

ALL
SIT

THE POINT

Fall 2016
Volume 20 — Issue 1



AFRICANA & LATIN AMERICAN STUDIES BEYOND THE COLGATE CLASSROOM



Harvard African Business Conference, Cambridge, MA



Puerto Rico Extended Study



ASU Family Dinner



Cooking in the Caribbean



Students in South Africa



Regional MAU Conference 2016



What is ALST?

Africana & Latin American Studies

The Africana and Latin American Studies (ALST) Program is an interdisciplinary program that studies the histories and cultures, both material and expressive, of the peoples of Africa, the Caribbean, and Latin America, and African Americans in the United States. It draws heavily from several disciplines in the humanities (art, language, literature, and music) and the social sciences (anthropology, archaeology, economics, geography, history, political science, and sociology), as well as educational studies, philosophy, psychology, religion, and writing and rhetoric.

The program offers a major and a minor with concentration in African, African American, Caribbean, and Latin American studies. United by a shared historical connection within the Atlantic world, these geographical areas and the diverse peoples who inhabit them provide rich opportunities for interdisciplinary and comparative studies. The program aims to promote an understanding both of the constituent regions individually and their mutual interdependence. It offers students the opportunity to study one particular area in relation to others in the wider Atlantic world with which it shares a historical and cultural connection. It examines the indigenous civilizations of these regions and studies the impact of migration, imperialism and colonialism, racism, nationalism, and globalization in shaping the lives, ideas, and cultural identities of their inhabitants.

A major or minor in ALST encourages students to stretch their boundaries and move out of their comfort zone as they hone skills they can apply both in and beyond the classroom. The following pages demonstrate the myriad of experiences and skills ALST brings to its students and the wider campus community.

Check us out online!

Website: www.colgate.edu/alst

Twitter: @ALSTColgate

Facebook: ALST at Colgate University

Much of this newsletter is devoted to looking at the experiences of Faculty, Staff, and Students affiliated with the Africana & Latin American Studies Program inside and outside of the classroom.

From the Director's Desk

On behalf of the Africana and Latin American Studies Program, I would like to welcome President Brian Casey to our campus. He has already generated very positive plaudits from our faculty and students, and I hope that under his stewardship, more light will be cast on the work interdisciplinary programs like ours do to promote an intellectually diverse curriculum. I would also like to welcome Nancy Ries as University Studies director. She replaces Ken Valente who did an outstanding job in representing the interests of ALST where it mattered; and Nancy has already made her presence felt in her very effective advocacy of our program interests.

The start of this academic year, like the previous one, was challenging for the ALST program because we lost our Administrative Assistant just before classes began. However, with the support of Nancy Ries, we (and PCON) completed a search in very short order, which permits me to welcome Stacy Wurz as our new AA. We also welcome Jamie Gagliano as our new Program Assistant. Jamie is one our own having graduated last May with High Honors in Latin American Studies. Together with April Baptiste, who this year has replaced Kezia Page as Caribbean Studies coordinator, our administrative team has undergone important changes.

Notwithstanding those personnel changes, ALST has kicked off the academic year in fine style. Our flagship events were ALST Day and the WEB and Shirley Graham Du Bois lecture, both held on October 6. Our Du Bois speaker was Professor Ada Ferrer of NYU who delivered an excellent lecture on Afro-Cuban freedom fighter José Antonio Aponte to a packed Persson Auditorium.

Equally spectacular was the regional Model African Union organized by African Studies coordinator, Mary Moran. Held on the weekend of October 21-23, this was the second iteration of this event, and it brought together students and faculty from all six regional liberal arts schools for a simulation of the national event that will be held in Washington, DC next February. It was a remarkable success. Special thanks go to Mary and Jamie for their hard work; to Nicole Simpson and the Center for International Programs for their tangible support; and not least to our students who participated and also shared accommodation with our visitors.

On the curriculum side, we continue to add new exciting courses to our lists. Jacob Mundy's senior seminar (UNST 410) has proven a welcome addition since it has plugged a critical gap in our curriculum for majors. We are eagerly awaiting Michelle Bigenho's new interdisciplinary course which should be ready for 2017-18. In recent years, there has also been a small but growing number of courses related to Latinx Studies that receive ALST credit. However the time may soon come when we have to see if there sufficient basis for considering Latinx Studies as a minor.

To learn more about our courses, you are invited to view our Spring course offerings, and especially information on individual courses, at our **Open House** on **Wednesday, November 2, 2016**. This will be held in our lounge, **212 Alumni Hall, between 11:30 am and 1:00 pm**. Lunch will be available. So please come, and invite your friends, to come along too.

Brian Moore
John D. and Catherine T. Macarthur
Professor of History and Africana & Latin American Studies
Director of the Africana & Latin American Studies Program



New To ALST

Faculty and Curriculum Developments



Professor Jacob Mundy
UNST 410: Seminar in Regional/Global/Area Studies
Assistant Professor of Peace & Conflict Studies

***The University Studies Seminar:
Experiments in Transregional Global Studies***

This semester and the previous one, Colgate's four area studies programs — Africana and Latin American Studies (ALST), Asian Studies (ASIA), Middle East and Islamic Studies (MIST), and Russian and Eurasian Studies (REST) — have been running an experiment in transregional global studies. The University Studies Seminar in Area, Regional, and Global Studies (UNST 410) offers a shared capstone experience for majors in the ALST, ASIA, MIST and REST programs. During this course, students from these four interdisciplinary programs come together for a topical seminar and to work on their capstone theses. Though the topical seminar features a common set of readings and conversations, which should speak to all the majors represented in the course, each senior is allowed to pursue their own research project independently. During the first iteration of the seminar, students pursued a wide array of research projects, such as examining spaces of transitional justice in Argentina, learning lessons from the 1980s oil price collapse in order to understand Middle East politics today, exploring how Chinese-American adoptees navigate their identities, interrogating policy discourses on contemporary Libya, and accounting for the double-discrimination of African refugees in South Africa. This semester we see a number of promising projects taking shape, from the effects of neoliberalism on Rastafari culture to the role of women in Nigeria's petro-patrimonial systems of power; and from new forms of Chinese propaganda to framings of race and gender in media discourses of sexual trafficking in the United States. A number of students are even using data they obtained during study abroad experiences and Lampert-funded travel to reinforce their findings. All in all, it's been an exciting and worthwhile experience that has helped provide a vital yet often missing capstone experience for these four majors.

In the original spirit of the ALST program, which sought to inject a sense of transnationalism and transregionalism into the idea of Area Studies and Identity Studies, the UNST 410 seminar likewise seeks to break down the idea that the world has always been neatly divided into distinct peoples, cultures, countries, nations, states, regions, and civilizations. The UNST 410 seminar also seeks to interrogate itself by continually reflecting on the intellectual practice of studying "other" peoples and places as we seek to develop a deeper understanding of the world through our individual thesis projects and the topical seminar conversations. Moving forward, there are as many directions one could take seminar as there are possible instructors who could offer it.

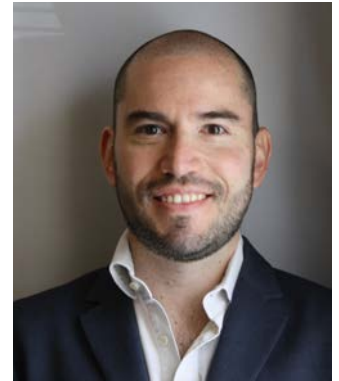


Professor Chandra Russo
SOCI 212: Power, Race & Privilege
SOCI 361: Power, Politics & Social Change
Assistant Professor of Sociology

Since my own politically transformative experience in college, I dreamed of pursuing a PhD and becoming a professor at the same kind of small liberal arts school that I had attended. It took me a bit of time to arrive at my current career, however. Upon college graduation, I worked in a community health clinic in Poughkeepsie, NY, where my specific role was to facilitate access to comprehensive and affordable healthcare for Latino immigrants. I was engaged in this work in 2005 and 2006, when a particularly draconian anti-immigrant bill passed in Congress (HR 4437) and immigrant mobilizations took off around the country on an unprecedented scale. I was swiftly brought into immigrant rights organizing, first in Poughkeepsie, then in Zacatecas, Mexico, and for the next several years in Denver, CO. It was during this time that I began participating in the Migrant Trail Walk, a seventy-five mile journey in the US-Mexico borderlands to oppose the loss of life caused by our current immigration policy and memorialize the many migrants who have perished in the Arizona desert. Ten years later, I still participate in the Migrant Trail Walk every year. It has become a site for my research, and I hope to ultimately bring Colgate students to the US-Mexico border to learn about the complex realities there.

After years of immigrant rights organizing, I pursued my training as a sociologist at the University of California, Santa Barbara. My current book project is a comparative ethnography of three activist communities that seek to imagine and enact solidarity with the targets of US National Security Policy. My time on the border has been central to this work. This fall I am teaching SOCI 212: Power, Race & Privilege and SOCI 361: Power, Politics & Social Change. I will teach these courses again in the Spring, along with SOCI 101.

Professor Juan Fernando Ibarra Del Cueto
POSC 216: Comparative Politics of Latin America
POSC 354: Capitalism & Development in Latin America
Instructor of Political Science
De Latinoamérica a Hamilton:
A Note on My First Impressions as a Professor at Colgate



Having grown up in a different country, I must admit that I knew little about Colgate and Liberal Arts Colleges more generally before formally entering the academic job market a little more than a year ago. As a graduate student at the University of Chicago, I occasionally came across the research been done by colleagues at Liberal Arts Institutions, but other than that, I really did not have a clear set of expectations regarding what I would find at my arrival in Hamilton. My actual encounter with Colgate has been captivating and intellectually stimulating. If I had to choose one word that can best describe what I have experienced thus far, I would not hesitate to go with *community*. During my first few months here my everyday social interactions have made me aware of the fact that I am now part of a community composed of scholars, staff, and students, who are all committed to one another and who individually understand that it is through this collective engagement that excellence in teaching and research is achieved. It is hard to think of a better environment to start an academic career.

Let me say a few words about me. I teach and do research on topics related to the politics of Latin American countries. I am particularly interested in understanding the complex patterns of political development that characterize the countries of the region, with an emphasis on the study of state capacity and its connection to democratic governance. I am excited about the different ways in which this agenda can contribute to Colgate's academic life, and I also personally aspire to have an impact on the continued process of building the open, diverse, and vibrant community that makes Colgate such a special place.

Beyond the Colgate Classroom

AFRICAN STUDIES

Africa, the second largest continent, combines a remarkable number of peoples and cultures. The continent possesses over fifty political units, and its 450 million people speak an estimated 600–800 distinct languages. The diversity of its cultures, modes of agriculture, and industrial production represent a broad spectrum of the human experience. Themes and topics of this concentration include the complexity of traditional African cultures, philosophies, and political institutions; the impact of the trans-Atlantic slave trade; the introduction of European colonialism; African nationalism and liberation movements; and the ethnic, economic, political, and international relations of the modern African state.

Majors and minors have the opportunity to participate in the National Model African Union simulation, sponsored by Howard University in Washington, DC, through enrollment in the half-credit course, **ALST 290**. Students can also register for ALST 380 for the opportunity to learn about social movements in South Africa both in the classroom and in South Africa.

SPRING 2017 ALST : AFRICAN STUDIES COURSES

ALST 220A	The Black Diaspora	B. MOORE	TR	120	235	208 Alumni
ALST 290A	Model African Union	M. MORAN	R	401	600	331 ALUMNI
ALST 380A	Movements for Social Justice in South Africa	M. STERN	MW	401	600	331 ALUMNI
ANTH 371A	Gender and Society in Africa	M. MORAN	MW	120	235	207 ALUMNI
CORE 169C A	Rwanda	S. THOMSON	TR	955	1110	209 ALUMNI
CORE 170C A	Islamic North Africa	E. SPADOLA	TR	120	235	108 ALUMNI
CORE 190C A	South Africa	J. HYSLOP	TR	120	235	109 ALUMNI
CORE 190C B	South Africa	R. SOLOMON	MWF	1120	1210	207 LATHROP
CORE195C A	West Africa	D. KOTER	TR	955	1110	109 PERSSON
CORE 195C B	West Africa	D. KOTER	TR	120	235	304 OLIN
ECON 238 A	Economic Development	T. YINDOK	TR	830	945	304 OLIN
ECON 238 B	Economic Development	T. YINDOK	TR	955	1110	304 OLIN
FREN 354 A	Francophone Lit IV: The Francophone World	H. JULIEN	MWF	920	1110	205 LAWRENCE
FREN 455	Francophone Voices– N. Africa	H. JULIEN	MW	120	235	205 LAWRENCE
GEOG 316A	Environ & Public Health Geography	E. KRALY	MWF	120	235	HO 326
HIST 209A	Atlantic World 1492-1800	A. BARRERA	TR	120	235	212 MCGREG
HIST 381A	Pre-Colonial Africa	T. ETEFA	MWF	1120	1210	207 ALUMNI
POSC 451A	Africa in World Politics	D. KOTER	M	1230	300	515 CASE

Professor Mary Moran

ALST 290: Model African Union in Washington DC
ALST 380: Movements for Social Justice in South Africa
(Summer 2014, 2015 & 2017)

Professor of Anthropology and Africana & Latin American Studies



The Model African Union program at Colgate continues to grow, in our upstate New York region as well as in reputation at the national meeting in Washington DC. At the National Model AU meeting in February of 2016, ALST major (African Studies) Madison Paulk '16 received the Outstanding Chair Award, the second year in a row that a Colgate student has been so recognized. We are indeed a force to be recognized in Washington, routinely representing three countries with a total of eighteen students. In order to carry on this sterling tradition, student work hard to prepare for the simulation in ALST 290, a half credit course offered each spring in the first half of the semester. In the course, students prepare not only a resolution to submit at the conference but a ten-page position paper in support of their action plan. When they are asked to respond to questions or defend their ideas, Colgate students are ready!

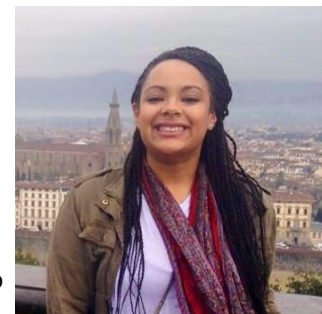
For the second year in a row, Colgate is hosting the Regional New York Six Model African Union in October, giving more students a chance to participate and to “try out” the Model AU without the commitment of the course or the trip to Washington. This year all six schools in our consortium will be represented, and we look forward to other NY Six schools joining the national conference as our friends at Hobart and William Smith and Skidmore Colleges have already done.

Words from an ALST and MAU Alumna

Madison Paulk '16

Africana & Latin American Studies Major: Africa Concentration

Winner of Outstanding Chair at the National MAU Simulation '16



The spirit of teamwork and trust that is engrained in the model, and in the structure of the AU, drove me to think about how I could apply the skills I gained abroad to be a better leader and in turn, collaborate to create better solutions. I was able to use my voice and build trust with other delegates, working multilaterally with all voices in the room to create knowledgeable and well researched resolutions with the betterment of the Continent in mind.

As you progress through the model this weekend, may your views on leadership shift to looking at it as an opportunity for collaboration and trust building. Leverage yourselves by utilizing the tools you have—each other. Use this as a space to realign your thoughts on competition and reconstruct what you have been taught about placing first, because there is no room for that here.

We live in a global community and our agendas do not exist in a vacuum. Undoubtedly, an acknowledgement of that plays into why all of you are here this weekend. That said, and with the ever popular catch phrase, “think globally, and act locally” in mind, I challenge you think about what it might mean to also *act globally*. Consider the power you have to think transnationally, to invest in the success of your neighbors just as you would invest in your own.

*****Adopted from Madison's Keynote Address at the Regional MAU Conference***

Sharon Nicol '17

**Africana & Latin American Studies: African Studies Concentration;
Peace & Conflict Studies**

Completed a Lampert Fellowship in Sierra Leone

"Sierra Leone."



Land that we love

I've felt the weight of having to define you in one word for audiences that don't have the time or desire to get to know you deeply I must

"paraphrase"

All I saw, all I tasted, all that was and is to come

That work is impossible.

In order to define you I'd have to tell the story of my mother

Who has cradled me from the day I was born

Till the day I left to find you

A journey she couldn't make with me because of our

"low-income"

I made this journey so people wouldn't say the same things of me. I have to show that what I am studying matters in the real world so I take an

"internship"

I grasp on to these new opportunities so I can be made into something more, so I can tell a different story, a better one for my

"family"

Yet the story that means most to me is the one that I know.

It was Fatoumata's story

Familiar not because I have lived her life or she mine but because the sound that painful memories make as they get caught in the throat

something like a stammer,

an attempt to give history new life through careful arrangement of words that don't adequately speak to memory,

echoes in my daily encounters with

"trauma"

It was my own

The passing of time makes devastation seem distant but we still know what loss is supposed to feel like.

We are engaged in a continual process of

"remembering"

She cleared her throat, and told me more. Not because I needed or asked her to but because this was something she needed to believe in. She trusted me enough to comprehend the language of her

"healing"

It was as much for us as it was for her. I didn't realize how much I needed this encounter and how ill-prepared I was for it. In many ways it showed me that people still need each other on a human level. It showed me that although we are not taught in the classroom, we still need to learn how to

"love"

it is a process that just like my experience in Sierra Leone, cannot be captured in one word phrases or snippets of attention

It is full. It requires commitment. it is imperfect and it is never "finished"

it is never finished. To be continued..

Maria Dorin Shayo '17

**Africana & Latin American Studies: African Studies Concentration;
Natural Sciences**

Completed a Lampert Fellowship in Tanzania

Like every child, I hated cleaning up after myself. My grandmother, Bibi, incessantly talked about cleaning my room, helping out with the dishes and watering the garden, but for all her admonishing I turned a deaf ear. I didn't understand why she insisted that I do the chores while we had two house helps. Now, it's important that you realize that I come from a middle income household in Tanzania, where it's quite normal to hire house help. My siblings and I led active childhoods and our house was considerably large which demanded that we get two house helps. "Outsiders can never clean your house as well as you could," Bibi would tell me as I stood in front of the kitchen sink with a sullen expression. "You need to learn to do this because who will clean when the help leaves?" A roll of the eyes would probably follow this statement. This summer I was taken back to these exchanges I had with Bibi almost 15 years ago. I had the immense opportunity of working with the Lampert Institute to investigate the challenges involved in standardizing traditional medicine in Tanzania. I conducted interviews with healers in the capital city of Dar Es Salaam and in rural Babati. During one of these interviews, I was lucky enough to have met Babu Selemani who is a herbalist in the town of Babati. I suspect that the only reason he had acquiesced to meet with me was because he was curious as to why I was interested on the subject matter. This was reaffirmed as the interview drew to a conclusion and he proceeded to ask me about my education and future plans. "What do you study kwa mzungu (white man)?" "Do you want the healing powers?" "Will you come back after graduation?" "I was studying to prepare me for work in the hospital system in Africa. No, thank you for offering. And I don't know yet if I'll come back after graduation." He chuckled at my indecision and said, "You don't move to the neighbor's house because your house is dirty. You have to stay in your home and clean it, even if the neighbor will come help you."





Ashleandra Opoku '17

Peace & Conflict Studies

ALST Intern SP'17

**Summer Internship in South Africa,
Partially funded through Colgate Summer Funding**

I spent this summer in Cape Town, South Africa interning for a constitution literacy NGO in Muizenberg. I had been to South Africa prior to this summer, however had never spent more than a month there. Overall I had a good experience in the country but there were times I felt out of place. Being black in the United States and being a black U.S. citizen in South Africa is different and yet the same. Growing up in the United States blackness is often associated with systematic disadvantages, lack of privilege and an otherness. The narrative of blackness is similar in the context of South Africa; however, being from the U.S gave me privilege I was not used to before. Everyone knew I was American and constantly wanted to discuss the current presidential race with me. Which I found to be strange because all I wanted to do was speak about South African politics and university protests that had been going on. Yet, conversations that were just about South Africa were few and far between because the United States would always come back to the surface. It was irritating also because people saw me as spokesperson for the U.S. even when I prefaced my statement by saying, "This is just my experience."

My roommates and I lived in Cape Town Central, which is one of the 'safer' and nicer places in Cape Town. The complex we lived in was filled with either rich South African students or students from abroad that were also interning for a local NGO. U.S. citizens took up a tremendous and uncomfortable amount of space in Cape Town. When I was at the Victoria & Alfred waterfront, or passed by University Cape Town (UCT), where many American students study or even walked into my apartment, I could not help but feel that everything around us was constructed for our enjoyment and consumption. Cape Town central is made for tourists and to some extent our opinion on the space mattered. Yet, an hour's drive away the South African government were neglecting people that were a black as me. I spent a lot of time in the United States stressing the importance of Black Lives Matter because it is important. Systematically in South Africa my black life did matter, but it did not feel good. What constituted my importance was not my blackness but the fact that my passport could dilute my blackness till it was tolerable.

Interested in spending time in South Africa? Apply for the EDUC/ALST 380: Social Movements in South Africa. This half credit course ends with about two weeks in South Africa to engage with the themes and people discussed during the on-campus course. Professor Stern will teach the on-campus course, while Professor Moran and Professor Stern will co-lead the extended study to Cape Town and Durban. Applications due **November 11!!**

Beyond the Colgate Classroom

AFRICAN AMERICAN STUDIES

The African American experience in the United States has been the result of a complex history spanning almost four hundred years centered on enslavement, racial violence, segregation, and discrimination. This concentration not only focuses on African Americans' resistance to those manifest injustices, but it also examines their significant contributions to the economy, society, and culture of the United States, as well as their achievements in politics, education, art, science, and in the economy. Some of the major themes studied are slavery and abolition; the politics of race and racism; black leadership, the civil rights movement, and the continuing struggle for social justice; as well as social and cultural phenomena like the Harlem Renaissance and the rise of a black middle class.

In Fall of 2017. Professor Mark Stern will be leading a Study Group to Philadelphia, which may be of particular interest to African American Studies students.

Outside the classroom our majors and minors are involved in student groups including Brothers, Sisters of the Round

SPRING 2017 ALST : AFRICAN AMERICAN STUDIES COURSES

ALST 202A	Intro to African American Studies	C. BANNER-HALEY	MW	245	400	208 ALUMNI
ALST/POSC 212 AX	Politics of Race and Ethnicity	N. MOORE	MW	245	400	109 PERSSON
ALST 220 A	The Black Diaspora	B. MOORE	TR	120	235	208 ALUMNI
ALST/SOCI 321 AX	Black Communities	A.SIMMONS	MW	120	235	108 ALUMNI
ANTH 242	Archaeology of Race and Ethnicity	K. DE LUCIA	TR	120	235	209 ALUMNI
ECON 238 A	Economic Development	T. YINDOK	TR	830	945	304 OLIN
ECON 238 B	Economic Development	T. YINDOK	TR	955	1110	304 OLIN
ECON 468 A	Sem: American Economic History	M. HAINES	M	700	930	226 PERSSON
EDUC 205 A	Race and Education	J. PALMER	TR	120	235	515 CASE
ENGL 334 A	African American Lit	L. WARREN	TR	955	1110	308 LATHROP
HIST 319 A	African Amer Social Movements	C. BANNER-HALEY	MW	1:20	2:35	331 ALUMNI
MUSI 161A	The History of Jazz	G. CASHMAN	MW	120	235	122 DANA
SOCI 212 A	Power, Racism and Privilege	C. RUSSO	MWF	920	1010	108 ALUMNI
SOCI 361A	Power, Politics and Social Change	C. RUSSO	TR	955	1110	210 LATHROP
WRIT 346A	Lang/Race/Ethnicity in the US	K. CAMPBELL	TR	245	400	207 LATHROP

Jabari Ajao '18
Africana & Latin American Studies Major:
African American Concentration

you ever have to
strain
your neck
to see
yourself
in a place like
this?



-This is an essay by one of the few black males in the class of 2018, on why he considers it valuable to have the opportunity to go abroad to Jamaica and study in a country where he is one of many. where he can learn that black professors can teach. calculus. chemistry. world history. french. yoruba. the history of black knights in the 14th century. and other things that he can't ever learn here.



**Fall 2017
Philadelphia Study Group
Race, Urban Education, and Social Justice**



**Director:
Mark Stern,
Department of
Educational
Studies**

**For more
information,
please email
mstern
@colgate.edu**

**Information
Sessions:
Monday,
October 17 at
11:45am and
Tuesday,
October 25 at
2:30pm in
101 McGregory
Hall**

**Application Deadline:
Friday, November 4, 2016
www.colgate.edu/OCS**

Beyond the Colgate Classroom

CARIBBEAN STUDIES

The Caribbean forms an important historical and cultural bridge between Africa and Afro-America, and was the birthplace of European settlement and colonization in the Americas. Better known in the United States as a tourist destination, the region has a rich but tragic history intimately connected with Euro-American imperialism and plantation slavery. Nevertheless, by bringing together people of widely diverse ethnicities from all over the world, the plantations became a virtual laboratory of socio-cultural engineering to produce some of the earliest and most complex multiracial societies. In conjunction with a study group that spends a semester at the University of the West Indies, ALST majors within the Caribbean concentration are exposed to a diverse range of issues relating to race relations, cultural identity, political governance, and economic development that are embedded in the history, literature, politics, and economies of the territories of the region.

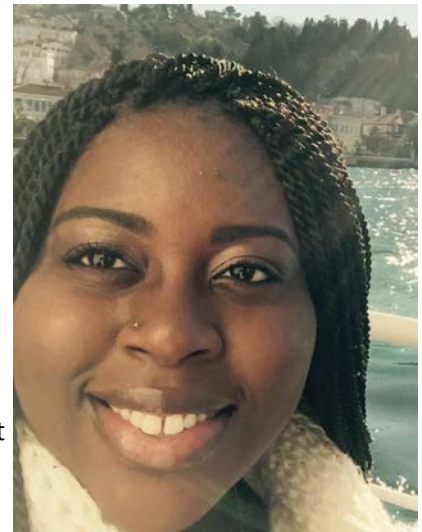
ALST also offers a study group program to Jamaica that runs every other year. Students take two courses with a Colgate professor and two classes at the University of the West Indies, Kingston. The group for Spring 2017 is getting prepared and excited to spend the semester away from dreadful Colgate winters with Professor Kezia Page.

This past May and June we also had the opportunity to send students to Puerto Rico on a service trip led by Professor April Baptiste. Through this curriculum development, students not only had a chance to engage with course themes, but also apply them through the service component of the trip. Learn more about their experiences on the following pages!

SPRING 2017 ALST : CARIBBEAN STUDIES COURSES

ALST 220A	The Black Diaspora	B. MOORE	TR	1:20	2:35	208 ALUMNI
ALST/HIST 327 AX	Dictatorship/Democracy in the Caribbean	B. MOORE	TR	2:45	4:00	331 ALUMNI
CORE 158C A	Puerto Rico	D. BARRETO	TR	245	400	CULT CENTER
CORE 198C A	Cuba	L. KLUGHERZ	TR	245	400	108 JC COLGATE
ECON 238 A	Economic Development	T. YINDOK	TR	830	945	304 OLIN
ECON 238 B	Economic Development	T. YINDOK	TR	955	1110	304 OLIN
HIST 209A	Atlantic World 1492-1800	A. BARRERA	TR	120	235	212 MCGREG
HIST 358 A	Conquest and Colony– New World	H. ROLLER	MW	120	235	107 ALUMNI

Kadian Dixon '18
COVE Service Trip to Puerto Rico
CORE 154S: Caribbean Ecology and Environmental Concerns
Africana & Latin American Studies Major:
Caribbean Concentration
Biology Major



This summer I had the opportunity to spend a week in Puerto Rico on a service trip with Professor Baptiste and our CORE 154S: Caribbean Ecology and Environmental Concerns class.

Our class not only focused on the ecological issues of the Caribbean, but took a step further to see how issues such as colonization, race, and socio-economic factors could come together to create such multifaceted problems. In Puerto Rico, we had the opportunity to see how the actions 'modern-day colonization' affected the people of the Caribbean to this day. I say 'modern-day colonization'



because although Puerto Rico is officially seen as a "free associated state" of the U.S., the treatment that this island receives can be aligned to the history of its neighbors who were once conquered. Our first half of the trip was spent in Mayaguez as we worked with a fishing community to create an awareness video on the receding shoreline that came as a result of increasing sedimentation. Because of the shoreline issue, the fishermen needed to create a ramp to be able to bring their boats in and out of the water. The major obstacle that they faced was that they were struggling to get from politicians in the mainland. I believe that issue is a symbol of the focus of control

and lack of concern that the United States has for Puerto Rico and her people. This common theme of Western powers taking advantage of smaller island nations is seen throughout the Caribbean.

We spent the second half of our trip in at Las Cabezas de San Juan where we partnered with Para la Naturaleza to create a trailway that led to an archaeological site that was once occupied by the indigenous Taino people. If there is anything that I could tell someone about my experience is that Puerto Rico is more than a beach! As simple as it sounds, I believe that there is a common ideology amongst the Western world that sees places such as the Caribbean as just a source of entertainment because of its beauty. But Puerto Rico is so much more than that. At Colgate we like to refer to ourselves as scholars, and if this is the case, we have to push ourselves to see places like the Caribbean for their rich history, vibrant culture, and resilient people, not just a beach.





Professor April Baptiste
CORE 154S: Caribbean Ecology & Environmental Concerns
ENST 232: Environmental Justice
Professor of Environmental Studies and Africana & Latin American Studies

Service learning is engaging in a form of justice. We who are privileged are able to get the opportunity to visit, learn from, and possibly help those that may not be as privileged and who may need volunteers to advanced their agendas. Caribbean Studies courses lend themselves to experiential learning. Being able to take students to the region and learning from communities on the ground enriches the academic component for Colgate students.

In the spring of 2016 I had traveled to Puerto Rico along with nine students and a colleague to engage in two service learning projects that were tied to my CORE 154S: Caribbean Ecology and Environmental Concerns course. Over the course of ten days we visited two community partners located on both the east and west coast. The course and the service learning experience had a number of objectives, including gaining an understanding of the complex ecological settings of the Caribbean region and the ways in which human influences have impacted these systems. Additionally, it sought to expose students to working and learning with community partners honing their communication skills in spaces where there maybe language differences.



Visiting both sides of the country and working on two different projects provided us with the opportunity not only to learn different skills and work with different kinds of community partners including a university and an NGO, but it also allowed us to visit physical spaces to link some of our in-class discussion materials to what is in the real world. Specifically we were able to visit the tropical rain forest and mangrove forests. We had the opportunity to snorkel in both fringing reefs (shallow waters) and also some deep water patch reefs. We had the opportunity to explore different kinds of coastal beach systems and see wave action both constructive and destructive. Finally we were able

to visit a river understanding the freshwater ecosystems that we learnt in class. All of these allowed the theory to be lived – an opportunity that would not have been ordinarily afforded to students.



Student Reflections on the Puerto Rico Service Trip

The students had a memorable experience as can be seen from the following quotes from some of the participants:

"This service trip has allowed me to solidify my interest in environmental studies and form awesome new friendships with awesome people; all while serving and learning from great communities in Puerto Rico!"
– Marisa Olavarria '19

I learned that passion is powerful. Meeting and interacting with people who truly care about the work they do and the condition of the island was amazing and moving. Seeing people who are doing their job for the job itself and not using the position as some stepping stone has been inspiring. – Max Michael '19

I learnt so much during this service trip. I learnt so much about myself, the many different ecological spaces of Puerto Rico, and the other students I traveled with... – Tyler Maxie '18

During this trip I learned that our service was most effective when it is planned by local individuals who work side-by-side with us... - Siena Frost '19

One of the main things... is the idea of being partners, instead of parents ...the volunteer must comply with the host's values, use his knowledge to the best of his ability, and most importantly, be emotionally self-aware and empathetic to thrive in a collaborative environment... - Fjordi Mulla '19

Overall, we learnt to be humble and to actively listen to the needs of our community partners. The experience was well worth it and it is something that if afforded the opportunity, would contribute immensely to enriching the lives of our students at Colgate University.



Beyond the Colgate Classroom

LATIN AMERICAN STUDIES

Latin America has a complex history, a variety of cultures and political systems, a literature of international stature, and an important place in world affairs. The ALST Latin American concentration offers students the opportunity to undertake a comparative and interdisciplinary study of Latin American society and culture, drawing from such disciplines as anthropology, archaeology, art history, geography, history, literature and literary criticism, political science, & music.

SPRING 2017 ALST : LATIN AMERICAN STUDIES COURSES

ALST/HIST 327 AX	Dictatorship and Democracy in the Caribbean	B. MOORE	TR	245	400	331 ALUMNI
ALST/ANTH 357 AX	Indigenous Politics in Latin America	M. BIGENHO	MW	245	400	209 ALUMNI
ANTH/ARTS 249AX	Art/Architecture-Ancient Americans	C. LORENZ	MWF	1120	1210	111 ALUMNI
ARTS 233A	Arts and Politics in Latin America	C. MAROJA	TR	955	1110	207 LITTLE
CORE 158C A	Puerto Rico	D. BARRETO	TR	955	1110	CULT SEM
CORE 160C A	Latin America	T. BALLVE	MW	120	235	109 ALUMNI
CORE 160C B	Latin America	G. DUCLOS	MWF	1020	1110	107 ALUMNI
CORE 171C A	Mexico	K. DE LUCIA	MWF	820	910	109 ALUMNI
CORE 177C A	Peru	C. ZEGARRA	MWF	1120	1210	220 LAWRENCE
CORE 193C A	Brazil	H. ROLLER	TR	830	945	110 ALUMNI
CORE 198C A	Cuba	L. KLUGHERZ	TR	245	400	108 JC COLGATE
CORE 199C A	Bolivia	M. BIGENHO	TR	955	1110	109 ALUMNI
ECON 238 A	Economic Development	T. YINDOK	TR	830	945	304 OLIN
ECON 238 B	Economic Development	T. YINDOK	TR	955	1110	304 OLIN
EDUC 245 A	Educ- "New" Immigrants in US	A. RIOS	TR	955	1110	006 PERSSON
HIST 209A	Atlantic World 1492-1800	A. BARRERA	TR	120	235	212 MCGREG
HIST 231 A	Resistance and Revolt in Latin America	H. ROLLER	TR	9:55	1110	110 ALUMNI
HIST 358 A	Conquest and Colony-New World	H. ROLLER	MW	120	235	107 ALUMNI
LGBT 355 A	Queer Outlaws in Literature and Film	D. BARRETO	MW	245	400	109B EAST
POSC 216 A	Comparative Politics Latin America	J. IBARRA DEL CUETO	MWF	1220	110	108 PERSSON
SOCI 228 A	Immigration	J. VILLARRUBIA	TR	9:55	11:10	207 ALUMNI
SPAN 354 A	Latin American Lit: Illusion/Fantasy	F. LUCIANI	TR	245	400	210 LAWRENCE
SPAN 361 A	Advanced Composition & Stylistics	F. PLATA	TR	120	235	203 LAWRENCE
SPAN 361 B	Advanced Composition & Stylistics	R. MONSALVE	MW	245	400	206 LAWRENCE
SPAN 468	Visions and Revisions of the Spanish Conquest	F. LUCIANI	TR	830	945	205 LAWRENCE
SPAN 482 A	Hispanic Vanguard Novel	C. ZEGARRA	MW	245	400	220 LAWRENCE
WMST 205 A	Queer Latina Visualities	C. SERNA	MW	120	235	CULT SEM

Pami White '19

Africana & Latin American Studies Major:

Latin America Concentration



Why Latin American Studies? It's a question I've been asked by many: professors, family members, career advisors. What drew me to this area of study? I would say that my interest in Latin America began in my AP Spanish course. We studied not only the Spanish language, but the cultures of many Spanish speaking areas. It was through this that I realized just how little I knew about the countries that were my southern neighbors. How had I made it through twelve years of education without knowing much of anything about the countries in this region? The more I learned, the more I was hooked to the topic and this continues to be true. Latin America is fascinating for many reasons. Firstly, each country has their own distinct history and traditions, so there is an endless amount to learn about them. However, there's still a feeling of unity to make up one Latin America. Latin America is like a large quilt with individual and unique patches completing it. Another interesting thing about Latin America, especially if you enjoy U.S. or World History, is how tied together its past is with countries around the world. There is an undeniable influence and impact made by Latin American nations on the rest of the world. This is why the Latin American Studies courses offered at Colgate are so great. The courses offered cover a variety of topics such as women's studies, geography, history, and literature. Being able to learn so much about different areas of study that all relate back to Latin American Studies as a whole is a big reason why I chose to major in Latin American Studies. I have met people who come from various other concentrations, but are still rooted in the central focus of Latin America. There's something for everyone in Latin American studies and I think we can all benefit from learning more about the region so close to us geographically and historically.

Does Model African Union sound interesting to you? There's also a Model for the Western Hemisphere!

This is the second year that the ALST Program at Colgate University has had the honor of hosting the New York Six schools for a regional conference. The New York Six schools consist of Colgate, Hamilton, Union, St. Lawrence, Skidmore, and Hobart & William Smith. This conference represents one among many efforts among the New York Six schools encouraging students across the consortium to engage with and learn from one another in model simulations. A new effort is being initiated by St. Lawrence University, who wishes to send a mixed delegation of NY6 students to the Model Organization of American States (OAS) in Washington DC. The Model OAS takes place in April. Interested Colgate students can look into participating in the Spring 2018 conference through ALST.



Professor Laura Klugherz

Professor of Music and Africana and Latin American Studies

CORE 198C: Cuba

CORE 172C: California

A Love Affair and 450 years of China/New Spain-Mexico Exchanges

As a young classical violinist in California, my neighborhood resounded with Mexican music at my friends' home celebrations, at friends' *quinceañeras* and at musical *misas* and other *fiestas*. I fell in love with Mexican music. My new passion inspired me to search for a new repertoire to perform alongside of my beloved Bach, Beethoven, and Brahms.

Later, while attending conservatory in Germany, I spent summers spent as first violin in the *Orquesta Filarmónica de las Americas*, based in Mexico City. Mexican musical collaborations and musical research during those summers informed creative programming in my German concert work. I performed both nationalistic and contemporary folk-inspired Mexican art music extensively. German critics and colleagues lauded me for "original programming" and my study expanded to include other Latin American musical sources.

In 2010, the *Cuarteto de Cuerdas Carlos Chávez*, a Mexican string quartet dedicated to the promulgation of little known Mexican chamber music, invited me to collaborate. A unique opportunity blossomed into a deep long-standing friendship and fruitful partnership, with concerts, recordings, presentations and commissions of Mexican and Latin American music spanning the Americas. The Quartet even collaborated with Colgate University in a 2011 "Day of the Dead" commission accompanied by an exhibition of Jose Guadalupe Posada miniatures in the Picker Art Gallery.

One of our most stimulating collaborations took place this past summer. How Young Productions of China, and Mexico's *AMEXCID* co-sponsored the Quartet as Mexican representatives in a China concert tour during the 450th anniversary of China/Mexico (New Spain) cultural interchange. Mexico and China have had diplomatic relations since 1972, but trade relations and cultural ties date back 450 years. We offered musical presentations that primarily featured Mexican art music, but also contained a premiere of Argentine composer Alejandro Ruty, and a work by African-American composer William Grant Still. Enthusiastic young audiences met us at every concert, curious about both Mexico and the chamber music genre. Professional concerts were expanded to include outreach activities. Everywhere we were besieged with eager questions about contemporary and ancient Mexican culture, and regaled with stories about Chinese musical activities and traditions.

I muse joyfully on my passion for the vibrant and varied music of Mexico and where it has led me. Music is indeed the universal language!

Check out some photos from Prof. Klugherz's trip to China!



*Performance at Suzhou Arts and Culture Centre,
Suzhou China*

Open CD signing and Q and A with Chinese audiences

Xi'an (China)



Outreach and performance at Sun Village, Beijing

Learn About the Africana & Latin American Studies Program

Are you interested in learning about the histories, cultures, environments, and politics of African, African American, Caribbean, or Latin American peoples?

Do you find yourself using words like “intersectionality,” “privilege,” and “diaspora” in your daily life?

Do you frequent websites like BlackGirlDangerous, Colorlines, and Upworthy?

If you answered “yes” to any of these questions, you should consider a concentration in ALST

If you have taken any of the following classes...

- **Any** CORE Cultures/Identities focused on the Africa, the Caribbean, or Latin America, including:
 - Core South Africa
 - Core Latin America
 - Core Bolivia
 - Core Rwanda
 - Core Mexico
 - Core Sahara
 - Core Peru
 - Core Africa

And many others!

- The Black Diaspora
- Advanced Spanish courses
- Environmental Justice
- Economic Development
- New York City History
- Power, Racism, and Privilege
- Another class in which you talk about Africa, African American culture, the Caribbean, or Latin American

... then you are well on your way to becoming an ALST major or minor!

Contact ALST Program Assistant Jamie Gagliano in Alumni 218 or at jgagliano@colgate.edu for more information!

Concentration Requirements

Major (9 courses)

	African Studies	African American Studies	Caribbean Studies	Latin American Studies
1 Intro Course	ALST 201/CORE 161 Africa	ALST 202 Introduction to African American Studies	ALST 203/CORE 163 Caribbean	ALST 230 Introduction to Latin American Studies
1 Required Course	ALST 220 : The Black Diaspora			SPAN 345 or SPAN 355 OR language equivalent
1 Methodology Course	ALST 301: Interdisciplinary Methodology OR other approved methodology course			
1 ALST Course	200 or 300 level or CORE CI course from another section of the ALST program			
4 Elective Courses	4 Electives - 2 courses must be 300-level or higher			
1 Seminar Course	ALST 480 : Issues & Trends in Africana & Latin American Studies OR approved senior seminar			

Minor (6 courses)

	African Studies	African American Studies	Caribbean Studies	Latin American Studies
1 Intro Course	ALST 201/CORE 161 Africa	ALST 202 Introduction to African American Studies	ALST 203/CORE 163 Caribbean	ALST 230 Introduction to Latin American Studies
1 Required Course	ALST 220 - The Black Diaspora			SPAN 345 or SPAN 355 OR language equivalent
4 Elective Courses	4 Electives - 2 courses must be 300-level or higher			

Honors: The semester before you enroll for honors project, you need to discuss your project with the director of ALST, write a proposal, and contact a faculty member who would advise you in your project (and become your adviser). You also need to find a second reader for your honors thesis.

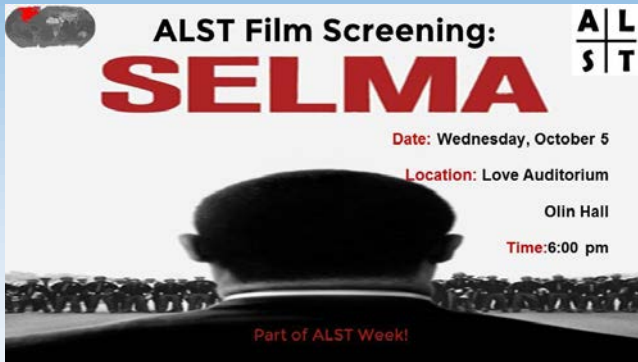
AFRICANA & LATIN AMERICAN STUDIES

These are just a few of the posters from events the Africana & Latin American Studies Program and their affiliated groups put on this Fall

ALST Film Screening:
SELMA

Date: Wednesday, October 5
Location: Love Auditorium
 Olin Hall
Time: 6:00 pm


Part of ALST Week!



Africana & Latin America Studies Presents
 The W.E.B. and Shirley Graham Du Bois Lecture:
**Aponte's Vision:
 Toward Hemispheric Histories of
 Black Anti-Slavery**

Dr. Ada Ferrer
 Thursday, October 6th 4:30 PM
 Persson Auditorium
 Refreshments will be provided

Dr. Ada Ferrer is a Professor of History, Latin American and Caribbean Studies at NYU, and has been teaching at NYU since 1995. She earned her PhD in History from the University of Michigan. Her research interests include the history of slavery, race and revolution in Latin America and the Caribbean. Her first book, published in 1999, explores the role of race and racism in the Cuban Revolution. Titled *Insurgent Cuba: Race, Nation, and Revolution*, the book was awarded the 2000 Bedside Book prize for best first book by a woman in any field of history. Ferrer's second book, *Freedom's Mirror: Cuba and Haiti in the Age of Revolution* (2014), was awarded the Frederick Douglass Prize from the Glider Lehman Center at Yale, the Katz, Rawley, and Wesley Logan prizes from the American Historical Association, and the Haitian Illumination Book Prize from the Haitian Studies Association.

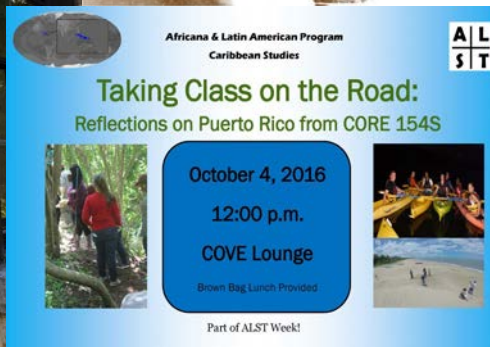



Africana & Latin American Program
 Caribbean Studies

Taking Class on the Road:
 Reflections on Puerto Rico from CORE 154S

October 4, 2016
 12:00 p.m.
 COVE Lounge
 Brown Bag Luncheon Provided

Part of ALST Week!



**Forest Stories and Landscape Realities
 Ethiopia, 1668-2015**

James C. McCann, Professor of History
 Associate Director for Development, African Studies Center
 Boston University

Exploring Ethiopia's Environmental History

Thursday, October 13 4:15 pm, Ho 101 Lecture: Forest Stories & Landscape Realities Refreshments provided	Friday, October 14th 12:15 pm, Persson Hall Auditorium Discussion: Prof. McCann's research & experience in East Africa Light lunch provided
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Queer Women of Color Media Activism:
 Film Screening and Conversation with
 Writer/Director Aurora Guerrero

Friday, September 23, 2016
 5pm at Golden Auditorium
 Friday Night Film Screening: *Mosquita y Mari*

Tuesday, September 27, 2016
 11:30am at The Center for Women's Studies
 Brown Bag Conversation with Director

Aurora Guerrero is a queer Chicana writer/director raised in the San Francisco Bay Area. Guerrero wrote and directed *Mosquita y Mari*, her critically acclaimed coming-of-age film about the love between two young Chicanas growing up in immigrant neighborhoods in Los Angeles. Since premiering at the 2012 Sundance Film Festival, *Mosquita y Mari* has traveled to over 100 film festivals including San Francisco International, Melbourne, Guadalajara and San Paulo, and it has garnered multiple awards including Best First Feature at Outfest and a special award from AFI and GLAAD nomination for Best Film under \$50k. Guerrero has an MFA from Cal Arts in Film Directing and has been creating films for over 10 years.

Co-sponsored by The College Arts Council, Women's Studies, Film & Media Studies, LGBTQ Studies, LGBTQ Initiatives, Latin American Studies, Sociology & Anthropology, Latin American Student Organization

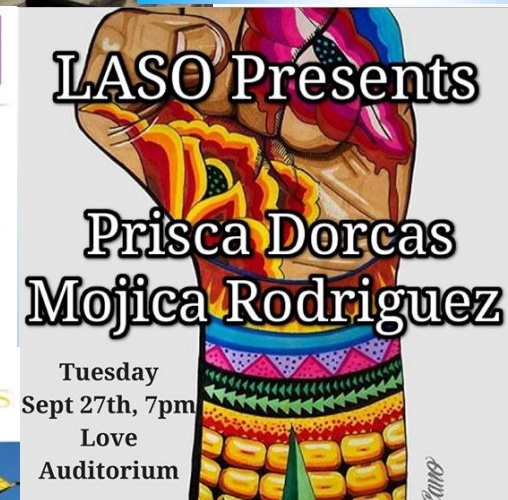
Commons Two/P/CON/LASO present



LASO Presents

**Prisca Dorcas
 Mojica Rodriguez**

Tuesday
 Sept 27th, 7pm
 Love
 Auditorium



INCA SON



**COLOMBIAN PEACE PROCESS
 TALK**

WEDNESDAY 10/5
 6:30PM IN THE EDGE CAFE



FRIDAY 9.23 AT 2:30PM AT ALANA

**THE SIT IN:
 TWO YEARS
 LATER**

COMMUNITY DISCUSSION | ALL ARE WELCOME

Inca Son Indigenous Dance Performance

Wednesday, September 21st, 6:00 pm

Brehmer Theater

