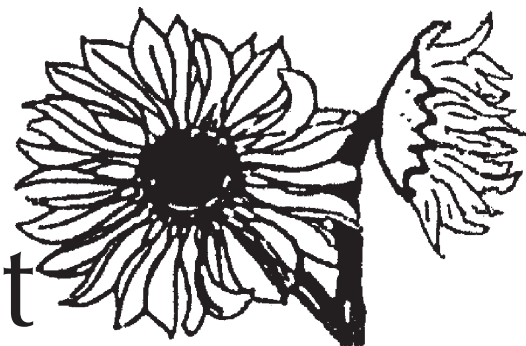


The Kansas Latin Americanist



Newsletter of the University of Kansas Center of Latin American Studies

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How to be Parents and Professors and Not Die in the Attempt

by Terena Silva

As I walked into Lee Skinner’s office I noticed that a picture of her 2-year-old daughter, Phoebe, sat atop her desk. The diminutive figure in the small picture stood in sharp contrast to the big changes in Skinner’s life since Phoebe’s birth. Skinner, along with Greg Cushman, Lorraine Bayard de Volo, and Jill Kuhnheim, are among the Latin Americanists on campus who balance the demands of both professorship and parenthood.

Lee Skinner, a professor in the Department of Spanish and Portuguese, admits that even with the full support of her husband management of her arduous schedule remains tricky. The major adjustment, says Skinner, has been the loss of her weekends. Saturday and Sunday revolve around Phoebe. Skinner now works after her daughter has gone to bed or when her husband can entertain the energetic toddler. Daycare is helpful but Phoebe spends as little time there as possible because interaction with her daughter is a top priority for Skinner.

Greg Cushman, assistant professor in the History Department, agrees that time spent with his two sons, the almost 3-year-old Camilo and his younger brother Andrés, is of supreme importance. Both he and his wife Mirna Cabrera, Latin American Studies graduate teaching assistant, agree on this point. Cushman says that due to this interaction, his sons are very close and affectionate with their parents. The couple chose not to put their kids in daycare and, according to Cushman, keeping the kids at home does not represent an insurmountable challenge thanks to support from family and close friends—what he calls “a community of helpers”—and thanks to Cabrera who “does the majority of the scheduling.”

As a father, Cushman says he tries to maintain a strong presence in the upbringing of his children and he takes turns with his wife in caring for the two boys. The couple alternates days and while one is teaching or working at the (see Parents and Professors, page 6)

Director: Elizabeth Kuznesof
Associate Director: Brent Metz
Office Manager: Judy Farmer
Editor: Hugh Glenn Cagle

From the Director’s Desk

by Elizabeth Kuznesof

This edition of the Latin Americanist causes me to reflect on how much of a family affair Latin American Studies at KU has become! The stories and photographs of births, marriages, deaths, family travels, and family members working together cover the pages of our newsletter. Our projects and dreams, our efforts and accomplishments form the substance of the Center. We are fortunate to have so many dedicated, enthusiastic and accomplished faculty, staff, and students. It makes my job a real pleasure.

It is hard to believe another year has gone by. Students we have come to cherish as friends are graduating and leaving us for new adventures. We salute them. Unfortunately for us, Hugh Cagle is one of those leaving. He will be an extremely hard act to follow as Program Assistant. Some colleagues as well have gone from us. It is hard to believe that Andy Debicki is no longer here among us. Brent Metz is leaving the Center in August after yeoman’s service as Assistant Director and Graduate Director. This summer I plan to take full advantage of his presence to work on the Title VI renewal due in November and a new proposal for the Tinker Field Research Grants. Thankfully Brent will still be with us in the Anthropology Department and in a tenure-track position. I am very pleased to announce that Peter Herlihy will assume the position of Associate Director (see Director’s Desk, page 5)

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The Herlihys Four: Research, *Delitos*, and *Burbujas de Jabón* in Mexico

by Momina Sims

This past January, the Herlihy family flew south to spend seven months in San Luis Potosí, Mexico. Professor Peter Herlihy was awarded a García Robles Fulbright to travel to Potosí, where he is conducting research and teaching at the University of San Luis Potosí. He is instructing a seminar on territorial organization and carrying out various projects including a project on participatory mapping of the *ejido*. Another two projects are connected with *ejido* land in Mexico and constitutional reforms that have caused neo-liberal changes in the *ejidos* in an effort to investigate communal land titling.

While away from KU, Professor Laura Herlihy has been conducting research to analyze the effect of the Zapatista movement on indigenous women's movements in Mexico. She was able to attend a conference on indigenous women's rights held just outside of Mexico City in the Valle de Allende. There she observed a group of indigenous Mazahua women protesting while clad in their indigenous clothing and carrying wooden guns. The women made various petitions to the state and demanded to speak to Mexican President Vicente Fox's wife, woman-to-woman. Some of the main reasons for this demonstration are that these individuals do not have access to clean drinking water and there are numerous disputes over land. Professor Herlihy has observed that the Zapatista movement has motivated many indigenous women to become active. These women seem to share a sisterhood with the Zapatista feminists who have inspired them to be at the forefront of environmental, social and political movements.



The adult Herlihys are not the only family members who have interesting news to share about their time in Potosí. Simone attends a Spanish-speaking school and after completing three successful auditions for the talent show, she was chosen to sing her now-famous hit "Burbujas de jabón" ("bubbles of soap") on Mother's Day.

Hobson, or Hobbs, is speaking more Spanish than English, calls taxis when given coins, and loves to chase pigeons and dance to the Mariachi music downtown. He also loves Potosí's tradition of eating ice cream in the morning. At daycare, Hobbs and his companions are learning how to brush their teeth. In this setting, the toddler committed his first *delito* when he contaminated the drinking water by throwing all of the toothbrushes into the water container. His parents had to pay for the water and sign a book of *delitos*.

(end)

Argentina Is Back!

by Rafael Mojica

On the morning of April 30th, 2005 the Center of Latin American Studies sponsored a workshop titled "Learning and Teaching about Argentina" in the Spencer Museum of Art. The event was intended to facilitate the creation and exchange of new ideas for the incorporation of Argentinean culture units in Kansas and Missouri classrooms.



Above: Participants read over workshop materials as the presenters discuss a variety of possible classroom approaches to Argentine culture.

Attendees listened to presentations from Bob Perry of Johnson County Community College, Marc Serrano from Shawnee Heights High School, Karen Hyde of Lawrence High School, Carolyn Welch of Langston Hughes Elementary School, and Dawn Romero-Hunter from Topeka High School. All of the presenters were participants in the Fulbright-Hays Groups Projects Abroad seminar titled "Childhood and Education in Argentina" during the summer of 2004.

The presentations covered an array of topics, including the unique characteristics of the Spanish from Río de Plata region, how to introduce traditional gaucho music and dance from Argentina into the classroom, and a discussion of the



Above: Teachers learn to dance el gato, a popular dance in Argentina's northern region.

(see Argentina Workshop, page 10)

Voices from the Past

by Anita Herzfeld, Director of Undergraduate Advising

This year we were very fortunate to hear from a number of Latin American Studies alumni who were kind enough to bring us up to date on their lives after KU. Their news brought back a lot of memories of some years past. Below are the highlights I have collected.

Emily Cassell is now a third year Law School student at KU and will be graduating as we write, to start working for the law firm of Lathrop and Gage in Overland Park.

Jeremy Cates writes from Napa Valley in California where he lives while he works in San Francisco for the Federal Government. He and his physician wife have two beautiful boys (see photo below). He misses Kansas, or is it the prices of the homes here, as compared to California?!



Erin Eastwood writes from Amsterdam where she has been researching, translating, and monitoring media for Greenpeace International. She was instrumental in getting Tom Reid to visit her there before he takes his grant in Bath. She is not sure about her future plans but hopes that South America is in the cards!

James Gregg writes, "I truly feel that people who take their language and culture learning seriously, really striving for excellence and a true understanding of them, rise above the competition in the market." He obviously knows what he is talking about, since he is now working in photojournalism, a very competitive field, for the Greeley Tribune in Colorado. He adds that he believes that the knowledge acquired through the Latin American Studies and Spanish degrees is what has landed him the position.

Mariana Nissen, our student from Brazil, has done many interesting things which have taken her to Europe for a while. Now she is looking forward to working in Colombia this summer, where she is hoping to have contact with important humanitarian organizations such as the UN, the

(see Voices, page 8)

Update on Education in Guatemala

by Kelly Parker, Latin American Studies Alumna

Ten years ago it was nearly impossible for kids to learn to read or write in Las Rosas, a poor neighborhood of Quetzaltenango, Guatemala. Not a single school served the area, and the cost of tuition, uniforms, and books at other schools was far beyond the reach of the Las Rosas families.

Two progressive teachers, Guadalupe Pos and Miguel Quiroga, dreamed of opening a school but were desperately short of funding. Then came Gavin Barrer, a south London social worker with a plan to generate money for social projects by leading groups of tourists around the stunning volcanoes and lakes near Quetzaltenango. The two parties got together, and in 1997 Escuela de la Calle was born. Now nearly 150 kids in grades kindergarten through 6th have the chance to learn reading, writing, and math.

The school employs a full-time Guatemalan teacher for every grade but depends heavily on volunteers. Classes are overcrowded and students are at vastly different levels. Still, students and teachers are making significant gains. Students who at the beginning of a semester had never held a pencil and struggled to count to five learn the basics of writing and counting by year's end. Now, with the launching of an after school program that includes art classes, games, and extra school support, the kids have even more opportunity to learn and develop. Judith and Marcel Van der Giest, volunteers from Holland who developed and fundraised for the project also hope to offer adult literacy classes and health and nutrition workshops.

If you would like to volunteer with the school or as a hiking guide for Quetzaltrekkers, please contact Kelly Parker at snixpix@yahoo.com, or visit the web pages at www.quezaltrekkers.com or www.escueladelacalle.org

Below: Associate Director Brent Metz took this picture of a Cho'rti' Maya language school in Camotán, Guatemala. Acquisition and maintenance of indigenous languages, alongside or instead of Spanish, is important to many of Guatemala's Maya peoples. According to the 1996 peace accords, the Guatemalan government is responsible for officializing the nation's 20 Maya languages.



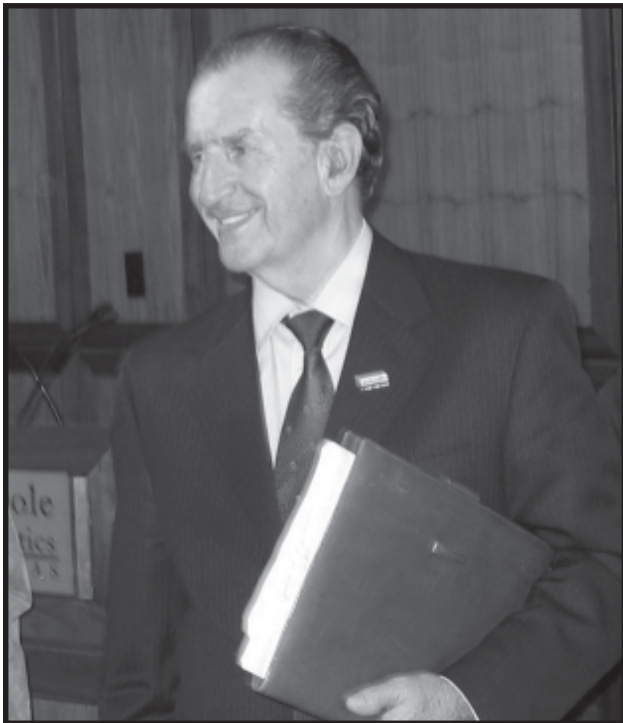
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Former Ecuadorian President Borja Speaks at Dole Institute

by Anita Herzfeld and Hugh Glenn Cagle
photos courtesy of the Dole Institute

On Friday, March 11, 2005 KU was honored by a visit and lecture from former President of Ecuador Dr. Rodrigo Borja. The title of the lecture was "Globalization and Its Consequences in Latin America" and it was delivered in Spanish with simultaneous translation by Latin American Studies Professors Anita Herzfeld and Brent Metz. The lecture took place at the Robert J. Dole Institute of Politics where Borja was introduced by Director Bill Lacy and Dean of International Studies Diana Carlin. The Dole Institute of Politics, the Office of International Programs, the Hall Center for the Humanities, and the Center of Latin American Studies co-sponsored the event.

Below: Dr. Rodrigo Borja leaves the podium after his lecture and was greeted by a number of attendees with questions and concerns.



The audience numbered more than 350, many of whom were natives of countries in Latin America and/or Spanish speakers. The visit was facilitated by Professor Jerry Lubensky (Art & Design) and his father Earl who is a Professor at the University of Missouri in St. Louis. Dr. Borja spoke first in St. Louis and then traveled to KU with Professor Lubensky.

President Borja came to office in August of 1988 and served until the 1992 elections. He was elected amid the destabilizing proliferation of small political parties, whose infighting accentuated the already embittered political conflicts in Ecuador. He stressed the need for consensus and built coalitions that allied a number of groups of varying political persuasions with his own Democratic Left party,

(see President Borja, page 5)

Latin Americanists among Kemper Awardees

by Momina Sims

The William T. Kemper Foundation was established in 1989 to support Midwest community initiatives in education, health and human services, civic improvements and the arts. Awardees of the Kemper Fellowships for Teaching Excellence are selected by a seven member committee of students, faculty, and alumni, and recognize outstanding teachers and advisers at KU. In the fall of 2004, Chancellor Robert Hemenway and Provost and Executive Vice Chancellor David E. Shulenburg honored twenty unsuspecting professors with Kemper Awards of \$5,000 each. Among them was the current chair of the Department of Spanish and Portuguese, Danny Anderson and the Department of Geography's Peter Herlihy, a specialist on Central America. Below, the two Kemper awardees share some of their ideas about teaching.

Professor Anderson specializes on Latin America, with an emphasis on the production and reproduction of culture in Mexico. He says that a passion for this area drives his research, which has grown from close textual analysis to include a variety of cultural studies methodologies. This exploratory approach is not limited to his research but has profoundly affected Anderson's graduate teaching in productive ways as well. As a graduate student mentor, he encourages his young teachers to explore new territory in class even when they begin to teach their first advanced undergraduate courses. Anderson explains, "I strive to excel as an effective teacher. I am not an easy teacher and my standards are high; but students know they can turn to me to encourage and assist. I teach not only content areas but also skills that graduate students need as they become the teachers of tomorrow."

Professor Peter Herlihy believes that his most important attribute as a teacher is his enthusiasm, both for the content of his courses and for the students who come to learn about the physical and cultural geography of the world we live in. He feels that his research in Latin America and around the globe brings life to the material he presents in class. Students praise his humor in class, but he insists that he almost never tells a joke. Rather, he says that he is a story-teller who weaves his own first hand experiences into classroom material. He says audio-visuals are, of course, helpful, but feels that relating the course content to the students themselves is the essential ingredient for successful teaching. For that reason Herlihy's own endeavors, ranging from his wildest experiences traveling and researching in foreign lands to the most common and mundane projects at home, find their way into his lectures. He also gives students incentives for good performance rather than penalties for bad, and believes professors need to be more flexible and understanding in relating to student life, not forgetting how hard university life and studies can sometimes be.

(end)

PRESIDENT BORJA (from page 4)



Above: Borja speaks while Dr. Brent Metz interprets for the audience's non Spanish-speakers. The total number of attendees exceeded 350.

which he had helped found. Borja's efforts resulted in the disbanding of the militant guerilla group, Eloy Alfaro Popular Armed Forces. His presidency witnessed significant changes in Ecuador and throughout Latin America.

In his lecture the former president explained that there are two sides to globalization: those who gain and those who lose. He placed the West in the former category. Countries such as those in Latin America find themselves among the latter, who are persistently asked to accept regulations that do not operate in their favor. Borja argued that the only way for Latin America to exercise an influential presence in the face of institutions such as the World Bank

Below and from left to right: former President of Ecuador Dr. Rodrigo Borja, Professor of History and Director of the Center of Latin American Studies Elizabeth Kuznesof, and the Director of the Dole Institute of Politics Bill Lacy. Kuznesof and Lacy were among the many KU faculty and administrators who were instrumental in bringing Borja to campus.



(see President Borja, page 7)

DIRECTOR'S DESK (from page 1)

in the fall. We hope to make Geography a much stronger theme in CLAS projects in the new Title VI proposal. I will be on sabbatical in spring 2006 and Peter will take over as Acting Director at that time. A number of you will travel to Latin America this summer, several to Peru as part of our exchange. The increased interaction of the Center with institutions in Latin America is another fortunate characteristic we can claim. It is as healthy for us as it is for our students. Best wishes for a great and a productive summer. I look forward to seeing all of you here in the fall. (end)

Congratulations to the Graduate Students Completing Their Degree with a Latin American Focus:

Doctoral Students

Paulo Boero, *Spanish and Portuguese*

Michael L. Brown, *Spanish and Portuguese*

David Cochrane, *Geography*

Patricia Fumero, *History*

Will Holliday, *History*

Kirsten M. Adlung Kellog, *Spanish and Portuguese*

Kenny Kincaid, *History*

Maria Oca Rojo, *Spanish and Portuguese*

Chris White, *History*

Master's Students

Hugh Cagle, *Latin American Studies*

Kris Cantrell, *Latin American Studies*

Shana Hughes, *Latin American Studies*

Matthew Lang, *Latin American Studies*

Tim Robbins, *Spanish and Portuguese*



PARENTS AND PROFESSORS *(from page 1)*

office the other is home with Camilo and Andrés. While they attempt an even share, Cushman is quick to point out that, in truth, his wife “works a lot more” with their kids. Cushman says that although the work is not entirely evenly divided, “it’s still a revolution” compared to his and Cabrera’s upbringing.

The couple comes from different cultural backgrounds. Cabrera is from Cuba and Cushman is American. He sees it as a blessing because they can draw from different memories, values, and beliefs to raise their sons. It has made some things easier and according to Cushman, “sometimes traditions provide a good guide.”

Cushman and Cabrera, like Dr. Skinner and her husband, have worked out a partnership to manage their time. Lorraine Bayard de Volo, assistant professor in the Department of Political Science, emphasizes that the key to balancing her career and motherhood is “having a partner who is able to help.” De Volo, already mother of young Theo, will give birth to a baby girl in early June and is counting on her husband and, for Theo, daycare to ease the strain on her schedule. For de Volo, whose research requires extensive fieldwork, children are a particular challenge. What once were long, occasional stays in Nicaragua, Cuba, or Colombia, have become more frequent but shorter trips. De Volo also now focuses on archival work. She says she is currently in a different phase of her life but admits that not all of her projects accommodate motherhood. A couple of years ago, de Volo had to give up a prestigious scholarship at Harvard University in Boston, MA because the periodic commute was simply unfeasible.

De Volo believes that it might be easier for male professors whose wives are “mobile” because their wives can take care of kids and follow them without impinging on their spouse’s academic career—what she referred to as the old Latin American style. Despite the flexible schedule she said that women’s academic careers may be harmed more than those of her male colleagues since women need to nurse young children and generally spend more time with them in early childhood.

Below: Julian Reese is the latest addition to Jill Kuhnheim’s family, born on January 20, 2005.



Jill Kuhnheim, Department of Spanish and Portuguese

(see Parents and Professors, page 10)

Center Wins Fulbright-Hays: Area Teachers to Travel and Study in Guatemala

by Brent Metz

The KU Center of Latin American Studies has won yet another Fulbright-Hays Group Study Abroad award! This time the Center will invite K-12 and community college teachers to travel to Guatemala for five weeks in June and July 2006 to explore various multicultural, multilingual education programs. Guatemala, along with Bolivia, is one of the few Latin American countries with a majority indigenous population. Guatemala’s indigenous population is mostly Maya, and there are 20 Maya languages spoken there. Its Caribbean coast also has a significant Garífuna population, or people of principally African biological descent who speak a mix of Arawak (the original indigenous language of the Caribbean islands), African, and European languages and practice a mix of lowland Amerindian and African traditions.

In the past three decades, Guatemala’s indigenous peoples, with the help of NGOs and intermittent support from the government, have developed myriad programs to both fortify indigenous languages and cultures and expand the educational system to traditionally under-served rural populations. Many of these programs are still in the experimental phase but have already attracted tens of thousands of students. The twelve teachers selected as participants, along with a Spanish language instructor, a Guatemalan guide (Pakal B’alam), and faculty leader Brent Metz, will be visiting Guatemala City, various towns of the Kaqchikel-speaking area, the K’iche’ Maya city of Quezaltenango, the Garífuna town of Livingston, and the Ch’orti’ Maya region of eastern Guatemala

The seminar is designed to improve teachers’ Spanish language skills and provide interdisciplinary knowledge to teach the culture, economy and history of Guatemala and Latin America generally. Participants will compare the development of language-based educational initiatives in Guatemala to those of the US. Lectures and panels, some by internationally renowned Maya leaders and scholars, on topics related to Guatemalan history, economy, politics, education, culture, religion, gender, and especially language will be combined with visits to schools, government and NGO offices, and museums. Weekend trips to national historic sites like Antigua (Central America’s colonial capital), ancient Maya ruins, the sacred Mt. Chicobal volcano, and local Maya markets will demonstrate Guatemala’s rich regional biological and ethnic diversity and the challenges such diversity presents to Guatemala’s political economic system.

Over the course of the seminar small groups of teacher participants will compile notes, photos, and materials for the construction of curricular units on the following themes related to education and multiculturalism in Guatemala: 1) language, culture, and identity 2) language and work, 3)

(see Teachers to Guatemala, page 9)

A Note on Andrew Debicki

by Hugh Glenn Cagle

The KU community and the Center of Latin American Studies lost a truly exceptional individual on January 20, 2005 with the death of Andrew Debicki, University Distinguished Professor of Spanish and Portuguese. In a world of specialization Andrew Debicki was a generalist who did it all. He truly managed the rigors of administration, program development, teaching and speaking, graduate mentorship, mentorship of younger colleagues, and of course superlative and prodigious scholarship, with extraordinary grace and joy. He excelled and took pleasure in helping out in all of these areas and more.

He distinguished himself by weathering personal and professional trials with what one long-time friend called simply “a sense of fun about all the varieties of life.” Debicki was a key figure in the development of twentieth-century Hispanic poetry, as well as an internationally known and accomplished literary critic. He published eight books and well over a hundred articles. Meanwhile Debicki put his unflinching energy to the task of making KU a more collegial and more international environment. He was a founder and director of the Hall Center for Humanities—an institution now indispensable for faculty and graduate students; a dean and vice-chancellor of the graduate school; head of international programs; and twice personally directed the semester abroad program—building exchange opportunities that now mark KU as a national model for study abroad. These are but a sample of his work. Interested readers can learn more in this vein in the spring 2002 issue of the *Latin Americanist* or the spring 2005 edition of the *Humanities and Western Civilization Program*—they memorialize Debicki’s exceptional career.

In spite of these remarkable accomplishments, Andrew Debicki was most extraordinary in his ability to balance all of that with a generosity and sincerity that made him a model *person*. It is that aspect of him that underlies the many admiring articles on Debicki the *figure*. His empathetic guidance attracted the twenty doctoral students and sustained the many young faculty he mentored during his career, for whom Debicki was a beacon of intellectual and interpersonal support. “There are too many stories to tell” said the same long-time friend quoted earlier, who went on to explain that Debicki was one of those rare people who “you can call on in a crisis and know they will respond immediately, without hesitation, even with pleasure!” It is this Andrew Debicki that the university—a community of people—will long for in hallways and offices, but also at the other end of a telephone line or in Lawrence homes, all of which are no longer brightened by Andy Debicki. Hopefully some will emulate his example.

(end)

PRESIDENT BORJA (from page 5)

Below: KU Professor of Anthropology and a co-Director of the Hall Center’s Andean and Amazonian Worlds Seminar Dr. Bart Dean speaks with Borja and with Kathleen McCluskey-Fawcett, Senior Vice Provost of the College of Liberal Arts and Sciences. During the reception following Borja’s lecture, he and McCluskey-Fawcett exchanged gifts in mutual recognition of the importance of continued scholarly exchanges between KU and Ecuador’s leaders.



and the International Monetary Fund who regulate trade blocs is to create a united front and speak with a common voice. Only then will they be able to survive a global economy that refuses to heed national boundaries and international disparities. Latin America needs to form a united front so that it may negotiate on equal footing with the economically and politically powerful northern hemisphere.

After his lecture Borja answered questions from the passionately interested crowd for about 30 minutes. Several questions concerned the well-being of indigenous peoples in Ecuador and the efforts Borja made during his presidency to assist them. Others questioned current free-trade agreements being considered in the Americas.

Below: Kenny Kincaid, who recently finished his PhD in Latin American history at KU, speaks with Borja during the reception. Kincaid’s research deals with links between culture, indigeneity, and land use rights in Ecuador. He, like many of the attendees, had much to discuss with the former president.



(end)

University of Costa Rica and KU Share Perspectives on Social Work

by Hugh Glenn Cagle

KU's School of Welfare and UCR's Escuela de Trabajo Social have for the past five years exchanged small groups of faculty members for brief periods in an effort to internationalize faculty research and development. This unique program is a direct result of the three KU/UCR conferences which included workshops of faculty from like disciplines from the two universities to consider modes of collaboration. The chancellor's office also has a special fund to assist KU/UCR projects of this kind. Other efforts utilizing the collaboration have taken place in Anthropology and Economics. Increased support for the program led to student exchanges, now in their third year, in which KU graduate students in social work traveled to Costa Rica to examine social welfare policy and to explore Costa Rican mental health, child welfare, aging, and community development programs.

Between April 3 and April 16, 2005, the first group of Costa Rican social work graduate students visited KU. Funded by joint KU-UCR grants, the young scholars examined American social programs in eastern and central Kansas. University and community lectures complemented visits to area agencies. The Costa Ricans' busy schedule included The Family Conservancy in Kansas City, the Kansas State Farm Worker Health Program and Migrant Health Project in Topeka, the Eisenhower Center in Abilene, and the Bert Nash Community Mental Health Center in Lawrence. These paved the way for a series of informed discussions between the students and faculty of both universities.

On the differences in social work as a profession in Costa Rica and the US, students explained that the single most noticeable divergence is access to resources. The visiting scholars also said that Costa Rican social work is currently in a state of transition in terms of international models of social welfare. While there is a strong impulse toward North American approaches to ameliorating social ills, and thus toward English language acquisition, the strength of Brazilian programs in social work, the high quality of research there, and the often greater similarity with Costa Rica in terms of access to resources makes Brazil and the Portuguese language increasingly appealing for Costa Rican students searching for an international perspective and foreign work experience.

While at KU, however, these students were less interested in foreign models or shifting trends in scholarship; they were far more concerned with sharing insights. That fit well with the goals of UCR and KU organizers of the exchange. One of the themes of the two week program for both US and Costa Rican students was

VOICES (from page 3)

Red Cross, and Amnesty International. Meanwhile she is writing for the Spanish newspaper *El Mundo* in Brazil.

Suzanne Noyes (O'Loughlin) married our own **Jason Noyes**. Jason received an MBA from the University of St. Mary last fall and is now working as a liability adjuster for Farmers Insurance and Suzanne works as Migrant Education Recruiter for the Education Service Center Region XI in Ft. Worth. They have a beautiful two and a half year old girl.

Below: Suzanne and Jason Noyes with their daughter.



Lydia Oelschlaeger is now **Mrs. Lydia Leon** and is happily working at the Lawrence-Douglas County Health Department through AmeriCorps. She works with their Spanish speaking clients and organizes and facilitates community services for the Hispanic Families Coalition.

Kelly Parker has been doing volunteer work in Guatemala. She works three days a week in a school for poor children on the outskirts of Xela (Quezaltenango). The other two workdays find her working with *Asociación Mayaln*, where she is involved with their women's program. She is uncertain about her future, but hopes she will come to KU to pursue a Master's degree in Latin American Studies.

Katie Speer is going to be directing the *Amigos de las Américas* volunteer project in Michoacan, México. The 50 volunteers in the project will help implement the Mexican Program *Liderazgo y comunidad: jóvenes unidos para el desarrollo comunitario*. Her long range plans may bring her soon back to KU to pursue a joint degree JD/MBA. We would love to have her back on campus!

Jenie Van Vlack is happily finishing her second year of Law School at Loyola University in Chicago, while interning for Judge W.R. Anderson, a federal district court judge for the northern district of Illinois. School and work keep her busy but she enjoys both immensely.

I cannot thank you all enough for making it possible for us to illustrate the great value of a degree in Latin American Studies. It is indeed rewarding to witness your growth and heartwarming to know about your happy lives. To all of you, my heartiest congratulations on your accomplishments. My sincere congrats on the beautiful children whose photos you shared with us, and do drop by if you are ever in the neighborhood; we would love to see you again! And remember to update your bios if you have something interesting to add. Best and love to all.

(end)

(see Costa Rica, page 15)

TEACHERS TO GUATEMALA *(from page 6)*

history of Guatemala's indigenous peoples, 4) health, 5) religion, 6) art & music, and 7) politics and nationalism. In the final week, curricular units will be developed for classrooms across Kansas.
(end)

Let's Travel to Argentina and Mexico!

by Rafael Mojica

The Center of Latin American Studies is proud to announce two new traveling suitcases: "Argentinean Culture" and "Mexico: Music and Culture."

These traveling suitcases include different artifacts that can be used as tools for educators to teach about Mexican and Argentinean peoples and cultures. Among these artifacts are a variety of musical instruments, textiles, handcrafts, pottery, and traditional outfits. The suitcases also include CDs, books, and videos that provide more in-depth explanations of different topics related to these two diverse and interesting countries. Lessons that demonstrate how to use the artifacts in the classroom come with all traveling suitcases.



The Center also has educational trunks entitled "Andean Music: Contact and Conquest," "Music of Brazil: The Portuguese in Latin America," "Cuba and the Caribbean: Music and Dance," "Central America," and "The Maya of Guatemala." A traveling suitcase on Haiti and Haitian culture is under construction. If you are an educator interested in borrowing one of our traveling suitcases, please come in to the Center or visit our website: <http://www.ku.edu/~latamst/slisui.htm>. The use of any of the traveling suitcases and the shipping costs to and from your school are provided free of charge.

J. Michael Young Academic Advisor Awards: Latin Americanists Take Two

The College of Liberal Arts and Sciences accepts nominations for the award every spring. Students must defend their nomination in a letter that addresses how their advisors have contributed to their own personal and career goals. Only three of these are given: one in the humanities, one in the social sciences, and one in the natural sciences. This spring, Latin Americanists won for both the humanities and social sciences. The Center offers its highest praise and appreciation to the recipients:

Anita Herzfeld, *Center of Latin American Studies*
(humanities division)

Mehrengiz Najafizadeh, *Sociology*
(social sciences division)

Chris White, recent Latin American History PhD, to Deliver Doctoral Commencement Address

Dr. Chris White had this to say about his speech for the doctoral hooding ceremony:

I aim to promote reflection on our original purpose for going to graduate school. We all experienced something prior to graduate school that animated us to the point of dedicating our lives to a certain topic, and it is that enthusiasm that we have a responsibility to instill in our future students and readers. At the same time, I call on all recent doctorate recipients to utilize their expertise to stand up for the important causes related to their academic disciplines both inside and outside the classroom. We should not hesitate to draw inspiration from the icons of world history, whose ground-breaking work only occurred when bold people risked their lives and reputations by challenging conventional wisdom. Through this type of reflection on purpose, and dedication to honest scholarship and action, we can fulfill the greater purpose of serving society as a whole.

PARENTS AND PROFESSORS (from page 6)

associate professor, is for now the newest Latin Americanist mom. With the birth of her now 3-month-old son Julian Reese, she too has gone through a number of changes—few but major—to her daily schedule.

Her infant son occupies a lot of time, making her own research and writing especially difficult. Her new schedule revolves around her baby. “I get up and work before he gets up or work after he goes to sleep, which I didn’t have to do before,” explains Kuhnheim.

Skinner says that such demands are in some ways temporary and certainly not insuperable. She says that as Phoebe grows up, she will become more independent and more socially involved with other kids, allowing mom more time to work. For now, Skinner spends a lot of time on individual tasks. Toddlers are entertained by the same activity for long periods. For example, says Skinner, when she and Phoebe go to the park she pushes Phoebe on the swing, which, Skinner explains, she enjoys for 15 minutes. But Phoebe would be thrilled for an hour or so an always asks for more time. Despite the repetition, Skinner insists that her daughter is one of the best parts of her life.

As for Jill Kuhnheim, she admits that having tenure eases some of the worry that professorship can add to parenthood. She is relieved that she is far enough along in her career to have financial security and adds that her career allows her to be flexible and spend summers with her son. Echoing Skinner, Kuhnheim confesses she will miss all the time spent with little Julian when he grows up, starts daycare, and begins to spend more time with kids.

As all of these children get older and gradually become more independent there will be more time spared for academia. However, later ages will present different challenges, Cushman pointed out. Desktop pictures will keep track of those changes and will remind these professors-turned-parents that being temporarily behind on academic work is not bad after all.

(end)

Below: Director of Undergraduate Advising Anita Herzfeld, a native of Argentina, celebrates her heritage at the workshop with two other Argentines: Ian and Alexi Sommerville. These sons of the Center’s Outreach Coordinator Adriana Natali-Sommerville enjoy mate with the Argentina workshop participants.



ARGENTINE WORKSHOP (from page 2)

differences between historical patterns of immigration into the US and Argentina, which explored how this phenomenon has affected each country’s national identity.

KU professors were also in attendance to share their own research on Argentina. Tamara Falicov from the Department of Theater and Film presented on contemporary Argentine cinema and gave suggestions on the use of feature films as didactic material for teaching about Argentina. Falicov also discussed the relationship between Argentine cinema and the political transition out of that nation’s dictatorship. Jill Kuhnheim of the Department of Spanish and Portuguese gave an overview of the life of Eva Perón. Specific film clips were shown to compare the presentation of Eva’s life in Hollywood’s *Evita* and in a popular Argentine movie.



Above: Some say it’s a tea and others insist it’s just mate! Many Argentines love it and workshop participants enjoyed it as well. Dawn Romero-Hunter and Karen Hyde demonstrate how to prepare a mate, one of Argentina’s most typical drinks.

Attendees also had the chance to sample delicious Argentine cuisine. *Mate*, a traditional beverage that Argentineans drink daily, accompanied *empanadas*, a meat-filled pastry, and *locro*, a vegetables and meat stew. To round out the event, participants joined in a tango lesson by Jason Pollen from the Kansas City Art Institute.

Anyone interested in teaching about Argentina is welcome to make use of the Center’s new traveling suitcase on the remarkable country. The suitcase includes various artifacts, books, CDs, and videos that teachers can use as educational tools to introduce the peoples and cultures of Argentina to their students. For instructions on how to borrow this and other suitcases please refer to the article in this issue titled “Let’s Travel to Argentina and Mexico.”

(end)

Faculty Research, Publications, and Presentations

compiled by Nick Lagunas

Giselle Anatol (English) received notice of tenure and promotion this semester, and presented current research at her Merienda lecture “The Things that Fly in the Night: Images of Female Vampirism in Literature of the African Americas.”

Steven Ray Bozarth (Geography) completed biosilicate Analysis of Residue in “Maya Dedicatory Cache Vessels from Blue Creek, Belize,” by Steven R. Bozarth and Thomas H. Guderjan, *Journal of Archaeological Science* 31:205-215.

Tamara Falicov (Theatre and Film) was awarded tenure in the Spring of 2005. She presented two papers at international conferences—one on the exhibition practices and ideology of mobile cinema vans in the Cuban revolution and the other entitled “Segmentation in Argentine Cinema: Between the No-budget ‘Indie’ and the Blockbuster” at a small conference organized by the Center for Latin American and Caribbean Studies. She travelled to Buenos Aires in March and interviewed Daniel Burman, a young film director. She gave two talks for local teachers in the area: one on contemporary Argentine cinema for K-12 teachers in Lawrence as part of a workshop on Argentina sponsored by the KU Center of Latin American Studies, and a talk about teaching Latino/a film in the classroom for high school teachers in the Kansas City area. She gave a talk on “Maria Full of Grace” and issues of immigration at Kansas City, Kansas Community College. She brought two recent Latin American themed films to the Metro area this spring: “Machuca” to the Kansas City Filmmaker’s Jubilee and “The Take” to the Screenland theatre for the Bullseye documentary film series.

Anita Herzfeld (Latin American Studies) gave an invited lecture on “La lengua e identidad en una situación de contacto: los habitantes del criollo limonense de Costa Rica” at the Ruhr-Universität Bochum on January 6, 2005. She was invited by the Chancellor’s Office to attend a UCR Alumni Reunion at the University of Costa Rica on January 24, 2005. She also obtained a sabbatical for the spring of 2006 to co-edit a book, *Contact Languages*, and to do research in Paraguay. She lectured on “How is China like Argentina? ...and Other Non-Sequitors” at the wine and cheese get-together of Center of East Asian Studies in March of 2005. Also during the semester she organized a study tour of Mayan ruins in the Chiapas region (Palenque, Bonampak, Yaxchilan, Comalcalco, Toniná) led by Professor John Hoopes of KU’s Department of Anthropology. She also put together the fourth Latin American Studies undergraduate get-together, moderated a panel “How to ...get an undergraduate research grant and use it as an honors graduation thesis; ...to apply for law school and get accepted; ...to apply for an NSEP grant and hopefully get it; ...to do volunteer work or get an internship in 2005.” Anita is a member of Gabriela Frank’s residency committee, School of Fine Arts, Department of Music, 2004 and a mentor

(continues next column)

FACULTY *(continued)*

in the University Scholars Program, Justina Patterson, 2005. She also became a member of the University Honors Council in April 2005. During the past semester she was also a member of several doctoral dissertation committees.

Elizabeth Kuznesof (History) published “The History of Childhood in Latin America” for the *Macmillan Encyclopaedia of Children and Childhood in History and Society*, Volume II: 530-532, New York, 2004. “The House, the Street, Global Society: Latin American Families and Childhood in the 21st Century” will be published in a special issue of *Journal of Social History* on “Globalization and Childhood” edited by Peter Stearns (forthcoming June 2005).

Mehrangiz Najafizadeh (Sociology) has been awarded the J. Michael Young Academic Advisor for 2005 in the Social Sciences Division. In addition, she has received a Fulbright Senior Specialist grant for Azerbaijan where she will be involved in curriculum planning and faculty development activities at Baku State University, as well as continuing her research on gender, NGOs, and war refugees.

Antonio Simoes (Spanish & Portuguese) received the Outstanding Educator 2004 Award from the Mortar Board Senior Honor Society and went to Madison, Wisconsin on April 16, 2005 to a regional BRASA meeting, to present a paper on the teaching of Brazilian Portuguese through Brazilian Popular Music (Musica Popular Brasileira).
(end)

The Center formally recognizes the superlative accomplishments of the following KU Latin Americanists:

Promotion to full professor

Jill Kuhnheim, *Spanish and Portuguese*

Promotion to associate professor with tenure

Giselle Anatol, *English*

Lorraine Bayard de Volo, *Political Science/
Women’s Studies*

Tamara Falicov, *Theatre and Film*

Paola Sanguinetti, *Architecture and Urban Design*

A. Townsend Peterson, *Ecology and Evolutionary
Biology*



News from the Center's Graduate Students

compiled by Brent Metz

Ixkusamil Alonzo continues her Ford Foundation Fellowship until December 2005, and this summer (2005) she will begin her MA fieldwork in Guatemala on language acquisition among Kaqchikel children.

Karen Bonkewicz has spent fall of 2004 and the spring 2005 semesters at the University of Costa Rica, where she has been researching education and relations between Costa Ricans and Nicaraguan immigrants.

Hugh Cagle, Program Assistant at the Center of Latin American Studies, helped author the Fulbright-Hayes Group Projects Abroad grant that will send area teachers to Guatemala in 2006. He is completing his thesis on Brazil, "The Genealogy of an Atlantic World Order" and in August will begin doctoral study in Atlantic World and cultural history at Rutgers University in New Jersey.

Kris Cantrell successfully defended her MA non-thesis on "Gendered Spaces in Twentieth-Century Urban Argentina and Chile: An Analysis of Women, Space, and Social Struggle."

Meredith Church, 2004-05 FLAS recipient, has begun research on language and identity in Latin America, a subject she hopes to make the focus of future thesis work. Along with coursework in linguistics, history and sociology, she has continued her study of Portuguese and has worked as a Spanish instructor at Pickney Elementary School. With funds from the Oppenheimer Memorial Field Research Grant, she will spend two weeks researching language and national identity in Uruguay's bilingual border region. She will spend the remainder of the summer studying Portuguese at the Summer Institute of Language and Culture in Vitoria, Brazil.

Juan D. Giraldo led a KULAC class of Business in Latin America in the Business School during Spring 2005. He will travel to Argentina to do research on "almacenes de barrio" (Small neighborhood stores) in the summer 2005.

Emily Gottschalk, who already possesses an advanced degree in education, is an MA student in Latin American Studies and has won an Academic Year FLAS to learn Portuguese at KU.

Renee Hanson has won a summer FLAS to study Quichua through Arizona State University's program in Ecuador.

Melissa Hartnett was recently awarded a Foreign Language and Area Studies Fellowship for study of Brazilian Portuguese in Vitoria, Brazil this summer. She is also the recipient of a FLAS Fellowship to fund study for the upcoming academic year. In addition, Melissa just completed a semester of teaching Spanish to Kindergarten and 1st Grade students as part of the Center's outreach programming.

Shana Hughes recently presented the well-attended talk, "*Olha que coisa mais linda: Women's Voices on Cosmetic Surgery in Brazil*" at the Center of Latin American Studies Merienda "Brown Bag" Lecture Series. She plans to defend her thesis on the same topic this summer before heading to the University of South Florida in August. She

(continues next column)

GRADUATE NEWS *(continued)*

has received one of USF's Presidential Fellowships, and will work toward a PhD in Applied Anthropology and a Master's in Public Health.

Matt Lang has been teaching secondary school to mainly Mexican-American students in Colorado.

Amanda Marvin won an Oppenheimer for archival research in Argentina during the summer of 2005 and intends to graduate in August. After KU, she will marry Martin Benega of Argentina. They are waiting for his visa paperwork to be finished and plan to have a September wedding in the US before returning to Argentina. Martin is the production manager at an *imprensa* and Amanda will be teaching.

Joel Nalley has won a Summer FLAS to learn Portuguese in KU's Victoria program and continues to work on his MA thesis concerning the economic history of El Salvador.

Lisa Rausch has been a student senator and is working as a translator and legal researcher in the immigration law office of Mira Mdivani in Overland Park, KS.

On former grad students

Leticia Arroyo-Abad, MA graduate (2003), has achieved ABD status in Historical Economics at the UC-Davis and has received several grants to carry out her dissertation research in several Latin American countries.

Angela Dittrich, MA graduate (2002), has received a promotion to Assistant Director of Study Abroad at the University of Kansas.

Matt Koeppe, MA graduate (2001), plans to receive his PhD in Geography in 2005 and has already begun working in a full-time research position for NASA.

Gail Krotky, MA graduate (2003), recently won a Spanish/History teaching position at a prep school in Maryland.

Steve Milas, MA graduate (2001), has recently earned a position as Assistant Director of a sociology research center at the University of Miami, Florida.

Carey Scheerer, MA graduate (2003), is finishing Fulbright-Hays research on women's reproductive health in La Ceiba, Honduras, and will be attending the University of Colorado PhD program in Anthropology in the fall 2005.

Bart Winter, MA graduate (2003), is pictured below with his fiancée, Anne Haake; the two will be married in June of 2005. They currently live and work in Leawood Kansas.



(end)

Undergraduate Highlights

by Anita Herzfeld, Director of Undergraduate Advising

Don't ask me why my weeks have only two days (Mondays and Saturdays) and semesters only two months (the first one and the last one). It is as if nothing had happened in between—time is so fleeting these days. At the beginning of every semester, I am full of optimism because I know I am going to have the best students ever both in class and in advising sessions. And this time it worked! I thoroughly enjoyed LAA 332, which had some great minds and some lovely people in it, and greatly loved meeting the “brains” of LAA 333 at home for dinner on Mondays! Of course, I was also enthusiastic about finding out where new advisees are heading in their academic lives (**Rachel Bock, Dave Melgren**, for instance) and where the “old” ones are flying to meet their promising futures (**Andy Biberstein, Lindsay Mathews**, what I am going to do without you?), and oh so many more wonderful students who are impossible for me to name because there are 120 of you!

This semester we have had the best crop of recent graduates ever—some 16 majors and 6 minors! (See the list of names elsewhere in this issue.) Additionally, our students have made us proud by receiving some great honors: **Amber Van Schuyver, Charles Exdell, Rachel Mehl and Jason Beaury** obtained undergraduate research grants and both **Amber** and **Charles** are graduating with honors in Political Science and Latin American Studies respectively. And if that were not enough, **Charles Exdell** gave the first Merienda lecture ever by an undergraduate. He came through with flying colors!

Special mention must be made of **Tom Reid** (a.k.a. my dear **Tomasito**) who obtained a Fulbright grant to Bath, England; of **Lev Mass**, who made Phi Beta Kappa in three (or was it four?) majors and minors—while commuting between Lawrence and Hong Kong no less (I wonder why?!); and of **Emily Brookes** who obtained a Nelson Scholarship. Last but not least, **Momina Sims** deserves KUDOS, not only for being the Center's best office assistant ever, but also for having been awarded the Gilman Scholarship, which helped her finance a semester at the University of Costa Rica.

As to the immediate future, my “little” **Elisa Nelson**, whom I have known since the first day she set foot at KU, is getting a Master's degree (yes, a Master's degree) in Political Science and is going to be studying at the London School of Economics next semester. **Shana Hughes**, one of my dearest “kids,” is getting a Master's degree in Latin American Studies and has won a Presidential Fellowship to finance her studies toward a PhD at the University of South Florida. Needless to say, I will also miss **Jose Interiano** who is heading for Law School at Penn State, while **Andy Biberstein** and **Amber Van Schuyver** are going to attend the University of Texas at Austin. (Get a futon ready, since I have never been there!). **Reina Rodriguez** will be leaving for DC, where she has obtained a great internship with the US government; **Nyana Miller** is going to be busy working for *Amigos de*

(continues next column)

UNDERGRADUATES (continued)

las Americas in a leadership position of great responsibility. Nyana has also applied for an internship at the Carter Center. **Lindsay Mathews** has been accepted by Teach for America and is headed toward a school at the border with the Rio Grande, while at the same time she has been notified that she is an alternate for the prestigious NSEP scholarship to study in Brazil. **Harold Stewart** will stay closer to home while he is starting work towards a Master's in Public Administration, and **Chris Sanchez** is likely to obtain a managerial position in the business where he has been working for more than 5 years.

Some of this information was shared at the Fourth Annual Undergraduate Get-together which took place in April of 2005. The panel made up of **Amber, Nyana, Reina, Lindsay, and Andy** explained how to... apply for law school, get an undergraduate research grant, apply for an NSEP grant, and get an internship. We all had a good time exchanging ideas and munching on delicious food so as to provide for both a healthy body and a happy soul.

Don't ask me how all of this has happened. It was only yesterday that we met, it seems to me. But I will be forever grateful for all of you; you have illuminated my life with your brilliant minds and, even more importantly, with their caring and warm affection. Congratulations to all of you graduates and the very best for your future endeavors! Thank goodness there will be many more students coming to see me next fall! Everybody have a great summer and “I will leave the light on for you,” so please come back, and do stay in touch! (end)

Congratulations to the Graduating Latin American Studies Undergraduates:

Majors

Andrew Biberstein	Lindsay Mathews
James Buchok	Nyana Miller
Syndia Coursen	Sarah Robertson
Charles Exdell	Reina Rodriguez
Alejandro Guerrero	Camilo Snapp
Kerry Hermes	Mary Sommerhauser
Jose Interiano	Amber Van Schuyver
Laura Jennings	Erin Bartling
Katherine Laird	

Minors

Natalie Flanzer
Lev Mass
Laine Mulroy
Natalie Patrich
Harold Stewart, II
Matthew Williams



Spring 2005 Merienda Brown-Bag Lecture Series

Meriendas are held at 12 noon in 318 Bailey Hall every Thursday throughout the fall and spring semesters.

Feb. 3 “The Use of the MPB to Understand Brazil and Brazilian Portuguese” by **Antônio Simões**, KU Professor of Spanish and Portuguese

Feb. 10 “The Struggle for Latin American Airways: Science, Technology, and Neocolonialism, 1919-1945” by **Gregory T. Cushman**, Professor of International Environmental History

Feb. 17 “Totorá vs. Eucalyptus: The Ecological and Symbolic Consequences of an Eco-Conflict at Ecuador’s Lago San Pablo” by **Kenny Kincaid**, PhD candidate, Department of History

Feb. 24 “Challenges of the Peruvian Educational System” by **Juan Abdala Abugattas**, Professor of Philosophy, University of San Marcos (Lima, Peru)

Mar. 3 “Dale Campeón! Sports in Argentina” by **Robert Rodriguez**, Doctoral Candidate, KU Department of Political Science

Mar. 10 “Current Issues in Universities in Peru Today” by **Alberto Loza**, Research Librarian, University of San Marcos (Lima, Peru)

Mar. 17 “Theatre Scenes from Concepción” by **Marta Contreras**, Professor of Literature and the Arts at the University of Concepción (Concepción, Chile)

Mar. 31 “Afro-Brazilian Religious Music: the Feast of Iemanjá, Goddess of the Sea” by **Gerard Béhague**, Professor of Ethnomusicology, University of Texas-Austin

Apr. 7 “Alberto Ginastera as Argentine Film Music Composer” by **Deborah Schwartz-Kates**, KU Professor of Musicology

Apr. 14 “The Things that Fly in the Night: Black Female Vampires in the Literature of the African Americas” by **Giselle Anatol**, KU Professor of English

Apr. 21 “The Genesis of a New Cuban Image: Documentary Realism in Cuban Photography, 1933-1959” by **Charles Exdell**, KU undergraduate in Latin American Studies and Spanish

Apr. 28 “*Olha Que Coisa Mais Linda*: An Interdisciplinary Approach to Women and Plastic Surgery in Vitória, Brazil” by **Shana Hughes**, KU MA Student in Latin American Studies

May 4 “Between Heaven and Hell: Notes on Contemporary Brazilian Cinema” by **Cacilda Régo**, KU Professor of Spanish and Portuguese

Spring 2005 Andean & Amazonian Worlds Seminars

These seminars are open to all KU students and faculty, and take place in the Hall Center periodically throughout the fall and spring semesters. They generally begin at 3:30pm and continue until 5:00pm. For a current list, contact the Center of Latin American Studies.

Feb. 10 “An Interpretation of the Collapse of Peruvian Political Institutional Systems” by **Juan Abdala Abugattas**, Professor of Philosophy, University of San Marcos (Lima, Peru)

Feb. 25 “The Future of Collections: A Museum Training Program for Latin America” by **John Simmons**, Director of the Museum Studies Program and Curator of the Natural History Museum

Mar. 4 “Building and Using Collections of Rare Latin American Materials” by **Richard Clement**, Special Collections Librarian, Spencer Research Library

Mar. 10 “Dealing in Power: Trade and Politics in Eighteenth-Century Peru” by **Alberto Loza**, Research Librarian, University of San Marcos (Lima, Peru)

Mar. 14 “Africa in the Andes: African Influence in Peru and Bolivia” by **Jose A. Bravo de Rueda**, Department of Foreign Languages, North Carolina Agricultural & Technical State University

Apr. 22 “Extreme Habitats in Peru: Life Communities between Coastal Desert and Amazonian Rainforest” by **Edgar Lehr**, Humboldt Postdoctoral Fellow at the History Museum and Biodiversity Research Center in Dresden, Germany

Spring Film Festival

The Center screens films from its library on Saturdays at 2:00 pm in the Spencer Museum of Art Auditorium on occasional Saturdays throughout the fall and spring semesters. For a current schedule, contact the Center of Latin American Studies.

Feb. 19 “**Calzonin Inspector**”

Feb. 26 “**Smokers Only**”

Mar. 5 “**25 Watts**”

Mar. 12 “**Todo el Poder**”

Mar. 19 “**Taxi para 3**”





Above: In her Merienda presentation, Marta Contreras of the Universidad de Concepción in Concepción, Chile shared research published in her book on theatre and its history at that university. While at the University of Kansas, Contreras also worked with graduate students and faculty in Department of Spanish and Portuguese. She was among a number of speakers from US and Latin American institutions who spoke to KU audiences over the past semester.

Below: Edgar Lehr, a scholar visiting from Dresden, Germany gave a fascinating and at times comical presentation concerning his work on Peru and about his experiences as a field researcher in a variety of Peruvian climates. His Andean and Amazonian Worlds Seminar was co-sponsored by the KU's Museum of Natural History and Biodiversity Research Center.



COSTA RICA (from page 8)

how to identify and capitalize on site-specific strengths and how to employ them to fill local, community-determined needs. By all accounts, the scholarly discussions were fruitful. Social work students and faculty at both the University of Kansas and the University of Costa Rica look forward to future exchanges.

(end)

Cuba and the Andes: Fall 2005 KULAC Courses

Cuba de Colon a Castro will be offered in the fall through the Center of Latin American Studies by Chris White, a graduating KU doctoral student in Latin American history. The course will center on the history of Cuba from the arrival of Columbus to the present day, with emphases on colonization, slavery, gender, culture, economics, politics, and foreign relations. As Fidel Castro and the Cuban Revolution are the topics most associated with Cuba, much of the course will focus on this period (1953-present). The readings will be equally divided between Spanish and English, but no English will be allowed in class, for this course is meant to both cultivate one's knowledge of Cuba and to practice and enhance one's Spanish speaking and writing abilities. Viva Cuba!

The Andes: A Social and Environmental History will be offered in the fall through the Center of Latin American Studies by Kenny Kincaid, a graduating KU doctoral student in Latin American history. This course explores the political, social, cultural, and ecological histories of several Andean countries: Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, and Argentina. The first part of the course will examine this region's pre-Hispanic history and its colonial heritage. The second part will emphasize the political histories of these nations from independence to the present. Of particular importance will be recent political developments which have resulted in a) the emergence of powerful indigenous organizations throughout the Andes and b) a US presence in many of these nations ostensibly to curb the production of illegal drugs.

Attention Graduate Students

Charles Stansifer has endowed a scholarship fund in the Department of History that shall be used for the scholarship support of students studying Middle America (meaning Central America, Mexico, and the Caribbean) at the University of Kansas. The amounts awarded and recipients thereof shall be determined by a committee appointed by the Chair of the Department of History. Contributions can be made through the Endowment Association.

Funding for Student and Faculty Research in Latin America

courtesy of the Hall Center for the Humanities

Institute of Current World Affairs Crane-Rogers Foundation Fellowships

The purpose of the Institute of Current World Affairs is to provide talented and promising individuals with an opportunity to develop a deep understanding of an issue, country or region outside the United States and to share that understanding with a wider public. The Institute awards Fellowships for a minimum period of two years to young women and men under 36 years of age who demonstrate initiative, integrity, outstanding character, good communications skills, seriousness of purpose and enthusiasm for their chosen fields. Current areas of interest for "Target of Opportunity Fellowships" include Brazil and Cuba. URL: <http://www.icwa.org/>

Deadlines: August 1 and February 28

Traditional Fulbright Scholar Program

The traditional Fulbright Scholar Program sends 800 U.S. faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields. The Fulbright Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs. Under a cooperative agreement with the Bureau, the Council for International Exchange of Scholars (CIES) assists in the administration of the Fulbright Scholar Program for faculty and professionals. URL: http://www.cies.org/us_scholars/us_awards/

Deadline: August 1

Foundation for the Advancement of Mesoamerican Studies

The purpose of the Foundation Research Grants is to support scholarly works with the potential for significant contributions to the understanding of ancient Mesoamerican cultures and continuities thereof among the indigenous cultures in modern Mesoamerica (México, Belize, Guatemala, Honduras, and El Salvador). The Foundation supports projects in the disciplines of archaeology, art history, epigraphy, linguistics, ethnohistory, ethnography, and sociology. The Foundation encourages interdisciplinary projects, especially those that combine disciplines in novel and potentially productive ways. URL: <http://www.famsi.org/grants/>

Deadline: September 15

American Council of Learned Societies International and Area Studies Fellowships

Scholars pursuing research and writing on the societies and cultures of Asia; Africa; the Middle East; Latin America and the Caribbean; East Europe; and the former Soviet Union will be eligible for these special fellowships. An applicant must hold a Ph.D. (conferred prior to September

FUNDING *(continued)*

30, 2002) or demonstrate the equivalent in publications and professional experience. As well, an applicant must have U.S. citizenship or permanent resident status or have lived in the United States continuously for at least three years. A lapse of at least three years since the last "supported research leave" is required. The ACLS fellowships are intended as salary replacement and may be held concurrently with other fellowships and grants, as well as any sabbatical pay to reach that goal. The fellowship stipend is set at three levels: (1) up to \$30,000 for an assistant professor or equivalent; (2) up to \$40,000 for an associate professor or equivalent; and (3) up to \$50,000 for a full professor or equivalent. URL: <http://www.acls.org/>

Deadline: September 30

United States Institute of Peace (USIP) Grants

The Unsolicited Program is open to any project that fits within the Institute's general mandate of international conflict resolution. Topic areas of interest to the Institute include, but are not restricted to: international conflict resolution; diplomacy; negotiation theory; functionalism and "track two" diplomacy; methods of third-party dispute settlement; international law; international organizations and collective security; deterrence and balance of power; arms control; psychological theories about international conflict; the role of nonviolence and nonviolent sanctions; moral and ethical thought about conflict and conflict resolution; and theories about relationships among political institutions, human rights, and conflict. The Institute welcomes proposals of an interdisciplinary or multidisciplinary nature. URL: <http://www.usip.org/grants/>

Deadlines: October 1 and March 1

Columbia University Society of Fellows in the Humanities

The Society of the Fellows at Columbia University seeks to enhance the role of the humanities in the university by exploring and clarifying the interrelationships within the humanities as well as their relationship to the natural and social sciences and the several professions. Its program is designed to strengthen the intellectual and academic qualifications of the fellows: first, by affording them time and resources to develop independent scholarship within a broadening educational and professional context; second, by involving them in interdisciplinary programs of general education and in innovative courses of their own design; and third, by associating them individually and collectively with some of the finest teaching scholars in the university. URL: <http://www.columbia.edu/cu/societyoffellows/>

Deadline: October 1

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(see Funding, page 17)

FUNDING (from page 16)**American Association of University Women (AAUW)**

American Fellowships are available to women faculty and graduate students. Open to applicants in all fields of study. Scholars engaged in researching gender issues are encouraged to apply. Applicants must not be members of AAUW. URL: http://www.aauw.org/fga/fellowships_grants/american.cfm

Deadline: November 15

John Carter Brown Library Fellowships

The John Carter Brown Library is an independently administered and funded center for advanced research in history and the humanities located on the campus of Brown University. Sponsorship of research at the John Carter Brown Library is reserved exclusively for scholars whose work is centered on the colonial history of the Americas, North and South, including all aspects of the European, African, and Native American involvement. The Library offers a variety of long- and short-term fellowships. URL: http://www.brown.edu/Facilities/John_Carter_Brown_Library/pages/fr_resfellow2.html

Deadline: January 10

Newberry Library Fellowships

The Newberry Library is an independent research library, with collections covering the history and literature of the civilizations of Western Europe and the Americas from the Middle Ages through World War I. Specific collection strengths include the revolutionary period in Latin America and Portuguese and Brazilian history. The Newberry Library offers a variety of long- and short-term fellowships to support research in their collections. Fellowships of particular interest include:

Mellon Postdoctoral Research Fellowships—

Applications are invited from post-doctoral scholars in any field relevant to the Library's collections for awards to support residential research and writing.

Monticello College Foundation Fellowship for Women—

This award is designed for a post-doctoral woman at an early stage of her academic career whose work gives clear promise of scholarly productivity and who would benefit significantly from six months of research, writing, and participation in the intellectual life of the Library. The applicant's topic should be related to the Newberry's collections; preference will be given to proposals particularly concerned with the study of women. The tenure of this fellowship is six months with a stipend of \$15,000.

National Endowment for the Humanities Fellowships—

Fellowships for established post-doctoral scholars to support projects in any field appropriate to the Library's collections. Applicants must be United States citizens or foreign nationals with three years' residence. Preference is given to applicants who have not held major

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FUNDING (continued)

fellowships for three years preceding the proposed period of residency.

Newberry Library Short-Term Resident Fellowships for Individual Research—

These short-term fellowships provide access to the Newberry's collections for Ph.D. candidates or post-doctoral scholars who live and work outside the Chicago area. URL: <http://www.newberry.org/research/L3rfellowships.html>

Deadlines: January 10 (long-term fellowships) and March 1 (most short-term fellowships)

Council of American Overseas Research Centers (CAORC)

This program is open to U.S. doctoral candidates and scholars who have already earned their Ph.D. in fields in the humanities, social sciences, or allied natural sciences and wish to conduct research of regional or trans-regional significance. Fellowships require scholars to conduct research in more than one country, at least one of which hosts a participating American Overseas Research Center. URL: <http://www.caorc.org/fellowships/multi/>

Deadline: January 14

Smithsonian Institution Latino Studies Fellowship Program

The Latino Studies Fellowship Program provides opportunities to US Latino/a predoctoral students and postdoctoral and senior scholars to pursue research topics that relate to Latino art, culture, and history. Interdisciplinary subjects are encouraged and can be undertaken at more than one of the Smithsonian museums and/or research units, and advised by one or more of the Smithsonian research staff members. This program is intended to broaden and increase the body of Latino related research that is being conducted at the Smithsonian Institution. While not a condition of the award, fellows are invited to pursue a portion of their project in the field, at other museums or research facilities, as well as in communities where primary data can be collected. A research and travel allowance will be made available to cover additional costs of spending up to one third of the fellowship tenure away from the Smithsonian, if appropriate and necessary, but not at the fellow's home institution. The Smithsonian's Graduate Student Fellowships, Predoctoral Fellowships, and Postdoctoral and Senior Fellowships might also be of interest. URL: <http://www.si.edu/ofg/fell.htm#>

Deadline: January 15

Universidad Nacional Autónoma de México (National Autonomous University of Mexico) Cultural Dimensions of the Mexican Transition: Migration, Identity, Gender and Violence

The Rockefeller Foundation, through the Rockefeller Foundation Humanities Fellowships program, sponsors

(see Funding, page 18)

FUNDING (from page 17)

residencies tenable at the Centro Regional de Investigaciones Multidisciplinarias (CRIM) at the Universidad Nacional Autónoma de México. Residencies in this program will contribute to strengthening theory and analysis to understand the cultural and social interactions in processes of change in Mexico (the Mexican transition). Resident researchers will work on their own projects and will be invited to participate in permanent seminars, conferences, and lectures from Mexican universities. URL: <http://www.rockfound.org/display.asp?Context=3&SectionTypeID=16&Preview=0&ARCurrent=1>

Deadline: January 31

Stony Brook University Center for Latin American and Caribbean Studies; Durable Inequalities in Latin America: Histories, Societies, Cultures

The Latin American and Caribbean Studies (LACS) Center of Stony Brook University hosts a Rockefeller Humanities Residency Site with the theme of “Durable Inequalities in Latin America,” promoting new research on the core problem of how and why Latin America has maintained, in the view of many scholars, the world’s most radically unequal societies and cultures. Inequality has social, political, historical, cultural and ethical dimensions, beyond its usual focus in the “hard” social sciences. Applicants will generally address one of three specific thematic clusters: (1) How inequalities (and kindred political cultures) are created, experienced, sustained or challenged in American societies; (2) How inequalities survive and change form across historical time and through the region’s modern historical transformations; (3) How Latin American and Caribbean cultural difference/hybridity (and cultural production) interact with lasting inequalities. URL: <http://www.rockfound.org/display.asp?Context=3&SectionTypeID=16&Preview=0&ARCurrent=1>

Deadline: February 1

American Historical Association (AHA) Research Grants

Only AHA members are eligible. Preference is given to (1) Ph.D. candidates and junior scholars, and (2) those who have specific research needs, such as the completion of a project or completion of a discrete segment thereof. Funds may be used for travel to a library or archive; microfilms, photographs, or photocopying; and similar research expenses. The Beveridge Research Grants support research in the history of the Western hemisphere (United States, Canada, and Latin America). Grants are intended to further research in progress. URL: <http://www.historians.org/prizes/Grants.htm>

Deadline: February 15

University of Illinois, Chicago Latin American and Latino Studies Program

The Latin American and Latino Studies Program at the University of Illinois at Chicago invites applications for “Latino Chicago: A Model for Emerging Latinidades?”—a

(continues next column)

FUNDING (continued)

three-year postdoctoral residential fellowship program. The aim of the program is to facilitate more systematic research on historical and contemporary cultural transformations among the diverse Latino communities in Chicago and their implications for understanding identity, migration, resistance, racism, cultural conflict, and survival. URL: <http://www.uic.edu/las/latamst/rockefeller1.htm>

Deadline: February 15

Fulbright Distinguished Chairs Program

Awards in the Fulbright Distinguished Chairs Program are viewed as among the most prestigious appointments in the Fulbright Scholar Program. Candidates should be senior scholars and have a significant publication and teaching record. URL: http://www.cies.org/ab_dc/

Deadline: May 1

Fulbright Senior Specialists Program

The Fulbright Senior Specialists Program is designed to provide short-term academic opportunities (two to six weeks) for U.S. faculty and professionals. Shorter grant lengths give specialists greater flexibility to pursue a grant that works best with their current academic or professional commitments. Specialists roster candidates are limited to one Specialists grant per calendar year. Applications for the Fulbright Senior Specialists Program are accepted on a rolling basis, and peer review of applications is conducted eight times per year. URL: <http://www.cies.org/specialists/>

Deadline: Rolling

(end)

For More Information:

Educators: the Center’s website is frequently updated and includes a catalog of our video and CD library, and details about other available instructional materials. Our lending procedures are also described. <http://www.ku.edu/~latamst>

Students: Latin American area studies courses are cataloged online. Information about our affiliated faculty is also available. During the school year we post a monthly calendar of campus events related to Latin America.

Past issues of the KU Latin Americanist are available on the Center’s website:



<http://www.ku.edu/~latamst>

The Center's Affiliated Faculty as of Fall 2005

The following is a list of our core, affiliated, and research faculty. Please let us know if you would like to become affiliated with the center. In the event that you have already done so but your name does not appear below, please advise us.

Omofofalo Ajaya-Soyinka, *American Studies & Women's Studies*
Giselle Anatol, *English*
Chris Anderson, *Business*
Danny Anderson, *Spanish & Portuguese*
Elizabeth Asiedu, *Economics*
Phillippe Barriere, *Architecture & Urban Design*
Lorraine Bayard de Volo, *Government & Women's Studies*
Melissa Birch, *Business*
Steven Bozarth, *Geography*
Chris Brown, *Geography & Environmental Studies*
Marta Caminero-Santangelo, *English*
Soraya Cardenas, *Sociology & Environmental Studies*
Diana Carlin, *Communications/Grad School Dean*
Muriel Cohan, *Music & Dance*
Luis Corteguera, *History*
Michael Crawford, *Anthropology*
Paul D'anieri, *Government*
Linda Davis, *Journalism*
Bart Dean, *Anthropology*
Dimitrios Dendrinis, *Architecture & Urban Design*
Rene Diaz, *Architecture & Urban Design*
Lindy Eakin, *History*
Dietrich Earnhart, *Economics*
Charles Eldredge, *History of Art*
Tamara Falicov, *Theatre & Film*
Bryan Foster, *Biology*
Ronald Francisco, *Government*
Bryant Freeman, *African & African American Studies*
Peter Frevert, *Economics*
Deborah Gerner, *Government*
Jane Gibson, *Anthropology*
Manuela Gonzalez-Bueno, *Education*
David Graham, *Engineering*
Michael Greenfield, *Biology*
Shirley Harkess, *Sociology*
Tanya Hartman, *Art*
John Head, *Law*
Clarence Henry, *Music & Dance*
Peter Herlihy, *Geography*
Anita Herzfeld, *Latin American Studies*
John Hoopes, *Anthropology*
Shigeru Iwata, *Economics*
Roberta Johnson, *Spanish & Portuguese*

William Johnson, *Geography*
Jill Kleinberg, *Business*
Jana Krentz, *SPLAT*
Jill Kuhnheim, *Spanish & Portuguese*
Elizabeth Kuznesof, *History & Latin American Studies*
Paul Laird, *Music & Dance*
Mehrene Larudee, *Economics*
Thomas Lewin, *History*
Thomas Longoria, *Government*
donna luckey, *Architecture & Urban Design*
Elizabeth MacGonagle, *History/African and African American Studies*
Patricia Manning, *Spanish & Portuguese*
Jonathan Mayhew, *Spanish & Portuguese*
Judith McCrea, *Art*
Valerie Mendoza, *History*
Lewis Mennerick, *Sociology*
Brent Metz, *Latin American Studies*
Felix Moos, *Anthropology*
Joane Nagel, *Sociology*
Mehrangiz Najafzadeh, *Sociology*
Robert Nunley, *Geography*
Town Peterson, *Museum of Natural History*
Cornel Pewewardy, *Teaching & Leadership*
Ray Pierotti, *Biology*
Rosalea Postma-Carttar, *Spanish & Portuguese*
Catherine Preston, *Theatre & Film*
Richard Prum, *Biology*
Clifton Pye, *Linguistics*
Cacilda Rêgo, *Spanish & Portuguese*
Gary Reich, *Government*
Isidro Rivera, *Spanish & Portuguese*
Fred Rodriguez, *Education Administration*
Carol Rose, *Business*
Tony Rosenthal, *History*
Paola Sanguinetti, *Architecture & Urban Design*
Deborah Schwartz-Kates, *Music & Dance*
Antônio Simões, *Spanish & Portuguese*
Lee Skinner, *Spanish & Portuguese*
Geraldo Sousa, *English*
Robert Spires, *Spanish & Portuguese*
Michael Swann, *Architecture & Urban Design*
Orley Taylor, Jr., *Biology*
Valery Terwilliger, *Geography*
Barbara Thompson, *Special Education*
Robert Timm, *Museum of Natural History*
Susan Twombly, *Teaching & Leadership*
Peter Ukpokodu, *African and African American Studies*
Vicky Unruh, *Spanish & Portuguese*
Maria Velasco, *Art*
Marta Vicente, *History*
Pat Villeneuve, *Spencer Art Museum*
Judith Williams, *African & African American Studies/Humanities and Western Civilization*

Ted Wilson, *History*
George Woodyard, *Spanish & Portuguese*
Donald Worster, *History*
Akira Yamamoto, *Linguistics*

Adjunct, Emeritus, and Retired Faculty

Samuel Adams, *Journalism*
John Augelli, *Geography*
John Brushwood, *Spanish & Portuguese*
Robert Casad, *Law*
Vernon Chamberlin, *Spanish & Portuguese*
Donald Chambers, *Social Welfare*
Larry Day, *Journalism*
Michael Doudoroff, *Spanish & Portuguese*
William Duellman, *Museum of Natural History*
John Garland, *Business*
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Richard Gorell, *History/Latin American Studies*
William Griffith, *History*
George Heller, *Music and Dance*
Laura Herlihy, *Latin American Studies*
Phillip Humphrey, *Museum of Natural History*
Kenny Kincaid, *History/Latin American Studies*
Nina Kinti-Moss, *Latin American Studies*
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