribbean Countries.

(Continued on next page)

CLAS Director's Reflection on the M.A. in Latin American Studies Program

I am happy to report that the Academic Senate approved a five-year extension to our M.A. degree-granting authority. The renewal process was a great opportunity for retrospection. I will share with you a couple of paragraphs from our self-study:

For any student of Latin America, these are challenging times. Environmental degradation and climate crisis have added a new dimension of urgency for the preservation of the largest rainforest in the world and the genetic and biological reservoirs of some of the most biodiverse countries on the planet. In a region weighted by profound ethnic discrimination, deep economic inequalities, and long-lasting legacies of colonialism and slavery, social inclusion, particularly of the Indigenous peoples who were the original inhabitants of the Americas, remains an elusive goal. The political solutions countries have found to the various developmental challenges remain mixed in their success. Yet scholarship in the region is thriving, as the distance between scholars in the United States and Europe and the many excellent research centers and universities located in Latin America has narrowed. Our understanding has been enriched by the inflow of Indigenous scholars, Afrodescendants, and other perspectives that have created a vibrant scholarship community that seeks to understand the cultural, social, economic, ecological, and political manifestations of life in the region. Latin America continues producing scientific knowledge and technology, as well as cutting edge research and scholarship in the humanities and the arts. The success of the LAS M.A. program at Stanford University has been based on a community of learning founded on the excellence of our affiliated and visiting faculty, and the establishment of a healthy academic atmosphere provided by the

physical and intellectual infrastructure of our headquarters at Bolivar House.

The larger community of Stanford Global Studies has also enhanced a sense of purpose for our students, who belong to a larger community of area specialists and learners. It is of utmost importance to continue training professionals in area studies and to equip them to meet the challenges of our times. At a time when area studies is not necessarily seen as a major priority for U.S. international education policy making, remaining a place that offers opportunities for learning is of the utmost importance. The U.S. Department of Education's Title VI grant recognizes CLAS as a National Resource Center and provides financial support for students to pursue Latin American studies and language training and for K-16 educators to participate in professional development opportunities and expand their teaching of Latin America. Furthermore, our Title VI grant has allowed us to consolidate our Nahuatl and Quechua language programs while forming an alliance with UCLA, UC Berkeley, and the University of Utah to strengthen Latin American Indigenous Studies and Indigenous language training within our respective institutions, which has allowed us to share resources and strengthen our programs.

Our M.A. students are better trained and prepared even compared to just a decade ago. In addition to the M.A. capstone requirement, the incorporation of methodology tools such as data analysis and management, visualization, and geographic information system (GIS), make our students more competitive and desirable in the current job market, as well as the overall set of experiences of exposure to Latin American culture, history, society, and current affairs only enhances the coursework done by our students. Our students also receive a set

of practical software skills essential to any competitive young professional. The intellectual atmosphere of CLAS is anchored by engaged Stanford faculty who regularly visit, as well as our Tinker Professors. The center continues attracting donors who believe in its mission, including a recent gift by the Luksic Family Fund, which opens up the possibility of further diversifying our visiting scholars and students coming from Chile, where Stanford already has an important footprint with its Bing Overseas program in Santiago.

We proposed, and the Academic Senate enthusiastically embraced as their main recommendation, that we will lengthen the program of studies to a full year, provided we can make this financially viable in terms of graduate aid to the students we support, instead of the current 9 months, enhancing the opportunity for research and thesis writing. In the coming years we will also make greater efforts to select students into our program that combine our traditional selection of students from Latinx and Hispanic backgrounds coming from MSI, as well as Stanford co-term students, and students with a firm commitment to social and public service careers, with students from Indigenous and Native American backgrounds and a greater share of international students, not just those from Latin America. And we seek to create a more distinctive "branding" of the profile of students who graduate from our program. Our students would ideally have the linguistic competence in at least one language from Latin America, preferably an Indigenous one, immersed in the arts, culture, and literature of the region, with a profound understanding of both the historical processes and current affairs, and trained with technical tools that allow them to be Area Studies thinkers who are also astute problem solvers.

LIBRARY REPORT

In the 2020-21 academic year, the work and scholarly activity that Adán Griego, the Stanford libraries curator for Latin American, Mexican American and Iberian Collections, undertook was redefined by the pandemic and the need to fulfill all research and instruction remotely.

For the library, this meant providing as many digital resources as possible to support online research and teaching. Over [350 eBooks](#) were acquired from leading publishers like El Colegio de México, Fondo de Cultura Económica, Biblos, and Siglo XXI. A similar number of electronic titles from Brazil were also acquired and the Hispanic American Periodicals Index (HAPI) database was added to the library's discovery platform. As a result, Latin American-related topics include search results from over 300,000 citations going back to the 1970s, many with full text links.

Adán continued last year's project to archive full text links of print books held by the library, adding over 1,000 citations with a more permanent online location in broad areas like [human rights](#), [Colombia's peace process](#), and [Afro-Latin America](#). Additional links for items not held at Stanford were also catalogued and made available to a broader scholarly community via the Worldcat union catalog.

To have an online presence, Adán renewed virtual office hours in fall 2020 and became an embedded librarian in the research methods course for Latin American Studies M.A. students, providing a specialized library instruction to the group.

The library reopened fully to pre-pandemic levels in early September. Adán looks forward to in-person instruction and meeting new Latin American Studies students and visiting scholars.

Latin America at the Stanford Libraries

In October of 1891, Stanford University received the first group of students (425 men and 130 women) with a library housing 11,000 volumes. From its beginnings, the new institution established a link to Latin America with the arrival of John Casper Branner as head of the Geology Department the following year. Branner had already visited the Southern Hemisphere several times and would lead scientific expeditions to Brazil in 1899 and 1911. It's not surprising that the first master's theses focusing on Latin America would show Branner's influence: geology of Central America (1911) and Mexico's oil region (1912).

The initial library holdings expanded to support other fields of study with the opening of the main library, Green Library, in July of 1919. By the 1930's, the library's extensive collection of over



Salve Hidalgo, Mis tortillas para Valentina, y Atlas Pintoresco de la Isla de Cuba.

300,000 volumes already supported doctoral work with early dissertations on Mexican literature and one on colonial Brazil. The Institute of Hispanic American and Luso-Brazilian Studies (late 1940s) would become the Center for Latin American Studies (CLAS) in 1965. Those were the years of the Cold War, and many North American libraries (including Stanford's) experienced a growth in Latin American holdings.

It was also during the 1960s that the Hoover Institution Archives expanded coverage to include Latin America: the Cuban Revolution, and in the 1980s, the Sandinista Revolution and Argentina's Peronist movement. The archives already housed an extensive collection of primary source material on the Spanish Civil War (1936-1939), providing wide coverage on Iberoamerican topics.

The fall of the Berlin Wall in the late 1980s coincided with a sharp increase in the cost of scholarly publications, and libraries organized (or strengthened existing) cooperative collection development projects to continue providing broad bibliographic coverage for Area Studies. In the case of Stanford, an already existing 1982 agreement with the University of California, Berkeley, had divided the continent by assigning a country to each library. For example, Stanford would collect intensively on Brazil, and UC-Berkeley would cover Argentina. The proximity (96 km) between both institutions and an expedited interlibrary loan program made it a successful project.

Nowadays the more than 20 Stanford libraries contain over 7 million records, equivalent to over 9 million volumes, adding about 10,000 new print books from Latin America. Electronic resources are also acquired to meet informational needs of Stanford scholars (eBooks in Portuguese and Spanish, for example) and multiple databases focused on Latin America.

The core functions of the first Curator for the Latin American Collections in 1965 have not changed much in the 21st century: acquire, organize, and preserve the scholarly and publishing output and make it available to scholars. The result of this research, like doctoral dissertations from Iberian and Latin American Cultures (ILAC) or capstone papers from CLAS is included in the library's digital repository. Other projects are more complex and require extensive data mining: all the books in Portuguese were digitized by Google to study the evolution of Portuguese in 19th century Brazil.

In the digital world, an information professional's role is to guide scholars in the use of this vast information universe and supplement it with all other resources not yet in digital format, like the archives of Fernando Alegria (Chilean writer), Felipe Ehrenberg (Mexican visual artist) or the Cine Acción film festival. That is, they help untangle researchers from that vast network of electronic resources.

BOLIVAR HOUSE VISITORS

Tinker Visiting Professors



Irma Alicia Velásquez Nimatuj, *Independent Scholar*

Irma Alicia Velásquez Nimatuj holds a Ph.D. in social anthropology from the University of Texas at Austin. She is a Maya-K'iche' scholar, journalist, activist, and international spokeswoman for Indigenous communities in Central America. Professor Velásquez Nimatuj taught LATINAM 268VP: Democracy, Crisis and Disease: COVID-19 and Indigenous People in Latin America during the fall 2020 quarter and LATINAM 264VP: Indigenous Resistance and Contradictions in Latin America during the winter 2021 quarter.

EVENT HIGHLIGHTS

Bi-Weekly Lecture Series

CLAS' Friday lecture series creates a space for the general public to learn about the various cultural, educational, artistic, and scientific developments in Latin America. This year, our lecture series was held virtually and bi-weekly.



Elizabeth Zechmeister

September 18, 2020

Declining Support for Democracy in the Americas: Causes, Symptoms, and (Possible) Remedies

Maria Victoria (Vicky) Murillo

October 9, 2020

The Politics of Institutional Weakness in Latin America (Book Talk)



Ana Lorena De La O

October 23, 2020

Crafting Policies to End Poverty: Lessons from Conditional Cash Transfer Programs in Latin America

Sandra Ley

November 6, 2020

Votes, Drugs, and Violence: The Political Logic of Criminal Wars in Mexico

Cristina Rivera Garza

January 15, 2021

Autobiografía del Algodón



Yovanna Pineda

January 29, 2021

Caudillo Machine Culture: The Rise of Machine Culture in Rural Argentina, 19th century

Claudia Escobar

February 12, 2021

Judiciary, The Last Stand Against Corruption



Yásnaya Elena Aguilar Gil

February 26, 2021

Indígena ¿Categoría Identitaria, Cultural o Política?

Verónica Figueroa Huencho

March 12, 2021

Indigenous Peoples and the Constitutional Process in Chile



Nancy Postero

April 2, 2021

Evaluating Bolivia's Plurinational Project

Gretchen Daily

April 16, 2021

Valuing Nature in Decisions: From Demonstration to Transformation

Mara Loveman

April 23, 2021

The End of Official Color-blindness and the Rise of Anti-anti-racism in Latin America



Elisabeth Jean Wood

April 30, 2021

Civil War in El Salvador: Mobilizing from Below, Forging Democracy

Sayak Valencia

May 7, 2021

Sayak Valencia on Gore Capitalism

EVENT HIGHLIGHTS

Below are a few of the diverse virtual events that CLAS organized, sponsored, co-sponsored, and/or funded during the 2020-21 year. Please visit our CLAS [past events](#) page for more information.



August 5, 2020
COVID-19: The Impact in Latin America


Webinar Panel
COVID-19 - The Impact in Latin America
5 August 2020 - 12pm PST
Registration Required

Stanford
King Center on
Global Development

October 22, 2020
A Conversation with Director Marcela Arteaga & Immigration Attorney Carlos Spector



September 30, 2020
Human Rights and Transition in Bolivia



HUMAN RIGHTS AND TRANSITION IN BOLIVIA

Panelists:

- Luis Arce, Presidential Candidate, MAS-IPSP
- Camila Barretto Maia, Center for Legal and Social Studies
- Thomas Becker, University Network for Human Rights

Moderated by Claret Vargas, Center for Justice and Accountability

Discussion with Prof. Samuel Moyn (Yale), Prof. Edward Telles (Univ. of California), and Prof. César Rodríguez-Garavito (NYU)

30 SEPTEMBER 2020 REGISTER AT
12PM - 1PM EST RB.GY/OHVJ90

Sponsored by:
The Center for Latin American Studies, Stanford University
Advocates for Human Rights, Harvard Law School
The University Network for Human Rights

October 28, 2020
Conversations with Latin American Authors: Patricia Oliart



Patricia Oliart ed.

PEDAGOGÍAS DE LA DISIDENCIA EN AMÉRICA LATINA

laIniestra


Náhuatl moderno para el estudiante de México colonial



October 12, 2020
Modern Nahuatl for the Student of Colonial Mexico

ILAC 214

October 28, 2020
Raza e Identidad en la Literatura Caribeña



RAZA E IDENTIDAD EN LA LITERATURA CARIBEÑA

ZULEICA ROMAY GUERRA, CASA DE LAS AMÉRICAS
CEZANNE CARDONA, UNIVERSIDAD DE PUERTO RICO
DANNY MÉNDEZ, MICHIGAN STATE

MODERATOR: JOSSIANNA ARROYO-MARTÍNEZ, UNIVERSITY OF TEXAS AT AUSTIN

EVENT HIGHLIGHTS

December 2, 2020

Conversations with Latin American Authors: Lina Britto

CONVERSATIONS WITH LATIN AMERICAN AUTHORS:



Marijuana Boom: The Rise and Fall of Colombia's First Drug Paradise
December 2, 2020 | 12:00 pm PST

Author: Lina Britto, Associate Professor of History, Northwestern University
Commentator: A. Ricardo López-Pedrerros, Professor of History, Western Washington University

For Zoom Link: <https://tinyurl.com/authorconvo>

These events are partially funded by the US Department of Education's Title VI Language Acquisition Program.

UC DAVIS HEMISPHERIC INSTITUTE FOR THE AMERICAS | Stanford Center for Latin America

March 11, 2021

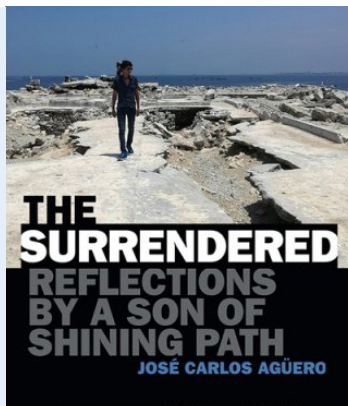
Jamaica & Tamarindo Film Screening and Q&A with Director Ebony Bailey



JAMAICA & TAMARINDO
Afro Tradition in the Heart of Mexico

April 13, 2021

Conversations with Latin American Authors: José Carlos Agüero



THE SURRENDERED
REFLECTIONS BY A SON OF SHINING PATH
JOSÉ CARLOS AGÜERO

April 20, 2021

Stanford Global Studies Presents Careers in Research & Public Policy with Hari Seshasayee



May 19, 2021

Triangulando la colonialidad: Objetos, contradicciones y memoria pública

Triangulando la colonialidad: Objetos, contradicciones y memoria pública

con Erika Escutia y Mahdis Azarmandi

The conversation will be in Spanish

May 19th, 2021
2 pm PDT



July 16, 2021

Racismo y activismo en el cono sur

RACISMO Y ACTIVISMO EN EL CONO SUR

FRIDAY, JULY 16, 2021
1 PM (PACIFIC TIME)

PANELISTS:

Keissy Correa, Afro-Uruguayan intellectual and activist

Verónica Lourdes Figueroa, Professor, Universidad de Chile

Miriam Victoria Gomes, Afro-Argentine intellectual and activist

MODERATOR:

Erika Denise Edwards, Professor, UNC Charlotte

*Please note event will be in Spanish

July 28, 2021

SGS Summer Film Festival: Café com canela



M.A. VIRTUAL CELEBRATION 2021

Congratulations to the Class of 2021!

June 13, 2021



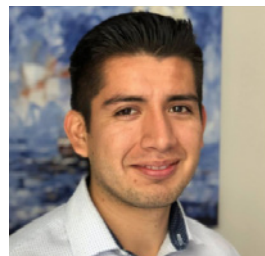
Left to Right: María Cristina Fernández Escobar, María Fernanda López Rosas, Iris Osorio-Villatoro, Hannah Smith, David Addison Harrison, Raymundo López, Nathan Santos, Kim Juárez Jensen, Alberto Díaz-Cayeros, Elizabeth Sáenz-Ackermann, and Irma Alicia Velásquez Nimatuj

CLAS M.A. Students



María Cristina Fernández Escobar

Advisor:
Jonathan Rosa



Raymundo López

Advisor:
Alberto Díaz-Cayeros



Iris Osorio-Villatoro

Advisor:
Nicole Hughes



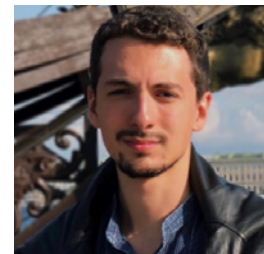
David Addison Harrison

Advisor:
Mikael Wolfe



María Fernanda López Rosas

Advisor:
Asad L. Asad



Nathan Santos

Advisor:
Vincent Barletta



Kim Juárez Jensen

Advisor:
Alberto Díaz-Cayeros



Hannah Smith

Advisor:
Héctor Hoyos

STUDENT FUNDING RECIPIENTS

CLAS offers 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 the virtual student research, study, and internship.



STUDENT FUNDING RECIPIENTS

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.

- **Kim Juárez Jensen**, M.A., Latin American Studies, '21
- **Raymundo López**, M.A. in Latin American Studies, '21

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 2020-21

Nahuatl

Stanford University

- **Iris Osorio-Villatoro**, M.A., Latin American Studies, '21
- **María Fernández Escobar**, M.A., Latin American Studies, '21

Portuguese

Stanford University

- **Raymundo López**, M.A., Latin American Studies, '21
- **María López Rosas**, M.A., Latin American Studies, '21
- **Nathan Santos**, M.A., Latin American Studies, '21
- **Hannah Smith**, M.A., Latin American Studies, '21
- **David Harrison**, M.A., Latin American Studies, '21

Summer 2021

All summer 2021 language programs were taught virtually due to the COVID-19 pandemic.

Nahuatl

University of Utah, Salt Lake City, Utah

- **Claudia Bobadilla**, M.A., Latin American Studies, '22
- **José Rubén Díaz Vásquez**, Ph.D., Modern Thought and Literature, '25

Haitian Creole

Florida International University, Miami, Florida

- **Shannen Orquidea Torres**, M.A., Latin American Studies, '22

Soares Fellowship

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

- **María Fernández Escobar**, M.A., Latin American Studies, '21
- **Nathan Santos**, M.A., Latin American Studies, '21

CLAS Internship Grants

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 to support virtual undergraduate internships in Latin America for the seventeenth year in a row.

Aerobotany Project, Puerto Maldonado, Peru

- **Mercedes Thompson**, B.A., Undeclared, '22

Fundación del Empresariado Sonorense, A.C. (FESAC), Obregon, Mexico

- **Nancy Lopez-Alvarez**, B.A., Undeclared, '22

Nampuma Naki NGO, Santa Lucia, Costa Rica

- **Ignacio Blanco Valera**, B.S., Bioengineering, '20

Pessoa-Trejos Grants for Internships in Brazil

Thanks to a generous gift renewal from Stanford alumna Ana Pessoa-Trejos and her husband, Raul Trejos, CLAS was able to support virtual undergraduate internships and graduate field research in Latin America.

Fundação Getulio Vargas - Center for Social Policy, Rio de Janeiro, Brazil

- **Isabel Calero Forero**, Undeclared, '23



Isabel Calero Folero, Pessoa-Trejos Internship Grantee, is pictured above working during her virtual internship with FGV SOCIAL (Fundação Getulio Vargas) Center for Social Policy.

STUDENT FUNDING RECIPIENTS

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 for virtual programming during the 2020-21 academic year:

Cafecito Quechua Working Group

Cafecito Quechua promotes Andean issues and cultures, inviting members to share their experiences with the region. Through weekly virtual meetings, Cafecito Quechua engaged the Stanford and wider Bay Area communities on the Quechua language and culture. This working group will continue to bring together academics, organizations, and practitioners working on or researching the Andean region.

Student Coordinators:

- **Leonardo Velloso-Lyons**, Ph.D., Comparative Literature, '22

Faculty Sponsor:

- **Marisol Necochea**, Quechua Instructor

Latin American and Caribbean Working Group (LACWG)

The LACWG was founded in Winter 2018 in response to the serious disparity between the number of Stanford scholars whose research and work focus on Latin America and the number of graduate students whose field sites, research, and theoretical interests are rooted in the region.

Student Coordinators:

- **Jaime Landínez Aceros**, Ph.D., Anthropology, '24
- **Grace Alexandrino Ocaña**, Ph.D., Anthropology, '21

Faculty Sponsor:

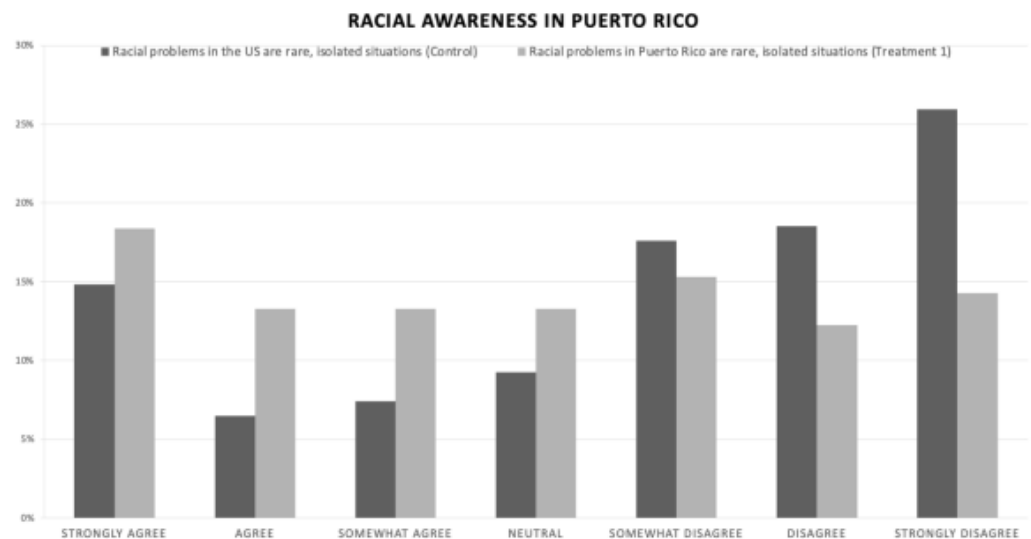
- **Angela Garcia**, Associate Professor of Anthropology

Tinker Graduate Field Research Grant

Thanks to the generosity of the Tinker Foundation, CLAS was able to support virtual field research for graduate students developing an independent research project and conducting preliminary field research in Latin America.

Puerto Rico, U.S.A (remote)

- **Raymundo López**, M.A., Latin American Studies, '21
Research: Aire, Tierra y Fuego: Assessing Grassroots Mobilization and Environmental Movements in Puerto Rico



The above histogram is the result of the field research conducted on Puerto Rico by Raymundo López for the "Aire, Tierra y Fuego" project in 2021.

FACULTY FUNDING RECIPIENTS

Stanford-Tinker Faculty Funds

Through the generous support of the [Tinker Foundation](#), CLAS is pleased to announce the recipients of three recently established funds. These funds aim to enhance Stanford faculty scholarship and student engagement and to continue contributing to the generation of knowledge and learning about Latin America.

Stanford-Tinker Faculty Research Fund

Rodolfo Dirzo

Project Title: The Emerging Challenges of Land Use Change in Latin America

Nicole Hughes

Project Title: Stages of History: New World Spectacles and the Theater of the World

Beatriz Magaloni

Project Title: Bringing an Innovative Brazilian Youth Agency Program to Mexico

Stanford Tinker Seed Fund

Catherine A. Heaney and Gabriel García

Project Title: Sustainable Access to Water and the Well-Being of Residents of San Nicolás Yaxe, a Rural Community in Oaxaca, Mexico

Saad Gulzar

Project Title: Do Conditional Cash Transfers Affect Who Runs for Office?

Zephyr Frank

Project Title: Urban Growth, Informal Housing and the Production of Inequality in Latin America

Stanford-Tinker Emergency Fund

Beatriz Magaloni

Purpose: Bridge funding for ongoing research on criminal governance and citizen trust in Mexico

Judith Frydman

Purpose: Bridge funding for the “Mechanisms and Regulation of Protein Biogenesis in the Cell” research project

Alberto Díaz-Cayeros

Purpose: Bridge funding for time-sensitive research to develop “Crowdsourcing statistical models and forecasting social and political determinants of COVID-19 mortality in Mexico and Latin America.”

FACULTY

Publications

Nicole Ardoin

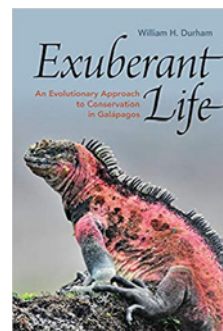
(Co-Author) Scientists’ warnings and the need to reimagine, recreate, and restore environmental education (*Environmental Education Research*; 2021)

Alberto Díaz-Cayeros, Juan Espinosa-Balbuena, and Saumitra Jha

(Co-authors) Pandemic Spikes and Broken Spears: Indigenous Resilience after the Conquest of Mexico (*Political Economy*; 2021, Working Paper No. 3977)

Rodolfo Dirzo

(Co-Author) Disruption of Plant-Herbivore Interactions in Light of the Current Defaunation Crisis (Springer Verlag; 2020)



William H. Durham

(Author) Exuberant Life: An Evolutionary Approach to Conservation in Galápagos (Oxford University Press, 2021)

Francis Fukuyama

(Author) Government Quality and State Capacity: Survey Results from Brazil (*CDDRL Working Papers*; 2021)

Héctor Hoyos

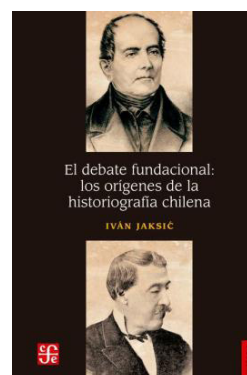
(Author) El halcón y el perrito (*Revista de la Universidad de México: Especial: diario de la pandemia*; 2020)

(Author) Lecciones para el futuro (*Casa de las Américas*; 2020, 298: 125-126)

(Author) Novels of Colombian Patriarchy (*Public Books*; 2020)

Nicole T. Hughes

(Author) The Sultan Hernán Cortés: The Double Staging of The Conquest of Jerusalem (*Representations*; 2020, 152.1: 55–84)



Iván Jaksic

(Author) El debate fundacional: los orígenes de la historiografía chilena (FCE Chile, 2021)

(Author) La vocación filosófica: Conversaciones con Humberto Giannini, Gastón Gómez Lasa, Juan Rivano, Félix Schwartzmann y Juan de Dios Vial (Ediciones Universidad Diego Portales, 2021)

Faculty Updates

Vincent Barletta was awarded a 2021 Guggenheim Fellowship.

Judith Frydman has been elected as a member of the National Academy of Sciences. She uses a multidisciplinary approach to address fundamental questions about protein folding and degradation, and molecular chaperones, which help facilitate protein folding.

Beatriz Magaloni won the 2021 Heinz I. Eulau Award for Best Article Published in American Political Science Review. She was also named the Graham H. Stuart Professor of International Relations.

John Rickford has been elected as a member of the National Academy of Sciences. His research and teaching are focused on sociolinguistics – the relation between linguistic variation and change and social structure.

Mikael Wolfe was promoted to Associate Professor of History at Stanford University.

Diego A. Zambrano received an honorable mention in the American Association of Law Schools' (AALS) Scholarly Papers Competition for his article, "Foreign Dictators in U.S. Court." Professor Zambrano also writes about legal issues for broader public audiences, with his contributions appearing in the Wall Street Journal and Lawfare in 2021.

Beatriz Magaloni

(Co-author) Killing in the Slums: Social Order, Criminal Governance, and Police Violence in Rio de Janeiro (*American Political Science Review*; 2020, 114.2: 552- 572)

Florencia Torche

(Co-author) The Political Context and Infant Health in the United States (*American Sociological Review*; 2021, 86.3: 377- 405)

(Co-author) The Normativity of Marriage and the Marriage Premium for Children's Outcomes (*American Journal of Sociology*; 2021, 126.4: 931-968)

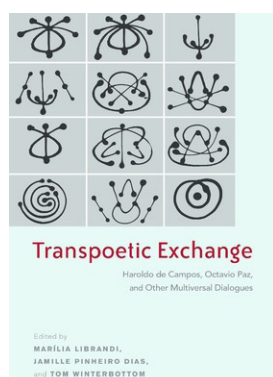
(Co-author) The Transition to Fatherhood and the Health of Men (*Journal of Marriage and the Family*; 2021, 83.2: 446-465)

Guadalupe Valdes

(co-author) Teachers Learning to Implement Equitable Classroom Talk (*Educational Researcher*; 2021)

Paul Wise

(co-author) Lancet Series on Women's and Children's Health in Conflict Settings (*Stanford FSI*; 2021)



Tom Winterbottom

(Co-editor) Transpoetic Exchange: Haroldo de Campos, Octavio Paz, and other Multiversal Dialogues (Bucknell University Press, 2020)

(Author) Elizabeth Bishop's Brazil: An Attraction in Difference (*Journal of Lusophone Studies*; 2020, 5.2: 158-176)

Frank Wolak

(Author) Transformation of the Peruvian Wholesale Electricity Market (*PESD Working Papers*; 2021)

Mikael Wolfe

(Author) Civil Strife May Undermine Pandemic Response (*Washington Post*; 2020)

A complete list of CLAS-affiliated faculty can be found at clas.stanford.edu.

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 2020-21 academic year.

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

Stanford Global Studies (SGS) programs and centers; Center to Support Excellence in Teaching (CSET, Stanford Graduate School of Education); Stanford Program on International and Cross-Cultural Education (SPICE, Freeman Spogli Institute for International Studies); Stanford World Language Project (SWLP, 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; Center for Comparative Studies in Race & Ethnicity (CCSRE); University of California, Davis Hemispheric Institute on the Americas; 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; and San José State University Department of World Languages & Literatures.

Educator Participation



Língua Portuguesa Professional Development Program

This program brings together secondary and community college Spanish language instructors to study Portuguese language and culture with the goal of expanding Portuguese language programs in secondary and community college institutions. The 2020-21 course was led by Stanford lecturer Tom Winterbottom and included conversation practice sessions with Valéria Caldas Vieira. Participants developed curricular materials through seminars with SWLP.

October 2020 to May 2021

Program participants Veronica Brevnov (top left), Carolina Bloem (top right), Arturo Cuevas (2nd row left), Luis Gonzalez (3rd row left), and James Toste (3rd row right) with conversation partner Valéria Caldas Vieira (2nd row right) and program instructor Tom Winterbottom (bottom).



Heritage Spanish Teachers Seminars



Guest speaker Andrés Moreno Estrada, Mexican population geneticist and former CLAS Tinker Visiting Professor.

This year-round professional development course is tailored to the pedagogical needs of the Heritage Spanish classroom in secondary education. The 2020-21 course featured scholars Ramón González, Aída Hernández Castillo, Diana Magaloni, and Andrés Moreno Estrada, and was led by SWLP instructors Eduardo Muñoz and Antonio Tunzi.

January 23, February 6, March 6, and March 27, 2021

PUBLIC ENGAGEMENT

Américas Book Award Author Workshop

CLAS co-sponsored the 2021 CLASP Américas Book Award, awarded to *Digging for Words* by Angela Burke Kunkel and illustrated by Paola Escobar and *Land of the Cranes* by Aida Salazar. This year's award activities included a teacher webinar, a virtual award ceremony streamed over the Library of Congress's YouTube channel, and the 2021 Global Read Webinar Series. The workshop featured Mitali Perkins, author of 2020 Américas Award winning children's book *Between Us and Abuela*, while the webinar series featured Aida Salazar, author of 2020 honorable mention *The Moon Within*. Recordings of the Global Read Webinar Series are available [online](#).



Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Sáenz, featured in the February 23, 2021, CLAS-CCSRE author workshop.

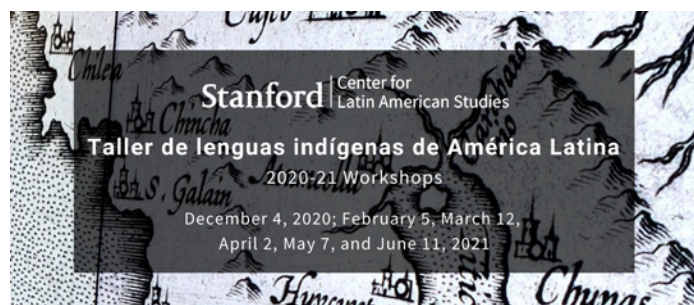
CLAS co-hosted a virtual workshop with CCSRE, *Creating Ruptures in Normative Literacy Practices*, led by Dr. Rigoberto Marquéz and featuring award-winning author Benjamin Alire Sáenz.

October 5 and October 12, 2020; January 12, February 3, February 23, March 11, April 8, and May 13, 2021

Indigenous Languages of Latin America Workshops

CLAS offers annual workshops for instructors of Indigenous languages of Latin America from universities across the U.S. and Latin America to discuss curriculum design, pedagogy, and the use of technology in the Indigenous language classroom. A series of mini workshops from December 2020 to June 2021 featured lesson demos and ongoing discussions on Indigenous language epistemologies and pedagogies.

December 4, 2020; February 5, March 12, April 2, May 7, and June 11, 2021



Summer Institute

The "History of the Americas: U.S.-Mexico War or Intervention?" teacher summer institute for secondary-education and community college history and social science instructors was held virtually and drew educators from across the U.S. The institute was led by CSET instructional coach Nicole Lusiani Elliott and featured faculty talks by Amy Greenberg, Peter Guardino, Lisbeth Haas, and Will Fowler, as well as a resource presentation by Adán Griego and Molly Aufdermauer.



Carl Nebel's depiction of the Battle of Buena Vista, featured in the 2021 CLAS-CSET summer institute for teachers.

July 26-29, 2021

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 between SGS area centers, CESTA, CSET, and SPICE. In 2020-21, EPIC welcomed 11 community college fellows and offered several multi-day courses, two workshops, a symposium, and a one-day fair for community college students interested in global studies and/or global careers. More information about these programs can be found at sgs.stanford.edu/outreach.



Over the last year, 11 community college instructors participated in the EPIC fellowship program and worked on innovative projects to internationalize curricula.

ALUMNI UPDATE

Miguel Bacigalupe (M.A. '11) is a rising third-year student at Columbia Law School and the editor-in-chief of the Columbia Business Law Review, one of the most respected business law journals in the world. Miguel was a summer associate at Akin Gump Strauss Hauer & Feld, a law firm in Washington D.C., working in their international trade practice. Coincidentally, Miguel worked closely with Johann Strauss, a fellow Stanford CLAS alum (B.A. '08 and M.A. '10).

Monisha Bajaj (M.A. '98) is a professor of international and multicultural education at the University of San Francisco. She recently co-authored a new book entitled *Educating for Peace and Human Rights: An Introduction* (with Maria Hantzopoulos) published by Bloomsbury.

Eda Benites (M.A. '20) is currently the admissions counselor for diversity outreach & external relations at Stanford University.

Marleny De León (M.A. '19) is finishing her MPP in education policy with an emphasis on quantitative research methods at Vanderbilt University's Peabody College of Education. She recently accomplished her long-sought dream of joining the familia at the Robert Toigo Foundation as a venture capital fellow. Additionally, Marleny was selected for a 40 Under 40 award by the Tucson Hispanic Chamber of Commerce in her Sonoran Desert home community and was awarded scholarships from LULAC, the NDAR Society, and the SHRM Foundation.

Amelia Farber (M.A. '16) continues to grow an LLC in Oregon with her sister for a small home bakery producing gluten-free baked goods, in addition to further growing an online food blog and food photography business called Sisters Sans Gluten (www.sisterssansgluten.com). Additionally, she has officially accepted a place at Oxford University to begin a Ph.D. in the Department of Education this fall. She will be moving abroad in October and beginning her research, which will center around access to and effects of experiential environmental education for primary school students in the UK and elsewhere. A huge thanks goes to Professor Dirzo for his support during the Ph.D. program application process.

Gabrielle Fulco (M.A. '15) started as a human innovation fellow at the U.S. Office of Personnel Management to bring capacity building and new ways of working to the U.S. Government agencies in July of this year.

Lupita Garcia-Reilley (B.A. '03) graduated in 2003 with a B.A. in Latin American Studies and M.A. in sociology. She started her career in consulting and became an Apple employee in 2013. She has held a variety of roles within Apple and just recently started as a program manager for inclusion & diversity within the operations department.

Graciela Gomez (M.A. '17) is currently the diversity outreach coordinator at WarnerMedia. She received her SHRM-CP certification.

Mariana de Heredia (M.A. '12) is a digital education specialist at Kiron. She recently relocated back to Berlin from Myanmar.

Ryan Kertis (M.A. '18) and his family have been reassigned to the U.S. Embassy in Mexico City where he works with the Mexican Secretariat of National Defense on bilateral defense cooperation and military exchanges. Ryan and his family (Rebecca, Stella, and Scarlett) have remained in close contact with their Stanford colleagues. Over the past two years, Ryan published several articles related to Latin America.

Isaac Kos-Read (Minor '00) is the CEO of Kos Read Group (communications & public affairs).

Marie Lefebvre (M.A. '17) currently works at Facebook where she investigates third party apps for potential user data misuse. Her team was formed after the Cambridge Analytica scandal.

Phyllis Lepon Erdogan (B.A. '62) is currently retired after serving as the director of libraries at Bilkent University in Ankara, Turkey until 2006.

Gustavo Lisboa Empinotti (M.A. '17) is currently a Ph.D. student at New York University.

Kai Medeiros (M.A. '17) was promoted to senior staff attorney at the ABA Immigration Justice Project. Now he is leading the ABA Immigration Justice Project's federal litigation program. He argued and won

case at U.S. Court of Appeals for the Ninth Circuit, on behalf of a Salvadoran national seeking protection from deportation under the UN Convention against Torture.

Linda A. Moore (M.A. '70) is the owner of an award-winning art gallery specializing in contemporary art from the Southern Cone of South America (Argentina, Uruguay, Chile) as well as other Latin American countries like Colombia, Brazil, and Mexico. She has a debut novel, *Attribution*, about an art history graduate student who finds a hidden masterpiece from the Spanish Golden Age, which will be published in October of 2022.

April Paris-Joseph (M.A. '95) is an independent educational consultant at Paris Educational Solutions.

Elizabeth Prosser (M.A. '20) is one of the 2020 Presidential Management Fellows. She is working at the Department of Labor in the Bureau of International Labor Affairs in the Office of Trade and Labor Affairs. She is working on the USMCA Monitoring and Enforcement Team.

Carlin Otto (M.A. '74) is enjoying retirement.

Stefan Reiss (M.A. '97) is currently a senior research development analyst at the University of Colorado Denver.

Alicia Riley (M.A. '08) will start as an assistant professor of sociology and core faculty in global and community health at UC Santa Cruz this summer. She recently published [an article](#) on excess mortality during the COVID-19 pandemic among Latino people in California, which explores subgroup disparities in excess mortality.

Hari Seshasayee (M.A. '15) was appointed a global fellow at the Woodrow Wilson Center in Washington, D.C. in October 2020, while he continues to be based in Mumbai as the trade advisor for ProColombia, a Colombian government agency. He occasionally publishes research papers and articles on India, Latin America, India-Latin America ties, foreign policy, and developmental issues.

Jean von Wttenburg (M.A. '54) worked in the World Trade Department of the L.A. Chamber of Commerce for many years, which allowed her to continue using her Spanish. She has also volunteered at the Santa Barbara Humane Society, Montecito

CLAS WELCOMES THE CLASS OF

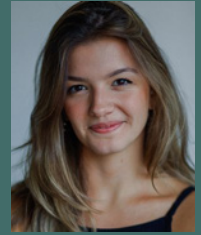
20 22



**Julian
Acevedo**



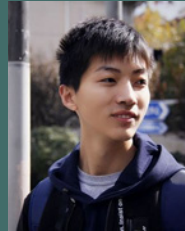
**Claudia
Bobadilla**



**Isabella
Caro
Montini**



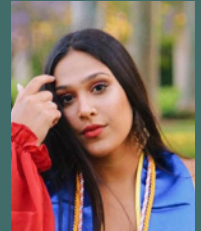
**Sean
Gallagher**



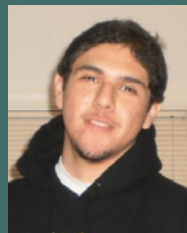
**Yangran
Gao**



**Holly
Henry**



**Natasha
Jain-
Poster**



**Alberto
Mora**



**Eliza
Moreno**



**Shannen
Torres**



**Harvey
Wang**

Association, Legal Aid, Braille Auxiliary of Santa Barbara, and was a Santa Barbara Zoo docent and board member for many years. She has also worked with bilingual students at Vine Street School.

Patricia Taylor (Honors '57) retired from the CIA Agency more than 20 years ago but had a very successful 33-year career and retired as a SIS 3, the equivalent of a major general in the military. She was hired because of her Stanford degree and spent several years working as an analyst on Latin America in the Office of Current Intelligence. It was always a challenging place to work with many career opportunities and remarkable travel. She would do it all over again if she could.

Jessica Uno (M.A. '12) has started and now completed her first year of a two-year fellowship in child and adolescent psychiatry at U.C. San Francisco and completed her residency in general psychiatry.

Jun Wu (M.A. '16) is currently the communications manager of the Cainiao Network of Alibaba.

A list of Latin American Studies alumni can be found at clas.stanford.edu.

CLAS THANKS OUR GENEROUS DONORS

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.

For more information about CLAS' initiatives and to discuss advancing our academic community as we learn from and engage with the Americas' diverse ethnic, linguistic, cultural, biological, and historical geographies, kindly contact Elizabeth Sáenz-Ackermann, CLAS associate director, at esaenz@stanford.edu.



Connect with us:

 [@StanfordCLAS](#)

 [StanfordCLAS](#)

 latinamerica@stanford.edu

 clas.stanford.edu

 vimeo.com/clas

Center for Latin American Studies

Stanford University
582 Alvarado Row
Stanford, California 94305
clas.stanford.edu

Stanford
Global Studies