



FALL 2014

A Note from the Chair, Dr. Jamie Trnka

Welcome back to a new year of learning! As I began my term as Director of Women's Studies and Chair of LA/W/S on June 1, I could not help but think time and again of a poem by revolutionary German dramatist and poet Bertolt Brecht, whose work continues to be read, recast, and staged the world over:

In Praise Of Learning

*Learn the elementary things!
For those whose time has come
It is never too late!
Learn the ABC. It won't be
enough,
But learn it! Don't be dismayed
by it,
Begin! You must know
everything.
You must take over the
leadership. [...]*

*Don't be afraid to ask, comrade!
Don't be talked into anything.
Check for yourself!
What you do not know yourself*

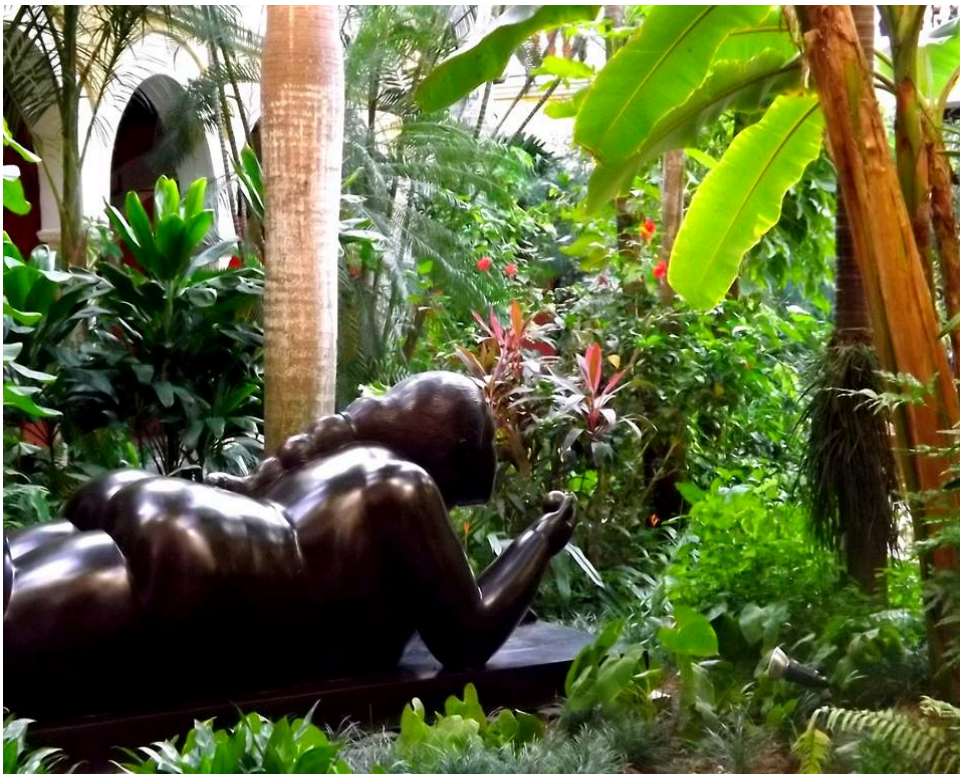
*you don't know.
Scrutinize the bill,
it is you who must pay it.
Put your finger on each item,
ask: how did this get there ?
You must take over the
leadership.*

*Surely, in the more mundane
moments of my summer, as I
quite literally learned to
scrutinize our bills and read our
departmental accounts, I
thought of these lines with a
smile. But Brecht had more in
mind: The directness of his
challenge belies its complexity,
its charge to recall that
democracy and social
commitment need each and
every one of us to be prepared
to lead when we are called to
do so. It captures, too, the spirit
of critical inquiry that Women's
Studies and Latin American
Studies share. In our courses
and in our extensive co-
curricular programming, we work
to instill in our students the*



*importance of questioning to
learning—and the other way
around. This semester's LA/W/S
Newsletter features some great
examples of students and faculty
engaged in the challenges of
learning and leading in our
communities. I hope you will
join us for our very full program
of Fall activities!*

*Finally, I would like to
congratulate my colleague, Latin
American Studies Program
Director Yamile Silva, who was
recognized for her leadership as
the Spring 2014 recipient of the
Provost's Award for Excellence in
Advancing Global Learning. I
look forward to collaborating
with her over the coming years
as Latin American and Women's
Studies continue to flourish at
The University of Scranton.*



Letter from the Latin American Studies Director

Welcome to an exciting semester. Latin American Studies is honored to host a wide spectrum of events including film screenings, a presentation on environmental studies in Latin America by Dr. Andre Riveros (Universidad Nacional de Colombia) and a conversation with documentary film maker Manuel de Alba (Universidad de las Americas-Puebla, México) that will help us to understand better the diversity of Latin American culture. During this fall, LAS will benefit from courses originating in four different departments across campus. University students –not only our majors and concentrators- will have the opportunity to participate in our courses, become involved in

community service and study abroad programs, contribute to a number of co-curricular and activities on and off campus. This newsletter highlights two alumni - Trish Auletta ('10) and Jude Krushnowski ('10)- and two faculty members of our program – Dr. Lee Penyak and Dr. Mike Allison-.

Finally, thanks to all of you who have kept in touch and supported LAS through your interest in our courses and events, and in a myriad of ways have shared a passion for learning about this complex and diverse region.

*To learn more about Latin American Studies, please contact
Dr. Yamile Silva at
yamile.silva@scranton.edu*





Studying Neighborhood Revitalization through Arts and Culture in Baltimore

By Dr. Meghan Ashlin Rich, member of the Department of Sociology and Criminal Justice and a Women's Studies Faculty Member.

Motivated by my previous research on the renaissance of downtown Scranton, I continued the study of arts and culture-based urban revitalization strategies employed by declining rust-belt cities for my year-long sabbatical project. I partnered with a local sociologist, Dr. William Tsitsos of Towson University, and spent much of the 2013-2014 academic year in the neighborhood of Station North in Baltimore, MD, doing interviews with people directly involved in or affected by are revitalization efforts. The first area to receive a Maryland Arts and Entertainment (A&E) District designation in Baltimore City in 2002, the neighborhoods that comprise Station North—so-called because of its proximity to Penn (Rail) Station—have undergone significant social, cultural, and economic change in the past decade. In the geographic middle of the city, this area has experienced severe decline since the 1960s, with the flight of the white middle class, proliferation of abandoned housing and warehouse spaces, and rampant illegal drug trade, prostitution, and violence. After decades of artists and musicians claiming space in this region, the past ten years have seen gentrification ratchet up, with new coffee houses, restaurants, bars, theaters, work/live loft spaces, and galleries opening. The neighborhood's new image is as an entertainment district—and, in direct contrast to the touristy Inner Harbor—catering to hipsters,

college students, and middle-class families.

Because of its numerous live performance spaces and music studios, Station North is the de facto epicenter of Baltimore's "independent" arts and music scene that is garnering national media attention. In addition, it is the locale of Open Walls Baltimore, a creative placemaking mural project completed in the springs of 2012 and 2014, with murals by internationally renowned artists painted on rowhouses, warehouses, and commercial buildings throughout the neighborhood. Other major cultural happenings, such as community art walks, open gallery events, food truck festivals, and flea and art markets occur throughout the year.

Using ethnographic participatory methods and 39 qualitative interviews, we studied the activities and attitudes of residents (renters and homeowners), business owners, artists, musicians, and those directly involved in organizations promoting and developing neighborhoods within Station North. Our main research goals were to understand how the A&E District designation affects the neighborhoods and individuals under its designation and how a diverse set of stakeholders and others involved in revitalization view the A&E District designation and

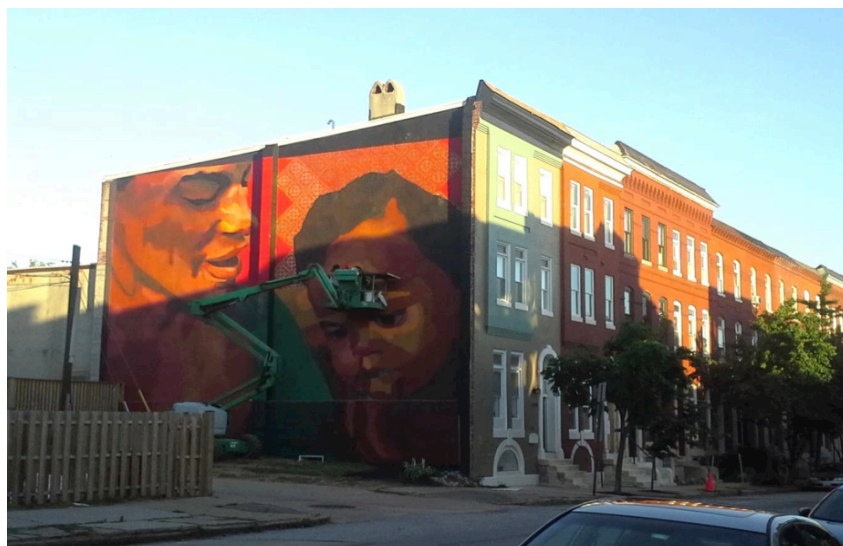
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neighborhood revitalization efforts. We find that the creative placemaking activities of the A&E District are largely a branding strategy and have little to no economic benefit for the neighborhood. The transformation of Central Baltimore into Station North as a state-sponsored A&E District is not the economic driving force causing gentrification; rather, it is a confluence of forces—particularly public-private partnerships—driving up land values in the area. The most influential large institutions in the neighborhood, such as community development corporations and universities, are “community minded” and “thoughtful” about “striking the balance” between revitalization and gentrification—to avoid the so-called “SoHo Effect” of high land values leading to residential displacement. However, many interviewees are critical of the undue influence leaders of these organizations have over development within the A&E District. The investment in arts and culture may also be detrimental to “civilian” or non-artist residents, while simultaneously sowing the seeds of real estate speculation and artist displacement.

Within Station North, different communities intersect: young, old, newcomer, longtimer, artist, white-collar professional, white, black, business owner, renter, homeowner, student, parent. With social change comes

more neighborhood conflict, or what has been termed by one interviewee as “growing pains.” As the neighborhood goes from having a mostly African American and poor population to a whiter, more affluent, population, how do different groups cooperate to maintain their communities? While the influential development institutions in Station North work with residents to avoid gentrification and residential displacement, there are conflicts at the local level, oftentimes over class and race lines. The conflict over maintaining artists versus maintaining existing and attracting new population by improving quality of life will likely continue as long as the A&E District retains funding. This study has wider implications for the urban revitalization strategies employed in similar postindustrial cities globally.

Open Walls mural in progress (Artist: Betsy Casanas; picture by William Tsitsos).





**By Dr. Lee M. Penyak,
member of the Department
of History and a LA/W/S
Faculty Member.**

A few years ago I delivered a paper about the Mexican Inquisition and prohibited artwork. I kept those preliminary findings on the back burner, waiting for the time to convert that paper into a publishable article. I spent February incorporating new primary and secondary information and I sent the article to *Colonial Latin American Review*. Its anonymous reviewers rejected it by a score of 2-1. After taking a few deep breaths, I realized that the reviewers had provided valid criticisms and had pointed me in the right direction to craft a better paper. A month or so later I resubmitted the paper to the same journal; it was subsequently accepted and is scheduled for publication in 2015. I argue that the highly-educated personnel of the Holy Office seem to have been more determined to police the literary and visual materials of 'respectable' members of society than the risqué drawings made and purchased by the underclass, whose pranks inquisitors found exasperating, but

Spring Sabbatical 2014, or What I Did While My Colleagues Were Busy Teaching

nonthreatening. Furthermore, archival documents suggest inquisitors carefully chose their battles; they would have preferred to eradicate pernicious prints and lascivious artwork, but the best they could do was to attempt to educate the populace through edicts, instill a sense of sin, and lay the groundwork for full inquisitorial review when necessary.

A professor at NYU had asked me in 2013 to contribute to an anthology on the 'unnatural' in colonial Latin America. I agreed and submitted a successful proposal to write a chapter on incest in Mexico from 1750-1850. I spent two months of my sabbatical writing this paper. I investigated 75 court cases of both violent and consensual incestuous relations. I found that ecclesiastical and civil officials roundly condemned the former but maintained a nuanced perspective on the latter. Generally speaking, they found incest nefarious and unacceptable when committed by close relatives and when violence was involved. But they considered incest understandable and acceptable when cousins sought to marry their social equals. I concluded that these cases reveal how patriarchy and marriage buttressed order and stability in this historical period, how social elites manipulated the concepts of honor and purity of blood for their own benefit, how ecclesiastical officials balanced the desires of parents and children in spousal selection, and how males all too frequently subjected wives, children, and other vulnerable household members to violence. The anthology is currently under review by UCLA Press.

While working on the abovementioned projects, I agreed to write a book review of a work I had been anxious to read and whose author had contributed to one of my own edited books. This task proved challenging since I was disturbed by several aspects of the book and it took many drafts to strike the correct tone.

The review is scheduled for publication in *The Americas* in late 2014.

Intermittently I have been reading secondary materials on a topic I hope to explore in the near future: broken marriage proposals that led to pre-marital sexual relations in colonial Mexico. Previous studies have analyzed how the state occasionally forced men to follow through with their promises, and thus restore a woman's honor through marriage. On a more recent trip to the Mexican national archives, however, I discovered documents that suggest that men occasionally brought women to court for failing to follow through with their wedding promises. I hope to determine why these women weren't concerned about the loss of their honor, and why these men wanted to force their partners to wed.

I was able to put my nose to the grindstone and fulfill the academic expectations of my Spring sabbatical because I had spent Intersession having some fun, namely, reading a variety of fiction and non-fiction works. Quick summaries: John Britton's *Carleton Beals* (exemplary U.S. journalist, early advocate for Latin America); Stephen Kinzer's *The Brothers* (exceptionalism masking state and private ambition); Chad Harbach's *Art of Fielding* (fun ride, disappointing ending); James Meek's *People's Act of Love* (genital mutilation in the name of love); Margaret Atwood's *Oryx and Crake* (I hate Crake); Michael Chabon's *Yidish Policemen's Union* (history upside down); Donna Tartt's *Goldfinch* (far-fetched and thrilling); Yamile Silva and Hank Willenbrink's *Palabras* (provocative and devoid of magical realism, thank God); Junot Díaz's *Brief Wondrous Life of Oscar Wao* (the nerdy virgin-hero); Erik Larson's *Devil in the White City* (the egos of the good and the bad).



Dr. Mike Allison, member of the Political Science Department and a LAS Faculty Member.

Dr. Mike Allison on How the Massacre of the Six Jesuits in El Salvador Has Influenced Him

University who, it turned out, had known Jean Donovan, a lay missionary killed alongside Sr. Clarke. One of the other churchwomen killed, Dorothy Kazel, was an Ursuline nun as is my godmother.

The murders of the churchwomen and the Jesuits have heavily influenced who I am today. I majored in political science with minors in Latin American and Caribbean Studies and Peace and Justice Studies at Fairfield. On a 1997 Fulbright to El Salvador, I studied the postwar political party system, enrolled in courses at the UCA where the Jesuits had taught, taught ESL to former guerrillas, volunteered as an election observer, and interviewed journalists and politicians.

After returning from Central America, I attended graduate school in political science at Florida State University where I hoped to study the transition of former rebel movements to political parties. Unfortunately, few faculty thought it was a good idea. No one was really studying such transitions when I started school. It took some time but I eventually convinced enough faculty that I was onto something. It turned out to be a good experience as I dabbled in political parties and institutions, political violence, and Latin America-based courses.

As you can tell from my teaching, research and public writing, I am interested in Central America, especially El Salvador and Guatemala. After my initial trip to El Salvador, I returned in 2004, 2008, and 2012. For Guatemala, I spent one month backpacking in 1998, short research trips in 2004, 2007, and 2010, and an eight-month Fulbright in 2013. I traveled to Mexico in 1991, studied abroad in Argentina in 1995 and backpacked through Bolivia, Paraguay, Brazil, Uruguay, Peru, and Chile in 1995 and Honduras, Nicaragua, Costa Rica, Guatemala, Belize, the Yucatan and Venezuela in 1998. I taught comparative government in Costa Rica and traveled to

Cuba in 2001.

For the last eight years, I have been teaching political science at the University of Scranton. I offer the intro Latin American politics course every fall and then rotate Central America and US-Latin American Relations each spring. Given that I am from New York and my wife is from Boston, we lucked out with location. The weather's not great but there's not much we can do about that.

So my writing and teaching are based on my experiences having lived, traveled, and studied in Central and South America, research, reading of academic and non-academic materials, and just some good conversations with really smart people about the region. If I weren't an academic, I'd like to think that I would be working for the State Department, United Nations or U.S. Agency for International Development.

Stop by my office (409 O'Hara) or blog (<http://centralamericanpolitics.blogspot.com/>) if you are interested in talking Latin America. My door is always open.

Twenty-five years ago, I was a sophomore at the Jesuit-run Regis HS in NYC. I was in my guidance counselor's office when we first learned of the massacre of six Jesuits priests and their housekeeper and her daughter at the Central American University (UCA) in El Salvador. Over the next several months, we learned more about their work through an alumnus who had been working with refugees in Honduras. Oddly enough, I was already familiar with El Salvador when I first heard the news. Sr. Maura Clarke, an American churchwoman killed in December 1980, was from my neighborhood. We went to the same grammar school in Rockaway Beach. While I have no recollection of her death (I was six at the time), I do remember seeing her plaque in the school hallway. I made friends with the dean of students at Fairfield

Historian Jane Gerhard to Speak on the Power of Popular Feminism

The Women's Studies Program is pleased to welcome Dr. Jane Gerhard to campus. An esteemed historian of women, gender, and the history of sexuality, Gerhard will speak to Scranton community about her recent research into the intersection of the creative arts and historical movements for progressive social change. She holds degrees in Women's Studies and American Civilization from Hampshire College and Brown University, and has taught at Mount Holyoke College, Wheaton College, and Harvard University. She is the recipient of numerous prestigious grants, including an NEH Fellowship.

Dr. Gerhard is the author of two books and numerous articles and co-author of the US women's history textbook *Women and the Making of America* (2008). She most recently wrote *The Dinner Party: Judy Chicago and the Power of Popular Feminism* (2013). Celebrated by reviewers, this social history captures the importance of Judy Chicago's popular and controversial art installation to second-wave feminism. Addressing the role of art in expressing complex ideas and experiences to a popular audience, she helps us appreciate how Chicago's work crossed a divide between academic and popular feminism and contributed to what we think of as mainstream feminism today.

During her time in Scranton, Dr. Gerhard will also work closely with Prof. Justine Johnson's course on Feminism and Social Change. Her visit is made possible by the generous support of grant from The Office of Equity and Diversity. Her talk, based on her most recent book, will be held on October 21, from 5:30-6:30pm, in Pearn Auditorium (Brennan Hall 228). For additional information, please contact Dr. Jamie Trnka.

More Upcoming Events

September Women's Studies Faculty Jamie Trnka and Jean Harris worked with JKWC Director Justine Johnson, Kim Pavlick of the Communications Department, and Scranton Alum Stephanie Longo, Northeast District Representative for the Pennsylvania Women's Press Association to organize "**Citizens Writing to Change their Communities.**" The event, a workshop and networking opportunity, will highlight the importance of journalism to informed public discourse. Speakers from our campus will join engaged community professionals to talk about the value of women's perspectives in media and communication, and participants will have the chance to practice writing effective letters to the editor.

October LA/W/S is proud to co-sponsor a series of events organized by our very own Latin American Studies Student Karl Kretsch and featuring the work of Linda Panetta, photographer and founder of the organization *Optical Realities*:

"Optical Realities: The Photography of Linda Panetta," Oct. 3-Nov. 26 in the Heritage Room of the Weinberg Memorial Library.

"We Are One America," An exhibit in conjunction with Downtown Scranton's First Friday Art Walk, Oct. 3, 6:00-9:00pm **"Latin America Through the Lens: A Compassionate Look Back at Our Future,"** A guest lecture by Linda Panetta, Oct. 6 at 7:00pm in LSC 133.

LA/W/S Departmental Open House, Oct. 30 from 4:30-6:00pm in LSC 211. Join us for food, conversation, and information about both of our exciting programs. It's a great chance to talk to faculty and learn about our spring courses before registration begins in November.

NEW Leadership 2014 by Alannah Caisey



This past summer I had the pleasure of attending the National Education for Women's Leadership Pennsylvania Center for Women and Politics at Chatham University in Pittsburgh. This summer institute prepares women for political leadership through skill-building workshops and provides invaluable information and advice on networking and women's leadership in the political process. I was honored and humbled by the fact that I was chosen to attend the institute from a pool of so many qualified and intelligent young women by a few of my favorite women's studies professors at the University of Scranton, but I did not expect to get as much as I did out of a week-long institute. The program exceeded all my expectations and it was one of the best experiences I have had to date. It was inspiring to meet and talk with other like-minded young women who exuded confidence and intelligence in all of their differences. There were 35 students from 19 colleges and universities across Pennsylvania at this year's program.

During my time at the NEW Leadership institute I learned the importance of networking with other women. We were given the opportunity to tour the state capital in Harrisburg and to network with successful women involved in Pennsylvania politics and public policy. Many of us were overwhelmed and extremely nervous about meeting these women, but we soon found that many of them had started where we are currently and understood the anxieties that we face as aspiring leaders.

Many women choose to make motherhood an important part of their lives. Representatives and politicians who are also mothers and did not fail to mention this detail because it is a large part of who they are as politicians. These women stressed the importance of not weighing parenthood against being career-driven because there is nothing wrong with having both. It obviously takes time and effort to balance both, but a woman should not be forced to choose one over the other. I feel as if mentioning this is extremely important because I have heard women voice concerns about having a family and maintaining a career, as if having one automatically cancels out the other.

The NEW Leadership summer institute included workshops on various topics, such as public speaking, leadership style, networking, and advocacy. Although all of these workshops contributed to the wonderful time I had at NEW Leadership, the diversity training led by Director Barbara Johnson (Director of Diversity Initiatives at Carlow University) was my favorite. In this workshop there was a noticeable increase in tension and even defensiveness. Participants of color more frequently described race as an important factor in how they were viewed by others than did white participants. I did not realize how important discussions that acknowledge daily racism, sexism, and cultural discrimination were until I had the opportunity to experience it with my peers. Although the training began with anger and sadness, it ended with greater understanding of differences and deeper conversation for the remainder of our time at the NEW Leadership institute.

After the institute concluded I could not help but think that we need more women to have confidence in themselves when running or considering to run for government positions. I can only imagine the positive changes that could take place on our campus if more women took the initiative to both get involved in student government and to take on more leadership positions at the University of Scranton.



Alumni Spotlight Trish Auletta (2010)

Before I knew it, I was walking along the elegant streets of Guadalajara, practicing Spanish, and eating *bonbons*, a delicious chocolate candy. During the trip, I spoke with Dr. Penyak, who introduced me to the LAS concentration and its diverse courses. He later became my professor and mentor for the Honors Program as well. At the time, I had not realized that my love of the Spanish language would open the door to study Mexican art, history and culture, and that these genuine interests would eventually form my identity as a student and individual.

After that trip, I was hooked...not just on immersion, travel, and of course, let's face it, the flavorful food. I knew the Latin American Studies Concentration had begun to pave a way for me to understand Latin America, its history of totalitarian regimes, religious devotion, and rich cultural heritage. The following academic year I went on to volunteer in Mexico City for two weeks through the International Service Program, and then eventually to study abroad in Buenos Aires, Argentina. To live with a host family and to study at a highly regarded Argentine University was an eye-opening experience, to say the least. It was also the place where I began writing my Honors Thesis about The Dirty War and its effects on a unique human rights group called, *Las Madres de la Plaza de Mayo*, or The Mothers of the May Plaza. I spent my last year at Scranton developing my thesis, speaking with professors in the World Languages Department, and overall enjoying the films, festivals and other campus-based opportunities that LASC had to offer.

After graduation in 2010, I went on to teach at an inner-city school in New Haven, CT called Saint Martin de Porres Academy until 2012. My knowledge of Latin America not only aided my ability to teach Spanish to 7th and 8th graders. Likewise, I developed a Spanish and Latin America cultural group at the school as well. The majority of the students, who came from low economic households and distraught families, felt inspired to learn about the hardships and poverty of various cultures and historical figures like Eva Perón.

Currently, I have moved to upstate New York and teach English and English as a Second Language (ESL) at Immaculate Heart Central High School. Relocating frequently is part of my life since I am married to a Scranton Alum who is an officer in the Army. My knowledge base of Latin American Studies has been a tremendous aid in my career as an educator, and particularly in my collaboration with international students at the school. In retrospect, the Latin American Studies Concentration not only allowed me to find my "nitch" and major at the university. It has influenced me to live out the quote to be brave and take risks no matter what part of the world I am in. I have learned that experience is truly the great educator of life, and I strive to never lose sight of that.

"Be brave. Take risks. Nothing can substitute experience." This quote, so simply stated by Brazilian lyricist and novelist Pablo Coelho, perfectly summarizes the opportunities that were presented to me a few years ago as a Latin American Studies undergraduate at The University of Scranton. As I reflect on my life personally and professionally, it is clear that this concentration has impacted my life intensely on many levels.

Upon my entrance as a freshman at The University of Scranton, I could feel the positive energy within each brick that lined the commons. I saw excitement and even enlightenment across the faces of those that scurried past me. Perhaps it was just the java buzz, but there was truly something magnetic about the environment.

As an undeclared major, I was searching for an area of study to call home for the next four years, to be apart of something greater. I always had a love for Spanish and world cultures, but at the time I was unsure where that could lead me, not to mention that I was scared out of my wits as a newbie on campus! One day, after a Spanish class, I passed through O'Hara Hall speaking to a professor. I noticed a sign that read, "Travel and Study in Guadalajara, Mexico." This not only caught my attention, but also caused my heart to leap as I continued to read about an authentic immersion experience over a three-week period during winter intercession.

Alumni Spotlight

Jude Krushnowski (2010)



Looking back, it gives me great pride to see how far the University of Scranton's Latin American Studies program has come in recent years. When I was an undergraduate, some four distant years ago, LAS was blossoming from concentration into minor, and now, it has its own major, its own distinct area of study. The multidisciplinary nature of the Latin American Studies curriculum, in addition to its outstanding faculty, offered depth and direction to my studies at the University of Scranton.

While completing my coursework in both Psychology and LAS, my fascination for human learning combined with my passion for Spanish and foreign language, but it was not evident how I could combine the two, until I volunteered as an ESL tutor as part of SPAN 335 Service in the Hispanic Community. At my placement with the Scranton Council for Literacy Advance (SCOLA), I had the opportunity to tutor immigrants from all over the world and found the language teaching experience to be quite rewarding. So much so, that I began to think about being a language instructor as a career path. But I had no idea which language I wanted to teach, English or Spanish.

After graduation, I traveled a number of times to Peru, where I met my future wife. I felt an incredible attraction to the region, and knew that I had to return someday. I was more inspired than ever to teach, but I was still unsure about which language. With the help and guidance of Dr. Silva and Dr. Ledford-Miller, I began the quest to attend graduate school. I applied across the country to about twenty Masters programs in both ESL and Spanish, and despite the other partial offers, I received two full tuition-waiver assistantship offers; one in ESL, and one in Spanish. The universe wasn't going to decide for me. So, after much indecision and vacillation (and cost-benefit analyses and annoying my family and friends), I realized that ESL would be the ideal course for me, as it would allow me to not only teach, but to live and work abroad, surrounded by the language and culture I love.

So, I write now as a first year Masters student in the Linguistics/ TESL program at the University of Illinois at Urbana-Champaign. I confess that I am also doing a graduate minor in Latin American studies (I just couldn't say no to more Spanish!) When I graduate, I look to move back to South America with my wife to teach ESL. I am most grateful for the support the Latin American Studies program has offered me. As a first generation college graduate in my family, I never thought graduate school a possibility, but my progress is a credit to how the LAS faculty exemplifies the University of Scranton's motto of *cura personalis*.

I highly recommend the Latin American Studies program, but I do not want to abridge the quality of other such programs. The University of Scranton offers a number of foreign languages, and I encourage everyone to choose one (or more) and dedicate as much time as possible to mastering it. As Carlos Fuentes once wrote, "*el monolingüismo es una enfermedad curable*" (Monolingualism is a curable illness), a statement which caused me to consider how knowing a second or third language opens the door to dialogue in many aspects of life. As a language teacher, I invite you to see foreign language in this way.

LATIN AMERICAN FILM FESTIVAL FALL 2014
UNIVERSITY OF SCRANTON

BRENNAN 228. 7:00 PM



Cartagena de Indias, Col.
Photo by Laura García-Silva

La teta asustada

(Directed by Claudia Llosa, Perú, 2009)
September 23

As tense as a clenched fist and just as communicative, Fausta (Magaly Solier), the heroine of “The Milk of Sorrow,” scuttles around her mountainside neighborhood in Lima, peering from beneath bangs like guillotine blades. Her mother has just died, leaving Fausta with a deathbed song of rape and violence suffered during “the terrors,” Peru’s decades of civil strife.

La batalla de los Invisibles

(Directed by Manuel de Alba, México, 2010)
October 28

This documentary tells the story of a five-year struggle by 2,300 janitors, most of them undocumented workers who speak little or no English, against California’s most powerful supermarket chains – a true case of David vs. Goliath. To date, it is still

the largest case of its type in the history of the United States.

El elefante blanco (Directed by Pablo Trapero, Argentina, 2012)
November 18, 2014

Two priests, the old veteran Father Julián and his new younger Belgian colleague, Father Nicolás, and the social worker Luciana, work in a slum area of Buenos Aires known as Ciudad Oculta. Together they fight to resolve the issues of the neighborhood’s society. Their work will have them face the clerical hierarchy, the organized crime and the repression, risking their lives defending their commitment and loyalty towards the people of the neighborhood.



***Latin American Studies welcomes you to a
Screening and Q&A Session of
"The Battle of the Invisibles: Undocumented Workers vs. Supermarkets"
by Manuel de Alba (Universidad de las Americas, Puebla, México)***

"The Battle of the Invisibles: Undocumented Workers vs. Supermarkets" is a 60-minute documentary film that focuses on the janitorial labor force from Puebla, Mexico and the exploitation of their labor by major U.S. supermarkets. It also tells the story of how thousands of workers from a rural town in Mexico became employed by California's grocery stores and engaged in a five-year struggle against labor abuses by powerful supermarket chains including Ralphs, Vons and Albertsons.

Following a screening of the documentary will be a Q&A Session:

Date: Tuesday, October 28th

Place: Brennan 228

Time: 7 pm

This event is sponsored by a Diversity Grant