

Fall 2009



University of Maryland
LATIN
AMERICAN
STUDIES
CENTER

Karin Alejandra Roseblatt

Director

Associate Professor, Department of History

Ivette Rodríguez-Santana

Associate Director

Visiting Assistant Professor

Leticia Goulias

Program Coordinator

Amy M. Herring

Newsletter Editor

Joshua Walker

Research Assistant

LASC Advisory Board

Janet Chernela (Anthropology and LASC); Laurie Frederik Meer (Theatre); Judith Freidenberg (Anthropology); Patricia Herron (McKeldin Library); Patricio Korzeniewicz (Sociology); Roberta Lavine (Spanish and Portuguese); Yelena Luckert (McKeldin Library); Eyda Merediz (Spanish and Portuguese); Vivianne Salgado (Graduate Member); Saúl Sosnowski (International Programs); Nelly Stromquist (Education); Mary Kay Vaughn (History); Dierdre Williams (Graduate Member).

Latin American Studies Center

University of Maryland

3107 Taliaferro Hall

College Park, MD 20742

Phone: (301) 405-6459

E-mail: LASC@umd.edu

www.lasc.umd.edu

Images throughout this newsletter are courtesy of www.sxc.hu: Cape Point (9), Teotihuacan (10), World Map (12), Street (15).

Table of Contents

Director's Note 3
Karin Alejandra Roseblatt

**Engineering Students Provide
Clean Water for Peruvians** 4
Amy M. Herring

Agricultural Knowledge Sharing 6
Alan Shane Dillingham

**University Faculty Development
in Ecuador** 7
James D. Greenberg and Roberta Lavine

LASC Faculty News 8

Nahua Conference: Report 10
James Maffie

Sones de México 11
Juan Días

Courses on Latin America 12
Spring 2010

Study Abroad in Latin America 13
Winter 2010

LASC Student News 14

Fall Events Calendar 15

On the Cover: The Peruvian ritual of Yunza, performed in honor of the UMD Engineers Without Borders Peru Team. Photo by Douglas DeVoto.

Director's Note

By Karin Alejandra Roseblatt

We've moved! This summer, the Latin American Studies Center (LASC) moved to a new home on the third floor of Taliaferro Hall. This move brings the LASC staff closer to my own office on the second floor of Taliaferro Hall. It also gets us out of the basement of Holzapfel Hall, which flooded twice last summer. Please stop by and take a look at our new digs. When you enter Taliaferro Hall, signs will point you to the elevator that will bring you to LASC.

LASC is moving in other ways too. This fall, Dr. Ivette Rodríguez-Santana joined us as a part-time Associate Director. If you don't know Dr. Rodríguez-Santana, stop by LASC to meet her. She received her undergraduate degree from la Universidad de Puerto Rico in Rio Piedras and her PhD in sociology from Yale University, where she wrote a dissertation entitled "Conquests of Death: Disease, Health and Hygiene in the Formation of a Social Body (Puerto Rico, 1880-1929)." In 2007 and 2008, Dr. Rodríguez-Santana was a Fellow in Latino and American Studies at the Smithsonian Institution. Closer to home, she previously taught for LASC and for the US Latina/o Studies Program in the Department of American Studies at UMD. Dr. Rodríguez-Santana is now in charge of LASC events and programming. She will also serve as our undergraduate advisor and teach our core courses, Issues in Latin American Studies I and II (LASC234 and LASC235). We feel lucky to have her on board.

I want to take this opportunity to thank Dr. Eyda Merediz, who was our efficient and enthusiastic undergraduate advisor for many, many years. We are happy that Dr. Merediz will continue to serve on the LASC Advisory Board.

This spring, LASC will pilot a new introductory course in the Nahuatl language, taught by Dr. Jonathan Amith, an anthropologist and one of the foremost Nahuatl experts in the United States. We're one of only two or three universities to offer a course in what is the most spoken indigenous language of Mexico. The course will be taught in a hybrid (online and in-class) format. For further information, check the UMD online course catalog. UMD will also run a six-week intensive Nahuatl course this summer, which will take place on the campus of Gettysburg University.

Last spring, LASC evaluated its undergraduate

program. We interviewed students graduating with the Certificate in Latin American Studies and surveyed students in the courses required for the certificate. We got good news. Students found our courses interesting and, in some cases, life-changing. LASC courses helped undergraduates to understand the world in new ways; and, students were grateful to have professors with close knowledge of the places they were teaching about. Many of our graduating seniors were unclear about their future plans—but in a good way. Students' classroom experiences made them want to travel in Latin America and the Caribbean and to explore career options they had not previously considered.

Our evaluation of the undergraduate program also pointed to an area for improvement: our low visibility. The best advertising for courses and programs is word of mouth. Students like to follow the advice of their peers and of the faculty they trust. But, most students learned about LASC courses from university websites. This fall, we're making a special effort to create more buzz around LASC by reaching out to undergraduates. Earlier this semester, we hosted an open house for them; and, we brought in National Public Radio arts reporter Felix Contreras as our Latino/a Heritage Month speaker. In the spring, we'll host a version of the popular career and internship workshop that we held last year. We're also visiting classes and talking to undergraduate advisors about our certificate. Mostly, we're counting on our current students, teaching assistants, and faculty to speak up about us. Start talking!

This semester and next, LASC has a full calendar of events, including research presentations, speakers, films, and career events. We encourage you to take a look at our website for a listing of activities. Also, take a peek at our workshop topics and consider joining one. Or, find out about creating a new workshop. One event we're particularly excited about is a conference to mark LASC's twentieth anniversary, which we will be celebrating this spring. The conference will provide an opportunity to review past accomplishments and to begin imagining the future of Latin America and the Caribbean, as well as the future of LASC. Stay tuned.

Engineering Students Provide Clean Water for Peruvians

By Amy M. Herring



University of Maryland students Headley Jacobus and Keshi Jordan work with professional engineer John Sankey and community members of Ayotomibamba to mix concrete and lay the foundation for a new water tank.

This summer, the University of Maryland's chapter of Engineers Without Borders (EWB) sent twelve students, two professors, and a professional engineer to work on a water-related project in Compone, Peru. Compone is a small mountain community approximately twenty miles outside of the city of Cuzco.

During the initial assessment of the area, the team determined that the community had a working water distribution system that was in need of improvement. This system delivered water to the five local districts using a network of springboxes (cement structures built around natural springs in order to collect and distribute water), pipes, reservoirs, and communal taps. Though this system provided water to the community, local leaders expressed interest in improving the quality of the water through some type of treatment or purification system. Due to the prevalence of water-borne illness in the area, purification was a priority.

Additionally, local leaders expressed interest in increasing the quantity of water available to the community. Increasing the quantity of available water is a long-term goal as the springs that the community has

relied on for years have begun to provide less water over time. This reduction in available water threatens the livelihood of the community, which requires large quantities of water to raise livestock and grow crops.

To prepare for the trip, the team participated in several trainings, including a workshop on cultural aspects of Peru led by LASC affiliate, Professor Regina Harrison. In late May of 2009, the team arrived in Peru ready to address some of the community's problems. They spent approximately three weeks working with local residents to make improvements on the current system. They focused primarily on improving water quality. To treat the water, the team installed chlorine dosing systems along the pipelines that lead to the reservoirs that serve each of Compone's five districts.

The team carefully placed the chlorine dosing systems far enough from the reservoirs that water traveling through the pipes has time to be treated by the chlorine before it reaches the taps and is consumed. In some cases, the pipelines were not long enough to provide sufficient treatment time, so the team also installed baffles in some of the reservoirs.

Baffles force the water to spend extra time in the reservoirs before advancing to community taps.

To address the community's concerns about water quantity, the EWB Peru Team also built an extra reservoir in Ayotomibamba, the district that was receiving the smallest share of the community's water.

All of the team's work was done in collaboration with the community and with the best interests of the community in mind. The team took the local residents' level of technical expertise and organization into account when deciding which type of water treatment system was most appropriate and sustainable. The purification system that they chose is not the most advanced system available, but it is a system that the local community can easily maintain and even repair, if necessary.

Although both the team and the community worked diligently to get the new system up and running, there was a snag in the plan that resulted in the water treatment system being taken off-line temporarily. The chlorine dosing systems that were installed in Compone are intended for use with chlorine tablets. Soon after their arrival, however, the team realized that local hardware stores had discontinued the sale of chlorine tablets.

As chlorine is now only locally available in powder form, the team must work to adapt the dosing systems to powdered chlorine. Members of the team from the University of Maryland will continue to work on the project until they come up with a solution. Future teams will work with the community in Compone to further address

the issue of water quantity.

Despite the setbacks faced in Compone, team members reported that the trip was a good experience, both personally and professionally. Many students plan to participate in future EWB trips either through the University's chapter or through a professional chapter after graduation. Students said that the experience of working in an area that is not often visited by tourists was eye-opening and highly rewarding.

Team members reported being moved by the community's hospitality, especially during the celebration that the community held in honor of the team upon the completion of their work. During this celebration, the community provided food and danced for the team. The celebration culminated with the ritual dance of Yunza (also known as Umisha or Cortamonte), which is typically performed to

celebrate the end of Carnival in Peru. Yunza is a celebratory dance in which a tree decorated with gifts, such as candy and balloons, is chopped at by pairs of dancers until it falls [see cover photo]. The celebration was intended to honor the team for the work that they had already done; but, it also served to reenergize them to continue their partnership with the community until its water distribution goals are achieved.

LASC thanks Douglas DeVoto and Ted Bloch-Rubin for providing information and photos for this article.

The EWB Peru Team was one of several teams that the University of Maryland sent out this year. Other teams have recently completed projects in Brazil and Ecuador. For more information about EWB at the University of Maryland, visit their website: <http://www.eng.umd.edu/ewb>.



A chlorine dosing system that was installed by the EWB Peru Team



UMD Student Elliot Cohen enters a reservoir with the hardware necessary to install baffles.

Agricultural Knowledge Sharing

By Alan Shane Dillingham

Last spring, Federico Sancho of the Inter-American Institute for Cooperation on Agriculture (IICA) came to the University of Maryland to discuss issues of agriculture, knowledge sharing, and food security in Latin America with LASC affiliate, Professor William Rivera of the College of Agriculture and Natural Resources. Mr. Sancho is preparing an agenda for an international workshop on agricultural advisory and extension services. He sought Professor Rivera's counsel on knowledge transfer for agricultural development.

IICA was founded in 1942 and is now a specialized agency of the Inter-American System. Based in San José, Costa Rica, IICA is a membership organization involving thirty-four countries in Latin America and the Caribbean. The organization serves to promote agricultural research and knowledge sharing within its member countries. Mr. Sancho argues that, because of regional and cultural differences across Latin America, agricultural strategies must address the specificities of each country. He supports a "bottom up approach" to agricultural development that involves national actors including governments, nongovernmental organizations, public and private universities, and agricultural businesses. IICA's main goals are to promote competitive, sustainable agriculture and food security. Recently, these issues have taken on renewed importance due to the crisis in food prices.

Professor Rivera has worked in fifteen countries as a consultant. He has assisted international organizations and governments regarding agricultural extension and the professional development of the people who promote agricultural knowledge and techniques. Rivera asserts that agriculture involves not only issues relating to farmers and crops, but also issues relating to physical infrastructure, private and governmental institutions, environmental concerns, food security, markets, and trade.

During their meeting, Rivera and Sancho discussed the importance of sharing scientific knowledge on agriculture. As Professor Rivera noted, "information has become a commodity," and the price of scientific articles can be prohibitively expensive in developing countries. The question of how to get knowledge to rural areas in developing countries is

particularly critical. Rivera underlined the role of agricultural extensionists in this regard. He argued that market and knowledge access are major imperatives that are intimately connected; and, access to both makes the improvement of farmers' livelihoods possible worldwide.

The agricultural experts also discussed the competitive nature of today's agricultural production, the controversy over genetically modified organisms, agriculture in Africa, the role of large agricultural enterprises in Latin America, debates over the patenting of agricultural products, and an important related issue: access to water in the region. In the future, IICA hopes to organize an international workshop on the diffusion of agricultural innovations in Latin America and the Caribbean.

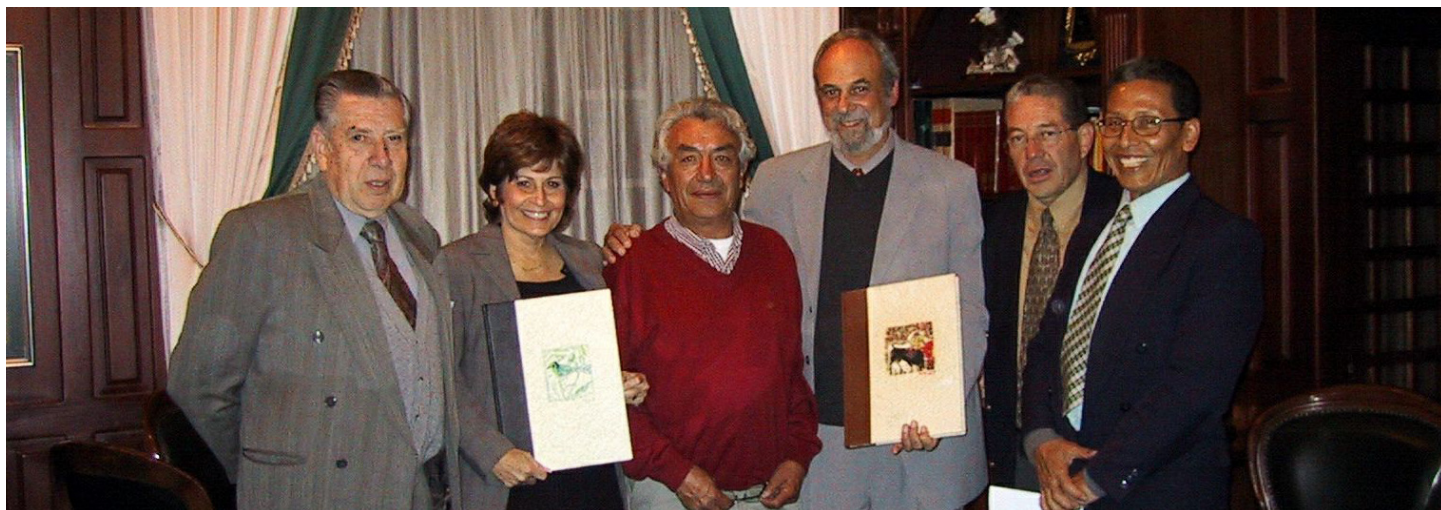
Alan Shane Dillingham is a Doctoral Candidate in the Department of History at the University of Maryland. He is working toward a PhD in Latin American History.



Professor William Rivera and Federico Sancho of the Inter-American Institute for Cooperation on Agriculture

University Faculty Development in Ecuador

By James D. Greenberg and Roberta Lavine



Dr. Roberta Lavine (second from left) and Dr. James D. Greenberg (fourth from left) receive awards after giving a series of workshops at la Universidad Tecnológica Equinoccial in Quito, Ecuador.

We have been working in the area of professional development for university professors in Ecuador for more than fifteen years. This work, a result of an evolving collaboration between the University of Maryland and the Corporación para el Desarrollo de la Educación Universitaria (CODEU), began with a 1990 study by USAID on the use of textbooks in Latin American universities. The research found that only fourteen percent of classrooms in the selected countries used textbooks as a component of instruction. In other classrooms, professors followed the traditional paradigm: a one-way communication model in which professors lecture and students take notes.

As a result of the report, the TEXTOS LIBROS initiative was funded by USAID to help inculcate the use of textbooks to enrich the resources and quality of learning in college classrooms. The program was extremely successful; however, an unexpected consequence was the identification of many other important issues. Traditional university teachers (i.e. the majority of professors) had no experience with any teaching method other than the traditional lecture. The introduction of textbooks presented university faculty with a dilemma: if the information is in the books, what is my role?

This kind of question created an interest in faculty development. Our Ecuadorian colleagues sought help from the Center for Teaching Excellence at the University of Maryland. This relationship has resulted in ongoing regular collaborations, workshops, orga-

nizational development, and preparation of resource materials on college teaching with educators from Chile and Peru. Some of our work in Ecuador has influenced the development of accreditation criteria and regulations related to university teaching, including encouraging the adoption of accountability through the creation and utilization of teaching portfolios.

As a culmination of these efforts, one of our projects was the design and implementation of a full-fledged certificate program (i.e. a *Diplomado*) in university teaching. The *Diplomado* in University Teaching was formally approved by CONESUP, Ecuador's national commission on higher education, and was the first credit-bearing teacher education course in the country for university professors.

The *Diplomado* program was a resounding success, graduating thirty university professors from various disciplines and institutions, and involving additional UMD faculty members Steven Selden (EDPS) and Robert Yuan (Cell Biology). Participants evaluated the program very positively; and, they cited positive impacts on their approaches to teaching and benefits to their students as direct results of their participation in the program.

James D. Greenberg is the Director of the Office of International Initiatives in the College of Education at the University of Maryland. Roberta Lavine is an Associate Professor in the Department of Spanish and Portuguese in the School of Languages, Literatures, and Cultures.

Marcela Echeverri

LASC Visiting Scholar



Marcela Echeverri is LASC's first Post-Doctoral Fellow this academic year. She is a historian from Colombia with a background in anthropology and political theory. She received her PhD in Latin American and Caribbean History from New York University in 2008. Dr. Echeverri comes to the University of Maryland from the College of Staten Island, City University of New York, where she is an Assistant Professor in the Department of History.

While at UMD, Echeverri will be preparing a book manuscript for publication. In this work,

entitled *Popular Royalists and Revolution in Colombia: Nationalism and Empire, 1780-1840*, Echeverri examines the participation of indigenous people and slaves in the royalist forces that rose in defense of the colonial order in southwestern Colombia during its wars of independence (1808-1825). Echeverri seeks to explain how and why people who were the objects of imperial rule became its defenders. Her most recent

publications on the subject appeared in *Slavery & Abolition* and in the Spanish journal *Revista de Indias*.

This fall at the University of Maryland, Echeverri is also teaching the course "Race, Empire, and Revolution in Latin America" (LASC448M/HIST429Z), which focuses on the processes of decolonization and democratization in nineteenth-century Latin America.

The Latin American Studies Center welcomes Dr. Echeverri and hopes that she finds her time here productive.

Steve Klees

Named Harold R.W. Benjamin Professor of International and Comparative Education

LASC affiliate Steve Klees, Coordinator of the International Education Policy Program at the University of Maryland, has received the honor of being named the Harold R.W. Benjamin Professor of International and Comparative Education. This award is named for the first dean of the College of Education, an educator who focused on international comparative education and who worked extensively in Latin America.

Klees will use the three-year term of the endowed professorship to assist in his ongoing research on global education policy, political economy of education, and inequality and social justice issues. Within these three areas, Dr. Klees is examining several more specific issues: international agencies' influence on policymaking, the effects that policies have on governments and grassroots organizations, the connections between education, development and social change, the effects of education policy

on at-risk children, and the right to education globally.

Three decades of experience inform this research. Some of Klees' past work includes teaching, consulting, and researching worldwide with organizations including UNESCO, the World Bank, and USAID. He also has extensive field experience, particularly in Latin America, where he has taught in countries such as Argentina, Brazil, Mexico, and Peru. In Brazil, he has been a visiting professor in several universities; and, he was a Fulbright Scholar at the Federal University of Bahia.

The Latin American Studies Center congratulates Dr. Klees on his award and wishes him the best as he moves forward with his work.

LASC thanks UMD student Gabriela Kocerha for her work on these pieces.

LASC Research Report

Guggenheim Fellow Studies Poetics and Politics in the Caribbean Archipelago

By Juan Carlos Quintero-Herencia

LASC affiliate Dr. Juan Carlos Quintero-Herencia has been awarded the John Simon Guggenheim Fellowship. He describes his research below.

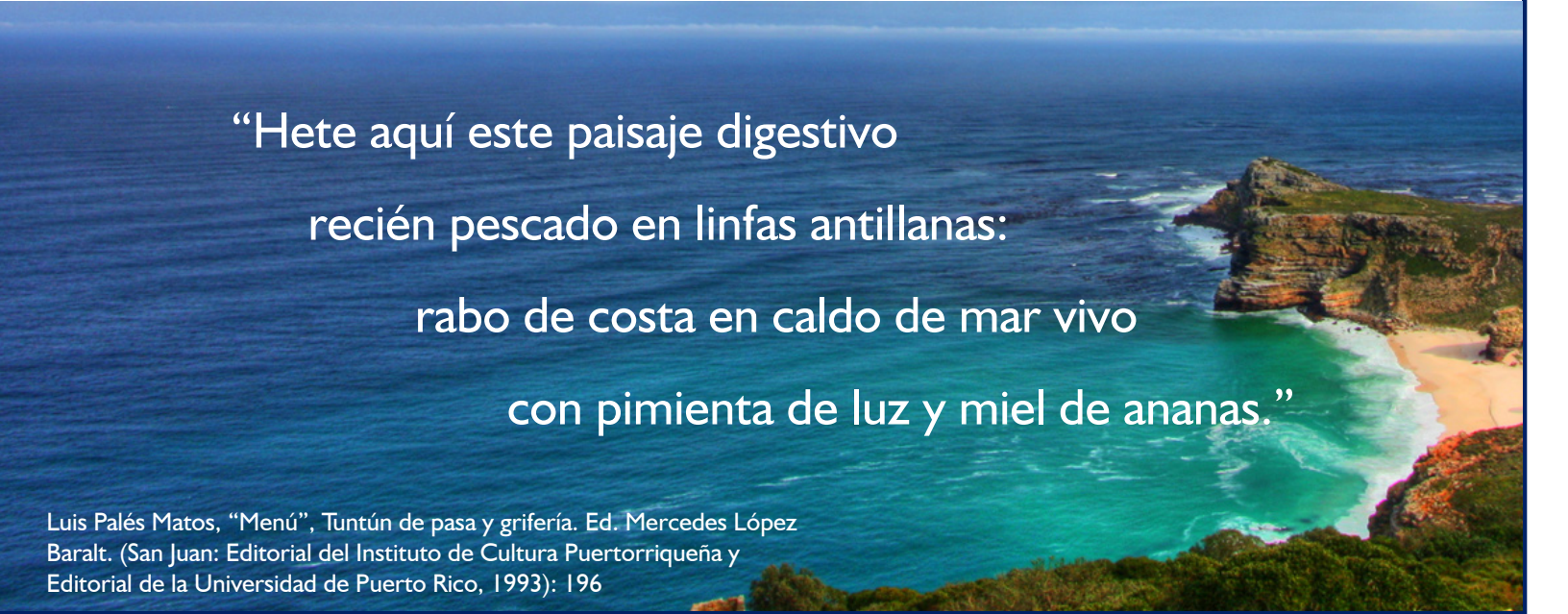
I am currently researching to write a book on the intense relationship between poetic texts and the cultural settings of traditional politics in the Hispanic Caribbean and its diasporas. How do poetic enunciation and performance, in a contemporary Hispanic Caribbean context, interact with political subjectivity? My research examines how poetry and the act of listening embedded in literary texts by key Latin American authors, from either the Caribbean or passing through the archipelago, produced a series of images and political stances. Far from the images of real politics shaped by this or that poet's point of view or political activism, this study will concentrate on the performance of a poetic/literary word in the Hispanic Caribbean as a way of enacting the space and logic of what has been called the politics of literature.

This study is an assessment of the specific nature of Hispanic Caribbean and Latin American poetic practices in a particularly complex cultural terrain. The study will demonstrate how several poets, authors, and performers working in the Hispanic Caribbean, developed complex and innovative forms of thinking about what constitutes political practice in contemporary times. My book will be an analytical inquiry into the conditions of possibility of the literary text as a singular space and as a way in which politics emerges, affecting the beliefs of both the reader and

the citizen in a Hispanic Caribbean society.

In Hispanic Caribbean literary criticism and theory, there is a lack of comprehensive analysis and theory on how the conditions of the archipelago (geographically and culturally speaking) have affected the political and poetic delivery in and of the Caribbean. This work addresses a topic overlooked in the historical and critical accounts of the Caribbean poetic experience. Most studies on Caribbean poetics tend to relegate the not-so-evident political aspects of aesthetic interventions to a secondary level of existence or importance. Rather, they underscore the more traditional manners of political intervention (for example, public appearances, massive acts, and States' declarations or policy initiatives). Conversely, my book will be a critical reconsideration of the subtle and misunderstood methods that poetry and performance deploy when giving form to its political perspectives. This book is not exclusively a study on a Latin American problem or literary tradition, but an exploration on the limits and potentialities of language when coping with historical events bestowed with the signs of unexpected transformation and violence.

Juan Carlos Quintero-Herencia is currently Chair of the Department of Spanish and Portuguese and a Professor of Modern and Contemporary Latin American Literature, Contemporary Puerto Rican and Cuban Literatures, Literary Theory, Cultural Studies, Poetics, and Literary Politics at the University of Maryland.



“Hete aquí este paisaje digestivo
recién pescado en linfas antillanas:
rabo de costa en caldo de mar vivo
con pimienta de luz y miel de ananas.”

Nahua Conference: Report

By James Maffie

In May of 2009, the Latin American Studies Center sponsored a two-day, interdisciplinary workshop entitled “Issues in Nahua Identity and Language: Past and Present.” This was a significant academic event as it was the first major meeting in the United States devoted to Nahua issues.

The workshop brought together a diverse group of international scholars with training in linguistics, anthropology, history, critical literary studies, sociology, and philosophy. Disciplinary differences notwithstanding, attendees discussed their common research interests in issues of identity and language among contemporary and historical Nahuatl-speakers of Mexico. The workshop provided the opportunity to converse across fields. This interdisciplinarity was clearly one of the workshop’s most stimulating and unique features.

Nahuatl was the language spoken by the Aztecs. It spread across Mexico and Central America as the official language of the Aztec empire. Nahuatl speakers later accompanied Spanish conquistadors north to what is now Santa Fe, New Mexico, and south to what is now Guatemala. Nahuatl remains the most widely spoken indigenous language in Mexico today. Nahuatl is also the first (and sometimes only) language spoken by many Mexicans residing in the United States.

Workshop participants explored a variety of ways of understanding the relationship between Nahuatl-speakers and Mexican

social, educational, political, legal, and economic institutions. Questions that were addressed included: What is the relationship between Nahua identity and speaking Nahuatl? What is the relationship between Nahua culture and spoken Nahuatl? Can the former survive without the latter? What are the pressures upon Nahuatl speakers to cease to speak Nahuatl? Can, and should, these pressures be countered? What is the best way to go about documenting and preserving spoken Nahuatl? Can Mexican institutions of higher education be reformed to include instruction in Nahuatl? How do religious ideology, schooling, and the creation of written texts mediate the creation of Nahua identities? What, if any, special challenges does evangelical Protestantism pose to Nahua identity in Mexico? What pressures do Nahuatl-speakers face in Mexico’s globalizing economy?

The workshop also explored the challenges of using ethnography or textual analysis to understand the nature of intercultural relations and of social and linguistic change. For example, how were early post-conquest contacts between Spanish Franciscans and Nahuatl-speaking Aztec priests constructed differently by each group?

Professor Jane Hill of the University of Arizona inaugurated the workshop with an excellent keynote address entitled “Uto-Aztecan as a Mesoamerican Language Family: Implications for Understanding Aztecan and the Nahua.” Other invited participants included

Alan and Pamela Sandstrom of Indiana University-Perdue, John Sullivan of la Universidad Autónoma de Zacatecas, Berenice Alcántara Rojas of la Universidad Nacional Autónoma de México, Jacqueline Messing of the University of South Florida, Jonathan Amith of Yale University, Willard Gingerich of the University of Texas, Frances Rothstein of Montclair State University, Alejandro Cañeque of the University of Maryland, and myself. The workshop was also attended by fifteen to twenty-five students and scholars from the community. Discussions were lively, congenial, edifying, and continued well into the night after the last session concluded each day.

The Nahua Conference was a unique event. LASC hopes to participate in similar workshops in the future. Additionally, the University of Maryland will support LASC’s emphasis on Nahua issues by offering courses in the Nahuatl language in the spring and summer of 2010.

James Maffie received his PhD from the University of Michigan, Ann Arbor. He is a Fellow at the Latin American Studies Center at the University of Maryland. He specializes in contact-era Nahua (Aztec) philosophy, indigenous Mesoamerican philosophies, comparative world philosophy, metaphysics, Latin American philosophy, epistemology, and philosophy of the sciences. He studied Nahuatl in Zacatecas and in the Huasteca region of Mexico.

Sones de México

By Juan Díes



Sones de México Ensemble combines its artistic calling with an educational mission, transforming a folk music band into a multi-faceted, non-profit organization. During the 2008-2009 academic year, members of the ensemble spent six days at the University of Maryland working with community members.

In the 40 years since I first picked up a guitar in San Luis Potosí, México, I have learned to view music not just as notes on a page, but as a social force that both affects and is affected by other aspects of life. Music is more than the sounds we hear; the sounds that reach our ears are byproducts of a much more complex music-making process.

Music's ability to influence and change other aspects of life makes it an effective tool for teaching and learning. This is precisely why the members of Sones de México Ensemble formed a non-profit organization whose mission is to educate, research, preserve, arrange, present, perform, and disseminate Mexican folk and traditional music and dance to children and adults of all nationalities, physical abilities, and cultural and ethnic backgrounds.

Sones de México Ensemble started performing in Chicago in 1994. Since then, schools and cultural organizations have requested our services, not only to hear the great music we play, but also to expose their students and patrons to the culture of Mexico, instill pride in immigrants and their children, foster racial tolerance, and dispel stereotypes. Gradually, we realized that the education we could offer extended beyond violin lessons, dance training, and classes on music theory. Sure, we could teach those things; but,

folk music and dance education also naturally bring up issues of meaning, identity, musicianship, teamwork, and other intangibles. So, we began to incorporate these things into our lessons. Without this context, the folk music that we play would lack connection to a people, a nation, an ethnic or occupational group, or even a historical period.

We are aware that, as we make music, our audiences are participants just as we, the musicians, are. The line between musicians and non-musicians is blurry. The music we play during a live performance is not only affected by the social, cultural, political, and economic circumstances of the moment, and by the genius, selfishness, complacency, mental illness, prejudice, loneliness, love, consumerism, anger, hate, or religious zeal of the participants, but it also has the power to influence these factors as well. Our music is an agent of change.

Like in its early days, Sones de México Ensemble continues to perform concerts around the country and record CDs, but today it also performs a variety of services to the community. Through grants, the ensemble is able to provide workshops and arts residencies in many of the cities we visit during our tours. Some of our recent workshops include a corrido ballad songwriting class that showed students how to turn their tragic stories into popular songs and an Aztec dance class that used ritualized choreography to recount Aztec cosmology.

Juan Díes holds a Master's degree in Folklore/Ethnomusicology from Indiana University. He is currently the Executive Director of and a musician with Sones de México Ensemble.

Courses on Latin America and the Caribbean

Spring Semester 2010

For more information about any of the courses listed below, please visit www.lasc.umd.edu.

LASC Courses:

Issues in Latin American Studies II (LASC235)

Dr. Ivette Rodríguez-Santana

Tuesday and Thursday | 11:00am - 12:15pm

This course covers major issues shaping Latin American and Caribbean societies, including the changing constructions of race, ethnicity, gender, and class, as well as expressions of popular cultures and revolutionary practices.

Special Topics in Latin America: Militarism, Citizenship, and Nationhood in Latin America (LASC448T)

Dr. Thomas Rath

Wednesday | 2:00pm - 4:30pm

This course examines the historical connections between militarism and ideas about nationhood and citizenship in modern Latin America. Key topics include theories of militarism and nationalism; caudillismo; European and U.S. influence on the military; indigenous peasants and military mobilization; military terror and the cold war; militarization and gender; human rights, justice and memory; paramilitarism; and state failure.

Special Topics in Latin America: Elementary Nahuatl (LASC429B)

Dr. Jonathan Amith

Tuesday and Thursday | 3:00pm - 4:15pm

This course serves as an intensive introduction to the spoken Nahuatl language. Students will develop reading and basic communicative skills.

Senior Capstone Course on Latin America: The Amazon Through Film (LASC458A)

Dr. Janet Chernela

Thursday | 2:00pm - 4:45pm

This is an interdisciplinary course that utilizes film to consider the Amazon basin, its history, peoples, and landscapes. Representation on film is a motif throughout the course; dramatic and visual depictions of Amazonia over four decades will be analyzed. The course also places films in the context of film history and critical theory.

Courses in Other Departments:

Undergraduate Courses:

ARTH250 Art and Archaeology of Ancient America

ARTH370 Latin American Art and Archaeology Before 1500

ARTH371 Latin American Art and Archaeology After 1500

EDCP418C Special Topics in Leadership: Latino Leadership

ENGL360 African, Indian and Caribbean Writers

ENGL362 Caribbean Literature in English

GEOG498M Topical Investigations: Migration: Latin America and the United States

GVPT309C Topics in International Relations: U.S. Foreign Policy Toward Latin American and the Caribbean

HIST251 Latin American History II

HIST408G Senior Seminar: Cuban Revolution

HIST408V Senior Seminar: Immigration and Ethnicity in the United States

HIST428Y Selected Topics in History: Colonial Encounters: Natives, Spaniards, and Africans in the New World

PORT204 Intensive Intermediate Portuguese

PORT405 Portuguese for Spanish Speakers

SPAN103 Intensive Elementary Spanish

SPAN203 Intensive Intermediate Spanish

SPAN207 Reading and Writing in Spanish

SPAN303 Approaches to Cultural Materials in the Hispanic World

SPAN307 Oral Communication Skills for Native Speakers of Spanish

SPAN362 Latin American Literatures and Cultures II: From Independence to Nation Formation

SPAN363 Latin American Literatures and Cultures III: From Modernism to Neo-Liberalism

SPAN408A-D Great Themes of the Hispanic Literatures

SPAN415 Commercial Spanish II

SPAN417 Practicum in Translation VI

SPAN422 Cross-Cultural Communication

USLT202 US Latina/o Studies II: A Contemporary Overview, 1960's to Present

USLT488C US Latina/o Senior Seminar: Visual Research Method in US Latina/o Studies

WMST488A Senior Seminar: Latino Women and Families

Graduate Courses:

GEOG788M Selected Topics in Geography: Migration: Latin America and the United States

HIST608J General Seminar: 20th Century Latin America

HIST639C Special Topics in History: Gender, Race and Conquest: Europe Meets the New World, 1500-1900

Study Abroad in Latin America and the Caribbean

Winter Term 2010

For more information about the programs listed below, or for information about semester-long exchange programs, please contact the UMD Study Abroad Office or visit www.international.umd.edu/studyabroad.

Argentina: The Politics of Globalization

January 2-22, 2010
LASC 458A/SOCY 498W

This course evaluates the new instruments being used to promote democracy, economic growth, and social equity in Latin America. By visiting representatives of multilateral institutions, state agencies and non-governmental organizations, students will be able to interact directly with government officials, activists, scholars and professionals to explore the extent to which a new emerging consensus on poverty and inequality is likely to advance basic issues related to the construction of democracy and social equity in the hemisphere. The course will also include some cultural activities. Students will spend two weeks in Buenos Aires and one week in San Martín de los Andes.

Chile: Chilean Literature, Democracy, and Social Change

January 2-23, 2010
ARHU 319C/HIST329N/GVPT309F/
CMLT498/HONR349C

This course is an overall exploration of Chile's traumatic past through the study of art and literature produced under Pinochet's 17-year dictatorship. Students will visit many historic sites in and around the capital city of Santiago. Additionally, students will enjoy a weekend at the beach and will travel to Valparaíso, a world heritage city, to engage in a week of service learning.

Belize: Mayan Culture and the Interface between Tropical Rainforests and Coral Reefs

January 6-16, 2010
BSCI 279M

During this course, students will visit the subtropical country of Belize, which is home to the longest barrier reef in the Western Hemisphere. Students will visit archeological digs, study the architecture of various Mayan temples, visit tropical rainforests, navigate and sample the Sittee River and surrounding floodplain, visit mangrove forests, and snorkel the reefs and islands in the Mesoamerican Barrier Reef System.

Costa Rica: Sustainable Tropical Ecosystems

January 9-23, 2010
PLSC 489C/HONR 379K

This course will provide students with the opportunity to learn about the relationship between Costa Rica's agricultural develop-

ment and the sustainability of its tropical ecosystems. Visits to small and large agricultural production facilities will be interfaced with visits to Costa Rica's natural ecosystems, including the Arenal volcano and Monteverde tropical rainforests.

Ecuador: Traversing the Colonial City and the Natural World: An Andean Experience

January 1-24, 2010
SPAN 448E

This course explores the history and cultures of Ecuador from the colonial period to the onset of independence. By studying the socio-spatial configuration of the colonial city, as exemplified by Quito and Cuenca, students will open a window into the trans-cultural aspects of artistic, architectural, and cultural manifestations of Ecuador. Students will visit local museums and historic sites and will take short excursions to other points of interest, including the equator and the Chimborazo Volcano.

El Salvador's Children: Risk, Poverty and Education

January 7-23, 2010
EDSP 488B/788B/CPSP 379E

The objective of this course is for students to understand the complex factors that have contributed to centuries of poverty, limited educational opportunity, civil war, and mass migration of Salvadorans to the US. Students will learn about popular education, and how it promotes literacy and social consciousness. By understanding social and cultural contexts, students will also better understand how to serve a growing population of Latino children and families in the US. Most of this experience will take place in a small, rural village outside of San Salvador. Students will live with campesinos (rural families), learn about their culture, and work alongside them.

Grenada, the Grenadines and Martinique: The Geography of the Southern Caribbean

January 13-23, 2010
GEOG 328B

After a briefing session in College Park, students will fly to Grenada where they will study the physical and cultural geography of the "Spice Island." From Grenada, the group will go to Antigua and board a windjammer tall ship for seven nights of sailing, ending up in St. Lucia. Students will not only visit the islands under study, but will also stand watches aboard the windjammer, learn to climb into the rig-

ging, navigate, and work the helm. Last year's class visited a spice plantation and a pyroclastic flow field, snorkeled coral reefs, and played in a cricket match.

Mexico: Cultural Competence in Human Services, an Immersion Experience

January 2-24, 2010
FMSC 498C & 498L/FMSC 698C & 698L/
CORE Diversity

This course is designed to provide students with cultural sensitivity and a perspective on their own culture that will increase their ability to work effectively with clients from all backgrounds. Graduate and undergraduate students will spend three weeks in Oaxaca, Mexico to acquire cultural competence in working and communicating with Spanish-speaking clients. Participants will combine intensive Spanish language classes with lectures, discussions, and site visits to human service organizations.

Peru: Medicinal Plants of the Amazon

January 5-22, 2010

PLSC 489X

This course uses one of the most biologically diverse regions on the planet as a classroom to expose students to the incredible biochemistry of the flora of primary and secondary tropical rainforests. Students will learn about local medicinal plants and local Peruvian uses of plant properties to treat a wide range of ailments. Local healers will demonstrate preparation and use of specific plants. Toxic components of tropical plants will be examined and drugs that have been derived from rainforest biochemistry will be discussed. Sustainability issues will be introduced and examined from pharmaceutical and global health perspectives.

Trinidad and Tobago: Gender, Sexuality and Globalization

January 9-23, 2010
WMST 498S

This intensive course will introduce students to the cultural and political landscapes of the Anglophone Caribbean. Students will address questions of transnational feminist advocacy, Caribbean feminisms, domestic violence, and reproductive rights in the Anglophone Caribbean. Through the lens of gender, sexuality, and transnational feminist advocacy, students will learn about the complex cultural and political institutions that are the foundation of these ethnically diverse nation-states.

Corey Laplante

*B.A., University of Maryland, 2008
Fulbright Fellow, Peru*

In his final semester at the University of Maryland, Philosophy major and Spanish minor Corey Laplante was awarded a Fulbright Fellowship, which he used to study the intersection of environmental law with human rights and economic development in Peru. Specifically, Corey sought to understand the ways in which the strategies of environmental lawyers in Peru are influenced by the country's dependence on foreign investment and the mining industry.

As his central case study, Corey chose the town of La Oroya, Peru, a mining community deep in the central Peruvian Andes. La Oroya has recently been ranked as one of the world's top ten most polluted places, due to the contamination generated by the La Oroya Metallurgical Complex. This complex serves as a refinery for various metals that rank among Peru's most important exports. As a result of the emissions produced by the complex, more than ninety-eight percent of La Oroya's children have blood-lead levels that exceed World Health Organization limits. Health effects such as cancer, decreased neurological development, kidney damage, and various pulmonary disorders have also been linked to the contamination. Policymakers and lawyers in Peru struggle to balance the need to reduce such contamination with the need to sustain the economic benefits provided by the complex.

Toward the end of his fellowship, Corey wrote an extensive report on the irresponsible practices of Doe Run, the US-based, multi-national mining corporation that owns the La Oroya Metallurgical Complex. The key findings of his report were written about by the New York Times, Reuters, and several Peruvian newspapers. The report was also used as evidence before the Inter-American Commission on Human Rights.

Corey is currently running a company that he co-founded, Student Sherpas, which aims to make college campuses more efficient and environmentally friendly via the introduction of innovative business services. He is also applying to law school, where he hopes to study environmental and constitutional law with a focus on Latin America.

Chelsea Williams

*B.A., University of Maryland, 2008
Sustainable Development Intern, Argentina*

Chelsea Williams recently returned from a three month-internship program with the Foundation for Sustainable Development (FSD) in La Plata, Argentina. She left the US armed with confidence and passion inspired by her LASC professors. She returned with a great deal of humility and respect inspired by her colleagues in Argentina, the dedicated interns and volunteers at FSD who work tirelessly with the mantra: Engage. Speak out. Learn.

FSD is an organization that is committed to improving the lives of people around the world. Currently, it partners with over two-hundred community-based organizations in nine countries in Latin America, Africa, and Asia. Known for its unique and comprehensive development model, FSD incorporates seven aspects of development (microfinance, environment, health, youth and education, community development, women's empowerment, and human rights) into one community-driven effort for sustainable change.

Chelsea was thrilled to devote her time to assisting Educaser, a non-profit that coordinates educational enrichment programs in more than sixteen community centers throughout La Plata, which provide invaluable resources to children and their families. While at Educaser, Chelsea designed and implemented a five-week interactive project that culminated in a virtual trip to the United States (including a stop at the University of Maryland!). Striving to keep the children engaged, Chelsea made art and music an integral part of her time in the classroom.

Chelsea's experiences in Argentina changed her life. She is proud to say that this experience would not have happened if she had not become a part of the LASC community. Her classes with Professors Harrison and Rodríguez-Santana started Chelsea on her journey and stirred within her a passion for human rights and international development. Chelsea is filled with gratitude and great hope for the future. She believes that the faculty and students of her alma mater truly embody the mantra of FSD and she hopes that they will always remember to engage, speak out, and learn.

Latin American Studies Center Events

Fall 2009

Café Break Seminar: Building the Nation, Forging the Myths: Antinomies in the Historical Cinema in Argentina and Brazil, 1966-1978

Paula Halperin, Graduate Student, Department of History

October 6 | 3:00 - 4:30 pm | 2110 Taliaferro Hall

This presentation seeks to explore the role that historical cinema played in the configuration of discourses about the nation in both Argentina and Brazil during a period of extreme political instability, marked by alternation of weak civilian governments and dictatorships. After 1968/9, political and cultural repression had the effect of intensifying national feelings among image-makers, stimulating the creation of a visual language that would speak to power. Commercial and art cinema used the past as a metaphor to talk about national projects.

Welcome/Open House for Undergraduate Students

October 7 | 4:00 - 6:00 pm | 3107 Taliaferro Hall (LASC)

Come learn about our courses, certificate, and extracurricular activities!

Film: *Herskovits at the Heart of Blackness*

Vincent Brown, Associate Professor, Harvard University

October 7 | 6:00 pm | Hoff Theater | Stamp Student Union

Professor Brown will present his documentary film and then host a Q & A.

Latino/as and Media

Felix Contreras, Reporter/Producer, National Public Radio

October 8 | 5:00 - 6:30 pm | 0106 Francis Scott Key Hall

Interpreting 500 Years of Panamanian History

Historical Society of Washington DC

October 16 | 4:00 - 7:00 pm | Reception to Follow | 801 K. Street NW

Discover 500 years of Panamanian history in a three-part lecture by some of the most dynamic scholars in the field: Alfredo Castillero Calvo (independent scholar), Aims McGuinness (University of Wisconsin, Milwaukee), and Julia Greene (University of Maryland, College Park). Covering the colonial period and the 19th and 20th centuries, this lecture will address topics including the economics of early globalization, imperialism, labor and ethnicity, and Panamanian sovereignty. This program is being organized by the Smithsonian Latino Center, and the History Department and the Latin American Studies Center of the University of Maryland, College Park, with the support of the Historical Society of Washington DC.

Café Break Seminar: Whose National Anthem? Clotilde Arias' Translation of the Star Spangled Banner

Marvette Pérez, Curator, National Museum of American History

October 28 | 3:00 - 4:30 pm | 2120 Francis Scott Key Hall

In 2006, the release of a song called *Nuestro Himno* (Our Anthem) created controversy in the halls of Congress, the blogosphere, and the press. At a time in which immigration reform was being debated, the song even stirred a comment from then President Bush: "I think the National Anthem ought to be sung in English." Interestingly, there have been many translations of the National Anthem, including Peruvian immigrant Clotilde Arias' translation to Spanish, which was commissioned by the State Department in May 1946. This talk uses the translation of America's sacred song as a way to explore the exhibition in a museum setting of American ideas of citizenship, language, immigration, nationalism, and patriotism.

Inter-American Grassroots Development Fellowship Information Session

MarDestinee Pérez

November 9 | 4:30 - 6:00 pm | 2103 Taliaferro Hall

Please come to an information session about a funding opportunity for PhD students conducting research in Latin America or the Caribbean through the Inter-American Foundation (IAF) Grassroots Development Fellowship. The fellowship includes round-trip international transportation, research and living allowances, health insurance, and attendance at a mid-year conference in a country in the region. Visit www.iie.org/iaf for specific benefits, eligibility requirements, and application instructions.

Café Break Seminar: Popular Royalists and Revolution in Colombia, 1808-1820

Marcela Echeverri, LASC Visiting Scholar, College of Staten Island, CUNY

November 19 | 3:00 - 4:30 pm | 2110 Taliaferro Hall

This talk will examine Latin American independence from Spain, focusing on the royalist forces that rose in defense of the colonial order in almost every corner of Spanish America. It will concentrate on Colombia's southwestern city of Popayan, a royalist stronghold where slaves, local Indians, and maroons united with Spanish forces to fight against independence armies. The talk will address the conceptual implications of exploring why and how people who were the objects of imperial rule became its defenders.



UNIVERSITY OF MARYLAND

LATIN AMERICAN STUDIES CENTER

3107 Taliaferro Hall

College Park, MD 20742

Non-Profit Org.
U.S. Postage
PAID
College Park, MD
Permit No. 10

Support the Latin American Studies Center!

LASC provides a variety of courses on issues relevant to Latin America and the Caribbean in both English and Spanish, facilitates research on a diverse range of topics pertaining to the region, conducts outreach programs to US Latino/a communities, and holds several national and international conferences and symposia each year.

I would like to support the Latin American Studies Center with a gift of:

\$500

\$250

\$100

\$50

\$ _____

Name: _____

Address: _____

E-mail: _____

Please make checks payable to **the Latin American Studies Center, University of Maryland** at:

University of Maryland
Latin American Studies Center
3107 Taliaferro Hall
College Park, MD 20742