

Latin American and Caribbean Studies

NEWSLETTER

Latin American and Caribbean Studies Program OM204 (845) 257-3487 www.newpaltz.edu/las/

State University of New York—New Paltz May 1st., 2014 Vol II, Iss 2 Alyssa Mullen, Volunteer Student Editor

Another great semester comes to an end, full of challenging courses taught by our dedicated affiliated faculty and engaging events coordinated by colleagues devoted to disseminating knowledge about Latin America and the Caribbean. A very well-attended speaker series on Latin American economics showcased the work of our colleagues, Francisco Martínez and Laura Ebert from the Department of Economics, and



From the Director

included Prof. Roxana Juliá (NYU Global Studies) on April 29th. Prof. César Barros (LLC/LACS) organized the I Latin American Film Festival, bringing to campus an array of provoking contemporary films. In addition, twelve undergraduate New Paltz students presented their work at the First World Diasporas of Color II Undergraduate Conference at SUNY Geneseo, and three LACS seniors will participate in the New Paltz Student Research Symposium to share findings from their Capstone Projects and internship experiences. On the curriculum end, we are very excited to announce that in fall '14 Portuguese 101 will be offered for the first time to encourage students to continue studying the language and study abroad in Brazil. Also for the first time, LACS joined forces with the Dept. of Mathematics to offer a course on Ethnomathematics, MAT293 Math Across Cultures, and Provost Phil Mauceri will teach a seminar on Latin American Politics, POL371. Looking ahead, the Organizing Committee is already hard at work preparing for this fall's II Multicultural Networking Event, scheduled for Alumnae Weekend, and we will host the III Undergraduate Conference on campus in spring '15. Lastly, a new colleague, Prof. Sharina Maillo-Pozo, a Latin Americanist and Latino Studies specialist, will join the LLC Dpt. and will contribute to LACS. We look forward to her courses, which are certain to be of interest to many students beyond our majors and minors.

LACS Summer 2014 Online Schedule of Classes

Course	Title	Cr	Dates	Instructor	Attributes
LAM270	Introduction to Latin American Studies	3	5/21-7/11	Ligia Aldana	GE3: WRLD, Effective Expression/Written, Liberal Arts
ANT305	Cultures of South America	3	5/21-7/25	Benjamin Junge	GE3: WRLD, Liberal Arts, Systematic Inquiry
BLK272	Rap and Spoken Word	3	5/21-7/25	La Tasha Brown	GE3: HUM, Effective Expression/Oral, Effective Expression/Written, Liberal Arts

Lectures and Cultural Events Spring 2014:

- **SUNY New Paltz-SUNY Geneseo, First World Diasporas of Color II Undergraduate Conference**, April 25-26, 2014, Geneseo, NY.
- **Speaker Series on Latin American Economics**
Francisco Martínez-Hernández, Dpt. of Economics, SUNY New Paltz.
“Income Distribution and Economic Growth in Mexico: Vulnerabilities and Challenges in the Development Process,” March 4/14.
Laura Ebert, Dpt. of Economics, SUNY New Paltz.
“Chile, Copper and Resource Revenue: A Holistic Approach to Assessing Commodity Dependence,” March 25/14.
Roxana Juliá, Global Studies Program, New York University.
“Potential Impacts of Climate Change on Latin America’s Agriculture and Economic Analysis of Argentina’s Vulnerability and Adaptations,” April 29/14.
- **I Latin American Film Festival**
El edificio de los chilenos, Chile, Q&A with Dir. M. Aguiló, 4/8/14.
Un cuento chino, Argentina, Dir. S. Borentsz-tein, 4/9/14.
Con mi corazón en Yambo, Ecuador, Dir. M. F. Restrepo, 4/10/14.
Infancia clandestina, Argentina, Dir. B. Avila, 4/14/14.
La demora, Uruguay, Dir. R. Plá, 4/16/14.
La Yuma, Nicaragua, Q&A with Dir. F. Jaguey, 4/17/14
- **II African Diaspora Film Festival**
Better Mus’ Come, Dir. S. Saulter, Feb. 12/14, LC 100.
70: Remembering a Revolution, Dir. A. DeVerteuil, March 26/14, LC 108.
Life and Debt, Dir. S. Black, April 30/14, LC 108.
- **Soccer Tournament**, Wed., May 7, 14, Turf Field, 3:30 PM.
- **Cinco de Mayo**, Th., May 1/14, SUB100, 3-4:30 PM



New Paltz
STATE UNIVERSITY OF NEW YORK

Capstones and Internships

I am a double major in Latin American and Caribbean Studies, and Spanish. I am currently working on my capstone project with Professor Benjamin Junge. I was lucky to live in Madrid, Spain for 6 months where I was able to practice my Spanish. Since, I have not had the opportunity to travel to Latin America yet, and I decided to focus my capstone on contemporary social, economic, and political issues facing Brazil to learn about the largest country of the region. I became interested in Brazil, because of the protests in Rio de Janeiro and Sao Paulo June 2013. I wanted to understand not only the reasons behind the resistance, but also what these protests might mean for the future of Brazil and of Latin America as a whole. I am learning about how participation in the *Bolsa Familia* Program (a cash transfer to help low income families) has helped shape the socioeconomic status of Brazil's "new middle class", and what their civic and political iden-

ties are in relation to the state. Recently, I was accepted in the SUNY Global Engagement Program, and would like to secure an internship in an international organization focused on Latin America. My ultimate goal is to work for the United Nations and be a liaison between the United States and Latin America.

Adam Repose
Latin American and Caribbean Studies, Spanish
Faculty Adviser: Benjamin Junge
(Anthropology)



Lisbeth Hodge
Latin American and Caribbean Studies,
International Relations
Faculty Adv.: Ligia S. Aldana (LLC)

My Capstone Research Project focuses on women in Central America, particularly in Costa Rica and Nicaragua, to examine the situation of women in these two countries, given the current precarious conditions they face, in great part due to the outcome of the armed conflict in the region. I also explore the effects of lack of access to education, political oppression, and lack of implementation of laws to protect women from violence, all factors that have contributed to the increase of poverty in female-headed households. In addition, I discuss how these previous elements have resulted in an increase in the trafficking of men and women at the border between Nicaragua and Costa Rica. My research has been enhanced by my study abroad experience. This semester, I am studying in Costa Rica at Veritas University, and living in San José. I am also working as an intern at the *Fundación Rahab*, a non-profit organization that reinstates men and women, who have been victims of sex trafficking, to society. I have had the pleasure of working closely with the director and founder, Mariliana Barrios, and I am also working with the psychologist in charge of the restoration groups, assisting in facilitating talks and activities such as teaching computer and English classes, and helping clients prepare for job interviews. After graduation, I plan to pursue a Master's degree in International Relations, and will apply for an internship with the US State Department.

My Senior Capstone project examines the evolution of Ecuador's national policies on education from the eighteenth century to the present, to analyze their effects on migration within Ecuador as well as to the United States. I also offer an overview of how the United States' education system has responded to the large influx of Ecuadorian/Latin American immigrant students, incorporating information gathered during my internship at a dual-language elementary school in Albany, NY, the Delaware Community School, home to the only dual-language program in the area. The school places native English speakers and English language learners (ELLs) together in the same classroom. I worked with a small group of 5th grade ELL students in the afternoon, and spent the mornings with pre-k. Last year, I studied abroad in Cusco, Peru, where I worked at the *Hogar Clínica San Juan de Dios*, a health clinic and school. The majority of the children who live there are physically disabled, and confined to wheelchairs. Because the few staff nurses could not administer medicine as well as play with, bathe, feed, and give therapy to all of the children, the group from my program (IPSL) volunteered two full days a week. We also assisted in a classroom one morning a week, and I had to use my (at the time) limited Spanish to communicate with the teacher and the ~12 mentally and physically disabled children, who did not speak a word of English. Volunteering at the *Clínica San Juan de Dios* was a challenge, but the experience was the

spark that inspired my passion for education, Spanish, languages, and Latin America. My work in Peru and Albany motivated me to study bilingualism, language acquisition, and education. I am especially grateful for the supportive and passionate individuals with whom I worked in Peru, Albany and New Paltz. They have



Mary K. Nagy
Latin American and Caribbean Studies, Spanish
Faculty Adviser: Ligia S. Aldana (LLC)

further driven me towards my goals. Next year, I will be part of City Year, an AmeriCorps program that places members in high-poverty area schools. I will serve in New York City for at least one academic year, after which I hope to become TESOL/TEFL certified and return to Peru to teach.

Capstones and Internships

My Capstone Senior Research Project examines how social movements in Mexico have gained autonomy from the state, and have helped communities gain and maintain dignified living conditions, and retained their ancestral lands and cultural practices. I focus on three movements in which I was privileged to participate as an intern while living in Mexico during my semester abroad in Fall 2013. In my essay, I first discuss the history of the *EZLN, National Liberation Zapatista Movement*, from the mountains of Southeastern Mexico, a revolutionary movement that helped indigenous people gain autonomy over their territories known as “caracoles,” throughout the Southern state of Chiapas. I also discuss the *Consejo Nacional Urbano y Campesino (CNUC)*, an organization in the state of Tlaxcala that has 23 active committees in rural communities that deal with the current agricultural crisis, organic agriculture initiatives, the defense of heritage corn, women’s empowerment, and general health. In addition, I write about the *PPFVI, Frente Popular Francisco Villa Independiente*, UNOPII, also known as *Los Panchos*, and the largest independent community housing movement in Mexico, with more than 20 settlements in Mexico City and affiliates in Chiapas. The PPFVI is dedicated to anti-capitalist, independent and autonomous organization. Ultimately, the purpose of this study is to demonstrate how, throughout Latin America, grass roots movements emerged in resistance and protest against neoliberal policies set in place in the



Luis López
Latin American and Caribbean Studies, Spanish
Chiapas, Mexico 2013
Faculty Adviser: Ligia S. Aldana (LLC)

1990s for the benefit of some and the exclusion of the indigenous, rural and urban poor. I argue that precisely because of their focus on grass community organizing and empowerment, these movements have been effective in combating dispossession and commodification of life, and present themselves as a route to an alternative way of life and government.

Corina Corado
Latin American and Caribbean Studies
Faculty Adviser: Ligia S. Aldana (LLC)



For my capstone project, I am conducting research about immigration from Mexico and Ecuador to the United States, currently two of the most important sending countries. In my study, I explore the incorporation of these workers into the US labor force, and study the current trend of participation of undocumented workers in labor unions, paying special attention to the case of Texas. In this

state, new labor laws allow immigrant workers to become union members and enjoy the protection of labor laws. I aim to explain how Latin American immigrant labor affects the US labor force, to look into areas in which Latin American immigrant workers lack representation in the work place. During Winter Session ‘14, I had the opportunity to do an internship at Unite Here Local 100 in New York City. During my time as a Union Organizer, I was able to correlate my experience to the issues that affect labor reform and union organizing in the United States. It was a privilege to work and have actual hands on experience in the field. I learned a great deal of new information that essentially help me shape my senior capstone, and gave me the necessary tools to do my research. Some of the things that I learned and discuss in my paper derived from my interactions with immigrant workers, who rely on union organizers to advocate for better working conditions and truly benefit from the support provided to them. Upon completion of my internship, I was offered to become a full time paid intern this summer ‘14. This will be a great opportunity to gain further experience to become an official union representative.

My senior capstone project focuses on the punishment of crimes in Colonial Mexico. With the arrival and settlement of Spaniards in Mexico, new laws were created for a conquered colony full of “barbarous natives.” Due to local resistance to these laws and their “proneness to crime”, the Spanish crown was forced to find less gruesome and murderous alternatives to corporal/capital punishment and therefore convict labor became the standard for punishing crime. I also aim to give an overview on how the decline of the Indian population due to the arrival of Europeans helped shape the laws created by the Spanish crown for Mexico. Since I want to pursue a career in Law, I was interested in examining crime and criminality in my project. During the Fall 13’ semester I was fortunate enough to take Professor Christopher Albi’s

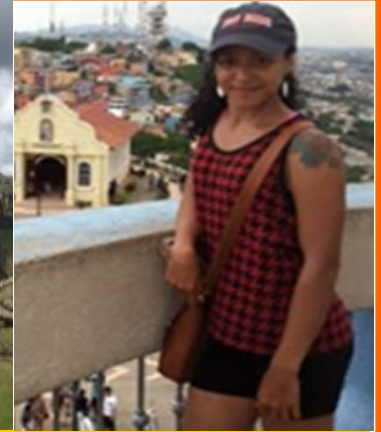
Emil Valerio
Latin American and Caribbean Studies
Faculty Adviser: Christopher Albi (History)

Crime and Rebellion course and studied the history of crime in Latin America since the arrival of Europeans all the way to present day. Inspired by Professor Albi’s extensive analysis of the subject, I became interested in learning about crime from a historical perspective and decided to choose this topic for my capstone project.



NEWS FROM ABROAD

My experience so far studying abroad here in Ecuador has been absolutely amazing. I have learned about the culture, the history, art, and current issues in the country. I have been to museums, churches, visited indigenous communities, and I have been to some of Ecuador's most beautiful places. I volunteer at the school *José Domingo de Santistevan* teaching English as a second language to first and second grade children. The staff and the kids are very welcoming. The kids accepted me as their teacher, and every day they greet me with a good morning song, and are eager to learn. One of the most rewarding experiences is to see the smile on their faces after learning something new in English. This experience has taught me about the educational needs of students in Latin American countries, and I have acquired skills that will be useful for my career. Studying abroad is such an enriching experience. It is something that I believe more students should pursue because it helps you grow, learn, discover things about the world, the culture, and even oneself. My experience studying abroad has not come to an end yet, and I already wish to do it all over again.



Angela Pujols
Latin American and Caribbean Studies, Spanish
Guayaquil, Ecuador Spring 2014



I had an amazing time in Rio de Janeiro. I was able to secure an internship at the BRICS Policy Center Rio do Research, and to learn about Brazilian development. If what Brazil plans by way of development for 2016 is complete, the Olympics will be amazing. While I was in Rio, I was able to travel around Brazil and to bordering countries such as Argentina, Bolivia, Chile, and Peru. Study Abroad has changed my life, and I hope more college students study abroad. Currently, I am spending a semester in Madrid, Spain.

Mayet Gebereyohannes
International Relations Major
Latin American and Caribbean Studies Minor
Rio de Janeiro, Brazil

I am studying abroad in Cusco, Peru at the University of San Ignacio de Loyala (USIL). Leaving for a foreign country can be a drastic change in one's life, but my experience has been incredible. Set on the same beautiful Andean landscape of the Inka, Cusco is an ancient city still largely styled as a colonial Spanish metropolis. It is surrounded by the towering mountains of the Central Andes. The classes include a mandatory Spanish class, History of the Inka Civilization, Inka Architecture, Institutions of Peru, and Quechua, the language of the Inka, and of the immense native population still living in the Andean highlands of Peru today. I am an intern at various clinics in the area, and have had the privilege to teach third and fourth grade English classes, while also running other educational and fun workshops. Volunteering here has been nothing short of an unforgettable experience, and a life lesson in responsibility and the difference one person can make in another's life. I hope to pursue a MBA program in South or Latin American History. Because of this experience, I plan to continue studying Latin American history to one day teach and use some of the skills I have acquired in my journey across Peru.



Shaun Sayre
Anthropology and History Majors
Latin American and Caribbean Studies and Ancient Studies Minors

THE STUDY ABROAD CORNER

Arrival of mid-March BSMP Cohort: New Brazilian Students at New Paltz Spring 2014



The Haggerty English Language Program welcomed 11 new Brazil Scientific Mobility Program (BSMP students) during the spring break at SUNY New Paltz. This program was formerly known as the Science Without Borders Program. The new students join 18 continuing BSMP students at SUNY New Paltz in this special 18-month non-degree program, which combines English language learning, academic courses, and internships in the Science, Technology, Engineering, and Mathematics (STEM) fields.

Moreover, the BSMP program is Brazil's contribution to the "100,000 Strong in the Americas" initiative, promoting international educational exchange and study abroad between North and South America. SUNY New Paltz has been honored to welcome visits to our campus from two educational program officers representing the Consulate of Brazil in New York: Bruno Miranda Zétola, Head of Cultural, Education and Press Services, and Frederico Menino, Dept. of Educational Cooperation, who spoke to BSMP students about the importance of this program to the future of STEM research, studies, and resources in Brazil.

One of the BSMP students said, "This means an opportunity that I've never even dreamed about. Studying

abroad is a chance that only a few people have, and I'm glad that I'm one of them."

As stated in its website, the BSMP program has two sponsoring organizations in Brazil:

CAPES - *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* is an organization within the Brazilian Ministry of Education. It is primarily concerned with the following activities: the evaluation of programs at Brazilian institutions of higher learning; and the awarding of grants and scholarships related to education.

CNPq - *Conselho Nacional de Desenvolvimento Científico e Tecnológico* is an organization within the Brazilian Ministry of Science and Technology. It is primarily concerned with the advancement of scientific research and technology.

CAPES/CNPq program goals are:

1. To promote scientific research;
2. To invest in educational resources, allocated both within Brazil, and internationally;
3. To increase international cooperation within science and technology;
4. To initiate and engage students in global dialogue.

In the United States, the BSMP program is administered by the Institute of International Education (IIE).

The Haggerty English Language Program
Connie Perdreau, Director

1 Hawk Drive, VH 201, New Paltz, NY 12561-2443 USA

Telephone: (845) 257-3595 Fax: (845) 257-3608 E-mail: esl@newpaltz.edu

INFORMATION ON STUDY ABROAD

The CIP team: (from left to right) Christian F. Wilwohl, Kathryn Rich, Caitlin Paul and Christian Speedling



The Center for International Programs at SUNY New Paltz has long-standing relationships with the following institutions in Latin America through which New Paltz students have the opportunity to study abroad and Latin American students come to study at New Paltz:

Pontificia Universidad Católica, Buenos Aires, Argentina
Pontificia Universidade Católica do Rio de Janeiro - PUC-Rio, Brazil
Universidad de Especialidades Espíritu Santo, Guayaquil, Ecuador
Tecnológico de Monterrey, Monterrey, México

Through these partnerships, New Paltz students can enrich their studies of Latin America and improve their Spanish and Portuguese language skills through direct immersion in the local culture. Students can also study French in Paris and Besançon, France. The presence of students from these universities at New Paltz enhances campus diversity and opportunities for cultural exchange for students, faculty, and staff. For more information, please contact:

Christian F. Wilwohl, M.A., Study Abroad Coordinator
Center for International Programs 845-257-3125
wilwohlc@newpaltz.edu
studioabroad.newpaltz.edu

LACS FACULTY MEMBERS

Christopher Albi (History)
Ligia Aldana (Languages, Literatures & Cultures)
César Barros A. (Languages, Literatures & Cultures)
La Tasha Brown (Black Studies)
Devon Duhaney (Secondary Education)
Laura Ebert (Economics)
Paul Fenouillet (Languages, Literatures & Cultures)
Patricia Fitzpatrick (Languages, Literatures & Cultures)
Linda Greenow (Geography)

Benjamin Junge (Anthropology)
Joel Lefkowitz (Political Science and International Relations)
Francisco Martínez-Hernández (Economics)
Zelbert Moore (Black Studies)
Ilgü Ozler (Political Science and International Relations)
Jerry Persaud (Co-Chair, Communication and Media)
Deyanira Rojas-Sosa (Languages, Literatures & Cultures)
Luz Porras (Languages, Literatures & Cultures)
Roberto Vélez-Vélez (Sociology)

PARTNER STUDENT ORGANIZATIONS:

LASU Latin American Student Union, LCC Latino Cultural Center, Latino Week, Spanish Club.

NEWS FROM LACS ALUMNAE



Sara Sweeney LACS '13
East Hampton, Long Island

I recently returned from a three-month backpacking trip across Europe. However, Spain was the highlight of my trip, where I volunteered in an organic farm harvesting olives for two weeks. Upon returning to New York, I landed a job at The Guild Hall Center for the Performing and Visual Arts in East Hampton. As the Assistant for the Education Department, I am helping to run programs such as the Student Arts Festival and the Student Film Competition. I am also planning the annual Guild Hall FIESTA, a celebration of Latino Culture and Latino presence in Eastern Long Island. In my free time, I volunteer at the local Bide-A-Wee animal shelter. In September, I look forward to beginning my self-designed Master's in Intercultural Service, Leadership, and Management at the SIT Graduate Institute in Brattleboro, VT.

Laura Valdés LACS '13 NYC

I am now working for the Rural Coalition, a DC based non-profit grassroots organization that works towards a just and fair food and farm policy. I am also finishing a Translation and Interpretation certificate program at CUNY Hunter College in NYC.



Hello to all fellow Latin American and Caribbean Studies Program members! I hope you find yourselves loving the major and its content as much as I did during my years at SUNY New Paltz! I am still hard at in Lawrence, Massachusetts. I teach Second Grade at a Turn-Around Charter Public School. This community is the poorest in the entire state of Massachusetts and listed with a 99% population of Latino immigrants, most of which are primarily from Puerto Rico and the Dominican Republic. My Latin American Studies background has allowed me to truly understand my community and develop deep ties with students' families here because I can communicate both cross-culturally and orally with them. This has allowed me to be the head of various Parent- Teacher Board meetings, host a variety of fundraisers, and also become my academy's representative at the Lawrence's Community Circles, a space where families are brought together to discuss what education is, and how they can be a part of their children's future, even if they are not fluent English speakers. Furthermore, I am currently working towards a Master Degree in Elementary Education at Boston University, and will be the head of my school's Summer School Program this year. My Latin American Studies and Spanish Liberal Arts Majors have helped me immensely in my current field, providing me with crucial cultural and political understanding that helps me communicate with my families and develop insight into their beliefs and concerns as immigrant parents, who hope to brighten the future of their children.



Lana Solomon LACS '12
Boston, MA

Dear LACS graduates, we want to hear from you! Drop us a line!
Share your accomplishments and network
with other graduates. Join our *LinkedIn* site
LACS SUNY New Paltz

Scenes from our 2013-14 events



Fall Reception 2014
Capoeira Performance



Día de los muertos 2013



Talk by Liliana Porter



Talk by Chilean Photographer Raúl Cuevas



End of the Semester Party –Spanish Table



Speaker Series—Latin American Economics



Scenes from the First World Diasporas of Color II Undergraduate Conference

Organized by SUNY New Paltz and SUNY Geneseo
With funding from a SUNY Office of Diversity Grant,
April 25-26, 2014

The following twelve students attended and presented papers at the FWD II Undergraduate Conference held this year at SUNY Geneseo. The keynote address was delivered by Prof. Abril Trigo (Ohio State U.):

Mike Conn (English)
Luana Horry (English, Black Studies)
Shane Fallon (English)
Laury Veudna (Black Studies)
Brittany Mathias (Spanish)
Molly Thurston-Chase (Anthropology, LACS, Spanish)
Maritza Sánchez(LACS)
Marielayne Baez (LACS, Black Studies)
Megan Vargas (Black Studies, International Studies, LACS)
Joseph Saffioti (Spanish)
Jasmine Gonzalez (LACS)
Mary Nagy (LACS, Spanish)
Vanessa Bryand (Elementary Ed/Spanish, LACS)

Mentors: Sarah Wyman (English), Karanja Carroll and La Tasha Brown (Black Studies), Ligia Aldana (LACS/Spanish),



FALL 2014 - LATIN AMERICAN AND CARIBBEAN STUDIES COURSE OFFERINGS

CRN	Course	Sec	Title	Cr	Days	Time	Instructor	Attributes
2415	LAM270	01	Introduction to Latin American Studies	3	TF	1230P-0145P	Cesar Barros	GE3: WRLD, Effective Expression/Written, Liberal Arts
848	ANT304	01	Ancient Meso-america	3	T	0500P-0750P	Jennifer Newman	GE3: WRLD, Liberal Arts, Systematic Inquiry
856	ANT305	01	Cultures of South America	3	R	0500P-0750P	Jennifer Newman	GE3: WRLD, Liberal Arts, Systematic Inquiry
2468	BLK272	01	Rap and Spoken Word	3	MR	0200P-0315P	La Tasha Brown	GE3: HUM, Effective Expression/Oral, Effective Expression/Written, Liberal Arts
905	BLK311	01	Blacks in the Caribbean, 1492-Present	3	TF	1230P-0145P	TBA	GE3: WRLD, Effective Expression/Written, Liberal Arts
1275	BLK325	01	History of Slavery in the Americas	3	W	0330P-0620P	Karanja Carroll	GE3: WEST, Effective Expression/Oral, Effective Expression/Written, Liberal Arts
892	HIS277	01	LTN AM History to 1825	4	TWF	0930A-1040A	Christopher Albi	GE3: WRLD, Liberal Arts, Systematic Inquiry
2329	HIS393	02	Crime and Rebellion in Latin America	3	TF	0200P-0315P	Christopher Albi	Liberal Arts
797	HIS393	05	History of Argentina and Chile	3	TF	1100A-1215P	Christopher Albi	Liberal Arts
807	MAT293	01	Mathematics Across Cultures	3	TF	1230P-0145P	Laura Turner	Elective
1731	POL371	01	Latin American Politics	3	W	0500P-0750P	Philip Mauceri	Liberal Arts
918	SOC315	01	Race and Ethnicity	3	MR	0200P-0315P	Anne Roschelle	GE3: DIVR, Effective Expression/Oral, Liberal Arts
863	POR193	01	Elementary Portuguese I	4	MTWR	0330P-0430P	TBA	
2458	SPA372	01	Culture of Latin America I	4	TWF	1100A-1210P	Cesar Barros	Liberal Arts
2403	SPA376	01	Survey of Latin American Literature	4	MWR	0200P-0310P	Sharina Maillipozo	Liberal Arts
737	SPA493	01	Afro-Hispanic Literature	3	R	0500P-0750P	Ligia Aldana	Liberal Arts

NEW CLASSES! FALL 2014

POR193-01 Elementary Portuguese

MTWR 3:30-4:30

CRN 863

Introduction to the basics of Portuguese language with emphasis on listening, speaking, reading, and writing skills along with the history and culture of Portuguese-speaking countries.

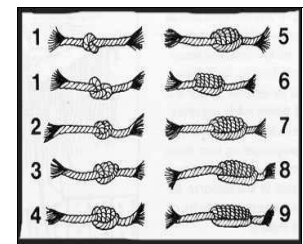


TF

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CRN 807 MAT 293-01 *Mathematics Across Cultures*

12:30-1:45



A course on **ethnomathematics**, which focuses on the development of mathematical thought in non-Western (non-European) cultures, primarily in ancient times. Emphasis will be placed on number and counting systems (such as the **Mayan numeration system** and the **Inca quipus**), reasons for doing mathematics (including astronomical, architectural, and calendar purposes), and basic mathematical problems. Designed for non-mathematics majors. Not to be taken for major credit by students in any of the Math majors. Prerequisites: MPL 3.

Contact Us!

We want to hear from you!

Ligia Aldana, Associate Professor and Director

Latin American and Caribbean Studies Program

Old Main 204

aldanal@newpaltz.edu

(845) 257-2487



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Latin American and Caribbean Studies at SUNY New Paltz

LACS Events 2014-15

Speaker Series on Latin American History and Politics 2014-15

Fall Reception Fall 2014

Day of the Dead Celebration Fall 2014

First World Diaspora III Undergraduate Conference - Spring 2015

Cinco de Mayo Spring 2015

Soccer Tournament Spring 2015