

A close-up photograph of a person wearing a large, textured, reddish-brown mask that resembles a bull or a similar animal. The mask has prominent, dark, curved horns and a silver nose ring. The person is wearing a bright red shirt and a black, fingerless glove on their left hand, which is resting on a concrete pillar. The background is slightly blurred, showing some greenery and a building.

Spring 2011

University of Maryland
LATIN
AMERICAN
STUDIES
CENTER

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On cover:

Diablillo Cimarrona, Costa Rica by Aurora Colón

Director's Note

On a Friday morning in mid-April, about twenty students enrolled in the LASC Certificate gathered in St. Mary's Hall to discuss their common interest in Latin America and the Caribbean and to strategize about how to grow the program. It was an impressive group of early risers who came from all corners of our campus. We had Economics and Psychology majors and a student from the School of Public Health along with expected Spanish, Government, and History majors.

The April retreat was ably guided by two volunteers from the Peer Network of our campus's Center for Leadership and Organizational Changes. Thanks to Monette Bailey (Senior Writer, University Relations) and Laura Nichols (Assistant Director and Undergraduate Advisor, Women's Studies) for so skillfully directing the discussions that morning. They stimulated student's enthusiasm and helped channel it productively. Visibly energized, students discussed what drew them to the Certificate and how to improve it. They planned a new meeting, which took place a few weeks later.

Out of these two meetings grew a new agenda: creating greater campus awareness regarding the LASC Certificate, generating a greater sense of community among students interested in the region, and promoting community service and study abroad. Students will visit classes and talk to incoming students to give them their perspective on the Certificate and why it is useful. They will explore the possibility of organizing an "alternative spring break" somewhere in Latin America and the Caribbean, and they will look into community service closer to home, with a large Latino community living near our campus.

They want a permanent UMD study abroad program in Latin America, and they were glad to hear that discussion for such a program is already underway. Students expressed a desire for a more vigorous summer internship program, and proposed musical events, films, and discussions of current events--such as the Haiti earthquake, its aftermath, and subsequent elections. More ambitious undertakings include an undergraduate conference and journal. Students understand that all of this takes resources and they are already considering ways to generate funds.

Ivette Rodríguez-Santana, LASC's Associate Director and Undergraduate Advisor, and I both attended the retreat and we have since met with students. We are overjoyed that the undergraduate students want to "own" the LASC Certificate, and we will work with student leaders to promote programs geared toward undergraduate students. We heard their message about using food to help get students in the door! We know that the UMD campus can at times seem large, unmanageable, and unwelcome. The relatively small size of our Certificate program gives students the opportunity to connect with each other and with faculty. It also provides students the opportunity to extend their learning outside the classroom. The combination of classroom learning and extracurricular academic, cultural, and social learning is powerful, and LASC wants to help make that happen for our undergraduate students. The challenge is to expand our Certificate beyond the 46 students now enrolled while maintaining the sense of intimacy and connection. We think we can do it.

If you are interested in becoming involved in LASC's undergraduate student community, contact Ivette Rodríguez-Santana (301-405-8961 or rivette@umd.edu). LASC Coordinator Mary Hilton would also like to hear from alumni and friends who can offer ideas about internships and community service (301-405-9626 or mhilton@umd.edu). And if you'd like to make a financial contribution to LASC programming for undergraduates, please use the form on the back of this newsletter to mail your contribution.



LASC students and faculty during the March 19th retreat

UMD Professor's Project to Save Amazon Rubber Trees

Given her unassuming office in UMCP's austere Plant and Sciences building, it's hard to imagine that Priscila Chaverri's work has received nearly \$2 million in funding in the past few years alone. "It's a sexy project," Chaverri says, speaking of her latest undertaking, which has earned a \$650,000 grant from the National Science Foundation. Chaverri is currently working on a project on the South American Leaf Blight (SALB), a disease that has devastated rubber trees in the region.

"The rubber trees have many diseases, but the SALB is the most important because it has prevented the production of rubber in South America," Chaverri states. This halt in rubber tree production has had an adverse effect on economic growth. About 40 percent of the world's rubber consumption comes from trees, with about 60 percent being produced synthetically. The world still relies on natural rubber because the rubber produced by trees is of a much higher quality and is needed to produce products such as latex that are essential to the manufacturing of commercial goods and medical supplies.

Because of the SALB's decimation of South American rubber trees, most natural rubber today is being produced in Africa and Asia. Chaverri indicates that many African and Asian countries are taking extra precautions such as border checks to keep SALB from spreading to their plantations. International concern is so high that the United Nations has called SALB "a potential biological weapon of mass destruction," given the economic devastation that could occur if the disease makes its way to African and Asian rubber trees. "For the economies of Europe and North America, it's very important, but for developing countries it's as or more important—that's the majority of people employed in rubber plantations.... It can affect international security," Chaverri asserts. Chaverri explains that an attack on rubber trees could have catastrophic repercussions on the world economy. If SALB were to reach other regions of the world, the resulting widespread unemployment could spur regional tensions and instability.

"In the wild, this disease is controlled somehow," Chaverri says. But when industrial rubber tappers began constructing tree plantations in the early twentieth century, the SALB appeared and began its trajectory of destroying rubber tree leaves, without which rubber trees cannot produce rubber.

The spread of SALB led to the demise of Henry Ford's infamous attempt to create an American utopia in the Brazilian Amazon that would tap rubber for his cars. In 1927, after the success of the Model T, Ford sought to construct a manufacturing plant in a remote area of the jungle that he would call Fordlandia.

Ford refused to consult agricultural experts and decided to grow his rubber trees in plantations in which the trees were in too close proximity to one another, which led to Ford's plantations being devastated by the SALB and other organisms. After his plan for manufacturing rubber from trees failed, Ford stubbornly changed his mission, and Fordlandia became more of a sociological experiment dedicated to "civilizing" the locals.

In contrast to Ford's incursion into Latin America, Chaverri recently gave a talk at the United States Department of Agriculture (USDA) titled "Latin Americans in Research and Graduate Education." She expressed her desire to see more Latin Americans studying in the United States. Chaverri says that one of the reasons she was invited to give this talk (besides being from Costa Rica) was because of the unusually high number of Latin American graduate students who work with her. "I haven't done that on purpose," Chaverri states.

Four out of five of Chaverri's students are either from Latin America or of Latin American descent. However, students say they were attracted to Chaverri's work, not her nationality. "When I was looking for PhD opportunities, I looked for people working in areas related to biology of fungi. I applied to several places, it didn't matter if the professor was of Latin origin or not," discloses Catalina Salgado, a native of Colombia.

As a Latin American, Chaverri asserts that she is passionate about dedicating her work to the region and hopes her work will simultaneously support biodiversity and increase economic production. “The long term goal is to increase production in Latin America” she explains. Chaverri adds that her ultimate dream is to find something unique that can be patented and produce income for the country that holds the natural resources. This, in turn, would preserve biodiversity.

“It will give value to natural forests because the cure to plant diseases might lie in wild trees,” Chaverri says.

Priscila Chaverri is Assistant Professor in the Department of Plant Science and Landscape Architecture. She earned her PhD in Plant Pathology from The Pennsylvania State University.



Top: Chaverri (red jacket), along with students and colleagues collecting fungi.

Bottom: PhD student Catalina Salgado smiles for the camera as her colleagues analyze fungi.



Neoliberalism and Education in Latin America

by Nelly P. Stromquist

As a doctrine based on freedom and efficiency, neoliberalism has deep consequences on education. Translated to the education arena, the notion of freedom challenges the monopoly of government in the provision of schooling and promotes instead parental choice in the selection of schools for their children, resulting in the creation of autonomous schools (as charter schools tend to be called in Latin America). The notion of efficiency leads to the promotion of decentralization and its most extreme form, privatization.

Neoliberalism in Latin American education emerges through the influence of international organizations, especially in the “conditionalities” that accompany lenders’ preferences in large education loans. Neoliberalism tends to be associated with reductions in government investment, including vital sectors such as education and health.

One of the greatest impacts of neoliberal reforms occurs through decentralization, advocated on the premise that it makes schools more responsive to local needs. Although this enables parental participation, it has meant fewer central government resources and greater cost-sharing by communities. This has not benefited poor communities and rural areas. Decentralization has often threatened the dissolution of teachers’ unions; not surprisingly, decentralization has been opposed by teachers. The most pervasive example of parental choice has taken place in Chile, where close to 44 percent of the schools are currently run for profit, operating with government subsidies. While these schools operate at lower cost than the public schools, they have not shown greater effectiveness in student achievement. School-based management has been tried in the region, particularly in El Salvador and the state of Minas Gerais in Brazil. This innovation has resulted in increased student attendance but no clear academic achievement.

Neoliberal policies make reference to the issue of equity. However, this is framed within a negative critique of free public universities, which are a strong tradition in Latin American countries.

Since the majority of those who attend universities are middle- and upper-social classes, neoliberal equity policies would have universities charging tuition fees, with student loans proposed for the less socially advantaged classes. Opponents see this measure as adversely impacting the poor, who tend to be risk-averse. Moreover, neoliberal policies encourage a limited expansion of public universities and the promotion of private institutions. Consequently, Latin America’s massive expansion in tertiary education has been fueled mostly by private initiatives and now accounts for about half of the enrollment.

The principle of efficiency has resulted also in pressure for accountability, thus the creation of national assessment systems to measure student learning. The proportion of the GDP assigned to education in the Latin American region has increased over time but remains well below that of industrialized nations. In 2008, Latin America spent 4.4 percent of its GDP on education, compared to 5.6 percent for the Organization for Economic Co-operation and Development (OECD) countries. In per capita expenditures at the primary education level, Latin America spends \$784 compared to \$4,470 for OECD countries. In this context, concern for student learning appears to be contradicted by the reluctance of neoliberal policies to make greater public investments in education.

If the ultimate objective of neoliberalism in education is to increase academic achievement and reduce social inequality, this has not been reached—nor will it be if greater economic and social support to both public education systems and poor families is not forthcoming.

New LASC Faculty and Visiting Scholar



Ernesto Calvo joined UMCP in the fall of 2010 as Associate Professor of Political Science. He graduated with a PhD in Political Science from Northwestern University in 2001, with specializations in Comparative Politics, Political Economy, and Methods. Calvo's research focuses on political representation, elections, and congresses. His work has received awards from the Comparative Politics sections of the American Political Science Association and the Latin American Studies Association and this work has been published in journals of the U.S., Europe, and Latin America. He is currently completing a book manuscript on legislative success in Latin America and working on a long term project on patronage networks, electoral regimes, and redistribution. Calvo presented this research as a part of LASC's Café Break Series this spring. At UMCP, Calvo teaches an undergraduate seminar called Government and Politics in Latin America, which is a comparative study of the governmental systems and political processes of the region.



Abigail McEwen specializes in modern Latin American art, with particular interest in the arts of twentieth-century Cuba, geometric abstraction and conceptualism generally and transnational exchange within the Americas. She received her PhD from New York University's Institute of Fine Arts in 2010 and joined the faculty at the University of Maryland this fall. McEwen is currently at work on a book length study of Cuban abstraction during the 1950s and early 1960s, which examines the ways in which Havana's avant-garde redefined art's relation to power at a moment of political upheaval and revolution. New projects include a study of the transatlantic experience of Amelia Peláez a member of Cuba's historical vanguardia generation. McEwen presented this work in progress in March as part of LASC's Café Break Series. McEwen is also currently conducting archival research on the career of Agustín Fernández (1928-2006). Her course offerings this year at UMCP range from an introductory survey of the arts and archaeology of the ancient Americas to upper-level lectures on twentieth-century Latin American and Latino art.



Cristina Scheibe Wolff is a 2010-2011 LASC Visiting Researcher with a fellowship from the Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq) (National Council for Scientific and Technological Development). Wolff is working on her research project *The Gender of Resistance in the Struggle against the Dictatorships in the Southern Cone, 1964-1989*. This research analyzes how gender relations and discourses constituted subjects in the context of resistance movements against military dictatorships. Wolff's research takes a comparative approach among the Southern Cone countries of Argentina, Bolivia, Brazil, Chile, Paraguay, and Uruguay from 1960 to 1980. The research uses oral interviews and documents produced by armed and non-armed resistance groups including NGOs, urban guerrillas, student movements, missing and dead relatives' associations, and international networks of support for exiles. In Brazil, Wolff is Associate Professor of History at the Universidade Federal de Santa Catarina (UFSC) in Florianópolis. She earned her PhD in Social History at Universidade de São Paulo in 1998.

Knowledge and Interculturality Workshop

Last fall, LASC brought eleven scholars from across the Americas to the University of Maryland-College Park for a workshop on Knowledge and Interculturality. Organized by Mary Kay Vaughan of History, Regina Harrison of the departments of Comparative Literature and Spanish and Portuguese, and Janet Chernela of Anthropology, the workshop was organized around the work of LASC's Distinguished Visiting Professor Daniel Mato, who taught a course on interculturality in Latin America during the fall 2010 semester. Mato defines interculturality as "the dynamics of relations between human groups that perceive each other as culturally diverse regardless of whether these experiences can be classified as 'positive' or 'negative.'" Drawing on this definition, the scholars presented their research on three panels: The Role of Higher Education on Indigenous and Afro-descendant Way of Life; Biodiversity and Indigenous Knowledge; and Diversity, Knowledge, and Museum Presentations. Mato kicked off the workshop with an overview of intercultural experiences within many organizations and communities of Indigenous and Afro-descendant peoples in Latin America. Cornell Uni-

Patricia Acerbi (PhD, History 2010) was hired as an Assistant Professor at Russell Sage College in Albany, New York. Alejandro Cañeque (HIST) and Ralph Bauer (ENG) are each spending a semester as Fellows at the John Carter Brown Library, in Providence, RI. Bauer's is working on a project titled "The Alchemy of Conquest: Prophecy and the Secrets of Nature in the Early Americas." Cañeque will be working on "Religion, Colonialism and the Politics of Martyrdom in the Spanish Empire in America."

Ted Cohen (HIST) received a 2-year predoctoral fellowship from the Carter G. Woodson Institute for African-American and African Studies at the University of Virginia to work on his dissertation "In Black and Brown: Intellectuals, Blackness, and Inter-Americanism in Mexico after 1910."

LASC Senior Jacob Crider was selected to begin teaching this fall in Oklahoma for Teach for America.

Shane Dillingham (HIST) obtained the Andrew W. Mellon Foundation/ACLS Early Career Fellowship Program, Dissertation Completion Fellowship, June 2011-July 2012 to work on his dissertation "Indigenismo and its Discontents: Bilingual Teachers and the Democratic Opening in the Mixteca Alta of Oaxaca, Mexico, 1954-1990."

Ellen Marie Farr was named the Philip Merrill Presidential Scholar for 2011-2012, which honors the University of Maryland's most successful seniors.

Reid Gustafson (HIST) was awarded a one-semester dissertation fellowship in April of 2010 from the UMCP's History Department to conduct research for his dissertation "'He Loves the Little Ones and Doesn't Beat Them': Working-Class Masculinity in Mexico City, 1917-1929."

University Emeritus Professor Billie Jean Isbell gave a talk on the controversial history of collaboration between Cornell University and the *pueblo* of Vicos, Peru. The second panel featured talks by Chernela on biodiversity and the Kayapó people of the Amazon and Jonathon Cerda, Indigenous Advisor for Conservation International, gave a talk on indigenous knowledge and global warming. The final panel featured talks by Marcos Terena, Director of the Memorial dos Povos Indígenas (Memorial of Indigenous Peoples) in Brasilia on indigenous modernity, Brett Williams, Professor of Anthropology at American University, on a museum exhibit of the U.S. housing crisis, and Olivia Cadaval of the Smithsonian Institution's collaboration with communities that participate in the Folklife Festival organized by the Smithsonian's Center for Folklife and Cultural Heritage. Students came away learning about sustainability issues and intercultural relations. Brandi Townsend, a second year PhD student in Latin American History and a student in Mato's fall course said, "This was a great opportunity to engage in an exchange of ideas about the concept of interculturality, but to engage in intercultural relations at the same time."

LASC News and Awards

Paula Halperin (PhD, History 2010) was hired as an Assistant Professor at Purchase, State University of New York. Tanya Huntington, Verónica Muñoz, and Angie DeLutis (SPAN) completed their doctorates during the 2010-2011 academic year.

Karin Roseblatt (HIST) is the recipient of a two-year National Science Foundation Scholar Award (\$200,000) for 2010-2012. The Award funds her research for a forthcoming book *Race, Poverty, and Science in Mexico and the United States, 1930-1970*.

Leonardo Solano (SPAN) was selected for a Finger Lakes Environmental Film Festival Fellowship, where he will attend film screenings and talks.

Brandi Townsend (HIST) earned a James R. Scobie Memorial Award for pre-dissertation research from the Conference on Latin American History in April 2010 to conduct research in Chile in June and July 2010 for her dissertation "Public Reckoning, Private Recovery: Gender, Memory, and Human Rights Struggles in Chile, 1973-2004."

Mary Kay Vaughan (HIST) will be retiring at the end of the Spring 2011 semester after teaching at the University since the fall of 2000. We wish her the very best and look forward to finding new ways of collaborating.

Sarah Walsh (HIST) received an award from the National Science Foundation's Science, Technology and Society Doctoral Dissertation Research Improvement Grant for her dissertation "Reason and Faith: A Study of Chilean Interwar Eugenic Discourse."

LASC Students Reach Beyond Route 1



Natasha Rodríguez
History,
LASC Certificate

I would like to share my experience about my service-learning trip to Los Andes, Guatemala this winter for Alternative Break. The main purpose of the trip was to learn about sustainable development. In addition, we were assigned a project to repaint an elementary school and to build a fence around it to prevent wild animals from disrupting class and to keep children from leaving the school grounds. Seventeen UMD students, including myself, worked with five trained carpenters to get the job done. Although I knew it would require physical labor, I had no clue what was in store for me. On the first day, I was handed a bamboo stick and a machete and told to get to work. My supervisor told me to stab the dirt with the machete and use the bamboo to scoop the dirt out. After realizing that a shovel wasn't available for the job, I began to realize what it meant to be sustainable—to utilize the resources that were available. In Los Andes, a beautiful nature reserve surrounded by a volcano and a lake, I began to find a home away from home in this place—despite the thousands of mosquitoes. All the food was grown locally and prepared fresh from scratch each day. We visited the coffee and tea plantations as well as the factories that prepare them to be sold. There were many activities that I enjoyed such as hiking trails, bird watching, and climbing the volcano at 5 AM to see the sunrise. As our project came to an end, many tears were shed. We were happy to have successfully completed our task, but very sad as we had to say our goodbyes to the wonderful children we grew close to, our talented carpenters who patiently guided us through this job, our wonderful host, and the tremendous cooks. Despite the initial language barrier, we were able to work through it and learn to communicate through various means. It was heartwarming to see the UMD students pick up Spanish as our carpenters picked up English. On this journey I was able to make lasting friendships among the community members of Los Andes and UMD peers I had not previously known. This experience changed my life and I will definitely return to my new family in Guatemala.



Jacob Crider
History, Latino/a Studies,
LASC Certificate

On Monday, March 7, 2011 fifteen University of Maryland Students and I made the trip to our state capitol in Annapolis for Immigrant Action Night, a rally sponsored by Casa de Maryland to promote the In-State Tuition Bill (SB167). SB167 is a measure that would grant undocumented immigrants (who meet certain requirements) the opportunity to pay in-state tuition at Maryland higher education institutions. After dividing attendees based on residential areas, the rally's organizers led us to a large room where we had various representatives come in and speak to us, including Maryland State Senator Victor Ramírez, the writer of SB167. Predetermined individuals were allowed to ask questions while the rest of us looked on. This made many of us eager to leave early and look for our representatives' offices upstairs. While we were there, we attempted to find people who were on the fence about the issue, but most of them were busy. We did, however, meet with Senator Rosapepe, who represents our area, and he told us that he was in complete support of the bill and thanked us for coming to see him. Rosapepe also answered all of our questions and told us that he is glad that we—as students—came, because he said seeing us take initiative energizes him for the debate process. From that experience, we have now formed a coalition of students who are working to see that there is equal access to education in this state for all Maryland students regardless of their immigration status. We are currently lobbying our fellow classmates to call their representatives in support of the bill and looking to pass a resolution in the Student Government Association supporting SB167. If you would like to know how you can get more involved, feel free to contact me at criderja@gmail.com.

Editor's Note: SB167 passed in the Maryland legislature and is pending the governor's signature.

Summer/Fall Courses Study Abroad Information

Summer 2011 Study Abroad

Brazil- Rio de Janeiro: History, Culture, Film, and Video
HIST 369 (3 credits)
June 22 – July 9, 2011

Brazil: Ecology and Natural Resource Management
ENST 499/ENST 689 (3 credits)
July 11 – July 30, 2011

Brazil Anthropology: Environmental Conservation & Indigenous Peoples -LASC 448C (Special Topics in Latin American Studies Brazilian Ethnography)
July 14 - August 3, 2011

Ecuador: Galapagos Islands : A Close Encounter with Nature at the Interface of Ecology & Evolution
GEOL 388G (3 credits)
May 25 - June 7, 2011

Northern Caribbean:
The Geography of Puerto Rico
GEOG/LASC 328
Summer 2011 dates TBA

Panama:
Urbanization and Conservation
LARC 489P
August 1- 19, 2011

Chile:
USAC Santiago

Costa Rica:
USAC Heredia,
Puntarenas, or
San Ramon

Application Deadline:
March 15, 2011

Courses

Special Topics in Latin American Studies: The African Presence in Latin America
(LASC248A or HIST219L)

T. Cohen
Monday - Friday |
1:00pm- 4:00pm
Meets 05/31/11-06/17/11

Special Topics in Latin American Studies: Twentieth Century U.S. -Latin American Relations
(LASC248B)

L. Benmergui (**Online**)
Meets 08/01/11-08/19/11

Fall 2011 Study Abroad

Chile:
USAC Santiago

Costa Rica:
USAC Heredia,
Puntarenas, or
San Ramón

Mexico:
USAC Puebla

Application Deadline:
April 1, 2011

Issues in Latin American Studies I
(LASC 234, LASC 234H,
PORT 234, or SPAN234)

D. Williams
Tuesday and Thursday | 9:30am-
10:45am

T. Guzman-Gonzalez
Tuesday and Thursday | 2:00am-
3:15pm

Special Topics in Latin American Studies: American Indians in Literature: Perspectives North and South
(LASC 248N or CMLT 298N)

R. Harrison
Tuesday and Thursday | 3:30am-
4:45pm

Courses

Special Topics in Latin American Studies: The Amazon through Film
(LASC 448Q)

J. Chernela
Monday | 3:00pm- 5:45pm

Senior Capstone Course in Latin American Studies: Interdisciplinary Perspectives in Latin American Studies
(LASC 458B)

I. Rodriguez-Santana
Tuesday | 12:30pm- 3:00pm

Special Topics in Latin American Studies: Aztec Culture: Human Sacrifice and Conquest
(LASC 448J or RELS419J);
also offered as RELS419J.

J. Maffie
Tuesday and Thursday | 2:00pm-
3:15pm

Latin American Studies Center Events Spring 2011

February 16

“Black or Latino: Reflections on the Afro-Latino Experience”

Roland Roebuck, DC-based Activist,
Black History Month, with Lambda Theta
Alpha Latin Sorority, Inc.

March 2

Café Break Series: “Peláez in Paris: The Transatlantic Experience, 1927-40”

Abigail McEwen, Assistant Professor of Art
History and Archaeology, UMCP

March 15

LASC Internship/Career Workshop

Guests panelists: Andrea Ochoa, Pamela
Cervera and Brandi Townsend

April 4

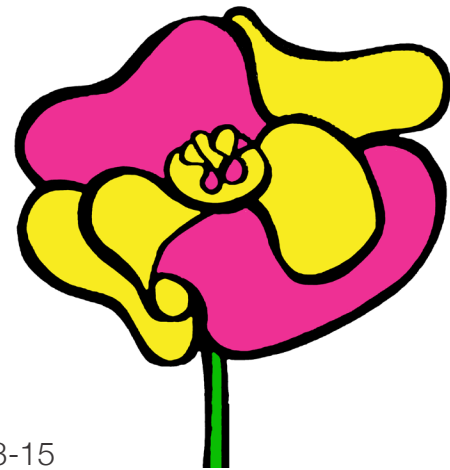
“The AFL-CIO’s Cold War in Honduras, 1954-1979: The Conquests, Challenges, and Limits of Imperial Solidarity” Dana Frank, Professor of History, UC-Santa Cruz

April 27

“Café Break Series: ‘Torture, Love, and the Everyday’”, Clara Han, Assistant Professor of Anthropology at Johns Hopkins University

THE AESTHETIC OF REVOLT

LATIN AMERICA IN THE 1960S



April 13-15

Conference: “The Aesthetic of Revolt in Latin America in the 1960s”

LASC Congratulates its 2011 Graduates

Bazán, Jorge

Government and Politics,
French, Italian

Castillo, Soraida

Psychology

Crider, Jacob

History

Darnell, Tiara

History, Spanish

Grolman, Christina

Spanish

Herrera-Osorio, David

History

Mayne-Flood, Le Toya

Spanish

Noel, Reba

Government and Politics

Pabón-Sainz, Natalia

Spanish

Pérez, Jorge

Economics

Rodríguez, Natasha

Spanish

Sánchez, Rachel

Anthropology

Silvani, Tomás

Government and Politics



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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 Name: _____
- \$250 Address: _____
- \$100 _____
- \$50 _____
- \$_____ E-mail: _____

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