

La Compañera



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Photo: Jordyn Adeboye, '15

**The Peru seminar is still accepting applications for the spring of 2014. To apply, visit <http://go.carleton.edu/ocs> or contact Professor Cerna-Bazán at jcernaba@carleton.edu.*

Meet Professor Cecilia Cornejo

New Professor of Cinema and Media Studies

Co-director of Chile and Argentina OCS Seminar

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Introducing Professor Cecilia Cornejo

New Professor of Cinema and Media Studies



Teaching: Prof. Cornejo teaches Digital Foundations, an introductory course on production tools and forms. Cornejo emphasizes “third cinema,” a movement based in Latin America that compels viewers not only to think, but to *act*. Since cinema’s tools are ever-changing, Prof. Cornejo teaches students how to develop more permanent habits of learning rather than simply the workings of a camera. Students grapple with questions like, “What makes me create work (under what circumstances, and with which tools)?” Rather than entering the class as an expert, Prof. Cornejo describes herself as “a learner full of questions” who grows from her students’ contributions.

Prof. Cornejo looks forward to teaching her recently-approved documentary film class.

Filmmaking: For Prof. Cornejo, a documentary filmmaker, a film is a “sustained thought” that comes from a place of deep discomfort, “a pebble” in her shoe. Cornejo is most inspired when she does not fully comprehend something. Her films expose audiences to experiences rather than moments of complete clarity – for Cornejo, “experience is a form of understanding,” and viewers often understand by feeling.

Curatorial work: In 2003, Prof. Cornejo founded *The Nineteenth Step*, a non-profit film collective which made the work of Latin American filmmakers, who fell outside mainstream forms of production and distribution, more accessible. Cornejo subtitled several of these films and brought directors, many of whom had never traveled abroad, to Chicago, where she was a student of film. Through this work, Prof. Cornejo formed connections with filmmakers that students on her OCS seminar will meet.

OCS seminar: Prof. Cornejo co-directs the Off-Campus Studies program “Cinema and Cultural Change in Chile and Argentina” with Prof. Jay Beck. The seminar examines the resurgence of Chilean and Argentine cinema over the last decade, studying issues of class, gender, and national identity. The program includes a fall term course at Carleton that provides the historical and cultural grounding for the December study abroad trip. Students will meet with prominent directors, visit cultural organizations, participate in subtitling projects, and engage in curatorial work, acting as liaisons to disseminate films in the United States. When students return for the winter term course at Carleton, their experiences will culminate in research projects, film essays, or documentaries. The program suits inquisitive students of any discipline, including those interested in CAMS and LTAM studies, as well as students “fascinated by poetry, historical memory and trauma,” “sensitive to music or performance,” and “able to be moved by the beauty of a landscape.”

To apply for the 2014 Winter Break program, visit <http://apps.carleton.edu/curricular/ocs/argentina/>. Applications are due Friday, April 11, 2014.

Course Offerings

Latin American Studies, Winter 2014

SOAN 333. Environmental Anthropology

Can we learn to use resources sustainably? Are there people in the world that know how to manage their environment appropriately? What are the causes behind environmental degradation? These questions are commonly asked in public and academic forums but what discussions often overlook is the fact that these are fundamentally social questions and thus social analysis is needed to understand them fully. This course aims at exploring key issues of human/nature interactions by using anthropological critiques and frameworks of analysis to show how culture is a critical variable to understanding these interactions in all their complexity. *Prerequisite:* The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 cr., WR; SI, WR2, IS — **C. Ocampo-Raeder**

SPAN 242. Introduction to Latin

American Literature An introductory course to reading major texts in Spanish provides an historical survey of the literary movements within Latin American literature from the pre-Hispanic to the contemporary period. Recommended as a foundation course for further study. Not open to seniors. *Prerequisite:* Spanish 204 or proficiency. 6 cr., AL, RAD; LA, IS — **S. López**

SPAN 321. Murder as a Fine Art: The Detective Novel in Latin America

We will study the socio-historical factors that gave rise to the genre as well as some of its classical predecessors (Poe, Chandler). We will then turn our attention to some prominent heirs of this genre in Latin America (Borges, Piglia, Bolaño) and end by studying why in contemporary Central American literature the genre is enjoying a resurgence (Menjívar, Castellanos Moya and Rey Rosa). We will study the specific traits the genre has adopted in Latin America and how it has become a mirror that often reflects the political and social realities confronting the region, particularly in Central America. *Prerequisite:* Spanish 205 or above. 6 cr., AL, RAD; LA, IS — **Y. Pérez**

HIST 273. Go-Betweens and Rebels in the Andean World

This course examines the dynamics of imperial rule in the vertical world of the Andes from the time of the Inca, through Spanish rule, and beyond. Of particular interest will be the myriad roles played by indigenous intermediaries who bridged the social, political and cultural gap between their communities and the state. While critical for maintaining the imperial order, these individuals also served as a galvanizing source of popular resistance against the state. Emphasis will be placed on the reading of translated primary sources written by a diverse group of Andean cultural intermediaries and rebels. 6 cr., HU; HI, WR2, IS — **A. Fisher**

ECON 240. Microeconomics of Development

This course explores household behavior in developing countries. We will cover areas including fertility decisions, health and mortality, investment in education, the intra-household allocation of resources, household structure, and the marriage market. We will also look at the characteristics of land, labor, and credit markets, particularly technology adoption; land tenure and tenancy arrangements; the role of agrarian institutions in the development process; and the impacts of alternative politics and strategies in developing countries. The course complements Economics 241. *Prerequisites:* Economics 110 and 111. 6 cr., SS; SI, IS, QRE — **F. Bhuiyan**

SPAN 260. Forces of Nature

This course examines nature and its relationship to Latin American identity across the last 200 years, but with emphasis on the twentieth century. Paradise regained and lost, monster or endangered habitat, nature plays a central role in Latin American development and its literature. Its literary image has varied greatly in the nineteenth and twentieth centuries, at times suggesting the lost Garden of Eden, at other times mirroring human cruelty, and recently coming center stage in the ecological novel. Among the authors studied in this course are Sarmiento, Quiroga, Gallegos, Rulfo, Sepúlveda, Belli, and Montero. *Prerequisite:* Spanish 204 or proficiency. 6 cr., AL, RAD; LA, IS — **B. Boling**

Volunteering in Quito, Ecuador

Kira Faller ('14) works with UBECI



This past summer, many Carleton students left Northfield for adventures all over Latin America. Kira Faller made her way to Quito, Ecuador, where she volunteered for UBECI (United to Benefit Ecuadorian Children, International), on the Initiative for Service in International Development grant. She worked with the market children (children who help their parents with work), playing with the kids during free time, and taught crafts. Kira led projects

like “toilet paper roll cows and bracelets” and practiced “color and shape identification and fine motor skills.” Kira says UBECI works to “provide affirmation and encouragement to help kids with their confidence in school and other areas of their life.”

Kira had been interested in traveling to Ecuador for a long time to practice Spanish, visit the diverse environments from the Galapagos to the Andean highlands, try new foods (like cow feet and pig innards), and to learn about the workings of an NGO. After studying abroad in Ethiopia, Kira had mixed views about the impact of NGOs. She selected UBECI for its education focus because she felt the least conflicted about the role of an education NGO.

She lived with a host family during her stay, complete with a cat named Tequila. The host family stay was one of the most rewarding parts of her summer experience, and Kira says she would love to return to Ecuador to explore more of the diverse country and visit her host family. Kira came away with a positive experience, a new love for cilantro, connections to her Ecuadorian family and community, and a continued desire to travel and learn.



Photos: Kira Faller '14