

# 2013 ILLINOIS REVIEW FOR LATIN AMERICAN AND CARIBBEAN STUDIES

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## OUR MISSION

Established in 1963, the Center for Latin American and Caribbean Studies serves students and faculty from across the University of Illinois campus, along with communities from Illinois and the Midwest, by promoting innovative research, specialist teaching and public awareness of the Latin American region: its histories, present challenges and complex connections to the United States and other parts of the world. Established in 1965, we are an interdisciplinary unit within the College of Liberal Arts and Sciences. The Center for Latin American and Caribbean Studies offers interdisciplinary degree programs at the undergraduate and graduate (M.A.) levels, along with one of the leading Quechua language programs in the United States. Since 2009 the Center has been home to the Lemann Institute for Brazilian Studies.

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## LETTER FROM THE DIRECTOR

by Dara Goldman, Associate Professor, Spanish, Italian and Portuguese and Director, CLACS  
Photo Credit: Brian Stauffer

It is with great pride and admiration that I introduce the 50th anniversary edition of the Center for Latin American and Caribbean Studies/Lemann Institute for Brazilian Studies newsletter. This milestone is an exciting one for the Center, one that has led us to reflect, as a community, on our past, present, and future. In the pages of this newsletter, you will find ample evidence of the robust array of programs and activities we have been able to sponsor and co-sponsor over the past two semesters: we enjoyed another highly successful film festival, we hosted many exciting speakers and visiting scholars, we supported an extraordinary array of graduate and undergraduate fellows, we hosted a highly successful workshop for K-12 educators, and our resources were expanded through the addition of several new faculty affiliates, graduate students, and new course offerings. The Lemann Institute also continues to grow in exciting and sometimes unexpected ways, ever enhancing our ability to examine the region with great rigor and depth—as you can see in Director Mary Arends-Kuenning's remarks and the articles featuring the Institute's recent programs, activities, and developments. I invite you to enjoy some of the highlights from these activities in the pages that follow.

For now, I would like to turn my attention to the anniversary symposium we organized in October, "CLACS: 50 years and counting," and share with you some details from the event along with some personal insights and reflections. The one-day symposium brought together current staff, affiliates, and students as well as previous directors, colleagues from peer/partner institutions, and alumni of the program.

Through the generosity of donors and co-sponsors, we were able put together a program that honored where we've been, examined where we are, and considered where we could/should go. The symposium was quite well attended, and generated some interesting insights into the Center's impact (especially for students) and truly compelling and provocative discussions about the future of Latin American Studies as a field. On the lighter side, I also learned many things about the Center's history that I didn't know: in the early days of our collaborations with the University of Chicago (beginning in the mid 1970s), for

example, documents were dutifully typed up on the Center's IBM electric typewriter and then hand-delivered to the Greyhound Bus depot for transportation to Hyde Park.

Along with the principal activities on Friday, October 11th, we were also able to hold a lovely opening reception at the Spurlock Museum on Thursday evening. Invited guests were treated to live music by two local groups that play different varieties of Latin American music: Costas and Del Sur. At Associate Director Angelina Cotler's suggestion, the two groups joined forces for several numbers. Apparently, they enjoyed the collaboration so much that have subsequently performed together at local bars and venues. The reception also gave guests a chance to see the "Folk Art of Latin America" exhibit, a small collection of art and artifacts from all over Latin America that remained on display through January 2014.

Of course, the reception also afforded me the opportunity to talk about the Center's mission and achievements, and to thank our wonderful sponsors and supporters. For those of you that were unable to attend, I would like to partially reproduce those remarks here, as they effectively highlight some of the Center's most compelling achievements over the last half-century:

*I want to thank all of you for joining us on this auspicious occasion, as we celebrate over 50 years dedicated to the study of Latin America and the Caribbean. We are very excited to have reached this milestone, which places us in a rather select group of institutions (Berkeley, UCLA, Florida, Indiana, Kansas, Pittsburgh, Texas-Austin, and Tulane) that have maintained dedicated Latin American Studies programs for a half-century or more.*

*I want to thank our generous co-sponsors and supporters for this event:*

- Spurlock Museum
- Department of Anthropology
- Lemann Institute for Brazilian Studies
- Dorothea S. and Norman E. Whitten Fund
- Department of History
- Department of Spanish, Italian, and Portuguese
- John Means



Dara Goldman

*As you may know, the Center for Latin American and Caribbean Studies was named a National Resource Center under Title VI of the Higher Education Act in 1963. We formed a consortium with University of Chicago in 1976, and have held the NRC designation jointly with Chicago since then.*

*We offer an undergraduate major and minor, an MA, and a grad minor. Along with extensive research and teaching activities, programs and events, I would just like to highlight a few of our achievements and contributions to the UIUC community:*

*- We are extremely proud of our language programs. We support language instruction and study in numerous Latin American languages through partnerships with other units and institutions. The Center itself has consistently offered courses in Andean languages since 1976. Professor Whitten and Frank Salomon developed a Quichua program, which continued until 1984. From 1984-90, the Center offered the Cuzqueño variety of Quechua, and then began teaching Ayacuchan Quechua when Professor Soto was hired in 1990. We now are one of the few programs that regularly offers beginning, intermediate, and advanced levels—all of which can be taken remotely through distance learning—as well as 2-course online sequence. Professor Soto also works tirelessly to promote and support the study of Quechua: he is the author of the textbook used by most programs in the US, and his dictionary is now in its fifth edition.*

*- Of course, one of the most important things we do is to support graduate students. Through funding from the Tinker Foundation, along with generous support from the College of LAS, the Lemann Institute, and our Whitten, Kilby, and Love gift funds, we are able to send 20-30 students to Latin American to conduct pre-dissertation field research each year. Since we began this program in 1980, more than 250 students have participated. (cont. pg. 3)*



## LETTER FROM THE DIRECTOR (cont.)

- Whether you realize it or not (hopefully you do), many of us benefit enormously from the travel, course developments and conference grants the Center provides—along with exciting and enriching events such as Spanish Story Time and the Latin American Film Festival.

Of course, none of this would be possible without the extraordinary efforts of the CLACS/Lemann Staff and numerous grad students who have done invaluable work for us as RA and TAs. At the same time, their exceptional work wouldn't be possible without reasonable funding, a precious commodity. I would therefore like to ask you to help us continue to function as a campus and community resource. You can click on the "Give to CLACS" link on our website ([clacs.illinois.edu](http://clacs.illinois.edu)) or speak to me, or any member of the CLACS administrative staff, about ways to help support our program, faculty, and students.

As we celebrate our first half-century, we also want to take this opportunity to look forward towards the next 50 years. In addition to the remarks tomorrow, many of you will be hearing from us over the next few months about the future of CLACS/Lemann. Of course, please do not stand on ceremony. If you have ideas or thoughts about new initiatives or collaborations that the Center could pursue, please do not hesitate to let us know.

As I prepare this letter, I am—once again—deeply moved and inspired by all that the Center has accomplished during its history thus far. At the same time, the Center staff and faculty are currently immersed in thinking about the road ahead: at present, we are gearing up for the next round of U.S. Department of Education Title VI grant applications. To reiterate what I mentioned in my remarks at the October reception, we would love to hear from you. If you have any thoughts or ideas you are willing to share about the direction the Center/Institute might take in the next 4-50 years, please let us know. In the meantime, I will take this opportunity to thank you for being part of our community, and we looked forward to continued collaborations and accomplishments in the years to come.

Saludos y ¡sigamos palante!

Dara E. Goldman

## CLACS HIGHLIGHTS 2013

## LECTURE SERIES SPRING 2013 -selected Lectures-

Emily Maguire, Associate Professor, Department of Spanish and Portuguese, Northwestern University.  
*"Consuming Changó: The Place of Afro-Cuban Religion in Recent Cuban Film"*

Aldo Musacchio, Associate Professor of Business Administration, Harvard Business School.  
*"Leviathan Evolving: New Varieties of State Capitalism in Brazil and Beyond"*

Bruce Bagley, Professor and Chair, Department of International Studies, University of Miami.  
*"Major Trends in Drug Trafficking and Organized Crime in Latin America and the Caribbean in the 21st Century"*

Jeffrey Lesser, Samuel Candler Dobbs Professor of History and Chair, Emory University.  
*"What's so New About the New Multicultural Brazil?"*

Marco Curatola, Professor of History, Coordinator of the Program of Andean Studies, Universidad Catolica del Peru.  
*"The Oracular Sanctuaries of the Inca Empire: Their Nature and Function"*

Antonio Azuela de la Cueva, Instituto de Investigaciones Sociales, Universidad Nacional Autónoma de México.  
*"Latin America: State Formation and the Emergence of New Forms of Property over Natural Resources"*

Paulo Roberto de Almeida, Sociologist and Diplomat.  
*"Brazilian Foreign Policy: The Economic Consequences of Mister Lula"*

## LECTURE SERIES FALL 2013 -selected Lectures-

Peter Beattie, Associate Prof. History, Michigan State University.  
*"Human Rights and Brazil's Intractable Poor: Flogging, the Death Penalty, and Slavery's Abolition in Comparative Perspective"*

Carmen Diana Deere, Distinguished Professor of Latin American Studies and Food & Resource Economics, University of Florida, Gainesville.  
*"Gender, Asset Accumulation and Wealth in Ecuador"*

Philippe Faucher, Professor of Political Science, University of Montreal.  
*"The Challenges Facing the Brazilian Developmental State"*

Ellen Moodie, Associate Professor, Anthropology, UIUC.  
*"El Zapatazo Limpio: Late liberal outrage in El Salvador"*

ROUNDTABLE  
VENEZUELA AFTER CHAVEZ

Damaris Canache, Political Science; Nils Jacobsen, History; Andrew Orta, Anthropology. March 13, 2013

LEMANN DISTINGUISHED ALUMNUS  
LECTURE

Lemann Distinguished Alumnus Governor Alexandre Tombini with Brazil Scientific Mobility Program Students. February 21, 2013

## LECTURE SERIES



Peter Beattie, Associate Prof. History, Michigan State University, September 26, 2013



## CLACS 50TH ANNIVERSARY ~1963 - 2013~

In 2013, the Center for Latin American and Caribbean Studies (CLACS) celebrated its 50th Anniversary. We are very proud of our half century of commitment to promoting understanding of and engagement with Latin America and the Caribbean. At the same time, we recognize that such milestones are only reached with the contributions of and support of many people. We therefore would like to encourage you to join us as we highlight the Center's accomplishments, its contributions to the University of Illinois and to the field, and our plans for the future.

### CLACS 50th Anniversary celebration programs:

- Reception at the Spurlock Museum, October 10
- CLACS - 50 years and Counting! A Symposium Commemorating the Past, Present, and Future of the Center, October 11

### Special Exhibitions:

- Unity in Diversity: Latin America and the Caribbean at the University of Illinois' Library, September 2013
- Folk Art of Latin America, Spurlock Exhibit, Tuesday, September 10, 2013 - Sunday, January 5, 2014



**Center for Latin American and Caribbean Studies**  
**50<sup>th</sup> ANNIVERSARY**  
**1963-2013**  
**CLACS DIRECTORS**

John Thompson (1963-69)	<i>Geography</i>
John Augelli (1969-72) (deceased)	<i>Geography</i>
Carl Deal (1972-73) - <i>Interim</i>	<i>Latin American Librarian</i>
Merlin Forster (1973-76)	<i>Spanish, Italian and Portuguese</i>
Joseph Love (1976-77) - <i>Interim</i>	<i>History</i>
Frank Salomon (1977-78) - <i>Interim</i>	<i>Anthropology</i>
Paul Drake (1979-84)	<i>History</i>
Joseph Love (1984-85) - <i>Interim</i>	<i>History</i>
Enrique Mayer (1985-88)	<i>Anthropology</i>
Joseph Love (1988-89) - <i>Interim</i>	<i>History</i>
Enrique Mayer (1989-93)	<i>Anthropology</i>
Joseph Love (1993-94)	<i>History</i>
Devora Grynspan (1994-95) - <i>Interim</i>	<i>Political Science, Law</i>
Joseph Love (1995-99)	<i>History</i>
Cynthia Radding (1999-2000) - <i>Interim</i>	<i>History</i>
Norm Whitten (2000-03)	<i>Anthropology</i>
Nils Jacobsen (2003-06)	<i>History</i>
Dara Goldman (2006-07) - <i>Interim</i>	<i>Spanish, Italian and Portuguese</i>
Nils Jacobsen (2007-09)	<i>History</i>
Andrew Orta (2009-11)	<i>Anthropology</i>
Dara Goldman (2011-present)	<i>Spanish, Italian and Portuguese</i>




*CLACS Directors*  
*Front: John Thompson, Dara Goldman*  
*Back: Nils Jacobsen, Carl Deal, Norm Whitten, Enrique Mayer, Andrew Orta, Joseph Love*  
*Photo Credit: Brian Stauffer*



## CLACS 50TH ANNIVERSARY ~1963-2013~

*Photos Credit: Brian Stauffer*

Latin America became a focus of research at Illinois beginning in 1904, when the School of Agriculture sent a delegation to São Paulo, Brazil. In 1909, the Department of History began offering courses on Latin America, and the Spanish Department followed in 1928. The Library began collecting materials from the region before World War I. A Latin American Studies major was established in 1949, and the Latin American Center was established with a formal program in 1963. In 1965, the United States Department of Education designated the unit as a National Resource Center for Latin American Language and Area Studies, a designation that has been renewed through subsequent national competitions.

In 1976, CLACS became a consortium with the Latin American Center of the University of Chicago, and this consortium has been one of the very few centers in the country to receive uninterrupted funding for the past 37 years, allowing the program to grow and flourish. CLACS received National Defense Education Act Fellowships for graduate area research and travel in 1965, which later became Foreign Language and Area Studies (FLAS) fellowships. During the current 2010–2014 federal cycle, CLACS offers 13 graduate FLAS fellowships, two undergraduate FLAS fellowships, and five summer FLAS awards for language study, which may take place on campus, elsewhere in the U.S., or in Latin America. Since 1980, CLACS has offered Tinker Fellowships, grants assisting doctoral students with their research. This year, the Center awarded such research grants to 18 graduate students to work in various Latin American nations. Students who receive these awards come from units across the entire campus.

CLACS offers travel grants every year to affiliated faculty to develop new research, establish contacts with Latin American universities, or establish study abroad projects. CLACS also features a weekly lecture series and has an extensive outreach program in the community, public libraries, and schools. The Latin America Film Festival in the city of Champaign is one of the many annual highlights of the programming allowing for the local community to be involved.

In October 2009, CLACS expanded with the addition of the Lemann Institute for Brazilian Studies, established by a generous gift by Jorge Paulo Lemann. The Lemann Institute recognizes the long-standing collaboration with Brazilian scholars in economics and agriculture, as well as nearly a half-century of teaching and research in Brazilian literature and history. The Institute fosters knowledge and understanding of Brazil across disciplines and colleges. It offers fellowships to Illinois and Brazilian graduates, funds faculty research, organizes international conferences, and supports cultural activities. In addition, the Institute now houses the prestigious Brazilian Studies Association (BRASA).

CLACS has much to celebrate in 2013–2014 as it looks back at its history, takes stock of the present, and gazes into the future. Anniversary events included a book exhibit at the UI Main Library, an exhibit of Latin American folk art at the Spurlock Museum, and a set of panel discussions in October at the Levis Faculty Center.

### CLACS 50TH ANNIVERSARY RECEPTION, SPURLOCK MUSEUM, OCTOBER 10, 2013



*Dara Goldman opening remarks at the Spurlock Museum reception*



*Norm Whitten, Diego Quiroga*



*Terry McCoy, Joseph Love, Nils Jacobsen, Enrique Mayer*



# CLACS - 50 YEARS AND COUNTING! A SYMPOSIUM COMMEMORATING THE PAST, PRESENT, AND FUTURE OF THE CENTER OCTOBER 11, 2013

## Symposium Program:

### Panel:

CLACS, OUR FIRST HALF-CENTURY: REFLECTIONS FROM FORMER/CURRENT DIRECTORS OF THE CENTER AND LEMANN INSTITUTE

- Joseph Love, History, UIUC (Emeritus)
- Enrique Mayer, Anthropology, Yale University
- Norman Whitten, Anthropology/Spurlock Museum, UIUC (Emeritus)
- Nils Jacobson, History, UIUC
- Andrew Orta, Anthropology, UIUC
- Mary Arends-Kuenning, Lemann Institute/Agriculture and Consumer Economics, UIUC

### Plenary Session:

FROM LATIN AMERICA TO LATIN AMERICAN STUDIES AND BACK AGAIN  
Diego Quiroga, Vice President for Research, Universidad San Francisco de Quito, Ecuador

### "Our Not-so-Humble Beginnings"

Tribute to John Thompson, founding member of CLACS - Remarks by Carl Deal

### Panel:

HOW CLACS CHANGED MY (PROFESSIONAL) LIFE. GRADUATE STUDENT PERSPECTIVES ON THE ROLE AND IMPACT OF THE CENTER

- Chair: Angelina Cotler, CLACS
- Antonio Sotomayor, Assistant Professor & Latin American Studies Librarian, International and Area Studies Library, UIUC
- Pilar Egúez Guevara, Post-Doc, Department of Kinesiology and Community Health, UIUC
- Carolina Sternberg, Assistant Prof Latino/Latin American Studies, DePaul Univ
- Isabel Scarborough, Assistant Professor, Anthropology, Parkland College

### Round Table:

THE FUTURE OF LATIN AMERICAN STUDIES: REFLECTIONS FROM CURRENT CENTER DIRECTORS

- Dara Goldman, Spanish, Italian, and Portuguese/Latin American and Caribbean Studies, UIUC
- Shane Green, Anthropology/Latin American and Caribbean Studies, Indiana University
- Mauricio Tenorio, History/Latin American Studies, University of Chicago
- Alberto Vargas, Latin American, Caribbean, and Iberian Studies, University of Wisconsin-Madison



Tom Zuidema, John Thompson



Cathrin Gordon, Diego Quiroga



Tom Zuidema



## FOLK ART OF LATIN AMERICA

By Norman Whitten, Anthropology, Emeritus



*Folk Art of Latin America Exhibit, Spurlock Museum  
Photos Credit: Spurlock Museum*

To celebrate its 50th anniversary, Angelina Cotler and Norman Whitten of CLACS worked with Melissa Sotelo, Christa Deacy-Quinn, and Beth Watkins at the Spurlock Museum to mount an exhibition on the “Folk Art of Latin America.” The exhibit, which was up from September 10, 2013 through January 10, 2014, featured three sections: the large *ital* (retablo) by Nicario Jiménez from the Peruvian Andes is on the left side, a selection of art from Middle and South America and the Caribbean is in the middle and a free-standing jaguar stool from Amazonian Ecuador is on the right.

We defined “folk art” as “the aesthetic manifestations and expressions fundamental to diverse people in this region.” Our small but significant presentation included many pieces quite unfamiliar to the general public, and even to some specialists in the study of Latin American and Caribbean peoples. Because cultural diversity is one of the defining features of this important area of the world, we tried to focus the viewers’ attention on this subject by including items of South America from Amazonia, Andes, and northwest coast. The exhibit was very well received, and at least one middle school class came to see it and then moved into the South American Gallery for additional information on indigenous peoples.



*Ital by Nicario Jiménez*

Originating in the Middle Ages as sacred Catholic Church art, itals in the mid-20th century became a form of secular art depicting any number of images and events. Renowned artist Nicario Jiménez Quispe, originally from Ayacucho, Peru, who now lives in Naples, Florida, made this work, which has become iconic to the CLACS where it is prominently displayed in its conference room. The primary substances with which Nicario works are a mixture of boiled potato paste and gypsum powder. This special ital, a gift from past director Enrique Mayer, depicts a confrontation between concerned people and the police in the Plaza de Armas, Ayacucho, ca 1985.



*"Sacha Runa", Quiteño artist*

In the center case all of the items on display received a good deal of attention. One of these is the "Sacha Runa" sculpture made by a nonindigenous artist from Quito, who brings his knowledge of festival activity in the Central Andes of Ecuador to bear on this captivating piece. "Sacha Runa" in Amazonia refers to "forest people." In the Central Andes a few nonindigenous people dress up in Spanish moss and palm fronds, covering themselves from head to foot, and then attend indigenous festivals where they hide behind bushes or large maguey plants and leap out with arms upraised to frighten participants and visitors alike. It is said that when the Sacha Runa comes from Amazonia to Andes special shamanic powers of disruption and inversion of social order are released.



*"Phantom Boat", Wounaan Artist*

Another eye-catching object is that of the "phantom boat" made by the Wounaan indigenous people of the San Juan River region of Western Colombia. The boat constitutes a symbolic vehicle that conveys shamanic and magical discourses. The symbolism embedded in these discourses is used by native peoples of this rain-forest-riverine region to connect the known habitat to the unknown but palpable encompassing environment that constitutes national and global bureaucratic, "developmental," and violent forces. The phantom boat arrives with knowledge from the outside worlds,

imparts such knowledge to shamans in trance, and then departs into the mists of time. Shamans then return to quotidian life to translate the foreign knowledge to local-level understandings.

The same people who live in the Darién Province of Panama, part of the Pacific Lowlands shared with Colombia and northern Ecuador, also made the Cocobolo-wood jaguar of the upper right corner and the anaconda of the lower left, both manifestations of spirit masters of the tropical forest "living ecology."



*"Cocobolo Jaguar", Wounaan artist*



*"Cocobolo anaconda", Wounaan artist*

After viewing this exhibit many visitors to the museum moved to the adjacent Gallery of South American Peoples to gain a deeper understanding of the cultural depth and breadth of the products of peoples' creativity throughout South America. A highly significant feature of the permanent gallery is that, wherever possible, the images portrayed are connected directly to real people in real places.



## LEMANN INSTITUTE FOR BRAZILIAN STUDIES NEWS

by Mary Arends-Kuenning, Associate Professor Agricultural and Consumer Economics and Director, Lemann Institute for Brazilian Studies  
Photos Credit: Thompson-McClellan

The Lemann Institute had a productive and successful year. The highlights included a campus visit by Dr. Alexandre Tombini, the President of the Central Bank of Brazil, the Investiture of Professor Jerry Dávila as the Jorge Paulo Lemann Professor of Brazilian History, and the Third Annual Lemann Dialogue on Agricultural and Environmental Issues in Brazil (Please see article in page 11 about the Dialogue).



Liv Thorstenson Dávila, Professor Jerry Dávila, Jorge Paulo Lemann

The Institute expanded its involvement in the Brazil Scientific Mobility Program (formerly Science without Borders), welcomed new faculty and staff, and hosted a large number of lectures and events on campus.

The President of the Central Bank of Brazil, Dr. Alexandre Tombini, gave a talk, "Brazil: The Current Economic Situation" to a standing-room only audience on February 21. He also had lunch and conversed with a group of Brazilian graduate students in business, economics, and history. Dr. Tombini completed his Ph.D. in the Department of Economics at the University of Illinois, and Dr. Werner Baer was his advisor. The Consulate General of Brazil in Chicago co-sponsored this event, and Consul-General Paulo Camargo gave a brief introduction.

The Institute hosted a celebratory event, the Investiture of Professor Jerry Dávila as the Jorge Paulo Lemann Professor of Brazilian History, on October 16. Mr. Jorge Paulo Lemann spoke at the ceremony, attended a reception, and visited with Lemann Graduate Fellows and Lemann Faculty Affiliates. Chancellor Phyllis Wise, Dean Brian Ross, and Department Head of History Diane Koenker spoke. Professor Davila gave an eloquent address about his vision for the future of Brazilian Studies at Illinois.

The University of Illinois continued as a major partner in the Brazilian government's Brazil Scientific Mobility Program (BSMP). In the fall semester, 19 undergraduate students arrived to study in STEM fields. In addition, 21 students enrolled in the Intensive English Institute on campus in order to improve their English so that they could enroll in STEM academic programs

in the spring 2014 semester. The arrival of the Brazilian students fostered interest in pursuing research in Brazil on the part of Illinois faculty.

To build on this innovative program, the Lemann Institute awarded five travel grants to faculty members who wanted to build collaborations in the STEM fields supported by the BSMP scholarships. The recipients were Dr. Phil Cardoso in Animal Sciences, Dr. Rod Mackie in Animal Sciences, Dr. Joanna Shisler in Microbiology, Dr. Glaucio Paulino in Civil Engineering, and Dr. Mary Grace Danao in Agricultural and Biological Engineering.

The Institute organized a full slate of events and lectures. There were 23 lectures about Brazil during the 2012-13 academic year covering diverse topics in political science, economics, literature, fine arts, music, and public health. The Institute hosted a productive visit by Mr. Denis Mizne, Director of the Fundação Lemann, including a public seminar "The State of Education in Brazil today: Challenges and Innovations." The Institute participated for the third time in the Mostra, a film festival organized by Partners for the Americas. Film critic Franchiesco Ballerini spoke after a showing of the film "Dirty Hearts" on November 12, and there was a showing of "The Assailant" on November 13.

The Lemann Scholarship program for Central Bank of Brazil employees to pursue the Master of Science in Policy Economics degree became fully operational with the arrival of three students in the fall 2013 semester, Gabriel Heqab, Claudio Coutinho, and Luis Vissoto. They join continuing students André Mueller and Camila Maia.

Six Lemann Graduate Fellowships were awarded to University of Illinois graduate students for the 2013-14 academic year. They are Marcelo Kuyumjian (PhD Jazz Studies), Krystal Montesdeoca (MS in Agricultural and Consumer Economics), Isabel Peres (JD in Law), Rafael Ribas (PhD in Economics), John Ben Soileau (PhD in Anthropology), and Chris Wilhelmi (MS in Agricultural Engineering).

The number of students who spent extended periods of time in Brazil increased. The Institute awarded a total of 8 Study Abroad scholarships over the



Lemann Fellows. Isabel Freitas Peres, John-Ben Soileau, Rafael Ribas, Mary Arends-Kuenning, Jerry Dávila, Marcelo Boccato Kuyumjian, Jorge Paulo Lemann, Andre Mueller, Camila Maia, Paulo Henrique Vaz, Erin Mc Kenna



Jerry Dávila's Graduate students. Diane Koenker, Daniela Parker, Marília Correa, Graciane Sebrao, Jerry Dávila

Spring, Summer, and Fall 2013 terms. Four short-term courses that included a trip to Brazil received funding, involving 36 graduate and undergraduate students. One graduate student, Bryce Henson, received a Tinker award that was funded by the Lemann Institute. These awards allow students to pursue research projects in Brazil over the summer.

For the 2013-14 academic year, three faculty members received Research Grants and two received Collaborative Research Grants. Ruth Aguilera (Business Administration), Gisela Sin (Political Science), and Andrew Suarez (Animal Biology) received the Research Grants. Hao Feng (Food Science and Human Nutrition) and Rod Mackie (Animal Sciences) received the Collaborative Research Grants.

The Institute hosted two distinguished visiting scholars during the 2012-13 academic year, Professor Carlos Azzoni in Fall 2012 and Professor Júlio César Bicca-Marques in Spring 2013. Professor Azzoni is Full Professor of Economics at the University of São Paulo. While at Illinois, he taught a course to graduate students through the Department of Urban and Regional Planning. He gave two lectures at UIUC: "Regional Disparities in Brazil: Evolution, Consequences, and Policy Alternatives" in the Lemann lecture series and "Higher Education and Inequality in Brazil" at the College of Education.

Professor Bicca-Marques is a Full Professor at the Pontifical Catholic University of Rio Grande do Sul and an alumnus of the University of Illinois. During his stay at Illinois, he taught "Primate Conservation Biology and Ecosystem Health", a graduate course in the Department of Anthropology. He also gave two lectures at UIUC: "Monkeys, Humans and Yellow Fever: a Case of Lethal and Costly Misinformation in Southern Brazil", in the Lemann lecture series and "Infectious Diseases and Primate Conservation: an Outbreak of Yellow Fever in Southern Brazil" in the Department of Anthropology.

In Spring 2014, Professor Antônio Sérgio Alfredo Guimarães is the Distinguished Visiting Professor. He is Professor of Sociology at the University of São Paulo. While at UIUC, he will teach a course for upper-level undergraduates and graduate students, Historical Sociology of Brazil. Dr. Nadya Guimarães, Professor of Sociology at the University of São Paulo, is also visiting in Spring 2014.

The Portuguese Program continued to expand and develop under the guidance of Director Nola Senna. Class enrollments increased to 240 students in 2012-13. Student retention is also increasing, allowing for the Portuguese Program to offer two courses, Advanced Grammar and Portuguese for Business, that were at the intermediate/advanced level in Fall

2013. A new Registered Student Organization was launched, Consulting Brazil. Its goal is to provide cultural, language, and business consulting services to American companies looking to enter the Brazilian market or vice versa.

Two Brazilianist faculty members arrived at the University of Illinois and became Lemann Institute affiliates. Assistant Professor Marc Hertzman joined the Department of History. His recent book, *Making Samba: A New History of Race and Music in Brazil* was published by Duke University Press. Assistant Professor Michael Silvers joined the Division of Musicology in the School of Music. His primary research interests include the musical cultures of Northeastern Brazil.

Ms. Camila Fuhr Diel joined the Lemann Institute in October as Assistant to the Director. Ms. Diel is an alumnus of the University, having completed an LLM at the Law School in 2009. The research assistants for BRASA and the Institute for the 2013-14 academic year are Ms. Vivian Felicio, a Ph.D. student in the College of Education, and Mr. Renato Vieira, a Ph.D. student in the Department of Agricultural and Consumer Economics. They join Mr. Dan Bacon, our IT specialist, who switched to full time status after graduating from the University of Illinois in the spring with a B.S. degree.



## THIRD ANNUAL LEMANN DIALOGUE ON AGRICULTURAL AND ENVIRONMENTAL ISSUES IN BRAZIL

*Photos Credit: Brian Stauffer*



*Third Annual Lemann Dialogue on Agriculture and Environmental Issues in Brazil. November 7-8, 2013*

On November 7 and 8, the Lemann Institute hosted the Third Annual Lemann Dialogue, at the Alice Campbell Alumni Center. The theme of this year's Dialogue was "Agricultural and Environmental Issues in Brazil." The Dialogue included the following 6 panels: Agribusiness: Achievements and Challenges; Land Distribution; Impact of Biofuels Production on Labor and Land Use; Environmental Implications of Development; Climate Change; and Natural Resource Management: Wood and Water.

The keynote address was given by Dr. Guilherme Lacerda, Director of Social Infrastructure, Environment, Agriculture and Social Inclusion, Banco Nacional de Desenvolvimento – BNDES. The title of Dr. Lacerda's talk was "Agriculture, Sustainability, and Social Issues in Brazil."

The Dialogue was created three years ago by the four Lemann Institutes in the United States – the Lemann Institute for Brazilian Studies at the University of Illinois; the David Rockefeller Center for Latin American Studies, Brazil Studies Program at Harvard University; the Center for Brazilian Studies at Columbia University; and the Lemann Center for Educational Entrepreneurship and Innovation in Brazil, at Stanford University. Each year one of the centers hosts the Dialogue. The subject is chosen by the Director from the host University, with input from the other center directors.

The first Dialogue was in 2011, at Columbia University, and the theme was "Development Challenges in Brazil and the Role of Universities". The following one, in 2012, was at Harvard University, and the subject chosen was "Brazil and the Future of the Global City".

Professors, researchers, and policymakers from the United States and Brazil are invited to give presentations at the Dialogue. This year, we had participants from Harvard, Columbia, Stanford, Ohio University, and Emory University, as well as the Universidade Federal de Brasília, USP/ESALQ, and the Universidade Federal do Ceará in Brazil, and Brazilian governmental institutions EMBRAPA and BNDES.

The panels were well attended by faculty and students from the University of Illinois. The Dialogue



## BRASA XII



Thomas J. Trebat, Guilherme Lacerda, Marcelo Cardoso



Hayri Önal, Jody Endres, Tom Rogers, Márcia Azanha Ferraz Dias de Moraes

included a reception on Thursday night and a luncheon on Friday afternoon.

We want to thank all the participants for their efforts to come to the University of Illinois at Urbana-Champaign for the Third Annual Lemann Dialogue to share with other professionals and students their knowledge and the results they obtained in their interesting areas of research. We also want to thank the four Lemann Centers in the United States for their support and collaboration with the Dialogue.

The presentations and pictures from the Dialogue may be found at this link:  
<http://www.clacs.illinois.edu/lemann/dialogue.aspx>

### BRASA update

The secretariat for the Brazilian Studies Association (BRASA) continues to be located at the Lemann Institute. The BRASA staff is busy preparing for the 12th International Congress, BRASA XII, which will take place August 20-23 2014 in London, UK. The Congress received a record number of submissions, about 1,100, and 900 scholars are expected to attend the event.

Mary Arends-Kuenning resumed the role of Executive Director of BRASA on January 1. Brigitte Cairus served in the role from March until December. Under her leadership, BRASA expanded its membership and compiled a comprehensive list of Brazilianists at Brazilian and North American universities. Vivian Felício and Renato Vieira are the BRASA research assistants for the 2013-14 academic year. IT Specialist Dan Bacon provides website support.

More information about BRASA XII, including registration information, can be found at this link:

<http://www.brasa.org/Home/BRASAXII>



## 2013 Latin American Film Festival

September 20-26, 2013  
 The Art Theater, Champaign, Illinois

Organized by the Center for Latin American and Caribbean Studies (CLACS)

### 2013 Latin American Film Festival

September 20-26

**The Fantastic World of Juan Orol / El fantástico mundo de Juan Orol** (Mexico, 2012) 90 mins.  
 Best Actor: Best Cinematography & Best Costume Design  
 Monday, Sept. 23, 7:30 pm  
 Tuesday, Sept. 24, 10:00 pm  
 Thursday, Sept. 26, 7:45 pm

**I am Andean / Soy andina** (USA, 2007) 70 mins.  
 Best Director, Best Narrative Feature, Best Screenplay  
 Monday, Sept. 23, 10:00 pm  
 Tuesday, Sept. 24, 12:15 pm

**Neighbouring Sounds / O Som ao Redor** (Brazil, 2012) 101 mins.  
 Best Film & Best Screenplay  
 Rio de Janeiro International Film Festival 2012  
 International Film Festival Rotterdam International Film Festival 2012  
 Friday, Sept. 20, 8:00 pm  
 Monday, Sept. 23, 8:30 pm  
 Wednesday, Sept. 25, 10:00 pm

**Sofia & the Stubborn / Sofía y el Terco** (Colombia, 2012) 80 mins.  
 Best Actor, Best Narrative Feature, Best Screenplay  
 Public Award, Buenos Aires Film Festival 2012  
 Monday, Sept. 23, 10:00 pm  
 Tuesday, Sept. 24, 9:30 pm  
 Wednesday, Sept. 25, 10:45 pm

**White Elephant / Elefante Blanco** (Argentina, 2012) 100 mins.  
 Nominated for Best Film, Argentine Academy 2012  
 Nominated for Best Film, Argentine Academy 2012  
 Friday, Sept. 20, 8:00 pm  
 Monday, Sept. 23, 10:00 pm  
 Wednesday, Sept. 25, 10:00 pm

**7 Boxes / 7 cajas** (Paraguay, 2012) 100 mins.  
 Nominated for Best Film, Buenos Aires International Film Festival 2012  
 Nominated for Best Film, Buenos Aires International Film Festival 2012  
 Sunday, Sept. 22, 10:00 pm  
 Monday, Sept. 23, 10:00 pm  
 Tuesday, Sept. 24, 10:00 pm

**Rock, Paper, Scissors / Piedra, Papel o Tijera** (Venezuela, 2012) 110 mins.  
 Nominated for Best Film, Buenos Aires International Film Festival 2012  
 Nominated for Best Foreign Language Film  
 Monday, Sept. 23, 10:00 pm  
 Tuesday, Sept. 24, 10:00 pm  
 Wednesday, Sept. 25, 10:30 pm

All films are subtitled in English.  
 For additional information and showtimes please visit [www.clacs.illinois.edu](http://www.clacs.illinois.edu)

The Art Theater Co-Op  
 120W Church Street, Downtown Champaign

During the September 20-26 week, seven Latin American films were presented three times each.

- ### 2013 SELECTED FILMS
- ELEFANTE BLANCO / WHITE ELEPHANT (Argentina, 2012)
  - O SOM AO REDOR / NEIGHBORING SOUNDS (Brazil, 2012)
  - SOFÍA Y EL TERCO / SOFIA AND THE STUBBORN (Colombia, 2012)
  - EL FANTASTICO MUNDO DE JUAN OROL / THE FANTASTIC WORLD OF JUAN OROL (Mexico, 2012)
  - 7 CAJAS / 7 BOXES (Paraguay, 2012)
  - PIEDRA, PAPEL O TIJERAS / ROCK, PAPER, SCISSORS (Venezuela, 2012)
  - SOY ANDINA / I AM ANDEAN (USA, 2007)

## FACULTY NEWS

### CONGRATULATIONS!

#### NATIONAL ACADEMY OF SCIENCES 2013

Eduardo Fradkin, Professor  
Physics



Eduardo Fradkin, Physics Professor with other two University of Illinois Faculty members have been elected 2013 fellows of the National Academy of Sciences.

Professor Fradkin being highly distinguished in the fields of theoretical condensed matter physics and quantum field theory, by applying concepts from one area to the other, Fradkin has pioneered developments in gauge theories, Dirac fermions, superconductors, topological phases, quantum entanglement and electronic liquid crystal states.

#### AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (AAAS)

Lisa J. Lucero, Professor  
Anthropology



On December 2013 Professor Lucero was elected as a member of the Electorate Nominating Committee (ENC) of the Anthropology Section, American Association for the Advancement of Science (AAAS).

#### FACULTY MEMBERS NAMED UNIVERSITY SCHOLARS 2013

Elvira de Mejia, Professor  
Food Science and Human Nutrition



Elvira de Mejia's research focuses on studying foods that promote health and prevent chronic diseases. Specifically, de Mejia's laboratory researches bioactive compounds in plant foods by identifying and evaluating bioactive compound benefits.

Silvina Montrul, Professor  
Spanish, Italian and Portuguese,  
Linguistics



Professor Montrul researches the mental representation of grammars in the mind by studying the linguistic knowledge of speakers who hold differing degrees of competency in more than one language.

#### PROMOTED FACULTY

Ryan Shosted, Associate Professor  
Linguistics



Professor Shosted's research areas include Articulatory Phonetics, Acoustic Phonetics, and Language Documentation. Current projects include Q'anjob'al Language Documentation and Spatiotemporal Aspects of Arabic Pharyngealization using Real-Time Magnetic Resonance Imaging.

#### PUBLICATIONS

El bilingüismo en el mundo hispanohablante [Bilingualism in the Spanish-speaking World]



Montrul, Silvina  
(2013)

Malden; Oxford:  
Wiley-Blackwell.  
330 p.  
ISBN 978-0-470-65721-8

#### Dictatorship in South America



Davila, Jerry (2013)

Wiley-Blackwell.  
224 p.  
ISBN : 978-1-4051-9055-8  
ISBN : 978-1-118-29079-8

#### BOOK CONTRIBUTIONS

Escobar, Anna María. "Chapter 24: Bilingualism in Latin America." *The Handbook of Bilingualism and Multilingualism*. Ed. Tej K. Bhatia and William C. Ritchie. Oxford: Blackwell, 2013. 725-744.

Aguilera-Vaques, Ruth V., Business. "The Evolution of Corporate Governance Regulation." *Oxford Handbook of Corporate Governance*. Ed. M. Wright, D.S. Siegel, K. Keasey, and I. Filatotchev. Oxford: Oxford University Press, 2013. 23-45.

Ionin, Tania. "Pragmatic variation among specificity markers." *Different Kinds of Specificity Across Languages*. Comp. Stefan Hinterwimmer. Ed. Cornelia Ebert. Springer, 2013. 75-103.

Antonio Sotomayor. "Diplomatic Games: Sport, munity becomes their dominant language. *Statecraft, and International Relations since 1945*. Ed. Andrew Johns and Heather L. Ditcher. Lexington: The University Press of Kentucky, 2014.



## WELCOME NEW AFFILIATED FACULTY

**Venera Bekteshi**  
Assistant Professor, School of Social Work



Research interests: Professor Beketeshi's research interests are focused on breast-cancer related health disparities (cancer) and immigrant populations, integration challenges and immigrant women.

**Michael Silvers**  
Assistant Professor, School of Music



Professor Silvers's research interest is, most basically, the music of northeastern Brazil. This spring 2014 Professor Silvers will be teaching a class on popular music in Africa, and another called Introduction to Ethnomusicology.

**Antonio Sotomayor**  
Assistant Professor University Library, Latin American & Caribbean Studies Librarian, Adjunct Professor Recreation, Sport, & Tourism



Professor Sotomayor specializes in Spanish Caribbean history and the history of sport. His research interests include nationalism and national identity, colonialism and imperialism, and U.S.-Latin American relations. His book manuscript, "Colonial Olympism," looks at international politics, and national identity in Puerto Rico. His teaching include "Sport in Latin America," and "National Identity in the Caribbean."

**Rebecca Foote**  
Assistant Professor, Dept. of Spanish, Italian, and Portuguese



Research Interest: "My research centers on psycholinguistic aspects of second language acquisition, including bilingual and multilingual language processing and production. I am interested primarily in the nature of morphological processing and production in the L2 and heritage learner. Recent publications have focused on the production and processing of person, number, and gender agreement morphology by L2 and heritage Spanish speakers." In Fall 2013 is teaching SPAN 490/590 (The Acquisition of Spanish) and SPAN 584 (Theories in Second Language Acquisition). In Spring 2014 she will teach SPAN 252 (Intro to Hispanic Linguistics) and SPAN 477 (Spanish Grammar for Communicative Language Teaching).

**Marc Hertzman**  
Assistant Professor, Dept. of History



Marc Hertzman specializes in the history of Brazil and Latin America with a special emphasis on race, culture, labor, and gender. His first book, *Making Samba: A New History of Race and Music in Brazil*, was published in 2013 by Duke University Press. His work has also appeared in *Hispanic American Historical Review* and *Journal of Latin American Studies*. His next book manuscript explores the linked histories of Marxism and black politics, and the effect of both on the production of knowledge and evolution of academic disciplines in Brazil. During Spring 2014 he will be teaching History 396, "History of 'Black Music' in the Americas and Beyond," and History 507 (grad), "Race Rebels in the Americas."

**Norma Scagnoli**  
Director of eLearning, College of Business  
Adjunct Professor, College of Education



Research interests: New pedagogies and organizational change in Higher Education. In the area of new pedagogies in higher education, I have focused on elearning models in both fully online and blended learning in undergraduate and graduate education. Regarding organizational change, I examine the structure and organization of online programs and the impact of the integration of elearning into an organization's governance, policies, leadership and structure. Norma Scagnoli will be teaching HRD533 Management of HRD/eLearning during the Summer 2014 and HRD 533 and HRD411 Instructional Design during the fall 2014.

**Sandra Ruiz**  
Assistant Professor, Latino/a Studies



Professor Ruiz Research Interests: Latina/o Studies, Performance Studies, Contemporary American Literature, Latin American and Caribbean Studies, Theater Studies, Gender and Sexuality Studies, Postcolonial Studies, Continental Philosophy, Cultural Policy Studies, Comparative and World Literatures, and Psychoanalysis. During the academic year 2013-14 will teach the courses: \*Theories and Methods in Latina/Latino Studies, Fall 2013, and \*Issues and Practices in Performance Studies (graduate seminar for English/cross listed with the Unit), Spring 2014.



## UNITY IN DIVERSITY: LATIN AMERICA AND THE CARIBBEAN at the University of Illinois' Library, September 2013

Interview to Paula Mae Carns, Associate Professor, University Library; Head Literatures and Languages Library

and to Antonio Sotomayor, Assistant Professor University Library, Latin American and Caribbean Studies Librarian, Adjunct Professor Recreation, Sport, & Tourism



*Paula Mae Carns, Antonio Sotomayor*

This year marks the 50th anniversary of the Center for Latin American and Caribbean Studies at the University of Illinois. As part of the celebrations, the library has curated an exhibit entitled: Unity in Diversity: Latin America and the Caribbean at the University of Illinois' Library, which showcases some of the material for Latin American and Caribbean Studies at Illinois. This material extends well over 50 years, as our library has been collecting Latin American sources for more than 100 years.

The exhibit was located in the south corridor of the first floor of the Main Library, open from September 2-30, 2013.

*How you describe the Unity in Diversity Exhibition and what topics/ artifacts/ are presented at the exhibition?*

**Sotomayor (S):** Latin America is a very diverse region of the world. It was very hard to come up with a general library exhibit that showcased all of Latin America and the Caribbean to complement the 50th Anniversary of CLACS. However, if there is something common in all countries of this magnificent area is the diversity among them and within each. The idea was to showcase the diversity of Latin America and the Caribbean as it relates to different categories: public figures, popular culture, archaeology/anthropology, art/religion, languages and literature, environment/travel. When we talk about diversity, we refer not only to race, class, and gender, but also of political ideologies, governments, artistic expressions, religions, landscapes, and environments, etc.

I was in charge of the cases for popular culture, public figures, and archaeology/anthropology. In 'public figures,' for example, we have a rare book on Benito Juarez, an indigenous president of Mexico. Then, we present a book on the ideological influences of Toussaint Louverture, the Haitian black revolutionary leader, on the Dominican Republic. We have a rare speech by Eva Peron in 1950s Argentina, and another rare speech by Che Guevara in Cuba from 1961. We have a very rare battle log from Simon Bolivar, and the genealogy of the Inca leader Tupac Amaru. Together, these resources show diversity of race, gender, class, but also different political and economic ideologies, from different regions, even different civilizations, within Latin America and the Caribbean. Yet together, they are unmistakably "Latin American."

**Carns (C):** One thing that I wanted to do was highlight special strengths of the collection. For example, I put in the multi-volume bibliography of the Colombian author Gabriel Garcia Marquez by the former Latin American and Caribbean Librarian at UIUC, Nelly Gonzalez (1994-2008), as a tribute to her as well as to show our excellent collection of Latin American and Caribbean literature and literary criticism.



*Archeology and Anthropology collection*

#### *How is/was the material collected?*

**C:** Traditionally the UIUC Library has collected library materials, which include books, journals, maps, government documents, videos and music recordings, to name the most common formats, through firm orders (that is, the purchase of specific titles), blanket orders (described below), and book buying trips. Carl Deal, the first Latin American and Caribbean Librarian (1965-1994), was instrumental in establishing a system of blanket orders whereby Latin American and Caribbean vendors, working with detailed profiles provided by UIUC librarians, collected materials on behalf of the Library. Blanket orders are the best way of assuring copies of newly released titles, as most Latin American and Caribbean publishers produce limited runs and typically do not release a second printing. As a state institution, the UIUC Library cannot purchase materials online, such as through an online bookseller as Amazon, but must adhere to more traditional methods. Thus working closely with Latin American and Caribbean book vendors is essential to collection development.

**S:** During Carl Deal's years, the strategy was to work with lists of materials the library owned and things they wanted to have. He took those lists to, say, Brazil, which is one of our strengths in the collection, and networked until he met Susan Bach, an important commercial bibliographer in Brazil. He realized that the vendor was reliable, responsible, and knowledgeable about the topic and then he set the blanket order system with them.

#### *When did the collection start?*

**S:** The general library collection has been developed since the foundation of the University in 1867. The library started collecting materials from Latin America since the late 19th century. I went to the university archives and I found a bibliography that the first historian/librarian of Latin America made in 1916; the bibliography already had close to 2,500 items about Latin America. In 1916, the southern cone was the collection's strength. The biggest collection by country was Argentina, followed closely by Brazil. Peru had a good number of volumes, also Venezuela, Colombia, Mexico—the collection was already rich by 1916 standards.

**S:** Some argue that the origin of the collection can be traced to the hiring of the first Latin American historian on campus in 1909, William Spencer Robertson. Carl Deal was the first Latin American librarian in 1964. But Robertson, earlier in the twentieth century, was also in charge of suggesting and selecting materials for purchase. Prior to Deal, the library had the acquisitions department; there was no separate librarian. Deal was the first one that really started to take charge of Latin America as a Bibliographer. Prior to that, faculty members, such as Robertson, went to various countries and acquired materials, so we didn't need a Latin American librarian because the teaching faculty engaged in collection development. Robertson was a specialist in Argentinean and Southern Cone history, but of course, he was interested in other other parts of Latin America. He is famous for having found the personal papers of Francisco de Miranda, a huge figure in South American wars of independence, but also in French and U.S. revolutions. Illinois was then recognized as having a specialty in South American history, especially the Southern Cone. By the 1940s there was a federal program called the Farmington Plan, which was started by American research libraries and hosted to ensure the preservation of and access to scholarly publications from around the world. Illinois was given the responsibility to build a collection for Brazil and Ecuador. Carl Deal worked with the Farmington Plan and kept developing not only the collections for Brazil and Ecuador, but also for other countries. Then the Farmington Plan was discontinued in the early 70s. Yet, Illinois kept a strong interest not only in Brazil and Ecuador, but also in the rest of the area.

#### *Do other libraries in other universities have collections from other countries?*

**Both:** Yes.

**C:** And that's how the Farmington Plan worked. Libraries around the USA made commitments to collect materials from specific countries or regions. Today, the organizing body for this type of cooperative collecting is the Seminar on the Acquisition of Latin American Library Materials (SALALM) whose members are librarians in the US and Latin America and its partner the Latin American Resources Project (LARPP), run by the Center for Research Libraries in Chicago. Together these organizations with the active participation of Latin American and Caribbean librarians make sure that the wealth of information from Latin American and the Caribbean is available somewhere in the US.

#### *How much do students on campus use the library and what are their main interests?*

**C:** Student interest in the Latin American and Caribbean collection tends to reflect course topics and coursework assignments. Additionally, use of the collection depends greatly on students' language abilities. While some of the collection is in English, namely US and British imprints, most is in Spanish, Portuguese or a Latin American or Caribbean indigenous language. Thus only students knowledgeable in these languages can fully use the collection and take advantage of its breadth and uniqueness. When I was the interim Latin American and Caribbean librarian (2008-2012), I tended to see Spanish and Portuguese speaking students using the collection. Their interest varied wildly, from Brazilian economics to Mexican pottery. (*cont pg. 25*)



*Languages and Literature collection*



## NOTES FROM THE FIELD

## CONTENTIOUS DEVELOPMENT IN THE MEXICAN SOUTH-EAST

By Markus S. Schulz, *Sociology*

Photo Credit: Markus S. Schulz

2014 marks the twentieth anniversary of the North American Free Trade Agreement (NAFTA) between Canada, Mexico, and USA. NAFTA was the first such agreement between countries at different levels of development and thus became the basic reference for subsequent treaties and the current negotiations toward the Transpacific Partnership (TPP) between twenty Pacific Rim countries and the Transatlantic Trade and Investment Partnership (TTIP) between EU and USA. Conceived during the first Bush administration and implemented under Clinton, NAFTA gained praise for bringing down tariffs to the benefit of export-oriented corporations as well as criticism for undermining workers' interests and environmental concerns.

2014 also marks the twentieth anniversary of the indigenous uprising in Mexico's south-eastern-most state of Chiapas. When the Zapatistas rose up in arms on the day NAFTA took effect, they connected local struggles for land, civil rights, and a dignified livelihood with broader struggles for democracy and social justice on a global level. Over the years, the Zapatistas inspired a critical discourse and the formation of transnational activist networks that, in turn, organized the large demonstrations in Seattle, Prague, Genoa and at other summits where global elites plotted the neoliberal restructuring of the world economy.

Although the mass media spotlight has turned away from Chiapas, it would be a mistake to think the Zapatista movement had withered away. The rebellion continues, albeit in changing ways. The insurgent Mayan communities have established their own autonomous municipalities where they experiment with grassroots forms of self-governance. The rotating delegates of the local and regional boards are bound by the principle of "mandar-obedeciendo", i.e. to govern by obeying. In December 2012, the



*Field Hacking*

Zapatistas displayed their strength by mobilizing tens of thousands in a silent march through San Cristobal de las Casas, the major city in the highlands.

This past summer, the Zapatistas started their latest initiative by inviting visitors to their communities to learn what they mean by freedom, how they struggle to carve out a social alternative and to create participatory structures of autonomous self-governance. More than twelve hundred people traveled from across Mexico and countries around the world. They were of all ages and most diverse walks of life, including activists, artists, intellectuals, farm workers, musicians, poets, street vendors, and students. This was not about big speeches from high podiums but rather about first-hand learning from the lived practices of daily resistance.

The story of a young Tzotzil stands for the experience of many in his generation. Having obtained two years of secondary schooling, he was now himself teaching in the community's own elementary school. He had experienced a different way of life in Cancún. Allured by the prospect of earning money, he went to the big city and got jobs in construction, restaurants, and hotels. He described his fascination with the splendor of the city's shiny-white mansions and resort complexes but also how he witnessed the abject poverty of the majority population just a few blocks away from the coastal strip and the wealthy neighborhoods. He endured for over a year this way of life in the cash economy, being bossed around, often even being cheated of tips, sometimes of wages too. In the end, he had enough and returned to his community. He preferred dignity over discipline, community over competition.



Twenty years after the uprising, an autonomous school system is now in place, in which the Zapatista communities define the curriculum according to their needs, values, and priorities. They had started by building a secondary school in one of the regional centers, where students would typically stay for two-week periods, due to the often-lengthy commutes. Elementary schools were established at the local community level, taught by those with at least some schooling. The Zapatistas consider this system far superior to the official schools run by the government with teachers who often do not speak the local language and despise being sent to remote locations away from family and urban amenities. The Zapatista teachers prefer to be called promoters of education because they reject the conventional top-down approach of instruction in favor of a more cooperative way of learning together. Their teaching is unsalaried. The community provides accommodation, food, time-off from communal works, and a small allowance for clothing.



*Diet consisted mainly of corn tortilla, beans, vegetables*

If classified by material measures, the living standard was quite poor. The adobe huts were simple and had only barren floors. There were neither any modern appliances nor access to the electric grid. On the other hand, there were many advantages too. The setting was tranquil, well away from noisy highways or polluting industries. A nearby stream provided fresh running water. The diet consisted mainly of corn tortilla, beans, vegetables, occasionally an egg, but usually neither meat nor commercial soda. Largely locally produced, it was fresh, organic, and flavorful. Perhaps most important, the community showed a strong sense of dignity and took pride in their autonomy.



*Milpa Corncob*

Corn is the main pillar of Mayan subsistence farming. NAFTA exposed Mexican peasants to competition from the U.S. where corn is produced at industrial scales in large monocultures with heavy government subsidies. This brought pressure to abandon the land and seek jobs in cities or abroad. The Zapatistas continue to grow corn for their own consumption in traditional ways on their milpas, small fields on often steep slopes, shared with other plants such as edible weeds, squash, and especially beans, which use the corn stalks after the corn harvest. The Zapatistas oppose the GMO seeds propagated by corporate giants such as Monsanto. They contrast the genetic diversity that evolved during almost nine thousand years of Mesoamerican cultivation with the narrowness of the few in-bred lines of U.S. agribusiness that rely on pesticides.



*Spinning Wool*

The government's strategic response to the Zapatistas has changed over time. It had halted its early military campaigns after massive protests across Mexico and abroad. More recently, the government sponsored the construction of a Rural Sustainable City and an assembly plant right next to Zapatista strongholds. Yet, the promised jobs that could have lured peasants into abandoning their land quickly disappeared when the subsidies ran out, and the brand-new, brightly painted houses are mostly vacant, as they were deemed deficient in construction. While there are currently no army incursions into the communities, there are worries over low-altitude overflights by military airplanes. The Zapatistas consider the current Mexican president as having come to power only thanks to an unfair election system and massive media bias. The political system is in the Zapatistas' view so corrupted that they refuse to cooperate with any of the political parties.



*Mujeres Zapatistas*

The Zapatistas' resistance is simultaneously political, economic, social, and cultural. It is about making self-governance and subsistence work, creating a social model with inherent appeal. Their answer to the question of social justice starts with freedom. They do not ask for permission, but they do things. Structural adjustment policies have increased urban slums worldwide; it is time to recognize development innovation from the ground up.



## THE CIRCULATION OF INDIGENOUS HEALING TECHNOLOGIES IN PERU AND BOLIVIA IN THE NEOLIBERAL AGE

by Rico Chenyek, *Institute of Communication Research, Medicine, MD/Ph.D. student*



*Ayahuasca Retreat Image: Rico Chenyek's compilation of promotional images from an ayahuasca retreat agency in Peru*

The current project is a preliminary exploration of healing in both Peru and Bolivia, two geopolitical hotspots for exploitation of land and natural resources as well as indigenous resistance, struggles for autonomy, and reclamations of traditional healing. It comes in the wake of global indigenous social movements and rejections of privatization of water, seeds, natural resources, and land coupled with an overall reclamation of indigeneity. It attempts to trace the intricacies of healing that are absent from other scholarly discussions of healing, which tend to overly celebrate a concept of medical pluralism that blends glorified modern science and an imagined primitive past.<sup>1</sup>

Healing can serve as an oppositional methodology to a colonial, allopathic system of medicine while it simultaneously takes something of center-stage within the field of complimentary and alternative medicine (CAM), institutionalized in the U.S. through the National Institutes of Health's National Center for CAM (NCCAM). This project cautions against the institutionalization of CAM as a form of domesticating the political legacy of alternative medicine,<sup>2</sup> and cautions against neoliberal technologies that require individuals to care for themselves in distinct biopolitical ways that fuel governing regimes.<sup>3</sup> It considers the spectrum between healing as a neoliberal, neo-colonial technology and as a technology for justice.

Tourism in Peru and legislation in Bolivia are useful sites to consider healing as part of a larger transnational, globalized phenomenon. Cusco, Peru is a main traveler's destination due to its reputation as the capital of the Inca empire and its proximity to Machu Picchu, the "Lost City of the Incas." That the tourism economy in Cusco is linked to an imagined past, isolated, historic Incan civilization helps to consider the role of indigeneity in healing initiatives in Cusco, particularly the ayahuasca economy. Ayahuasca is a potentially hallucinogenic sacred medicinal plant from the Amazon, which has been the subject of much patent-law debate, consistent with a trend of biocolonialism and intellectual property regimes exploiting indigenous knowledges and resources.<sup>4</sup> Along with ayahuasca, indigenous medicine people are flown in to lead spiritual retreats alongside non-indigenous Peruvians, or foreigners who have been trained to help facilitate the retreats "safely." The preservation of ayahuasca traditions is arguably crucial to asserting indigenous Amazonian sovereignty and at the same time serves as a commodity of Amazonian indigeneity in a region where Quechua sovereignty and rights are rendered illegible when Cusco is associated only with "lost" Incas and a no longer existing empire.

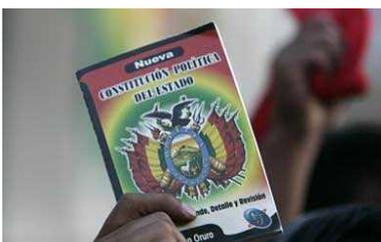
Considering one ayahuasca retreat agency's discussion of their spiritual cleansing ceremony, we can see how healing discourse perpetuates neoliberal, hegemonic allopathic medicine through reifying the healthy/ill binary and individual responsibility: "this cleansing ceremony will only have an effect when one makes a firm decision to open and liberate one's heart and mind to rid one's self of any internal or external negative energy that has accumulated during one's past."<sup>5</sup>



For this retreat center, the healing with ayahuasca relies on a cleansing ceremony that requires the participant to avoid negative energy and to fully commit. If cleansing stands in for white purity, commitment stands in for individual responsibility, and negative energy stands in for illness, we can see a clear connection between white neoliberal concepts of self-care and health, a direct connection between that which is negative as ill, detrimental, and necessary of cleansing in order to acquire that which is positive, or well. People with chronic illnesses then become in an inherent state of chronic negativity requiring the deepest cleansing to be well. This dangerously approaches the legacies of eugenics, ethnic cleansing, and neglect of chronically ill and disabled people central to the history of hegemonic, allopathic medicine. Ayahuasca medicine as a healing technology thus stands in as a technology of perpetuating hegemony more than a technology for decolonization, autonomy, or ceremonial rights.

Bolivia's legislative system is a particularly compelling object through which to examine Indigenous healing. We can see the unique overlap in Evo Morales as the first indigenous (Quechua/Aymara) president, traditional healing, and his New Political Constitution of the Plurinational State by looking particularly at Section II, Rights to Health and Social Security, specifically Article 42:

*I. It is the responsibility of the state to promote and guarantee the respect, use and practice of traditional medicine, preserving the ancestral knowledges and practices of the Indigenous original country people. II. The promotion of traditional medicine will incorporate the registry of natural medicines and their active properties, in addition to the protection of knowledge of them as intellectual, historical, cultural property and heritage of the nations and communities of Indigenous original country people. III. The law will regulate the practice of traditional medicine and guarantee the quality of its service.<sup>6</sup>*



Nueva Constitución, Bolivia.

Image accessed from: <http://bolivioteamo.blogspot.com/2008/12/evo-con-la-nueva-cpe-no-habr-media-luna.html>

While a piece of legislation such as this would be virtually unheard of in the U.S., especially because there is no explicit national right to health and medicine, let alone traditional healing, we can see how traditional medicine is discussed as a technology, particular to Indigenous peoples, that must be protected by the state. However, while Article 42 sounds promising and crucial to indigenous autonomy and healing practices, philosophies, and knowledges, it is the practice that is most important. In Cochabamba and La Paz we can see healing initiatives ranging across a broad spectrum that include independent healers, such as a Bolivian revolutionary-turned-naturopath and spiritualist who maintains a strong practice and community respect but wants nothing to do with governmental associations or Evo Morales' Article 42. It includes Quechua general surgeon-turned-traditional midwife and energy worker, who also does not associate with any political institution, but does collaborate with Evo Morales' Movement toward Socialism organizers to give workshops on the importance of his legislation and his Sumaq Kawsay (or Vivir Bonito/Live Good), an initiative which purports to recuperate and preserve traditional knowledge in holistically approaching the health of people and the greater earth. Finally, these healing initiatives include those political, health, and medicine actors, such as a Kallawayaya (Quechua spiritual healer) lawyer or a general surgeon-turned-internal medicine physician, turned-intercultural medicine proponent, professor, and Bolivian Minister of Health and Sports who lead initiatives under the guise of decolonization and defending the rights of traditional medicine.



Bono Juana Azurduy, Celula.

Government will strengthen access to the Bono Juana Azurduy/Archival Foto.

Image from "FAM BOLIVIA Y MINISTERIO DE SALUD ACORDARON MEJORAR COBERTURA DEL BONO JUANA AZURDUY," Agencia de Noticias Fides (ANF), April 25, 2013

Equally important are the contradictions to Article 42's protection of traditional healing and Indigenous autonomy at large. One particular example that remains relevant and a controversial topic in Bolivia is the controversy over the Juana Azurduy bonus. The bonus provides pregnant women and new mothers a minimal, but significant bonus of a maximum of 1820 BOB (or \$263 USD) over two years to women during and after pregnancy as long as they complete all pre-natal, birth, and post-natal care in a formal hospital or approved clinic. This provoked significant backlash in both feminist activist communities and in indigenous communities since traditional midwifery was essentially deemed insufficient as a non-qualified method of care that made a mother incapable of receiving her bonus without becoming fuel for the medical industrial complex. Since the backlash, the response has been to offer certification opportunities to midwives or allow midwives to hold formal positions in certain hospitals, but concerns remain that this does not respect the protection of traditional knowledge described in Article 42 and Evo Morales' supposed overall commitment to indigenous rights and autonomy. Here again we see how indigenous healing has the potential to stand in both as a technology of healing justice, and as a technology of perpetuating the domination and hegemony of allopathic medicine.

<sup>1</sup> For example: Henriette Bruun and Beth Elverdam. "Los Naturistas—Healers Who Integrate Traditional and Biomedical Explanations in Their Treatment in the Bolivian Health Care System." *Anthropology & Medicine* 13, no. 3 (December 2006): 273–283. doi:10.1080/13648470600863605.

<sup>2</sup> Judith Fadlon. "Meridians, Chakras and Psycho-Neuro-Immunology: The Dematerializing Body and the Domestication of Alternative Medicine." *Body & Society* 10, no. 4 (December 1, 2004): 69–86. doi:10.1177/1357034X04047856.

<sup>3</sup> Aihwa Ong. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty* (Durham, NC: Duke University Press, 2006), 6.

<sup>4</sup> Debra Harry. "Biocolonialism and Indigenous Knowledge in United Nations Discourse." *Griffith Law Review* 20, no. 3 (2011): 702.

<sup>5</sup> From a descriptive poster of the cleansing ceremony preceding the ayahuasca ceremony, posted on the wall for potential clients to read within an ayahuasca retreat agency's office.

<sup>6</sup> Translated to English from Spanish by the author. <http://bolivia.justia.com/nacionales/nueva-constitucion-politica-del-estado/primer-parte/titulo-ii/capitulo-quinto/seccion-ii/#articulo-42>



## ACADEMIC PROGRAMS NEWS

### MASTER OF ARTS IN LATIN AMERICAN STUDIES

#### Congratulations

#### CLACS 2013 Graduates!



Marilia Correa  
Kuyumjian,  
MA 2013

Thesis:  
"Indebtedness During the  
Military Government:  
A Study of the 1960s and

1970s in Brazil"

Advisor: Dr. Mary Arends-Kuenning.

In Fall 2013 Marilia started a PhD, in History - UIUC



Ashley Owen, MA 2013

Thesis:  
"Gendered Landscapes: Ex-  
pectations and Limitations  
of Marginalized Women in  
Brazilian Cinema"

Advisor: Dr. Luciano Tosta

#### GRADUATE ASSISTANTS 2013-14

Carol Burga, PhD student, Geography

Vivian Felicio, PhD student, Education

Renato Vieira, PhD student, Agricultural and Con-  
sumer Economics

#### LAST 170 2013-14

Karla Palma, LAST 170 Instructor, PhD student,  
Media and Communications

Luis Escobedo, Last 170 TA, PhD student,  
Geography

Erin McKenna, LAST 170 TA, PhD student,  
Recreation, Sport and Tourism

Cesar Peña, Last 170 TA, PhD candidate,  
Art Education

#### CLACS MA students 2013-14



Meghan Bohardt



Kathleen Ernst



Jenica Rosen



Elena Bonicelli



Svetlana Davcheva



Jazmin Ridley



James Sauls

### FELLOWSHIPS

#### FLAS FELLOWSHIP

#### Foreign Language Area Studies

#### FLAS Fellowship 2013-14

CLACS awarded FLAS fellowships to fifteen students for the Academic Year 2013-14 and four students for Summer 2013

#### CONGRATULATIONS TO OUR FLAS RECIPIENTS ACADEMIC YEAR (AY) and SUMMER (S)

##### GRADUATE STUDENTS

MEGHAN BOHARDT (AY, S) Quechua

Latin American Studies, MA program

CHRISTOPHER EAGER (AY) Quechua

Dept. of Spanish, Italian & Portuguese, PhD program

LISA BURNER (S) Quechua

Dept. of Spanish, Italian & Portuguese PhD program

RICO CHENYEK (S) Quechua

Inst. of Communication Research, PhD program

ANNIE GIERHART (AY) Portuguese

Urban and Regional Planning, MUP program

CARRIE GORDON (AY) Portuguese

Art & Design History, MA program

SABRINA KANJEE (AY) Portuguese

Political Science, MA program

REBECCA LINARES (AY) Quechua

Curriculum and Instruction, PhD program

CHRISTOPHER LONG (AY) Portuguese

Political Science, PhD program

JOHN MARQUEZ (AY) Portuguese

Dept. of History, PhD program

JAZMIN RIDLEY (AY) Portuguese

Latin American Studies, MA program

JENICA ROSEN (AY, S) Quechua

Latin American Studies MA program

JAMES SAULS (AY) Portuguese

Latin American Studies, MA program

KAROLINA WASINIEWSKA (AY) Portuguese

Political Science, MA program

PETER WELLINGTON (AY) Quechua

Dept. of Music, PhD program

##### UNDERGRADUATE STUDENTS

GENESIS GALVA (AY) Portuguese

Advertising

JESUS MILLAN (AY) Portuguese

Engineering

#### Congratulations to Tara R. McGovern!



Tara received the 2012 International Undergraduate Achievement Award. The award honored McGovern's research and volunteer activities in Ecuador, where she helped found a free English school for adolescents and children in her host community.

Tara is a former FLAS AY fellow who studied Quechua in Ecuador and at UIUC.



## TINKER FELLOWSHIP

Tinker Workshop November 1-2, 2013

CLACS awards Tinker Pre-dissertation Field Research Grants to support preliminary summer research projects. In 2013, sixteen graduate fellows presented their Tinker summer 2013 research, organized in five topics.

### RESEARCH ON EDUCATION IN CHILE

SERGIO POO-DALIDET, Educational Policy Studies  
Perception study about quality assurance processes in autonomous, non-accredited Chilean Higher Education Institutions.

CRISTIAN CABALIN, Educational Policy Studies  
Discourses about Education: The Political Role of the Media during the 2011 Chilean Student Movement

Commentator:  
ANGHARAD VALDIVIA, Media and Cinema Studies

### SOCIO-HISTORICAL PROJECTS

CATHRIN GORDON, Art History  
From the "The Traveler Artist Expedition" to the Graffiti Beyond Expedition in Bogotá, Colombia

LYDIA CRAFTS, History  
¿Violated Sovereignty?: The PHS Syphilis Experiments in Guatemala and Ten Years of Spring

CHRISTOPHER LONG, Political Science  
Waging War Over the War on Drugs: How Bureaucratic and Political Interests Interact in the Allocation of Foreign Aid

LUIS A. ESCOBEDO, Geography  
Exploratory Analysis of the Determinants of Crime in Lima City

Commentator:  
ELLEN MOODIE, Anthropology



Tinker Workshop 2013 fellows with Professor Moodie

### GLOBAL COMMUNICATIONS

RICO KLEINSTEIN CHENYEK, Medical Scholars Program (MSP), PhD Student, Institute of Communications Research (ICR)  
Healing Technologies in Indigenous Peru and Bolivia in the Neoliberal Age

BRYCE HENSON, Institute of Communications Research  
Politics of HipHop: Globalization, Culture and Activism in Salvador da Bahia

KRISTA EVENSEN, Spanish, Italian and Portuguese  
Intonation Transfer in Immigrant Communities: The (non) presence of intonational transfer in Peruvian immigrants living in Buenos Aires

Commentator:  
ANITA CHAN, Media and Cinema Studies



Jessica English, Zev Cossin, Jenica Rosen, Meghan Bohardt, Pilar Eguez Gevara

### ANTHROPOLOGICAL AND SOCIAL ANALYSIS

JENICA ROSEN, Latin American Studies  
Unity, Diversity, and Resistance: The Fight for "Maiz Criollo" in Southern Mexico

MEGHAN BOHARDT, Latin American Studies  
Context and Critical Perspectives on Peru's Gastronomic Boom

ZEV COSSIN, Anthropology  
Reimagining Colonial Legacies of the Hacienda in South Coastal Peru: Archeological Possibilities

JESSICA ENGLISH, GSLIS  
Preserving Cultural Memory: Digital Preservation of the Cuban National Literacy Campaign Museum

Commentator:  
PILAR EGÜEZ GUEVARA, Postdoctoral Fellow, Department of Kinesiology and Community Health

### SCIENTIFIC RESEARCH

KATHERINE MAGERKO, Human and Community Development  
Adiponectin and Obesity in Emerging, Mexican Adults: The Tale of One Molecule Aiding the Growth of an International Research Collaboration

DEREK S. HASELHORST, Program in Ecology, Evolution, & Conservation Biology  
Comparing the reproductive response of two Panamanian forests to seasonal and El Niño Southern Oscillation climatic variability using airborne pollen samples

PATRICIA GALVEZ, Department of Kinesiology and Community Health  
Determinants of eating behavior among women users of a Family Health Center of Santiago Chile: Do health care providers understand them in the same way?

Commentator:  
MARCELA RAFFAELLI, Human and Community Development



## CLACS OUTREACH

by Alejandra S-Seufferheld

### HIGHLIGHTS OUTREACH 2013

During the year 2013, CLACS Outreach has focused on K-14 educational and community programs.

Programs for the community include the Spanish Story Time, Spanish Time at schools and community events, presentations about Latin America, Hispanic Heritage Day celebration.

The Spanish Story Time (SST) program has been held at the Urbana Free Library since 2006 on the second Saturday of the month during the school year. Spanish Story Time consists of bilingual storytelling (English/Spanish), live music and craft. The Spanish Time Bilingual Storytelling program is presented at community events and schools.

On October 12th the Hispanic Heritage Day/ Dia de la Herencia Hispana was celebrated at the Urbana Free Library. The program included a display of traditional Latin American arts and crafts, the "Passport to Latin America and the Caribbean" presentation, Bilingual Storytelling, live music performed by a local Guatemalan band, and traditional Latin American dances were taught by Azucena Campos.

Thank you very much to all the 2013 CLACS Outreach collaborators: University of Illinois' faculty, graduate and undergraduate students and community members!

The 2013 Latin American Teachers Workshop "BUILDING BRIDGES: LATIN AMERICAN CULTURAL EXPRESSIONS" offered to K-14 School Educators, Teachers and Librarians, was held on June 10th. Fourteen educators from Central Illinois schools participated in the workshop. The Professional Development Teachers Workshop participants received 7 CPDU's credit hours.

Thank you to the speakers, UIUC Faculty and Graduate students, for their valuable presentations.

CLACS participated at GlobalFest 2013 Discovery Room, presenting Quechua and Portuguese classes to High School students. Professor Soto also presented Quechua class at Eastern Illinois University.

Through our outreach program the Center strives to increase awareness of Latin America and Caribbean with activities directed across our campus, to K-14 educators and their students, businesses and other professionals, and the general public.



2013 Latin American Teachers Workshop: Latin American Cultural Expressions Professor Whitten presenting "Seeing South America" at the Spurlock Museum

### K-14 TEACHING RESOURCES

#### TEACHERS BASIC LATIN AMERICAN LANGUAGES COMMUNICATION BOOKLET

Basic Phrases in English /Spanish /Portuguese /Quechua  
-Greetings - Introduction - School - Contact -  
- Does your child - Does your child like - Food-

WEBPAGE:  
<http://www.clacs.illinois.edu/outreach/booklet.asp>  
AUDIO:  
<http://www.clacs.illinois.edu/outreach/booklet/index.html>

#### LATIN AMERICAN HOLIDAYS & CELEBRATIONS CALENDAR:

<http://www.clacs.illinois.edu/outreach/k14Educators.aspx>

#### TEACHERS BASIC LATIN AMERICAN LANGUAGES COMMUNICATION BOOKLET

ENGLISH	SPANISH	PORTUGUESE	QUECHUA
Hello / Hi	Hola	Olá/Oi	tayti/mamaly
Good-bye	Adiós / chau	Tchau	Tupananchikkama
Good morning	Buenos dias	Bom dia	Rimaykullayki
Good afternoon	Buenas tardes	Boa tarde	Rimaykullayki
Good evening	Buenas noches	Boa noite	Rimaykullayki
Good night	Buenas noches	Boa noite	Paqarinkama
How are you?	¿Como estás?	Como vai?/Tudo bem?	¿Imaynallataq?
What are you doing?	¿Que estás haciendo?	O que você está fazendo?	¿Imata ruwachkanki?



## QUECHUA AT CLACS

by Sixto Clodolado Soto, Quechua Instructor



Professor Soto is the author of highly regarded publications, including "Quechua, Manual de Enseñanza/ Quechua a Teaching Manual" and "Diccionario Funcional Quechua- Castellano- Inglés/ Quechua- Spanish- English Functional Dictionary". For more information visit: [www.clacs.illinois.edu/quechua/](http://www.clacs.illinois.edu/quechua/)

The Center for Latin American and Caribbean Studies at the University of Illinois, Urbana-Champaign, has been offering Quechua courses since 1977.

We currently have students registered from different Departments of the University such as Anthropology, History, Linguistics, Physics, Civil Engineering, Spanish, and Medicine. In addition to face-to-face classes, we also offer an online course open to any person interested in Quechua from around the world. It is a web-based Quechua Online Distance Learning course designed to be delivered in an asynchronous, paced format. Students are not required to log in to the computer at a set class time, and will work through the material in a self-paced

manner, with specific completion dates for chapter modules, quizzes and exams. The teaching methodology emphasizes focusing on grammatical points to help students make form-meaning connections. For each chapter, students first view an audio-enhanced powerpoint lecture that highlights, specific grammatical points of interest, followed by a set of self-check exercises. Then students proceed to the listening/speaking exercises, which provide examples of authentic language use based on different topics surrounding the culture of Quechua-speaking communities. These recordings are accompanied by pictures which help to understand the topic better.

The courses focus on the teaching of the Ayacuchoano Quechua dialect. However, our program allows for extra head-start training in other dialects such as Ecuadorian Quichua, Cuzco and Bolivian Quechua varieties according to the student's interest.

Some examples of the practical results achieved by our Quechua students and presented in their Ph.D. dissertations:

Kate Grim-Feinberg. "Cultural Models of Respectful Subjectivity Among Primary School Children in Post-Conflict Ayacucho, Peru: An Embodied Learning Analysis." Urbana-Champaign, 2013.

Amy Firestone. "Quechua and Spanish in the Urban Andes: A study of Language Dynamics and Identity Construction among Peruvian Youth." Urbana-Champaign, 2012.

Julie Lynn Williams, "Cosmopolitan Comuneros: Celebrating Indigeneity Through the Appropriation of Urbanity in the Quito Basin." Urbana-Champaign, 2012.

Isabel Scarborough, "Marketing Indigeneity: Identity Negotiations of Two Generations of Informal Vending Women in Neoliberal Bolivia." Urbana-Champaign, 2012.

Erin O'Rourke, "Intonation and Language Contact: A case study of two varieties of Peruvian Spanish." Champaign-Urbana, 2005.

### SOME QUECHUA EXPRESSIONS

¿ I m a y n a l l a t a q                      k a c h k a n k i ?                      means: "How are you?"  
How                      'polite' and 'soft manner to ask.'                      to be                      'durative'                      you

Ñ u q a q a a l l i n l l a m, a n c h a k u s i s q a k a c h k a n i.                      means: ""I am fine, very happy."  
I                      'contrast'                      well                      'polite' 'assertive.'                      very                      happy                      'past participle'                      to be                      'durative'                      I

H a m u k u l l a y c h i k. ¡ R u n a s i m i t a y a c h a k u s u n c h i k!                      means: ""Come, let's learn Quechua!"  
Come                      'emotional' 'polite' 'command' 'plural'                      Quechua                      'direct object'                      Learn                      'emotional' let's                      'plural'



## UNITY IN DIVERSITY (CONT)

S: Students' interests vary from Mexico, to the Caribbean, Colombia, Chile, Brazil, in disciplines ranging from History, Art History, Education and politics. That's the good thing about being in area studies at the Library—we are interdisciplinary like CLACS.

*Are community members and those not affiliated with UIUC able to access the Latin American and Caribbean Studies Library Collection at the University of Illinois?*

C: Yes, we have a great many visitors from around the region but mostly faculty and students from neighboring universities and colleges. Residents of Illinois can obtain visitor passes and use the collection in a limited capacity. Faculty and students from other Illinois state universities have full privileges through the I-Share consortium. When on campus both groups can access through a Library or UIUC computer the Library's extensive collection of online databases, such as the Hispanic American Periodical Index (HAPI), the primary tool for Latin American and Caribbean studies. When the Latin American and Caribbean Library was in operation (closed in 2009 and became part of the International and Area Studies Library), I always put handouts and guides on the door to help out-of-town patrons who might stop by on the weekend when we were closed (though the Main Stacks was open). These guides helped them to navigate our vast print and electronic holdings.

C: As a state institution all residents of Illinois have the right to access our collections. They simply need to obtain a visitor pass and follow Library policies. Indeed, the UIUC Library's Latin American and Caribbean collection is a state treasure. In addition, anyone visiting the UIUC Library can directly access all of our online holdings from a campus computer. This is quite remarkable as many public university libraries in the US restrict their electronic holdings to faculty and students.

S: Community members can always search the online catalogue to see the books that we have and then just physically come and get the card and check them out for a couple weeks.

*Do you have any final comments or ideas to add?*

S: We encourage all interested in Latin American and Caribbean Studies to come in for research consultations, to know how to use the library, or check the online guides. We would be more than happy to meet and go through any sort of questions, concern, or introduction to using the library or finding something specific. For more information please visit our website at <http://www.library.illinois.edu/ias/lat/index.html>

## ANNOUNCEMENTS

### CLACS and LEMANN LECTURE SERIES SPRING 2014

[www.clacs.illinois.edu/news/lectures/](http://www.clacs.illinois.edu/news/lectures/) - [www.clacs.illinois.edu/lemann/events/](http://www.clacs.illinois.edu/lemann/events/)

Thursday, January 30

Cesar Peña, PhD candidate, Art Education.

*"The Modern Gaze in Latin America: Bogotá, 1930-1950"*

Tuesday, February 4

Antônio Sérgio Alfredo Guimarães, Professor of Sociology, University of São Paulo. 2014 Lemann Institute Distinguished Visitor.

*"Postcolonial Studies and Afro-Brazilian Studies"*

Tuesday, February 11

Matthew S. Winters, Department of Political Science, UIUC.

*"Credibility and Specificity: When do Brazilian Voters Act on Information about Corruption?"*

Thursday, February 13

Eduardo Brondizio, Professor, Department of Anthropology, Adjunct Professor, School of Public and Environmental Affairs (SPEA) and Department of Geography Indiana University Bloomington.

*"The Land Above, Within, and Below: Territorial Rights and the Evolving Complexity of Landscapes in the Amazon"*

Tuesday, February 18

Nadya Araújo Guimarães, Professor of Sociology, University of São Paulo.

*"Labor Flexibility in a Flexible Market – Intermediaries and its Workers in Brazil"*

Thursday, March 6h

Norma Scagnoli, Director of eLearning, College of Business, UIUC.

*"Online development collaboration with Latin America: challenges and opportunities."*

Thursday, March 13

Damaris Canache and Matthew Cawvey, Department of Political Science, UIUC.

*"Responsibility Attributions amid Economic Crisis: Evidence from Latin America"*

Tuesday, March 18

Brodwyn Fischer, Professor of History, University of Chicago

*"Unequal Ties: The Everyday Politics of Survival in Recife, 1870 – 1900"*

Thursday, March 20

Sandra Ruiz, Assistant Professor of Latina/Latino Studies and English, UIUC.

*"On Death, Dying, and Dolores "Lolita" Lebrón Sotomayor"*

Thursday, April 3

Marc Chernick, Director Center for Latin American Studies School of Foreign Service, Georgetown University. Director, Georgetown-Los Andes Program on Conflict Resolution and Human Rights, Universidad de los Andes, Bogotá, Colombia.

*"Negotiating Peace in Colombia: Enemies, Advocates, and the Impact of Electoral Politics"*

Thursday, April 10

Jonathan Amith, Department of Anthropology, Gettysburg College. National Museum of Natural History, Smithsonian Institution.

*"Mesoamerican Ethnobiology and Biology: Using DNA Barcoding to Facilitate Studies in Cultural History and Cognitive Anthropology"*

Friday, April 11

Joint Area Centers Symposium

Ana Lúcia Kassouf, Department of Economics – ESALQ – University of São Paulo.

*"Child Labor: The Brazilian Experience and Challenges"*

Thursday, April 17

Mike Silvers, Department of Music, UIUC.

*"Singing about Drought in Northeastern Brazil"*

Tuesday, April 22

Rogério de Souza Farias, Specialist on public policies and governmental management at the Ministry of Planning, Budget and Management (on leave) and Research Associate at the University of Brasília.

*"Industrialists, economists, diplomats and congressmen: Brazil and the rise of postwar trade negotiations (1946-1967)"*

Thursday, April 24

Jonathan Ritter, Chair, Latin American Studies Program; Associate Professor of Ethnomusicology

University of California, Riverside.

*"Echoes of Violence: Postmemory and Indigenous Voices after the War in Peru"*

Tuesday, April 29

Wendy Wolford, Robert A. and Ruth A. Polson Professor of Sociology, Associate Director for Economic Development, Cornell University.

*"Rediscovering Africa? The Role of Brazilian Experts and Expertise in Mozambican Agriculture"*

Thursday, May 1st

Peter Kornbluh, Director of the National Security Archives

*"Chile Documentation Project and of the Cuba Documentation Project"*



# CLACS 50<sup>TH</sup> ANNIVERSARY ~1963- 2013~

.... PICTURES TO ENJOY CLACS 50<sup>TH</sup> ANNIVERSARY RECEPTION ....

Photos Credit: Brian Stauffer



Carl and Yolanda Deal



Tom Zuidema, Anna Maria Escobar (front), Nils Jacobsen, Enrique Mayer (back)



Angelina Cotler, Enrique Mayer



Karla Palma, Sixto C. Soto



CLACS graduate students



Del Sur and Costas performance

# ILLINOIS REVIEW FOR LATIN AMERICAN STUDIES

CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

LEMANN INSTITUTE FOR BRAZILIAN STUDIES

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## CLACS THIS WEEK

To receive our Weekly Newsletter

visit: [www.clacs.illinois.edu/getinvolved/](http://www.clacs.illinois.edu/getinvolved/)

or Email us: [cotler@illinois.edu](mailto:cotler@illinois.edu)

## CLACS VIDEOS:

<http://www.clacs.illinois.edu/videos/>

## To CLACS ALUMNI

Be in touch, we'd like to hear from you!

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