

La Compañera



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From Brazil to Carleton

For roughly two months now, Carleton College has been home to first-year students from all over the planet. For many, the beginning of their year living and studying abroad has turned out to be one of the most enjoyable, but also most challenging, time of their lives. As if leaving a familiar way of life was not enough, Carleton's International students have had to adjust to the unique academic, social, and cultural challenges of living and studying in Northfield, Minnesota. On October 20th, over some lunch in LDC Dining Hall, I met with two of our first-year international students, who are from Brazil, to talk about their experience so far. For Fabio Soares and Pedro Girardi, meeting these new challenges have been the motivation and, subsequently the reward, for coming to Carleton in the first place. For Fabio and Pedro the last couple of months have proven to be an overwhelming positive experience. Learn more about these two in the following Q&A below.



Fabio Soares '19

How would you describe yourself?

Fabio: I am a very friendly person who is opened to talking to anyone. I like meeting many different people and I really also enjoy being involved.

Pedro: I am very open-minded. I like to discuss academic and non-academic related topics whenever and with whomever. One of the activities that I really like to do is biking!

Why choose to study in the U.S. at Carleton College?

Fabio: I prefer the American approach towards education. In particular I favor the concept of a Liberal Arts Education. I have the flexibility to study many different subjects that do not have to necessarily relate to each other. Carleton fits this aspect of academic flexibility that I was looking for. In Brazil there isn't a value towards the outside perspective of a student. What a student does in their extra time, outside of the classroom, it doesn't matter. I appreciate how U.S. colleges take into account students extra curricula's for admission to their institutions.

Pedro: Academically, a Liberal Arts Education is concentrated on a broader spectrum. I like that because I can learn about various things that don't necessarily correlate, I get to know the professors and they get to know me as well. Carleton is small, so getting to know my peers becomes easier. Living on campus also helps me be with being more self-independent.

From Brazil to Carleton continued



Pedro Girardi '19

What do you like most/least about Carleton so far?

Fabio: What I like most about Carleton are the people because they have such an acceptance for difference; diversity in cultures, sexuality, gender etc.

My least favorite thing about Carleton is the lack of global awareness. In my opinion, to know what is going on in the world is very important towards the pursuit of promoting peace. When people are not globally aware or when they do become aware, they seem to not care about them. There is an absence of desire to make valuable changes around the world. I noticed this when I was talking to a group of friend's at dinner (composed of mainly American students) about the events that happened in Syria, the topic was dismissed as they pursued on to talk about sports.

Pedro: My favorite thing about Carleton is also the people; there are a variety of interests that you can find all over campus. The stories of people are very intriguing, many people have their own story to tell and that makes talking to anybody here really interesting. My least favorite aspect of Carleton is also the lack of care about the issues that happen around the world. There are few discussions on struggles, and it appears as though people don't like discussing an international view.

What do you miss most about Brazil?

Fabio & Pedro: The food! (Said simultaneously)

Fabio: I also miss the people; in Latin America the people are a lot friendlier. Latinos in general give a warmer vibe, in comparison the people here are very serious.

Biggest challenge so far?

Fabio: Getting accustomed to the workload is a challenge, but doable with knowing how to manage your time. Writing essays is also challenging, but using the writing center to get feedback helps me to improve. Writing takes time and I am confident that I will only get better.

Pedro: Balancing the workload with the opportunities that are offered on campus is challenging. There are so many things that the college hosts for students to participate in and at the same time it is equivalent with the amount of work we have to do.

As of now, what would you like to study/major in?

Fabio: I am currently considering to Double major in Economics and Math.

Pedro: I am considering double majoring as well; potentially want to major in Economics + Stats/Math or Philosophy.

Course Offerings Winter 2016

LTAM 270: Chile's September 11th: History and Memory since the Coup**Andrew B Fisher; M, W 12:30-1:40, F 1:10-2:10**

September 11, 2013 marked the fortieth anniversary of the coup d' état that deposed the democratically elected government of socialist Salvador Allende and ushered in the seventeen-year dictatorship of General Augusto Pinochet. This interdisciplinary course canvasses this tumultuous era and its aftermath through the study of historical sources, literature, film, photography, and music. It explores the rise and fall of Allende, life and repression under the dictatorship, the protest movement against military rule, and the ongoing struggles and debates over human rights, justice, and collective memory.

LTAM 400: Integrative Exercise**José Cerna-Bazán, Silvia López, Alfred P Montero**

Satisfactory completion of the major includes the writing of a thesis which attempts to integrate at least two of the various disciplines studied. A proposal must be submitted for approval early in the fall term of the senior year. The thesis in its final form is due no later than the end of the first week of spring term. An oral defense of the thesis is required.

ECON 241: Growth and Development**Stephie Fried; M, W 9:50-11:00, F 9:40-10:40**

Why are some countries rich and others poor? What causes countries to grow? This course develops a general framework of economic growth and development to analyze these questions. We will document the empirical differences in growth and development across countries and study some of the theories developed to explain these differences. This course complements Economics 240. *Prerequisite: Economics 110 and 111*

HIST 170: Modern Latin America 1810-Present**Andrew B Fisher; M,W 9:50-11:00, F 9:40-10:40**

This course focuses on the legacy of colonial rule and asks how nascent nation-states dealt with new challenges of political legitimacy, economic development, and the rights of citizens. Case studies from the experiences of individual nations will highlight concerns still pertinent today: the ongoing struggle to extend meaningful political participation and the benefits of economic growth to the majority of the region's inhabitants, popular struggles for political, economic, and cultural rights, and the emergence of a civic society.

RELG 227: Liberation Theologies**Lori K Pearson; T, TH 1:15-3:00**

An introduction to liberationist thought, including black theology, Latin American liberation theology, and feminist theology through writings of various contemporary thinkers. Attention will be directed to theories of justice, power, and freedom. We will also examine the social settings out of which these thinkers have emerged, their critiques of "traditional" theologies, and the new vision of Christian life they have developed in recent decades. Previous study of Christianity is recommended but not required.

Course Offerings continued

SPAN 242: Introduction to Latin American Literature**Silvia López; M, W 1:50-3:00, F 2:20-3:20**

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

SPAN 263: History of Human Rights**Jorge Brioso; T, TH 1:15-3:00**

This course proposes a genealogical study of the concept of Human Rights. The course will begin with the debates in sixteenth century Spain about the theological, political and juridical rights of "Indians." The course will cover four centuries and the following topics will be discussed: the debates about poverty in sixteenth century Spain; the birth of the concept of tolerance in the eighteenth century; the creation of the modern political constitution in the United States, France and Spain; the debates about women's rights, abortion and euthanasia, etc.

SPAN 342: Latin American Theater: Nation, Power, Gender**Becky Boling; T, TH 10:10-11:55**

An examination of Latin American theater as both text and performance, this course studies selected works in the context of the social, political, and cultural issues of their time, from the aftermath of the Mexican Revolution to cross-dressing on the Argentine stage and new ways to perform gender. Dramatists may include Rodolfo Usigli, Vicente Leñero, Griselda Gambaro, Manuel Puig, Jorge Díaz, Ariel Dorfman, Sabina Berman, Susana Torres Molina, Flavio Gómez Mello, Lola Arias. *Prerequisite:* Spanish 205 or above.

SPAN 366: Jorge Luis Borges: Less a Man Than a Vast and Complex Literature**Jorge Brioso; T, TH 3:10-4:55**

Borges once said about Quevedo that he was less a man than a vast and complex literature. This phrase is probably the best definition for Borges as well. We will discuss the many writers encompassed by Borges: the vanguard writer, the poet, the detective short story writer, the fantastic story writer, the essayist. We will also study his many literary masks: H. Bustoc Domecq (the apocryphal writer he created with Bioy Casares) a pseudonym he used to write chronicles and detective stories. We will study his impact on contemporary writers and philosophers such as Foucault, Derrida, Roberto Bolaño, etc. *Prerequisite:* Spanish 205 or above.

If you have any questions please contact the Chair, Andrew Fisher or the corresponding faculty member.

Carleton Off-Campus Studies

Winter Break Program 2015



CINEMA & MEDIA STUDIES

Cinema & Cultural Change in Chile and Argentina

Fall 2016-Winter 2017



Carleton Off-Campus Studies

continued

PROGRAM DATES

The program is comprised of a 6-credit course in the Fall 2016, followed by a 6-credit course that includes a two-week trip to Santiago and Buenos Aires in early December, and a course in Winter 2017.

PREREQUISITES

The program is open to any regular Carleton student; however, first-term freshman are not eligible. Students who take CAMS 295 are expected to enroll in CAMS 296 in the winter term. There is no special language requirement.

Fall Term Course, 6 credits

CAMS 295: Cinema in Chile and Argentina – Representing and Reimagining Identity

Through an examination of fiction and documentary films, this course offers a broad historical and cultural overview of Chile and Argentina.

During the Fall term, students propose topics to research and develop over Winter Break; these ideas become projects that are produced in Winter term when back on campus.

Winter Term Course, 6 credits (includes December break trip)

CAMS 296: Cinema and Cultural Change in Chile and Argentina

Winter Break: Two weeks in Santiago and Buenos Aires. In order to bring the students into contact with the cultural and social discourses subtending the films seen in the Fall term, this course begins with a study trip to Santiago, Chile, and Buenos Aires, Argentina, during the first two weeks in December 2016.

Winter Term: The course meets once early in the term, and then involves individual meetings with the faculty during the first five weeks. Paper drafts, rough cuts and preliminary curatorial work are due after mid-term break. The course then meets regularly during the second half of winter term, when students formally present their projects followed by a group discussion.

Application Deadline: Monday, April 11, 2016 apps.carleton.edu/curricular/ocs/argentina/

For additional information, please contact: Jay Beck (jbeck@carleton.edu) or Cecilia Cornejo (ccornejo@carleton.edu)