

Latino American Studies / *Latino* / 41



Latino Resource Guide

DARTMOUTH COLLEGE

Latino Resource Guide

DARTMOUTH COLLEGE

Funded by the Bidder Endowment and the Office of the Dean of the College

September 1994

Additional copies can be obtained by contacting the
Office of Student Life, 217 Gifford, 603-2986, HB 6155

The *Latino Resource Guide* was developed to provide students and others specific information regarding the curricular, programmatic, and advising resources related to Latino interests. During the past several years, Dartmouth College has committed itself to increasing the presence of Latinos undergraduates and to doing all that it can to create an environment which permits every student to take full advantage of what the College has to offer and to perform at their highest level.

Diversity and pluralism at Dartmouth mean bringing together young men and women with broad cultural, religious, and ethnic backgrounds and perspectives in order to expand and enrich the quality of the intellectual culture at the College. Creating a diverse and pluralist educational community at Dartmouth requires that we create an environment that supports diverse interests without fragmenting the community while, at the same time, providing adequate cultural and academic support for students who need them to better ensure their successful experience at the College.

This booklet focuses on Latino/a students. It has been compiled by Ramona Rosenski '96. I wish to especially thank him for his efforts to increase awareness of issues related to Latino/a students and discover ways in which the College and others can provide appropriate support and recognition for the many accomplishments of Latino/a undergraduates.

M. Lee Pelton
Dean of the College

September 1994

Table of Contents



Introduction	4
Student Organizations	5
Faculty	9
Courses	17
Administrators and Staff	21
Funding	25
Academic Resources and Student Services	27

The *Latino Resource Guide* was created to help you network among Dartmouth College's vast resources. Inside is information on individuals and organizations capable of assisting you. The *Guide* broadly defines 'Latino' resources, including information on programs and groups whose focus is not specifically for Latino/a students. The impetus for a resource booklet developed in the winter of 1993 from a meeting between Latino/a students and administrators over the need to better address the concerns of Latino/a students. I encourage you to seize the opportunities presented in the *Latino Resource Guide*, and to work with the College to create programs which address your needs and those of the Latino community.

Special thanks to James Sanchez '96, Ana Henderson '94, Orlando Castillo '96, and Michael Serrell, Gil '95.

Ranyar Rossoukh '96

*I am the welder.
I understand the capacity of heat
to change the shape of things.
I am social in work
within the realms of sparks
out of control.*

*I am the welder.
I am taking the power
into my own hands.*

—Cherie Moraga



STUDENT ORGANIZATIONS



Latino student organizations are an important part of the Latino community at Dartmouth. They strive to address the concerns and diverse intellectual, cultural and social interests of Latino/a students. For further information about these organizations contact them directly through Blitzmail.



LA ALIANZA LATINA

213 Collis HB 5061

Since its founding in 1983, La Alianza Latina has established a strong presence on campus by focusing on peer support and providing a forum for the advocacy of Latino issues. In addition, it is an umbrella organization for other Latino groups on campus. La Alianza Latina sponsors various activities which provide an outlet for Latino expression and educate the larger Dartmouth community. Past events include guest speakers, movie nights, study breaks, discussion groups, panels, and leadership activities. La Alianza Latina is a member

of the East Coast Chicano Student Forum (ECCSF)—a support network for Chicano/a and Latino/a students in the Ivy League and sister schools.

LATIN AMERICAN FORUM (LAF)

213 Collis HB 5070

The primary objective of LAF is to unite members of the College community who share an interest in the culture, history, languages, and current socio-economic and political situations of Latin America, the Iberian peninsula and Latino populations in the United States. This union and promotion of awareness is achieved through speakers, cultural activities, and social events, including *pañoladas* and *fiestas*. All interested students are welcomed to join LAF.

MOVIMIENTO ESTUDIANTIL CHICANO DE AZTLÁN (M.E.Ch.A.)

213 Collis HB 5011

M.E.Ch.A. was founded in the summer of 1983 to provide cultural and social support to Mexican-American and Chicano/a students. The organization attempts to create awareness within the Latino community and the larger Dartmouth community about the traditions, music, and history of students of Mexican descent. M.E.Ch.A. strives to create a unified and aware community of Chicano/a and Latino/a prepared to succeed.



NUESTRAS VOCES LATINO THEATRE GROUP

Nuestras Voces was formed in 1992 by Jacqueline Lami '94 with the help of Professor Diana Taylor and a group of Latino/a students interested in the theater. Frustrated by the lack of representation and misrepresentation of Latino/as in mainstream theatre, the students united to form a theatre group first, by and about Latino/as and their

experiences. By bringing to life the words written by Latino/a playwrights, artists and Dartmouth students, Nuestras Voces explores our roots and provides thought about the issues that borderland communities face. Past performances have included "Coser y Cantar" and "Bautista y Seboritas" by Dolores Prida, as well as works from Cherrie Moraga, Luis Valdez, and others. Regardless of experience everyone is encouraged to participate, be it through writing, acting or producing. Pat Herrera '96 is the current Director of Nuestras Voces. Professor Diana Taylor and Professor Paul Gaffney serve as Faculty Advisors and are available to help with all aspects of production.

*Arismo performed by Nuestras Voces,
Fall 1992.*



ADDITIONAL STUDENT ORGANIZATIONS

The following list is not exhaustive. It is meant to provide information on some student organizations whose programming and focus may be of interest to Latino/a students.

AFRICAN AND CARIBBEAN STUDENTS ORGANIZATION (AfriCaSo)

118-5053
AfriCaSo was formed in 1990 by students of the African and Caribbean community. The purpose of the organization is to address the needs of the African and Caribbean students at Dartmouth and to educate and inform its members and the larger Dartmouth community

about issues affecting Africa and the Caribbean. Weekly meetings often include discussions of issues that have arisen at home as well as the planning of future events. Membership is open to anyone interested in the affairs of Africa and the Caribbean.

DARTMOUTH GAY, LESBIAN, AND BISEXUAL ORGANIZATION (DaGLO)

215 Colby 1-603-304-
J1B 5057

DaGLO is an organization for gay, lesbian, and bisexual students as well as questioning and supportive students. Founded in the early 1980s as the Gay Students Association, DaGLO is a student-run organization providing information on current gay issues on and off campus and support for gay, lesbian, and bisexual students. It also sponsors lectures, discussions, and social events. DaGLO welcomes all undergraduate and graduate students who are interested in



these matters.

The DuGLO office has books, pamphlets and other sources of information. There are weekday office hours, staffed by members of DuGLO. Weekly women's meeting, men's meetings, and coed business meetings are held in Collis Center. All meetings are strictly confidential. DuGLO members are also available to meet one-on-one with students who may need a friend to talk to. Read the Bisexual, Lesbian, and Gay News Blitz Bulletin for current events.

INTERRACIAL CONCERNS COMMITTEE (ICC)

214 Collis 646-1359
JH 6134

The Interracial Concerns Committee raises both personal and collective awareness and understanding of racial, ethnic, and cultural issues on the Dartmouth campus. ICC members organize events such as film series, student publications,

panels, discussion groups, and lectures. The ICC is a member of S.O.A.R. (Society Organized Against Racism)—an intercollegiate New England organization working on alleviating the problems of racism in higher education.

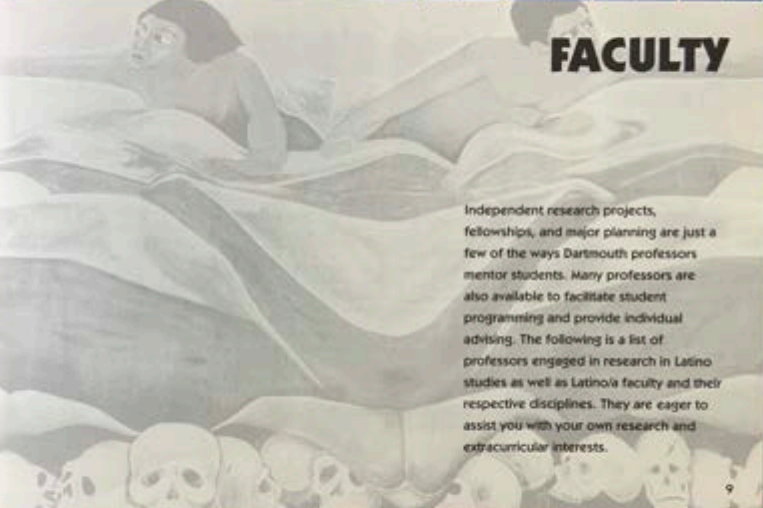
WOMEN OF COLOR SUPPORT GROUP

JH 6133

The Women of Color Support Group is a place where Latinas and all women of color can be at ease discussing those issues pertinent to their lives. The group examines meaning and definitions of identity at Dartmouth, concepts of community and their positions within that community. Meetings are held on a weekly basis at the Women's Resource Center and refreshments are served.



If you are interested in starting a new organization contact the Student Activities Office at 646-1396, 211 Collis Center. They support the efforts of all student organizations by providing calendar coordination in the planning of events, facilitating contact with appropriate College departments, and by acting as resource for programming, budgeting assistance, and general advising.

The background of the page features a stylized, monochromatic illustration. In the upper half, a woman on the left and a man on the right are depicted sitting and reading large, open books. The style is reminiscent of a woodcut or a high-contrast photograph. At the bottom of the page, there is a horizontal row of several human skulls, also rendered in the same stylized, high-contrast manner. The overall color palette is muted, consisting of various shades of beige, tan, and light brown.

FACULTY

Independent research projects, fellowships, and major planning are just a few of the ways Dartmouth professors mentor students. Many professors are also available to facilitate student programming and provide individual advising. The following is a list of professors engaged in research in Latino studies as well as Latino/a faculty and their respective disciplines. They are eager to assist you with your own research and extracurricular interests.

**RESEARCH INTERESTS**

- Labor Migration
- Salvadorean refugees in Chiapas, Mexico
- Refugee issues in Mexico—historical overview of Mexican policy toward refugee populations, concentrating on Central American refugees
- Poverty in Latino communities in New England—a statistical analysis of variations in poverty levels among Latino (mostly Puerto Rican) communities in ten New England cities
- Migration of Puerto Rican women

RECENT PUBLICATIONS & WORKS

- "Going Home: A Longitudinal Analysis of the Return Migration Decisions of Puerto Rican Black Women" (with M. Ellis)
- "Latino Residential Dynamics in New England Metropolitan Areas" (with M. Hoyle), 1992
- "Is Return Migration Gender Neutral?" (with T. Coe), 1991
- "Migration History, Migration Behavior, and Selectivity"

ADRIAN BAILEY

Assistant Professor of Geography
18 Fairchild 646-3117
JAB 6017

ACADEMIC BACKGROUND

Indiana University, Ph.D., 1989
(Geography)
Indiana University, M.A., 1983
(Geography)
University of Bristol, B.Sc., 1983
(Geography)

**RESEARCH INTERESTS**

- NSF funded analysis of the labor market interactions of African Americans, whites, Latinos and Asians in the United States
- Labor market comparison between "immigrant" cities like NYC, LA, Miami and "non-immigrant" cities like Atlanta, Memphis, Birmingham
- Post-immigrant migration of Latinos and Asians
- Industrial location analysis

RICHARD BARFF

Associate Professor of Geography
18 Fairchild 646-3121
JAB 6017

ACADEMIC BACKGROUND

Indiana University, Ph.D., 1985
(Geography)
Indiana University, M.A., 1981
(Geography)
Nottingham University, B.Ed., 1978
(Geography and Education)

RECENT PUBLICATIONS & WORKS

- "Defense Spending and Interstate Labor Migration," *Economic Geography*, 1993
- "Migration Regions and Interstate Labor Flows by Occupation in the United States," *Growth and Change*, 1991
- "Linked Migration Systems: Immigration and Internal Labor Migration in the United States," *Economic Geography*, 1992

**BRENDA JO BRIGHT**

*Millie Young Assistant Professor of
Latin American & Caribbean Studies*
105A Woodworth 946-3228
HB 6026

ACADEMIC BACKGROUND

Eva University, Ph.D., 1994
(Anthropology)
Eva University, M.A., 1986
(Anthropology)
University of Texas-Austin, B.Arch.,
1979 (Architecture)

RESEARCH INTERESTS

- U.S. Latinos/as
- Chicano studies
- Race and Ethnicity
- Social theory
- Urban Anthropology
- Feminist theory
- Popular culture
- Ethnoaesthetics
- United States

RECENT PUBLICATIONS & WORKS

- Co-editor with E. Bakewell,
*Looking High and Low: Art and
Cultural Identity*, University of
Arizona Press, 1995.
- "Introduction: Art Hierarchies,
Cultural Boundaries and Reflexive
Analysis," *Looking High and Low*.
- "Bessappings: Los Angeles Low
Riders," *Looking High and Low*
- *Mexican American Low Riders: An
Anthropological Approach to
Popular Culture*, Ph.D.
Dissertation, Rice University, 1994.

**JOHN M. DANSKIN**

*Assistant Professor of Computer
Science*
216 Juddhoff 946-3623
HB 6108

ACADEMIC BACKGROUND

Princeton University, Ph.D., 1994
(Computer Science)
Princeton University, M.A., 1991
(Computer Science)
University of California at Santa
Cruz, B.A., 1987
(Computer Graphics)

RESEARCH INTERESTS

- Currently developing compression
algorithms for networked graphics
protocols
- Graphics
- Multimedia
- Human computer interaction
- Hardware and software systems for
supporting graphics and
multimedia applications
- Previous work has included
volume visualization, and the
design of graphics accelerators

RECENT PUBLICATIONS & WORKS

- "Higher Bandwidth X," ACM
Multimedia, 1994.
- "Compression Performance of the
X Image Protocol" (with P.
Harrison), Data Compression
Conference, 1994.
- "Profiling the X Protocol" (with P.
Harrison), ACM SigMetrics, 1994.
- "Fast Algorithms for Volume Ray
Tracing" (with P. Harrison),
Boston Volume Visualization
Conference, 1992.



JORGE HERNÁNDEZ-MARTÍN

Assistant Professor of Spanish and
Latin American & Caribbean Studies
318 Northwood 646-5149
112-6072

ACADEMIC BACKGROUND

Cornell University, Ph.D., 1991
(Romance Studies)
Cornell University, M.A., 1988
(Spanish Literature)
University of California at Irvine,
M.A., 1984 (Spanish Literature)
University of California at Irvine,
B.A., 1978

RESEARCH INTERESTS

- Issues of assimilation and resistance in contemporary Latino and Cuban writing
- Latin American detective fiction and the subversion of generic writing conventions in the work of L. L. Borges
- The appropriation and transformation of notions of "wilderness" in South American travel writing, film, and fiction
- Nationalism and revolution in early twentieth-century Latin American fiction

RECENT PUBLICATIONS & WORKS

- "La asimilación del sujeto subalterno en el teatro cubanoamericano: Martínez de Lezopoldo M. Hernández." *Genos*, April 1994.
- "English Only! The Great American Justice Game, by Miguel González Pando," *The Bilingual Review/La revista bilingüe*.
- "La rebelión del pasado: Revolucionarismo e historiadores en Cuba," *Blas Hernández y la Revolución del '33*



TIFFANY ANA LÓPEZ

U.S. Latina Dissertation Fellow
(first recipient)
Women's Studies
203 Rockefeller 646-2229
112-6038

ACADEMIC BACKGROUND

University of California at Santa Barbara, Ph.D., 1995
(Interdisciplinary Ph.D.: English and Women's Studies, *Affiliate of Chicano Studies*)
California State University at Sacramento, B.A., 1989
(English)

RESEARCH INTERESTS

- *Haciendas, Repelonas, Chismes: Interviews with Latina Dramatists* (Sponsored by the DCEB Graduate Division Humanities/Social Science Research Grant and The Center for Chicano Studies Pre-Dissertation Award)
- Cultural studies and interdisciplinary work: American literatures, women's studies, Chicana/o and Latina/o studies, queer studies, theater, film, and performance studies

RECENT PUBLICATIONS & WORKS

- Editor, *Growing up Chicana*, William Morrow & Co., 1995.
- "Comunalidad y Mas: A History of Latina Drama for Theater Practitioners," *Contemporary Women Playwrights* (forthcoming).
- "Bibliography on performance and theater in Latin/a America" (with J. Lanza), *Negotiating Performance: Gender, Sexuality, and Theatricality in Latin/a America*, Duke UP, 1994.
- "Black Options: An Interview with Migdalia Cruz," *Latina on Stage: Criticism and Practice*, 1995.

**ADHES I. LUGO-ORTIZ**

Assistant Professor of Spanish
 Spanish Department 646-2240
 333 6472

ACADEMIC BACKGROUND

Princeton University, Ph.D., 1990
 (Romance Languages and
 Literatures)
 Princeton University, M.A., 1986
 (Romance Languages and
 Literatures)
 University of Puerto Rico, Rio
 Piedras, B.A., 1982
 (Comparative Literature)

RESEARCH INTERESTS

- Book-length project on the role played by biography and portrait painting in the problematic formulation of notions of individual and collective identities within the context of Cuban slave holding society.
- Literary, cultural and feminist theory
- Gay and lesbian studies

RECENT PUBLICATIONS & WORKS

- *Identidades imaginadas: Biografía y nacionalidad en Cuba (1868-1878)* (forthcoming).
- "Figuraciones del cuerpo lesbiano: nacionalismo y sexualidad en la narrativa puertorriqueña de los años cincuenta," *Besoamericano*, Fall 1994.
- "Community as its Limit: Orality, Law, Silence and the Homosexual Body in Luis Rafael Sánchez's *José*," *Duke UP*, 1994.
- "La patologización del interior: Jullán del Casal ante la crítica modernista," *Revista de Crítica Literaria Latinoamericana*, Spring 1994.

**MARYSA NAVARRO-ARANGUREN**

Charles Collis Professor of History
 213 Reed 646-2961
 333 6107

ACADEMIC BACKGROUND

Columbia University, Ph.D., 1964
 (History)
 Columbia University, M.A., 1960
 (History)
 Instituto José Balle y Ordóñez
 (Uruguay), B.A., 1955

RESEARCH INTERESTS

- Latin American history
- Women's history

RECENT PUBLICATIONS & WORKS

- *Los movimientos sociales de mujeres en la Argentina, 1930-1990* (forthcoming).
- "The Construction of a Latin American Feminist Identity," *The Americas*, Cambridge UP, 1992.
- "Feminisms in Latin America: From Bogotó to Texas," (with N. Saporta, F. Chackryk, and S. Alvarez), *Signs*, Winter 1992.
- "Mirada nueva: Problemas ciegos," *Mujeres y Sociedad: Nuevas miradas sobre la mujer y sus roles*, 1995.
- *Ética*, Castigalibon, 1992; rev. ed. Planeta, 1994.

**ANNELISE ORLECK**

Assistant Professor of History
 200 Road 646-3283
 MB 6107

ACADEMIC BACKGROUND

New York University, Ph.D., 1989
 (U.S. History)
 New York University, M.A., 1984
 (U.S. History)
 The Evergreen State College, B.A.,
 1979 (U.S. History)

RESEARCH INTERESTS

- Poor women's activism in the U.S.
- Immigrant and labor history
- Beginning research on a group of Dominican mothers in New York who were instrumental in bringing bilingual education to New York public schools

RECENT PUBLICATIONS & WORKS

- *Working-Class Politics, 1900-1965*, U. of North Carolina Press, 1995.
- Co-Editor with D. Taylor and A. Lerner, *Radical Motherhood: Mothers, Politics and Social Change* (forthcoming).
- "Mothers at Risk: The War on Poor Mothers and Their Children" (with D. Taylor and A. Lerner), *Populations At Risk: At the End of the Twentieth Century*, 1994.
- "We Are That Mythical Thing Called the Public: Militant Housewives During the Great Depression," *Feminist Studies*, Spring 1993.

**IVY SCHWEITZER**

Associate Professor of English
 207 Searson 643-2930
 HB 6032

ACADEMIC BACKGROUND

Brandeis University, Ph.D., 1983
 (American Literature)
 Brandeis University, M.A., 1976
 (English and American Literature)
 State University of New York at
 Buffalo, B.A., 1973
 (English Literature)

RESEARCH INTERESTS

- Representations of interracial friendships between women
- Feminist theory on coalition building
- Literatures and theory of mothers and daughters
- Women writing across cultures and class
- Latina feminist literature and theory

RECENT PUBLICATIONS & WORKS

- "Puritan Legacies of Masculinity," *The Calvinist Roots of Modernism*, (forthcoming).
- "'Bacon' and 'Romanos': Harriet Wilson's *Our Nig*," *The "Other" Romance* (forthcoming).
- "Mothers and Daughters" (with M. Hirsch), *The Oxford Companion to Women's Writing in the United States* (forthcoming).

**ERNEST DAVID SOSA**

Assistant Professor of Philosophy
 St. Thomas 646-1233
 608 6633

ACADEMIC BACKGROUND

Princeton University, Ph.D., 1994
 (Philosophy)
 Princeton University, M.A., 1992
 (Philosophy)
 Brown University, A.B., A.M., 1988
 (Philosophy)

RESEARCH INTERESTS

- Metaphysics
- Epistemology
- Philosophy of Mind
- Philosophy of Language
- Ethics

RECENT PUBLICATIONS & WORKS

- "¿Desde se encuentra el origen sobre la creencia?" *Crítica (Revista Hispanoamericana de Filosofía)*, Abril 1996.
- "Consequences of Compatibilism," *Mind*, January 1993.
- "La racionalidad de la inducción y de la simplicidad en el mundo natural," *La Racionalidad en Chile*, 1992.
- Translator (Spanish to English) of Luis Villoro's *Belief, Propositional Knowledge, Personal Knowledge* (Berthoumng).

**SYLVIA D. SPITTA**

Assistant Professor of Spanish
 St. Thomas 646-3713
 608 6672

ACADEMIC BACKGROUND

University of Oregon, Ph.D., 1989
 (Comparative Literature)
 University of Oregon, M.A., 1985
 (Comparative Literature)
 University of California at San Diego,
 B.A., 1979 (General Literature)

RESEARCH INTERESTS

- Currently working on a book dealing with miscegenation, colonization and the ways the mestizo has been and continues to be represented in Latin American and Latino narratives.
- Editing a collection of essays entitled *Theories of Colonialism in/of the Americas*.
- Latin American women writers
- Indigenous narratives
- Latino literature and film

RECENT PUBLICATIONS & WORKS

- *Between Two Waters: Narratives of Transculturalism in Latin America* (forthcoming).
- *La línea intercultural de los Náufragos de Caboto de Vico*, 1993.
- *Gloria Anzaldúa: The New Mexican Border/Woman*, 1992.

**DIANA TAYLOR**

Professor of Spanish and Comparative Literature
 344 Dartmouth 603-1128
 553 6072

ACADEMIC BACKGROUND

University of Washington (Seattle),
 Ph.D., 1982 (Comparative Literature)
 National University of Mexico, M.A.,
 1974 (Comparative Literature)
 University of the Americas (Mexico),
 B.A., 1971 (Creative Writing)

RESEARCH INTERESTS

- Latin American and Latino theatre and performance
- Gender Studies
- Cultural Studies

RECENT PUBLICATIONS & WORKS

- *Theatre of Crisis: Drama and Politics in Latin America*, Kentucky UP, 1991.
- Co-editor with Juan Villegas, *The Representation of Otherness in Chicano and Latin American Theatre and Film*, Special Monographic Issue *Genre*, 1995.
- Co-editor with Juan Villegas, *Negotiating Performance: Gender, Sexuality and Theatricality in Latin America* (forthcoming).
- Co-editor with A. Jetter and A. Orleck, *Radical Mothers: Mothers, Politics and Social Change in the 20th Century* (forthcoming).

**SAMUEL J. VELEZ**

Associate Professor of Biological Sciences
 302 Gilman 646-2363
 318 6044

ACADEMIC BACKGROUND

University of Texas, Postdoctoral
 Work, 1974-1976
 Yale University, Ph.D., 1974
 (Neurophysiology)
 University of Puerto Rico, M.S., 1969
 (Biology)
 University of Puerto Rico, B.S., 1966
 (Biology)

RESEARCH INTERESTS

- Currently interested in the factors that influence the formation of connections between neurons and their target cells.
- Neurobiology

RECENT PUBLICATIONS & WORKS

- "Synaptic depression at crayfish neuromuscular junctions. I. Generation after partial target area removal" (with F. Prosser and J. Rheub), *J. Neurobiology*, 1993.
- "Synaptic depression at crayfish neuromuscular junctions. II. Evidence for calcium involvement" (with A. Gupta and E. Smith), *J. Neurobiology*, 1993.
- "Regeneration of specific neuromuscular connections in allotransplanted neurons in the crayfish" (with K. Krause), *Ann. New York Acad.*, 1993.

LATINO COURSES

The following is a list of Latino and related courses. While there is currently no Latino studies program, there is a Spanish major with an emphasis on Latino studies. In addition, the newly established Latin American and Caribbean Studies Program begins Latino course offerings in 1994-1995. Most professors also allow students to explore Latino issues related to their courses. Consult the *Organization, Regulations, and Courses (ORC)* for complete course descriptions and class schedules.

LACS 5: Introduction to Latino Studies

This interdisciplinary course introduces students to the manner in which multiple influences on Latino life contribute to the generation and negotiation of Latino/a identities in the context of evolving consensus in the United States over nationality, class, culture, gender and racial formations.

LACS 8: Exiles and New Americans: The Cuban Experience in the United States from 1960 to the Present

Along with the study of U.S.-Cuban relations and Cuban politics and migration patterns, this course will

also focus on assimilation, multiculturalism, bilingualism, and class, ethnic and gender identity as they appear in Cuban American fiction. Authors will include Roberto Fernández, Oscar Hijuelos, Dolores Prida, José Martí, Milton Gordon, and Herbert Gans.

LACS 30: Latinos and Film

This course will examine the representation of Latinos in Hollywood cinema, the continued growth of a Latino consciousness and the emergence of Latino film criticism. Films include *Salt of the Earth*, *Bound in Fear*, *L.A. Heat*, *Sideways*, *Ferris Bueller*, *The Bronx*, *Mambo Kings*, and smaller features such as *Border Brags*, and *Despach del Terremoto* among others.

LACS 34: Contested Cities: Latino Cultures in Urban Contexts

The course will be directed toward grasping the impact of cities, especially recent urban restructuring, on Latino/a residents. Of central concern is how urban contexts constitute a potent location for political struggle and identity creation. Cities to be covered include Chicago, Los Angeles, Miami, and New York.



LACS 35: Latino Popular Culture in the United States

The focus of this course will be on analyzing various forms of Latino popular culture in order to understand Latino experiences and cultures in the United States. The course will examine a variety of Latino forms, including Latino music and dance, Latino art, Chicano low riders, murals and graffiti.

SPANISH 8: Writing and Speaking: A Cultural Approach Spanish for Speakers of Spanish

This course, equivalent to Spanish 7, emphasizes traditional as well as advanced grammar for students with native or near-native proficiency in aspects of the Spanish language. Readings, discussions, and assignments will focus on contemporary Latino issues.

SPANISH 72: Latin American and Latina Women: Gender, Culture, Literature

This course will explore the images, representations and roles of the "Womanist" in Latin American and Latino communities, beginning with La Malinche—the translator and mistress of Hernán Cortés—and leading to the re-evaluation of these same images by contemporary Latin American and Latino writers, such as Juanita Rodríguez, Sabina Berman, Cherrie Moraga and Gloria Anzúeloa.

SPANISH 75: Negotiating Performance in Latino America

This course explores the history, theory and current practices of Latin American and Latino performance in its broadest sense. This includes theatre, performance art, and carnival.





as well as rituals and spectacles associated with daily life, such as *cruces*, dancing, the Puerto Rican *carnival* in the Bronx, and other examples of what we might call performing culture and culture as performance.

SPANISH 77: Hispanic/Latino/a Literature in the USA

This course will examine the terms of the interaction between 'Anglo' and Latino worlds, giving special attention to such problems as strangeness, bilingual/bicultural expression, and nationalism. Primary emphasis will be on contemporary works of such authors as Abanico, Anaya, Hincapié-Santill, Luis Valdez and Pedro Pietri.

SPANISH 78: Living in the Borderlands: Latino/a Culture and Identity

This course will examine geographic, psychic, sexual, linguistic, and generic borders and how Latino/as negotiate between them. While the U.S. mainstream has for decades stereotyped Latinos into a negative and insurmountable 'other,' the course will examine how resistant negotiations continually foster a redefinition of what 'Latino' means.

SPANISH 79: Latino/a Literature: Between Literary Traditions, Languages, and Cultures

Latino/a literature draws from sources as diverse as pre-Columbian myths, Mexican *corridos*, the writings of the Black Renaissance, the Civil Rights Movement, and Anglo-American feminism, among others. This course will analyze how a Latino/a literature is rising out of the confrontation between different cultural, linguistic, and literary traditions.

**CHOOSE YOUR LABEL CAREFULLY
WHEN CROSSING THE BORDER.**

Mexico
 Chicano
 Ex -

Nuyorican
 Mestizo
 Español
 Mexicano
 Chicano
 Chicana
 Hispano
 Hispana

Pan -
 North -
 Latino -

Expatriated
Americano
 Americano
 Americano
Americano

Nuyorican
 Mex-Tex
 Ex-Pan-Ole
 Me-E-Cannot
 Shit-Arroyo
 Chippango
 His Pleno
 His Pencil
 Hispidillo
 Expanding

Next-T.S.O.
 Spic-He
 Pre-Columbine
 Sin Chinga
 Hisse-PLC
 Is-Pan-Isht
 Panam

RELATED COURSES

The following courses are not focused solely on Latino studies. However, when taught by the indicated professors, a significant amount of their content deals with Latino experiences and issues.

Comparative Literature 34: Performance: New Theories, New Practice (Taylor)

This course will focus on theater

trends in performance in its broadest sense to include such forms as plays, performance art, and living installations. Specifically the course will examine how performance strategies deconstruct traditional representations of gender, race, class and sexuality in works by Guillermo Gómez-Peña, Cherríe Moraga, John Leguizamo, Carmelita Tropicana, and others.

Comparative Literature 59: Latin American Literature (Spitta)

Periodically the content of this course includes Latino/a literature. Contact the Comparative Literature Department for more information.

English 7 or English 73: Twentieth Century: Women, Race and Writing (Schweitzer)

Taught alternately as a Freshman or Senior Seminar, this course focuses on representations of interracial friendships between women in fiction, film, and feminist theory, specifically the cultural contexts of women's bonding. The course covers a unit on Chicana writers, such as Ana Castillo, Gloria Anzúelita and Cherríe Moraga, among others.

Geography 1: Introduction to Human Geography (Barff or Bailey)

This course examines the places society creates. The final quarter of the course focuses on Latino immigration and refugee issues, including assimilation and gender dynamics, and uses "The Swedesland" and Brooklyn as exemplars. In the fall, Ruben Martinez's *The Other Side* is used as a course text.

Geography 20: Economic Geography (Barff)

Economic geography is the study of the location of economic activities. Particular attention in this course is devoted to the effects of differential regional economic expansion, renewal, and decline on people of color and labor in the United States.

History 88: Race, Ethnicity and Immigration in U.S. History (Orleck)

This senior seminar includes articles on Dominican and Puerto Rican immigrants in New York as well as Yicki Koo's study of Mexican-American cannery workers in California in the 1930s, 40s and 50s.

Sociology 33: Women, Society, and Change (King)

This course will explore the nature, extent, and consequences of sexual inequality in society. Sex roles will be examined in relation to class and race, the origins of patriarchy, the socialization process, the experience of women in the family, and the experience of women as paid and unpaid workers under both capitalism and socialism. Throughout the course, Latino experiences are addressed in readings, discussions, and assignments.

Women's Studies 7 or English 73: Immigrant Women Writing in America (Ziger)

This course offered alternately in Women's Studies and English examines the special burdens women often face and the new roles they must create for themselves in responding to the dislocation of immigration. Among approximately ten novels, one or two Latino writers will be read (in past years Castillo and Castillo) and considered in relation to their own culture(s) and the more general problems of immigration.



LATINO/A ADMINISTRATORS AND STAFF



Latino/a administrators and staff are an important yet often underutilized resource on campus. They are available to advise students on many aspects of Dartmouth, not just those pertaining to their area of expertise. Through their involvement in campus activities, Latino/a administrators and staff are easily accessible to students. Feel free to take advantage of this opportunity to talk with these individuals about any concerns or interest you may have.



PAT ARROYO

Staff Psychologist
DICKS House, 2nd Floor 650-1442
JH 6143

Pat Arroyo identifies herself as a third generation Mexican-American who was born and raised in California. The middle of five children, she is a first-generation college student who earned her Ph.D. from the California School of Professional Psychology at San Diego in 1990.

Since her arrival at Dartmouth in 1991, she has worked as a Staff Psychologist at the student counseling center at Dick's House. Her primary duties at Dick's House

include providing evaluations, brief individual and group therapy, and on-call emergency responsibilities. She is also the liaison to the Native American Program, assisting with the implementation of the Full Circle Revision program.

Her most prominent activities at Dartmouth have focused on advocating for the issues and needs of Latino/a students. She is the advisor to La Alianza Latina and works with a variety of faculty and administrators to raise the level of discussion regarding Latino issues. Pat has also recently been involved in developing a proposal for a Latino/a Advisor position, which is currently under discussion.

Although a city dweller, snow-sleeker, and ocean swimmer at heart, she has developed a passion for ice-skating. Other activities include a private practice, sundry sports, and anything in a city.



TEOBY A. GOMEZ

Assistant Dean of the College,
Dean of the Class of 1997
117 Parkhurst 646-2343
JH 6103

Teoby Gomez is a Cuban-American who came to the U.S. with his family in 1963. Teoby speaks Spanish and considers himself completely bicultural. He grew up in the Chicago-suburban area and received a B.A. in education from the University of Illinois at Urbana-Champaign. At Northern Illinois University Teoby received a master's degree in guidance and counseling. He came to Dartmouth in the winter of 1992 as Assistant Dean of the College and '94 Class Dean.

He is currently the Dean of the class of 1997, and so much is a resource for students on various academic, personal, and social issues. Some of these issues include selecting a major, improving academic performance, planning for off-campus study, choosing a career, and referrals to other college offices or resources. Additionally, Teoby recently accepted responsibility for coordinating the Mellon Minority Undergraduate Fellowship Program.

In each of Teoby's professional positions he has been an advocate for Latino/a students and issues. Previous to his position at Dartmouth, he created Latino student organizations and fostered Latino causes at the University of Wisconsin-Parkside and Texas Christian University. Since his arrival at Dartmouth he has actively supported and participated in La Alianza Latina's efforts.

Just you think he is all work, Teoby's personal interests include sports, listening to Afro-Cuban music, and traveling.



E. ABRAHAM D. HUNTER

Assistant Director of Career Services
302 Colby 646-2223
100-6208

Abraham (his relatives use his middle name, Delano) was born in Colton, Panama and was the first of four brothers to come to the U.S. to attend college. At present, he is applying for an M.S. in Management at Antioch New England University. Abraham owns and co-manages a land surveying/civil engineering firm. Currently, he is the only person of color in New Hampshire operating a small business in this field. He came to Dartmouth in 1991 specifically to

help students with the transition from undergraduate years to the workplace.

As an educator, counselor and friend of students, he aggressively markets the services and resources of Career Services. He assists students in connecting their academic studies with career options. Knowing what it is like to be away from family, friends, and cultural support, he and his wife, Lorna, and son, Caleb Manuel, welcome students to share their homes. As an Afro-Latino, he has a special affinity to Latino/a students and is strongly supportive of their efforts to maximize their Dartmouth experience.

He enjoys cooking. A specialty is paella, which some Latino/a students enjoyed this summer at his home. Photography, piano/organ playing and outdoor activities are some favorite pastimes.



SUSAN ROSALES NELSON

Asst. Director of the Office of Equal Opportunity and Affirmative Action
1 McNitt Hall 646-3187
100-6013

Susan Rosales Nelson grew up in the Chicago suburbs without having known her Colombian grandfather, a composer of classical music who emigrated to the U.S. in the early 1900s. Nevertheless, what little she knew about him provided a starting point for her own attempts to explore and understand social and cultural diversity. She credits this process of exploration with leading her to study cultural anthropology as an undergraduate at Grinnell College

and eventually earn a Ph.D. in anthropology at the University of Michigan. She focused her studies on Latin America, traveling extensively in Mexico, Colombia, Ecuador, Peru, and Bolivia.

Susan came to Hanover in 1989 and is currently an Assistant Director in the Equal Opportunity and Affirmative Action Office at Dartmouth. Her primary responsibilities in the Office of EO/AA include preparing the annual Affirmative Action Plan, as well as biennial salary equity reviews. In addition, she is the Affirmative Action representative for recruitment at the Dartmouth Medical School and Dartmouth Hitchcock Medical Center.

She is married to Mraugh Parra, Associate Professor in the Sociology Department at Dartmouth, and they have a son, Arlen Kian. She describes herself as an "outspoken but fearless genderer" and also enjoys writing and camping.



LUIS M. VILLAR

*Humanities and Social Sciences
Reference Bibliographer*
225 Baker Library 646-2833
303-6833

Luis grew up in Puerto Rico and received his schooling on the island — up to his third year at the University of Puerto Rico. After four years in the U.S. Navy, Luis continued his studies at various universities in the U.S., including Washington State, California at Berkeley, Wisconsin, and Chicago, earning a Ph.D. in Spanish language and literature, and a master's degree in library sciences.

Since 1987 he has been Baker Library's Bibliographer for Spanish, Italian, and Portuguese languages and literatures. His main responsibility is the development of the library's book and periodical collections in those languages. He also offers general reference assistance to library users.

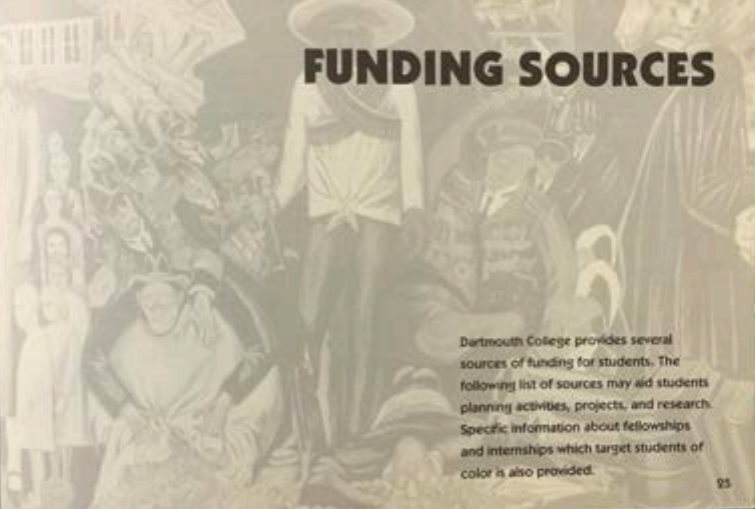
While at the University of Chicago, he began a *Ser Juaque* database, which consists of *Ser Juaque's* poetry, prose work, and plays. Luis also enjoys carpentry and woodworking.

NOT PICTURED:

THELMA BENTEZ CLIFFORD

Assistant to the President
207 Packard 646-2223
303-6833





FUNDING SOURCES

Dartmouth College provides several sources of funding for students. The following list of sources may aid students planning activities, projects, and research. Specific information about fellowships and internships which target students of color is also provided.

BILDER ENDOWMENT

The Bilder Endowment provides annual funding for the purpose of lowering the study of human and intergroup relations as they relate to ethnic, racial, cultural, gender, and religious differences.

Proposal Deadline(s): November and February

Contact: Provost's Office
204 Parkhurst 646-2404

DICKEY CENTER

The John Sloan Dickey Center for International Understanding encourages student groups to sponsor campus activities which will help members of the Dartmouth community express their perceptions on international issues. The Center supports guest lecturers, films, cultural events, student newsletters and other occasional publications.

Proposal Deadline(s): None
Contact: Margot de Froidin,
Assistant Director
207 Baker 646-2013
(The Dickey Center will be moving Winter 1995 to 37 Main Street.)

HEWLETT FOUNDATION

The Hewlett Foundation seeks to fund projects which benefit undergraduate education. The intent of proposed projects should enhance students' awareness of the importance of education and encourage students to consider teaching as a profession.

Proposal Deadline(s): October and January
Contact: Provost's Office
204 Parkhurst 646-2404

MCSPODDEN PUBLIC ISSUES FORUM

The McSpodden Public Issues Forum is a fund administered by the Rockefeller Student Council to enable college-recognized student organizations to hold public affairs programs. The forum will subsidize up to half of the related expenses of an activity (e.g., honoraria, travel and advertising).

Proposal Deadline(s): Two weeks prior to scheduled activity
Contact: Rockefeller Admin. Intern
100 Rockefeller 646-3874

PROGRAMMING BOARD

The Programming Board is an undergraduate committee which coordinates and supports a wide range of social, educational, and cultural activities. It sponsors college-wide activities which students develop and initiate, such as cultural nights, dances, concerts and performances.

Proposal Deadline(s): Weekly
Contact: Student Activities Office
211 Collis 646-1399



In addition to the listed programs, many organizations and departments, such as the Hopkins Center, Student Assembly, Class Council, the Office of the Dean of the College, Office of Student Life, academic departments, and student organizations will also fund activities and projects related to these objectives.

FELLOWSHIPS, INTERNSHIPS AND RESEARCH GRANTS

HUGHES MEDICAL INSTITUTE BIOLOGICAL SCIENCES INITIATIVE FUND

The Hughes Biological Sciences Internship Program provides for low-term, faculty-supervised laboratory research in the biological sciences.

Application Deadline(s): For fall, winter, spring terms—sixth week of preceding term; for summer term—end of second week of spring term.
Contact: Dean of the Faculty Office, 444-1302

MELLON MINORITY UNDERGRADUATE FELLOWSHIP PROGRAM

The Mellon Minority Undergraduate Fellowship Program encourages students of color to pursue academic careers. Five sophomores are selected annually on the basis of demonstrated ability and potential for an academic career. Fellows conduct a supervised independent research project with a member of the faculty and participate in a weekly seminar led by a faculty member during their junior and senior years.

Application Deadline: Third week of January
Contact: Tobby Corbett, '87 Class Dean, 444-2243

ROCKEFELLER BROTHERS FUND FELLOWSHIPS

Rockefeller Brothers Fund Fellowships encourage students of color to enter the teaching profession. Fellows receive a summer stipend for projects to enhance their work as teachers. Juniors who plan to pursue a master's degree upon graduation are eligible.

Application Deadline(s): December
Contact: Anthony Tillman, Associate Dean of Freshmen, 444-2681



TUCKER FOUNDATION FELLOWSHIPS

Tucker fellowships enable individual students to work an entire term at community service programs and agencies, located in the U.S. and abroad. Placements must be away from both Haverard and the student's home environment. Stipends are available to assist with basic expenses associated with the Fellowship. Additional help for financial aid recipients may be available. Application Deadline(s): Sixth week of term preceding leave term. Contact: Jan Tartan, Associate Dean of the Tucker Foundation, 646-2558

INSTITUTE FOR WOMEN AND SOCIAL CHANGE FELLOWSHIPS

The Institute for Women and Social Change grants a number of fellowships to students working on projects that focus on the challenges and opportunities facing women in the U.S. and around the world. Application Deadline(s): None. Contact: Prof. Diana Taylor, 646-3128, and/or Prof. Anneline Orleck, 646-3183

FIRST-YEAR RESEARCH OPPORTUNITIES

WOMEN IN SCIENCE PROJECT

The Women in Science Project offers faculty-mentored laboratory research programs for first-year women that provide hands-on experience to supplement introductory science courses. Application Deadline(s): Fifth week of fall term. Contact: Mary L. Parson, Director, 646-3866

FIRST-YEAR SUMMER RESEARCH GRANTS

The First-Year Summer Research Grant Program provides funds for first-year students to pursue independent off-campus research during the summer following the first year of study. Additional funds may be available to replace expected leave-term earnings of students on financial aid. Application Deadline(s): Varies. Contact: Freshman Office, 646-2681

For a more complete list of undergraduate internships, research grants, and academic competitions see The Terminal and contact FLINDS. This same information can be found in the booklet, Funding Sources, located in Career Services and other offices on campus.



ACADEMIC RESOURCES AND STUDENT SERVICES

The following is a list of several key resources available to Dartmouth students. They provide a wide range of academic, social, cultural, and religious support services. In some instances, information that may be of particular interest to Latinola students is provided.

ACADEMIC SKILLS CENTER

301 Colby 646-2114
HB 6173

The Dartmouth College Academic Skills Center offers a wide range of services, programs, resources, and materials which assist any student in becoming a more efficient and effective independent learner. Students can make individual appointments to discuss their academic courses, learning strategies, or educational goals. Academic workshops are offered throughout the year to improve students' academic skills in note-taking, reading comprehension, exam preparation, and time management. Peer tutors and study groups are available in economics, foreign languages, math and the sciences. For students on financial aid, the College pays for tutorial services. The Academic Skills Center also provides assistance for students with physical or learning disabilities.

CAREER SERVICES

301 Colby 646-2215
HB 6208

Career Services (CS) provides a wide range of resources and services to all students. Although students think of CS as the place to look for a job, CS actually assists students connect their academic studies with career options in post-graduate fellowships, graduate schools, and employment. CS provides career counseling, career development, and graduate school advising. CS also conducts workshops on resume and cover letter writing, job search strategies, interviewing techniques, career planning, graduate schools, and workplace issues.

CS resources include a 620 volume-34 periodicals resource series. Publications such as *Hispanic Business*, *Hispanic Latin Times*, *Directory of Ethnic Minority Professionals in Psychology*, *Minority Organizations: A National Directory*, and *The Directory of Financial Aid for Minorities* may be of particular interest to Latino/a students. The Alumni Career Advisory Network contains over 12,000 Dartmouth graduates who serve as career advisors to any undergraduate

student who requests this service. Latino/a graduates are among these advisors. Company information for recruiting organizations, entry-level job listings and over 1500 internship opportunities across the country and internationally can be found in the center. Graduate school information including graduate admission tests (MCAT, LSAT, GMAT, GRE) and Dartmouth honors, fellowships and scholarships are also among the resources available.

COMPOSITION CENTER

108 Sanford 646-3325
HB 6032

The Composition Center is a free service designed to help students become better writers at Dartmouth. The center offers peer tutoring and writing assistance by appointment in a variety of academic courses. ESL tutors are available for those students for whom English is a second language.

FRESHMAN OFFICE

6 Parkhurst 646-2081
HB 6007

UPPERCLASS DEANS OFFICE

111 Parkhurst 646-2261
HB 6001

The deans in both offices provide personal and academic counseling, and assist students with concerns about course selection, career plans, enrollment patterns, course difficulties, and/or social adjustment. It is not necessary to wait for problems to speak with deans. They value the opportunity to support themselves with students and discuss the best ways of utilizing Dartmouth's educational opportunities. Though students normally meet with their class dean, any dean can be requested.

OFFICE OF COUNSELING AND HUMAN DEVELOPMENT

Dea's House 603-1142
HB 6103

The Counseling Office provides a variety of student services, such as crisis intervention, evaluations, short-term counseling, and referrals for longer-term therapy. Students may also discuss a wide range of academic, social, personal and family

issues, including motivation, career concerns, academic troubles, and harassment. Counseling programs are provided on a strictly confidential basis in both one-to-one and group settings.

LA CASA

42 North College Street
Spanish and Portuguese Department
646-2140

La Casa is an academic affinity house that offers housing for up to 14 students. La Casa serves as a center and meeting place for students who wish to speak Spanish and participate in a wide variety of activities related to Latino, Latin American, Spanish and Portuguese cultures. These activities take place over the entire academic year, and include video and film screenings, lectures, round tables, gatherings of student organizations, films and other extracurricular activities.

OFFICE OF STUDENT LIFE

277 Coffin
646-2980
HFB 6133

The Dean of Student Life advises students in terms of involvement and leadership opportunities at the College and serves as an advocate for student concerns and needs. Information about campus leadership programs or about available funding to attend off-campus leadership programs is also available.

SPANISH APARTMENTS

301 and 302 Channing Court
Spanish and Portuguese Department
646-2140

Sponsored by the Spanish and Portuguese Department, the apartments house four students each and can serve as a focus for cultural activities with a Latino orientation.

TUCKER FOUNDATION

South Fairbairn
646-3330
HFB 6154

The Tucker Foundation combines community service programs with chaplaincy and counseling. The Tucker Foundation Chaplaincy provides individual academic, vocational, personal, and religious counseling. Students who want to become involved in community

service should contact the volunteer coordinator at the Tucker Foundation. Volunteer programs include North Country Weekend, Big Brother/Big Sister, Book Buddies, Prison Project, and tutoring at area schools. In addition, the Foundation welcomes suggestions for new programs that are compatible with its charge.

WOMEN IN SCIENCE PROJECT

271 Cummings
646-3866
HFB 6000

The Women in Science Project at Dartmouth started in 1990 to encourage more women to continue their interests in the sciences, math and engineering. The Project offers paid research internships for first-year women, special science seminars and other programs and services such as career workshops, discussion groups, panel discussions, field trips, a study room and study groups, and upperclass women mentors.

WOMEN'S RESOURCE CENTER

8 Chace Road
646-5476
HFB 6733

The Women's Resource Center (WRC) is a gathering place for all people on campus who want to understand and shape the ways in which gender affects experience. Many women's groups utilize the WRC for meetings and activities. The Director of the WRC is available to consult with and make presentations to groups of students who are interested in shaping the direction of education at Dartmouth and to advise individual students who are exploring issues that affect the lives and well-being of women and men on campus. In addition, women's coalition dinners are sponsored weekly by the WRC.



CONTRIBUTING ARTISTS:

Cam Duncan (Cover photo)

Guillermo Gómez-Peña, *Plowr*, *Don't Discover Me!*, 1992, p.3

Malaguis Montoya, *La Nueva Raza/Viva La Raza*, 1969, p.5

Arnaldo M. Peña Jr., *Moritz*, 1974, p.6

Linda Lucero, *Lolita Lolita*, 1973, p.8

Leo Tanguma assisted by 150 barrio youth, *The Rebels of Our Nationhood*, 1972, p.9

Joan Treviño, *La Fe*, 1972, p.17

José Clemente Orozco, *The Epic of American Civilization: Ideal Modern*,
Commissioned by the Trustees of Dartmouth College, Hanover, New
Hampshire, 1934, p. 18-19

Guillermo Gómez-Peña, *Change Your Label Carefully*, 1992, p.19

Emir Hernández, *Sun Mad*, 1982, p.20

Salvador Roberto Torres, *Viva La Raza*, 1969, p.21

Cecilia Concepción Alvarez, *La Guanta Negra*, 1979, p.24

José Clemente Orozco, *The Epic of American Civilization: Hispanic America*,
Commissioned by the Trustees of Dartmouth College, Hanover, New
Hampshire, 1934, p.25

Yolanda M. López, *Portrait of the Artist as the Virgin of Guadalupe*, 1978, p.27

Abelino Bonafina, *Pase César Chavez*, 1993, p.28

Melesio Casas, *Humanscape #98*, 1977, p.29

Type/design: a group effort, supervised by Barbara Hameyer
Inside photographs by Joseph Meibling © 1994 except Artime

