

# La Compañera



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 Ilana Mishkin, Writer  
 Andrew Fisher, Director of Latin American Studies, Editor

## A PROFILE OF THE LATIN AMERICAN STUDIES PROGRAM

The Latin American Studies Program seeks to expand awareness and understanding of Latin American societies, cultures, and experience in the Carleton community. We offer courses, as well as both a major and a concentration that provide students with an interdisciplinary and cross-cultural approach with which to examine issues of politics, economic development, ethnicity, gender, religion, and cultural expression in Latin America. The Program also sponsors lectures and other events that are open to the public, as well as providing informal opportunities for students with interests in Latin America to interact with each other and with Program faculty.

**Major:** The Latin American Studies Program provides a framework for studying the diverse societies of Latin America.

**Concentration:** Concentrators pursue a program of study combining language training with courses in the humanities and social sciences, culminating in an integrative seminar.

**Foro:** Each year, students, faculty and alumni of the Latin American Studies Program convene to share in an academic experience that brings to the fore and to campus a major topic, event, and country of Latin America.

**Director:** Associate Professor of History, Andrew Fisher

**Administrative Assistant:** Mary Tatge

**Student Departmental Adviser:** Anna Persmark

### Marleen Haboud Fulbright Scholar

Gave a talk on Sept. 25,  
*Vitality and Empowerment of  
 Ecuadorian Indigenous  
 Languages*"

### Society, Culture and Language

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Luisa Rodriguez ('16),  
 investigates the ethics of  
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## Marleen Haboud

### Vitality and Empowerment of Ecuadorian Indigenous Languages



From left to right: Collin Loh, Katherine Strong '15, Marleen Haboud Fulbright Scholar, Emily Scotto '15, Katie Shaffer '15, Libby Ferris '16, SOAN Professor Adrienne Falcón

On September 25th, 2014, Carleton welcomed Fulbright Scholar Marleen Haboud to campus to give a talk entitled, 'Vitality and Empowerment of Ecuadorian Indigenous Languages.' Haboud leads a project in Ecuador called *Oralidad Modernidad* ('Orality Modernity'), which focuses on the re-encounter of the indigenous population of Ecuador with their indigenous languages, such as Kichwa and Tsa'fiki. During the talk, co-sponsored by the SOAN and Linguistics departments, Haboud focused on the importance of active documentation.

Countless linguists and anthropologists have taken interest in these indigenous languages before, documenting their sounds and grammars in dictionaries and storing them away in archives. Haboud, however, points out that the indigenous communities do not benefit from this sort of documentation, nor do they have access to it. While these grammars and dictionaries are of great interest to linguists, they do not help to revitalize these indigenous languages.

Haboud takes a different approach. Utilizing user-friendly language software, she has helped encourage the documentation of these indigenous languages in ways that will stay in the communities. With the help of local teams, groups of trained members of the indigenous communities, Haboud works to teach the communities how to use this software so they can play an active part in the documentation of their own language, including speech recording, written dictionaries, and many other forms.

But she doesn't stop there. Haboud helps to create workshops in the indigenous communities, fostering creativity and pride in indigenous children and adults alike. During these workshops, the community gathers to tell stories and create artistic representations of their heritage, encouraging cross-generational collaboration. Haboud then works with Mayfe Ortega, the director of an associated heritage preservation project entitled *Así Dicen Mis Abuelos (ADMA)*, to transform these stories and artistic pieces into beautiful bound books that document the indigenous languages and heritages. One such book features a folk tale passed down through generations and written in several languages, including the indigenous Kichwa and Spanish. In addition to the pictures in the book, based on the drawings from the children in the community, a DVD is included with a representation of the story.

For the most part, these indigenous languages are still spoken regularly, and many older speakers know only their indigenous language. However, intergenerational language transmission for many of these languages is quite poor; in other words, parents and grandparents speak them at home, but the children primarily speak Spanish to each other.

Haboud emphasizes that she's not out to save the dying languages of Ecuador. Her project focuses more on the *reencuentro* of these languages--fostering pride within indigenous communities and putting language documentation and revitalization in the hands of the community members themselves.

For more information about *Oralidad Modernidad*, visit <http://www.oralidadmodernidad.com/>. Further explanation of the *Así Dicen Mis Abuelos* project can be found at <http://asidicenmisabuelos.org/>.

# Peru Program

Society, Culture and Language – Spring 2015

Have you ever dreamt of spending 10 weeks travelling through the beautiful country of Peru, immersing yourself in the local culture and practicing your Spanish language skills? If so, *Society, Culture, and Language in Peru* may be the perfect program for you.



This coming spring term, Carleton professor José Cerna Bazán will be leading an off-campus program to his homeland of Peru. This program gives students the opportunity to engage themselves in the traditions and practices of everyday life in Peru, staying with Spanish-speaking host families for much of the term. Through classwork and cultural activities, they will analyze and critically reflect on their unique experiences and observations.

The program includes 18 credits of study, all taught in Spanish: LTAM 382 *Conflictive Development: Peru 1980 to Present*; SPAN 265 *Cultures in Translation: The Old and the New in Contemporary Peru*; and SPAN 215 *Spanish Aula Abierta*. In addition, students will complete independent reading on Peru's history, cultures, and contemporary social issues in preparation for the program.

Outside the classroom, students will travel throughout the country, from the capital city of Lima to the coast, the highlands, and the jungle. Program costs also cover independent travel and cultural activities that meet the academic goals of the program, from traditional fairs and festivals to *fútbol* games.

Students must have completed Spanish 204 with a grade of B+ or higher by the end of Fall 2014 to apply.

**The application can be found online at <https://apps.carleton.edu/curricular/ocs/peru/> and must be completed by Friday, October 10th, 2014.**



The city of Lima does not have many skyscrapers. At seventeen stories tall, the apartment building in which my host family lived was one of the tallest structures in the area. From my room on the building's top floor I had a sweeping view of the city. On clear nights I could see the Pacific Ocean, and on this particular evening the sunset made its way to my balcony through an enchanting and beautiful mist. –Simon Ginet '14

## Student Research Spotlight

Medical "Voluntourism" in Guatemala



**Luisa Rodriguez '16**, a participant on the Carleton OCS program *Socio-Cultural Field Research in Guatemala*, wanted to spend a little extra time in Guatemala while advancing her plans to attend medical school. To both of these ends, she chose to volunteer in a Guatemalan clinic for a few weeks prior to the start of the OCS program. After spending a short time volunteering, however, she began to question the ethics of the work that she and others were undertaking. As part of her Mellon Mays Fellowship, supervised by SOAN professor Jay Levi, she decided to analyze the controversy for herself.

Medical volunteer tourism, or voluntourism, involves medically untrained individuals travelling to developing countries to observe or complete basic clinical tasks, organized through an NGO or private company. Volunteer responsibilities often include carrying out basic medical procedures that would require training if done in more developed countries. Even at first glance, this seems to raise ethical questions: are volunteers doing more good than harm? In order to investigate this question in the small communities that host these volunteer programs, Luisa traveled to the Guatemalan towns of Ciudad Vieja, Sumpango, and San Antonio Aguas Calientes.

Expecting to find the communities frustrated and undignified by the care they were receiving from untrained volunteers, Luisa talked to the staff of several clinics and got permission to sit in on consults with patients. As a fluent Spanish speaker, Luisa was able to directly interview both clinic staff and patients, appearing as much a part of the community as possible. Her findings surprised her: lacking resources, clinic staff and community members welcomed the volunteers with open arms. Many of the volunteers, Luisa said, had brought syringes or multivitamins, seemingly simple resources that the clinic could not otherwise afford. Thus, though volunteers were medically untrained and, in most cases, unable to communicate directly with clinic patients and staff due to a language barrier, the patients found themselves unable to refuse help.

Luisa also interviewed community members working for the volunteer organization, as well as the volunteers themselves. While at first she suspected unethical intentions on the part of the organization, she found that it was doing its best to help the community; volunteers agreed in saying that their work was rewarding for them and seemed positive for the community.

However, the idea of medical voluntourism remains complex. Are untrained volunteers harming the community in long-term ways that are invisible to patients? Are there better ways to provide resources for these communities? Luisa aims to further investigate the impact and ethics of medical voluntourism in coming terms, with plans to travel to a less impoverished country to continue her research.