



# KHIPU KAMAYUQ

NEWSLETTER OF THE LATIN AMERICAN STUDIES PROGRAM  
924 THOMPSON HALL  
UNIVERSITY OF MASSACHUSETTS

No. 25, Fall 2001  
& Spring 2002

Edited by Gloria Bernabe-Ramos  
Associate Director

## EDITOR'S CORNER

Academic year 2001-02 was another fruitful one, full of activities related to Latin American and Latino topics which have been sponsored either by the Center for Latin American, Caribbean and Latino Studies or by other UMass departments. It is heartening to see the abundance and variety of curricular and extracurricular activities that were undertaken as well as the amount and quality of work produced by our faculty and students. It is evident that topics related to Latin America and Latinos in the US are of great interest to the UMass community and to the community at large.

One of our new initiatives in the Fall was to combine the Center's customary fall reception with a presentation of four books recently published by Professors Bliss (History), Babb (Sociology), Deere (Economics) and Laó-Montes (Sociology). For the first time, the Center co-sponsored two lectures with the Labor Relations and Research Center, on Brazilian labor issues. The department of Judaic and Near Eastern Studies organized, with the co-sponsorship of many other UMass and Five College departments, the first Latino/Jewish Film Festival and Lecture series. The Office of ALANA Affairs, together with many other departments, brought to campus Puerto Rican songwriter, singer and activist Roy Brown, who was joined on stage by José González and Criollo Clásico, an Amherst based musical group partly comprised of UMass students and alumni. In addition, the W.E.B. Du Bois Library sponsored a Latino Culture and Heritage Art contest which was won by Mayra Almodóvar, the Center's outreach intern.

This past year UMass benefitted from the expertise of scholars who discussed topics ranging from 16<sup>th</sup> century Caribbean ethnohistory to the very recent past of US Latinos in New York City. Among other themes, we heard about lesbian activism in Latin America, putting the Pinochet government on trial, and the struggle between the Puerto Rican people and the US Navy with regards to Vieques Island. Countries such as Colombia, Cuba, Nicaragua and Mexico, just to mention a few, were also the focus of some of the activities. We enjoyed lectures, concerts, art exhibits, plays, movies,

ballets and delicious meals. Events were organized by academic departments, student groups and community organizations alike. The Center's Outreach Program served students and teachers in Amherst, Leverett, Pelham, Shutesbury, Holyoke and Springfield. Above all, we enjoyed the intellectual exchanges and the company of colleagues and students who share in common interests.

Professor Heinz Sonntag, of the Universidad Central de Venezuela, has completed his second year as Visiting Professor in Sociology and Latin American Studies. We are pleased that he has been appointed the Karl Lowerstein Fellow in Political Science at Amherst College and will remain in the Five Colleges for AY 2002-03.

Last, but not least, we want to bid a warm farewell to professors Paola Cappellin and Mario Giuliani, the Center's visiting scholars from Italy, who returned to their posts at the Universidade Federal do Rio de Janeiro after almost a year of residence in Amherst.

## **Burn Remembered as a Leader in International Education**

*The Campus Chronicle - 3/1/2002*

Barbara Burn, associate provost for International Programs, and a world leader in international education, died February 24 unexpectedly at her Leverett home at the age of 76. When Burn arrived on campus in 1968, fewer than 100 students took part in international exchanges. Today, more than 1,000 students study abroad each year, while double that number of foreign students, scholars and faculty study at the University. Also under her direction, the University established exchange agreements in more than 100 countries.

Burn was called "the leading personality in the higher-education exchange field," by Jack Eagle, chairman of the Board of the Council of International Educational Exchange. "Under Burn's leadership, said interim Chancellor Marcellette G. Williams, "the influence of International Programs at the University of Massachusetts extended far beyond the campus. Her contribution in the field of international education has been recognized nationally and internationally. She is known in many parts of the world as the veritable dean of international education." President William M. Bulger also praised Burn as

“a loyal and valuable member of the University of Massachusetts community. We have been fortunate to have her commitment and her fruitful service.... She helped to provide many, many students with life-transforming experiences.”

Former Chancellor David C. Scott, who traveled to many parts of the world with Burn between 1992-2001, said her death was “the end of an era.” He added, “as chancellor, I had the privilege of traveling to many countries with Barbara and viewed first hand her continuous efforts to expand the international role of the University and to advance international understanding. She was indefatigable in both mind and body on this mission. Although I knew well of her legendary role, it was amazing to see the love, reverence and awe she received from leaders in academe and governments in countries around the world who she never failed to challenge in every language with penetrating and even blunt questions. Her interests in all aspects of education were both deep and wide. The book she had just finished on the future of general education was a fitting legacy to her extraordinary career in international education for over half a century.”

Her awards included a University Medal from the Board of Trustees for outstanding service; the Hugh H. And Mabel Smythe International Service Citation presented by InterFuture, a New York-based international education organization; an honorary doctor of civil law degree from the University of Kent in England; and the Officer’s Cross of the Order of Merit of the Federal Republic of Germany, the highest award given to non-German citizens in the name of the president of Germany.

She published broadly and had just finished a book of essays on the future of general education for the International Association of Universities. She was also a board member and consultant on policy questions for institutions like Tufts University and the Fletcher School of Law and Diplomacy; the Rockefeller Foundation; the Asia Foundation; and the Ford Foundation.

She attended Bryn Mawr College and the University of Michigan, receiving a bachelor’s degree, cum laude, and with election to Phi Beta Kappa and Phi Kappa Phi. She received her master’s degree and Ph.D. from the Fletcher School of Law and Diplomacy in 1955.

Before joining the University she was a professor of international law and organization at the Foreign Service Institute; a program specialist at the Asia Foundation and a staff assistant at the UMass President’s Office, studying international programs at the University. She was named director of International Programs in 1968 and promoted to associate provost in 1988.

She leaves a son and a daughter. Her late husband, North Burn, was the first Five College coordinator.

\*\*\*\*\*

**Espada named Northampton’s poet laureate**

*The Amherst Bulletin* - 4/6/01

**Martin Espada**, author of six books of poetry and winner of the American Book Award, has been named Northampton’s first poet laureate. Espada, 43, a professor of English here at UMass Amherst, said the position of poet laureate, whose very purpose is to make poetry widely accessible, fits in perfectly with his view of the role of poetry in society. "I really do believe that poetry can and should be about community service," he said in an interview last spring. "My work is very

**Table of Contents**

Editors Corner . . . . .	1
Burn Remembered . . . . .	1
Espada Named Poet Laureate . . . . .	2
Spring 2002 Grant Competitions . . . . .	3
Bookstore Hosts Lecture . . . . .	3
2002 Alternative Spring Break . . . . .	4
Austin Awarded Fulbright Grant . . . . .	4
Library News . . . . .	5
Faculty Profile, M. Paredes . . . . .	6
Thank You . . . . .	6
Faculty News . . . . .	6
Research Report, K. Bliss . . . . .	8
Nuestras Raices . . . . .	9
Faculty Publications . . . . .	10
Film Series on Jewish-Latino Ties . . . . .	11
Sarah Babb Named Radcliffe Inst. Fellow . . . . .	11
Roy Brown Concert . . . . .	11
In Holyoke, Students Find Their Voices . . . . .	12
Colombians Study Environment . . . . .	12
New LA/Africana Web Site . . . . .	12
Alumni News . . . . .	13
Graduate Students News . . . . .	13
Undergraduate News . . . . .	14
Recent LAS Graduates . . . . .	14
Conferences and Seminars . . . . .	15
Fellowships and Grants . . . . .	16
Occasional Papers Series . . . . .	18

deeply concerned with community. It's logical for me to extend that into the community itself.”

Espada was selected from a field of nine local poets who applied for the appointment, most of whom also were published poets boasting a fair number of prizes among them. The competition for the two-year post, which began April 1, was open to all residents of Hampshire County.

It was not only Espada's national renown that stood out, said Ellen Watson, director of The Poetry Center at Smith College, who was on the search committee. His commitment to the community and the accessibility of his work were part of the reason he was chosen, she said.

His top priority as poet laureate, he said, will be to bring poetry to the community's younger members. "There are always going to be poets who are lost to us forever unless we reach out to them. I want to work with teachers to identify the poets who are half hidden in shadows," he said. "I was a marginalized student. I was the kid in the parking lot engaged in 'extracurricular activities.' We have to start looking for the poets in the parking lot," Espada said. "Having been one of those kids, I know something about who they are.”

For the past several years, Espada has run poetry workshops at Northampton High School, which he intends to make the focus of his community work—with an emphasis on Latino students. Espada intends to lead bilingual poetry workshops at the high school, where he'll teach how both English and Spanish can be used in one poem, each (language) enhancing the other, for both artistic and discursive effect, he said. He is

known for being daring politically and broadly accessible artistically, said Kasper and Watson. His commitment to oppressed groups will work well in Northampton, especially given the needs of its growing, and often underserved Hispanic community, according to Kasper

\*\*\*\*\*

### Spring 2002 Grant Competitions

The Center for Latin American, Caribbean and Latino Studies is pleased to announce the results of the Spring 2002 competitions for CLACLS-sponsored grants. The Faculty Research Grants are design to enhance research on Latin American, Caribbean and Latino issues, to encourage curriculum development, and to encourage faculty to involve the participation of graduate students in their on-going or new research projects. The Graduate Students Pre-dissertation Research Grants may be used to undertake intensive study of Portuguese or an Amerindian language or advanced training in Spanish, and/or to undertake preliminary research to develop a dissertation proposal focusing on Latin America, the Caribbean or Latino communities in the US. These grants are funded by The William and Flora Hewlett Foundation with matching funds from the Office of the Vice Chancellor for Research. In addition, the Center announces the recipient of a Travel Grant for Graduate Students to present the results of their research, creative or scholarly activities principally focused on a Latin American/Latino topic at major professional meetings, exhibitions, symposia or conferences. These opportunities are made available to foster the mission of CLACLS as a catalyst, not only for greater hemispheric intellectual collaboration, but also for enhanced interdisciplinary collaboration.

### Faculty Research Grant:

**Agustín Laó-Montes**, Sociology, in collaboration with graduate student Evren Celik, Political Science  
Project: "Contrasting Transatlantic Comparisons: Ireland and Puerto Rico; Turkey and Mexico."

### Graduate Students Pre-dissertation Research Grant:

**Carolina Castellanos**, Spanish and Portuguese  
Purpose: to travel to Brazil to study Portuguese and conduct research on materials from southern Brazil towards a dissertation proposal comparing Latin America and Brazil.

**Karen M. Lennon**, CIE, School of Education  
Purpose: to travel to Bolivia to do research that will contribute to the development of programs and policies with integrative approaches to educational processes and economic alternatives in Bolivia.

**Victoria Núñez**, English  
Purpose: to travel to NYC to develop skills, acquire training in research methods, and conduct archival /historical background research to develop a dissertation proposal on the topic of the changing ethnic landscape of the Northeastern United States by focusing on small urban areas.

**Robert Reinauer**, Economics  
Purpose: to travel to Guatemala to conduct archival research, connect with relevant refugee and indigenous organizations, and research Maya topics.

### Travel Grant for Graduate Student:

**Fernando J. Pérez-Villalón**, Comparative Literature  
Title: "Huidobro/Pound: Translating Modernism" Presented at: 2002 Comparative Literature Association Conference.

\*\*\*\*\*

### Bookstore Hosts Lecture on Latinos

Adapted from *The Massachusetts Daily Collegian* - 10/5/2001

Food For Thought Books opened its doors this past October for a discussion about Latino/a culture and its effects on American culture. The audience mingled around a refreshment table for about thirty minutes before the discussion began. Those gathered represented a diverse body of different cultures, educational backgrounds, and ages. Professors and scholars from all Five Colleges conversed about their different academic fields and families and groups of friends shared gossip and talked about Professor **Agustín Laó-Montes'** (Sociology, UMass) edited book, *Mambo Montage: The Latinization of New York*, which was to be the focus of the talk.

Joan Barberich, Events Coordinator for Food for Thought, conducted a drawing for a free copy of the book, and introduced Laó-Montes. In her introductory segment, she cited a quote used in the introduction of the book, saying, "New York has 11 thousand histories." "That fact is particularly poignant given how suddenly reduced that number has become," since the terrorist attacks on the World Trade Center, Barberich said. Laó-Montes and one of the book's contributors, Brown University professor **José Itzigsohn**, also commented on the effects the World Trade Center attacks have had on their field of study in New York. Laó-Montes pointed out that more than 800 Puerto Ricans had perished in the disaster, and more than 1000 people of Latin American descent had lost their lives in all. "Puerto Rico is one of my homes," said Laó-Montes, expressing grief for the victims. "But many of us have many homes."

The talk then turned to New York, America, and cultural changes in the last few decades. Laó-Montes read from the introduction he wrote to *Mambo Montage*, often taking time out to discuss more thoroughly certain points with the audience. One topic of discussion was the idea of the mambo, which Laó-Montes pointed out was "not just a sexy title" for the book. Mambo, a traditional Latin dance, involves an interplay of steps between the dancers, a point-counterpoint rhythm. He said that the book, an anthology of articles rather than a single narrative, demonstrated this, and that Latino/a identity is constructed in a similar way. He said that New York was important as a "cross-road" of identities, Latin and otherwise, and that it was also "a symbol not just of American, but of world power."

Latinization of the city, he said, has taken several forms in recent years, some more pervasive than others. For example, a Latin explosion of popular music has been a prominent feature of this trend. New York may soon be in a position to elect its first Latino mayor, he said also. Itzigsohn pointed out that a number of state legislators and city councilors in Providence, Rhode Island, where he now resides, are of Latino heritage. "Latinization is not just occurring in New York."

On the other hand, the spreading of Latino culture in New York City and across the country has had its downsides, Laó-Montes said. The book, he pointed out "is not just a celebration" of Latino culture. "It is also a critique." This was specially

important to him, because he said he was writing about cultural identity from both a sociological and a personal position. Among the criticisms that Laó-Montes had to offer was that, while Latin identity is gaining recognition, often those in the “dominant culture” had a tendency to “exoticize” it. He pointed to the establishment of a number of expensive, flamboyant eateries on the East Side that served “a gourmet version of Latino food,” as a sign of this trend. Also, he said, while certain parts of Latino/a identity, such as dance, music, and food have become popular, other parts have lagged behind. He spoke about the struggle of working class Latino/a students “fighting to get an education and access to relevant course materials,” especially at the City University of New York. The lag in acceptance applies especially to language, according to Laó-Montes, which he said he felt was “the most marginalized” aspect of Latino/a identity. Overall, Laó-Montes applauded what he said he saw as a move toward multi-cultural history and identity in the United States.

Professor Itzigsohn (a former CLACLS Visiting Professor at UMass) then took the stage for a more informal talk about his contribution to the book, an article on Dominican identities. As he improvised, he joked, “I guess my role in [tonight’s] mambo is to jam.” He talked about his field research as part of the project, in which he interviewed those of Latino/a heritage in the city, focusing on those with ancestry in the Dominican Republic. He pointed out the political complexity among recent immigrants from the wide array of nations that make up the Latin world. He said that community building in such a diverse group is difficult, though to the “dominant culture” Latinos appear to be a unified group. He cited public health and social services created to serve a Latino community that may or may not truly exist as part of the misleading appearance of cultural unity. The cultural influences on Latino/a identity are threefold, Itzigsohn said, and may be comprised of different amounts of locational identity, according to where one lives, national identity, according to where one was born, and what he called “pan-ethnicity,” according to how one works within a larger international culture.

As an example, Itzigsohn called attention to racial relations on the island of the Dominican Republic. He said that many Latinos on the island “distanced themselves from blackness,” making them somewhat biased against African-Americans. But he also pointed out that many black Dominicans have been able to forge stronger communities in the more diverse social climate of New York. No matter what complexities lie within Latin culture, Itzigsohn said, how it has influenced contemporary American culture cannot and should not be overlooked.

\*\*\*\*\*

### **2002 Alternative Spring Break in the Dominican Republic**

International Delegation: A View of the Americas from the Dominican Republic

March 2002 marked a first for CLACLS. The first study abroad program organized by the Center took place in the Dominican Republic. “A View of the Americas from the Dominican Republic” had four general objectives. The first was to familiarize the participants with the history and cultural traditions of the Dominican Republic and the Caribbean, paying particular attention to groups previously excluded from a fair

cultural representation and access to material resources. Second, it aimed to promote exchange between Latino/as from different regions of the Americas, and develop proposals for transnational organizing amongst Latino/as and non-Latino/as as well as proposals for continuing studies on solidarity and Latino unity in the Americas. In addition, it wanted to train participants in community-based techniques and other non-systematic forms of knowledge such as oral history and musical traditions, as well as in the ethics of participatory action for future projects in their own communities. Lastly, it wanted to document the process of learning between the participants of the Delegation and the community.

The Dominican Foundation Melassa and its president, Karin Weyland, a Fulbright scholar, organized the Delegation’s work in the community of Mata los Indios, Villa Mella. Focusing on issues of race, gender, and community work, the main goal of this trip was to advance the work of “Museo La Casita,” a recently organized community museum located in Villa Mella, a semi-urban, predominantly black sector of the capital city, Santo Domingo. The Delegation participated in La Casita’s ongoing artistic, educational, and social projects by helping to materialize the following ongoing activities: organization and participation in workshops on dance, music, painting, storytelling, crafts, etc.; documentation of the oral history of the community, and participation in infrastructure projects.

Four UMass students and two Five College students participated in the ten-day Delegation where they learned about the local culture, shared their experiences, taught a workshop on modern dances (“danza fusión”) to community participants, and instructed them in the use of photographic cameras, video recorders and exhibits to document the process. Before departure, the four UMass students raised funds and solicited educational and art materials, and medical and other supplies in order to help improve the quality of life in Mata los Indios. Members of the community at large, as well as educators, and members of the press, were present at the closing ceremony for the Delegation which consisted of a dance recital and the presentation of a photo-quotes collage to document the activities.

The UMass participants, which included one Latina of Dominican descent, one Cuban American who has lived in the US for five years, and two non-Latin Americans report having an excellent educational, as well as cultural, and personal experience. An interesting outcome of the Delegation is the fact that even though all participated in the same program and activities, in their own ways, they all seem to have experienced it differently and each completed a research paper required for the independent study credits associated with the program.

CLACLS expects to offer this opportunity again next Spring Break to both UMass and Five College students. If interested, please contact [gbr@cas.umass.edu](mailto:gbr@cas.umass.edu).

\*\*\*\*\*

### **Austin Awarded Fulbright Grant for 2001-2002**

**Theresa Austin** (Education) was awarded a Fulbright grant for AY 01-02 to work with Colombian teachers of English as a foreign language. Last year she was invited to the Centro Colombo Americano in Medellín to lecture on socio-cultural approaches to teaching and learning. At that time she met her current host from Bogotá, Amparo Clavijo from Universidad

Distrital, Bogotá, who Prof. Austin says was instrumental in her obtaining the Fulbright grant.

Professor Austin provided the following description of her project:

There is growing recognition that the type of education that separates learners from the problems of their local conditions is an education that robs them of connections that are necessary for nurturing their souls, contributing to their families, and transforming their communities. If we accept the greater role of education in building connections for the individual to nurture the self and family as well as community, how can learning another language and culture contribute to this bigger picture?

This is the central question of the courses I plan to offer researchers and graduate students at Universidad Distrital in Bogotá, Colombia. Dr. Amparo Clavijo, the director of the only EFL graduate program in Colombia, felt that such an orientation to research and practice would be a most welcome theoretical perspective, as it is relatively unknown in Colombia. In fact, until recently our field has been dominated by more second language acquisition theories of language and learning. Today, "acquisition" and "learning" represent two theoretical perspectives on language learning, the former supported by theoretical and psycholinguistic based pedagogical interventions, the latter by "sociocultural" learning theories. In the approach valuing "learning," the metaphors used contrast sharply with those of input and output and controlled interactions. Sociocultural theories stress becoming a participant in various aspects of practice, discourse, activity, and community. "Acquisition" is interpreted as the psychological process whereby an individual takes in and possesses knowledge and language. Achievement of acquisition is attributed to the individuals' aptitudes, motivations, and the appropriateness of their personal learning strategies. From a sociocultural perspective, learning occurs more commonly when the learner is integrated into a community of practices progressively attaining mastery when sufficient mediation from an expert and sufficient access is provided. For the acquisition model, progress is documented, often through independent evidence of what was learned after instructional treatment, frequently in the form of a post or delayed post-test. The learning model instead looks for evidence of "participation," usually seen in the individual's growing and expanding activity in a community and use of its discourses for communication, and through sharing with expert participants. Few foreign language classes, with the exception of immersion experiences, offer multiple opportunities for learners to control their interaction with the language. More often than not, in foreign language classrooms attention to grammar or functions persist as the building blocks of fluency.

My research is focused on developing strategies for integrating the sociocultural perspective into curriculum design, by identifying relevant themes and activities in learners' lives that suggest fruitful beginning points for understanding their realities, and then creating relevant pedagogical activities in this context to sustain their learning to use a foreign language to communicate with the target language community. The Fulbright grant will allow me to share a model for curriculum development that I am currently working on. Furthermore, the collaboration with colleagues will allow me to test how to extend the applicability of the model to language learning settings outside of the US.

## Library News

By Peter Stern

After an extremely long incubation period, the Latin American Studies Research page has been launched on the Library's Web server. The page (<http://www.library.umass.edu/subject/latam>) aspires to guide the researcher to both the resources of the Pauline P. Collins Latin American Collection, and to some selected Latin American-related web sites. Rather than attempt the endless task of pasting in a million Internet links, I have established links to meta-sites such as LANIC (Latin American Network Information Center) at the University of Texas, Austin, and Molly Molloy's "Internet Resources for Latin America" at New Mexico State University. There are also links to newspaper mega-sites, and a page with the electronic and print current-event bulletins which we receive in the Library on Latin America. The Website has individual pages on Spanish and Portuguese literature, politics and government, statistics, and encyclopedias, dictionaries, and other reference materials in the Collection. Of particular note is a link which will bring up a list, in call number order, of all new Spanish, Portuguese, and Latin America-related books received in the Library each month.

There is also a list of specific Latin American, and general humanities and social science databases (such as the MLA, or Anthropological Literature), which have Latin American material, to which the Library has subscriptions. The most relevant Latin American databases are the *Hispanic American Periodicals Index (HAPI)*, the *Handbook of Latin American Studies (HLAS)*, *Info-Latino América*, and *The Latin America Data Base (LADB)*. The Library has had both *HAPI* and the *HLAS* in print for decades; their online equivalents make searching Latin America scholarly journals extremely easy.

The *LADB* consist of three weekly bulletins, produced from Latin American wire services and other sources: *SourceMex*, *NotiCen*, and *NotiSur*, about, respectively, Mexico, Central America, and South American affairs. But the *LADB* has one catch: "Archive access and news bulletin subscriptions are separate." For pricing reasons, UMass has archival, but not news bulletin access to the database. In practice, this simply means that all but the most current newsletter can be searched and read. *Info-Latino América*, on the other hand, is a full-contents indexer of Latin American periodicals. Its core is the old Info-South database, which was housed at the North-South Center at the University of Miami.

While I am pleased to finally have the website up and running, I am by no means finished with it; it will forever be a work in progress. Suggestions for content and style alterations and additions will always be appreciated.

On another note, the Library has joined 42 other US and international institutions in participating in the AAU/ARL Latin Americanist Research Resources Project. A joint effort of the Association of American Universities and the Association of Research Libraries, the LARRP is a database consisting of tables of contents and citations from more than 600 journals from 15 Latin American nations, none of which are indexed in *HAPI* or the *HLAS*. UMass will ultimately contribute indexing from 11 journals new to the database from our serials holdings. University students and faculty will be able to access the database, and make requests for document delivery of the articles needed.

## FACULTY PROFILE

**Mari Castañeda Paredes** (Ph.D. 2000, University of California, San Diego), an Assistant Professor in the Department of Communication, joined the University of Massachusetts, Amherst faculty in fall 2000. Her areas of expertise include the political economy of media systems and information technology, comparative analyses of transnational communication industries, media and public policy, and Spanish-language mass media and Internet e-commerce in the US and abroad.

Professor Paredes teaches courses that historically situate the development of communication industries in the US, and its transnational relationship with media systems in Mexico, Latin America, Europe and Asia. Students are given a rigorous training in political economy, trade management, critical media literacy, global labor practices, and communication policy. The goal is to understand the links between these processes and, the development as well as the use of communication systems in order to disentangle the logic of media capitalism in the US and abroad.

Professor Paredes' most recent publication, "The Reorganization of Spanish-language Media Marketing in the US" (2000), examines the rise of media marketing strategies aimed at Latino and Spanish-language communities in the US. The effort to target Hispanic consumers is the result of changing demographics (2000 Census confirms, for instance, that the Hispanic population will soon be the largest ethnic minority in the US); as well as the availability and growth of Spanish-language/bilingual media, particularly the Internet. E-commerce is thus being utilized as a media tool to target (high-end) Hispanic consumers in the US, and increasingly, throughout Latin America and Spain.

Professor Paredes also has another article scheduled for publication in 2002, "Television Set Production at the US-Mexico Border: Trade Policy and Advanced Electronics for the Global Market." This piece examines the role of maquiladoras at the US-Mexico border as primary sites of production for communication industries, and increasingly, for digital media. Trade policies, such as the North American Free Trade Agreement, play important parts in the manufacturing and distribution of electronics in North America. Currently there are no US-owned television set manufacturers and almost 80% of television sets sold in the US are manufactured at Mexican maquiladoras. There are many implications if this trend continues in the digital era, particularly with regards to labor discrimination and free trade throughout the Americas.

Mari Castañeda Paredes looks forward to continuing her work in communication policy and political economy, and collaborating with other colleagues at UMass/Amherst. It is only by comparing and contrasting our ideas that we come to understand the historical and political-economic character of media and communication systems.

\*\*\*\*\*

## THANK YOU!

Our sincere thanks go to **Rafael Tarrago** (History, 1974) for his very welcome gift to our Center. And to him and all the others whose continued support, year after year, has meant so much to us, we want you to know that your gifts have substantially enriched our program.

## FACULTY NEWS

**Eduardo Cattani, Aroldo Kaplan and Floyd Williams** (Mathematics) gave invited lectures at the 14<sup>th</sup> Latin American Colloquium on Algebra during August 2001 in Córdoba, Argentina. Williams also made two summer visits to the Institute of Theoretical Physics in São Paulo, as well as the State University in Landrina, Brazil.

<<<<>>>>

**Francesco D'Introno**, (Spanish and Portuguese) was awarded a Faculty Research Grant to do research on "The Acquisition of Spanish as a First and Second Language."

<<<<>>>>

**Carmen Diana Deere** (Economics) and her co-author, Colombian sociologist Magdalena León, received a grant from The Ford Foundation, Santiago, to disseminate their recent book, *Género, Propiedad y Empoderamiento: Tierra, Estado y Mercado en América Latina*. During January 2001, they traveled to Guatemala City, Tegucigalpa, San Salvador, Managua, San José, and Mexico City to present seminars. Book presentations were also held in Bogotá, Quito, Lima, La Paz and Santiago during March. Three to four persons commented on the book at each presentation, usually an academic from either Women's Studies or Agrarian Studies, a representative from the Ministry of Agriculture, someone from the feminist movement, and a representative from the rural women's organizations.

Professor Deere returned to Brazil in August 2001 to complete her research, begun under a Fulbright-Hays Faculty Research grant in 2000, on gender and regional differences in the Brazilian agrarian reform. She conducted interviews in Rio de Janeiro, São Paulo and Brasília, and presented her preliminary findings to various groups, including the Movimento Sem Terra.

<<<<>>>>

**Isabel Espinal** (W.E.B. Du Bois Library) gave a presentation titled "Becoming Fluent in Information Literacy for Latino Students" at the Librarian Association of the City University of New York (LACUNY) Annual Institute in May 2001. The theme of the institute was "Information Literacy: Reaching Diverse Populations." About 150 librarians were in the audience. The website for the institute may be found at <http://lacuny.cuny.edu/institute/2001>

<<<<>>>>

**Rebecca Field**, an adjunct associate professor in Natural Resources Conservation, was awarded a Fulbright grant to visit Costa Rica. She visited Costa Rica in February and March 2002 to conduct an intensive field ecology course on wildlife-habitat relationships in tropical forests for graduate students from the National University of Costa Rica and UMass. Professor Field's primary interests are wildlife-habitat associations and behavior relevant to wildlife management. Her work has focused on old growth forest requirements for endangered woodpeckers, effects of hunting regulations on the mourning dove population, and bird-habitat association in oil development areas of Northern Alaska. She has also supervised studies of the endangered Puerto Rican parrot, habitat and courtship interactions of black ducks and mallards, and habitat selection of the American woodcock.

<<<<>>>>

**Emily Gillen Ballou** (Spanish & Portuguese), joined the Department in the Fall of 2001. She spent the previous academic year at SUNY Binghamton, where she was Language Program

Director in the Department of Romance Languages and Literatures. She has accepted a two-year Instructorship with the Department of Spanish and Portuguese in Applied Linguistics/Methodology and is supervising the Teaching Associates. Trained under Professor Michael Fast, Emily has focused her research on teaching language and culture with technology. She holds a dual M.A. in Spanish and Cultural Anthropology; and, for the latter degree, did research on the elderly in Burgos, Spain. She has a class partnership established with a class at the *Universidad Técnica y de Estudios Superiores de Monterrey, México*, where the Mexican students are reading compositions by her UMass students that are posted on the class web site. Then, they write emails to pen-pals of their choosing and comment on the composition topics. It is a way of bringing real and meaningful cultural content to the UMass students by having a target audience of peers from another culture.

<<<<>>>

**Luis Marentes** (Spanish & Portuguese), was awarded tenure last year. He was invited to give two lectures on José Vasconcelos at Michigan State University and also gave papers at the conference of the *Instituto Internacional de Literatura Iberoamericana* in Salamanca, Spain and at a conference sponsored by the Eastern Academy of Management and the *Instituto Centroamericano de Administración de Empresas* in San José, Costa Rica. Increasingly, Professor Marentes' work is focused on the place of US Latina/o studies in the field of Spanish. He has also been exploring team-teaching, and last year offered the course "Global Markets, Global Culture?" with Professor **Marta Calás** from the School of Management, another member of the CLACLS faculty, and Professor Robert Schwartzwald from the department of French and Italian. He is active as undergraduate program director and was advisor for the class of 2002. He was in charge of the Granada fall program and the January program in Cuernavaca--where he has developed a course on Spanish for the medical professions. In this program students take intensive Spanish courses and spend one week working in the Cuernavaca Children's Hospital.

<<<<>>>

**Raquel Medina**, (Spanish & Portuguese) is Graduate Program Director of the department and is currently the Director of the UMass Summer Program in Salamanca.

<<<<>>>

**Sonia Nieto** (Education) gave a lecture on "Effectively Educating Latino/a Students: What do Teachers Need to Know and be Able to do?" as the Annual Creekmore Symposium Speaker, Rice University, Houston, TX, in March 2001. At the Dora Helen Skyppek Lecture, Emory University, Atlanta, GA, in September 2001, she spoke on "Developing Affirming Learning Environments for Latino/a Students." Prof. Nieto is a member of the Advisory Board of the National Latino/a Education Research Agenda Project, supported by the Annie Casey Foundation and the Ford Foundation. She also serves on the editorial advisory boards of the *Journal of Latinos and Education*, *Centro Journal* and *Education for Urban Minorities*.

<<<<>>>

Argentine born **Estela Olevsky** (Music) took a musical journey back to her roots in October when she shared piano music from Spain and Latin America with listeners in Bezanson Recital Hall. In addition to playing several solo works, Olevsky played piano duos with her award-winning student, Mei Zhu. Isaac

Albeniz was the featured composer on Olevsky's program, with the works *Granada, Tango, Sevilla*, and selections from *Iberia*. Albeniz is regarded as one of the greatest pianists of his age, on a par with Liszt and Anton Rubinstein. *Iberia* is considered one of the key works of Spanish piano music, due to its technical difficulty and depiction of the landscapes and rhythms of Spain and his native Andalucía. (from *The Campus Chronicle*, 9/28/01)

<<<<>>>

**Daphne Patai** (Spanish & Portuguese) spent the last half of August 2001 in Rio de Janeiro, doing research at the Academia Brasileira de Letras for her book on Machado de Assis. While there, she helped introduce the archivist at the Espaço Machado de Assis to US websites of relevance to the Espaço's own efforts. She also inaugurated the Espaço's series of testimony (*depoimentos*) by scholars and others working on Machado. The series is available on the website: [www.machadodeassis.org.br](http://www.machadodeassis.org.br) under the rubric: "Produção acadêmica sobre Machado." She continues to serve as contributing editor to the *Handbook of Latin American Studies*, the major reference work in the field, for which, for the past ten years, she has reviewed translations from Brazilian literature into English.

Professor Patai continues to write on Brazilian literature and on the contemporary academic scene. In the fall of 2000 she published, in *The Chronicle of Higher Education*, a controversial review essay on several current books about academic feminism, which led to an on-line colloquy sponsored by The Chronicle. Her book *Professing Feminism: Cautionary Tales from the Strange World of Women's Studies* (1994, co-authored with Noretta Koertge), will be appearing in an enlarged edition in 2002. With the departure of Professor Angel Loureiro, she will be offering the graduate literary theory course regularly in the coming years and has received a grant from the Center for Teaching for redesigning the course.

<<<<>>>

**Oriol Pi-Sunyer** (Anthropology), **R. Brooke Thomas** (Anthropology), and **Henry Geddes** (Communication), received a Wenner-Gren Foundation for Anthropological Research Grant, entitled "Tourism, Transnationalism and the Reconfiguration of Social and Spatial Relations in Quintana Roo, Mexico, with the purpose of conducting research during the 2001 and 2002 summers. PIs: Pi-Sunyer, Thomas, Mathew J. Kely (Natural Resources), and William C. McComb (Natural Resources), received funding for summer 2001 for the project, "Proposal for an Integrated Conservation and Development Project, to be associated with the Large Millimeter Telescope/GTM Project at Cerro La Negra, México." This is a multi-year proposal to minimize the impact of a major astrophysics project in central México. The funds sponsored a site visit to the Instituto Nacional de Astrofísica (INAOE) for initial discussions on a long-term research project.

<<<<>>>

**Jeffrey Podos**, (Biology) has received the Outstanding New Investigator Award 2001 from the Animal Behavior Society (ABS). Only one award per year is made, in recognition of outstanding research and promise. The Animal Behavior Society is a non-profit scientific society, founded to encourage and promote the study of animal behavior. The society states that Podos was awarded the title for "his elegant work on the interface between evolution, biomechanics, physiology, and development of birdsong."

Professor Podos' research focuses on the mechanisms and evolution of animal behavior, particularly vocal behavior in songbirds, and integrates laboratory and field perspective. His recent findings on how birdsongs may be influenced by the evolutionary diversification of their beaks was published in the journal *Nature*. His ongoing research examines beaks and song evolution in Darwin's finches of the Galapagos Islands, Ecuador. (from *The Campus Chronicle*, 11/16/01)

&lt;&lt;&lt;&lt;&gt;&gt;&gt;

In April, 2001, **Jane Rausch** (History) presented a talk as part of the History Department's Colloquium Series, entitled "My Love Affair with Friedrich Kuhlau or Can a Latin Americanist do Music History?" As of last summer Prof. Rausch has been serving the History Department as Graduate Program Director.

&lt;&lt;&lt;&lt;&gt;&gt;&gt;

**Márgara Russotto** (Spanish and Portuguese), taught in the department for a year in 1997-98, and returned this fall as a regular faculty member. Born in Italy, she received her doctorate in São Paulo, Brazil, and has been a faculty member at the Universidad Central de Venezuela, in the Department of Literary Theory. Her two most recent books are *Discursos sumergidos – Pequeña historia de los discursos femeninos en América Latina (El momento germinal)*, and: *Bárbaras e Ilustradas: Las máscaras del género en la periferia moderna*. In addition to works of literary criticism, she has published five books of poetry and has translated extensively from both Italian and Portuguese. Prof. Russotto will be teaching courses in Modernismo y Vanguardia, Latin American Civilization, and Caribbean Literature.

&lt;&lt;&lt;&lt;&gt;&gt;&gt;

**Nina M. Scott** (Spanish and Portuguese), gave a Smithsonian-sponsored lecture (also sponsored by the Embassy of Chile) in February, 2001, in the Ripley Center in Washington DC. The title of the illustrated lecture was "Gabriela and Pablo," and dealt with the poetry of Gabriela Mistral and Pablo Neruda. Also in February, she gave an invited lecture, "The Rebel and the Crowns: Images of Sor Juana and her Sisters in Colonial Spanish America," at the University of Virginia at Charlottesville.

This past year Prof. Scott offered two new courses, one on "Comida y discurso," and the other on Spanish American Theatre, which she designed with Prof. Francine A'Ness of Dartmouth College.

&lt;&lt;&lt;&lt;&gt;&gt;&gt;

**Howard Wiarda** (Political Science) returned from a year-long sabbatical in January 2002. During this year Professor Wiarda traveled to 23 countries on four different research grants. A grant from Woodrow Wilson International Center for Scholars in Washington allowed him to begin research on democratization in Central and Eastern Europe and the politics of European integration. Between February and July he resided in Vienna and Budapest, supported by a grant from the Earhart Foundation, while doing field research in Eastern and Central Europe. In September and October he traveled to Brazil and South Africa carrying out research on a project on comparative democratization and civil society. During October and November Professor Wiarda extended his studies of democratization to Asia, visiting China, India, the Phillipines, Indonesia, Japan, Hong Kong, Macao, Goa and East Timor. This research was supported by a grant from the Portuguese Oriente Foundation.

&lt;&lt;&lt;&lt;&gt;&gt;&gt;

**Richard Wilkie** (Geography) presented a paper on "Population Changes in Mexico in Five Urban-Renewal Levels, 1910-2000" to the First International Congress; "CIUDADES HUMANAS: pobreza urbana y el futuro del las ciudades," held in Toluca, Mexico in November, 2001. He was in a three person session with Juan Ramón de la Fuente, Rector de la Universidad Nacional de México, and Rafael López Castanares, Rector de la Universidad del Estado de México.

&lt;&lt;&lt;&lt;&gt;&gt;&gt;

**Juan C. Zamora** (Spanish and Portuguese), continues to work on bilingualism and dialectology. He participated in a number of conferences in 2000-2001, presenting papers on "Isidoro de Sevilla en la tradición gramatical aristotélica," Kentucky Foreign Language Conference, April 2001; and "Malas palabras en España e Hispanoamérica" at a session on Hispanic linguistics at the University of North Carolina at Wilmington in October, 2001. For a second year in a row he was invited to participate in a panel on literature and linguistics at the National Endowment for the Humanities in Washington, D.C. He continues to be the Advisor for Minors in Spanish, and the Director of the Oviedo Exchange and Spring Program.

\*\*\*\*\*

#### **Research Report: Katherine Bliss' Year as a David E. Bell Fellow at Harvard Center for Population and Development Studies**

Katherine Elaine Bliss

Over the 2000-2001 academic year I had the opportunity to spend the year as a David E. Bell Fellow at the Harvard Center for Population and Development Studies, which is part of that University's School of Public Health. The training and research fellowship was funded by the John D. and Catherine T. MacArthur Foundation and was designed to promote leadership skills in population studies among junior faculty. The program was ideal because as a historian of gender, health and politics in Latin America, I was interested in starting a new project analyzing the intellectual and cultural history of family planning policies in mid-20th century Mexico. I became interested in this topic while conducting research for and writing my dissertation-turned-book, *Compromised Positions: Prostitution, Public Health and Gender Politics in Revolutionary Mexico City* (Penn State Press: University Park, PA, 2001). But before getting too far into the project I felt that I needed to learn more about the general history of population policy (both in Mexico and globally), the relationships among gender, reproductive health and fertility control, and the roles played by national policies and government agencies in shaping the local dimension of health priorities in rural and urban settings. Having the opportunity to take classes, to work with the other fellows, to travel to Washington and New York to meet with aid programmers and to conduct research in the Harvard libraries was absolutely invaluable in helping me conceptualize my work, apply for research funding, develop an investigation agenda, and consider ways to integrate my findings into course offerings at the graduate and undergraduate levels.

One of the benefits to being a fellow was the fact that I was able to audit courses throughout the various schools and colleges that comprise Harvard University. After spending four years on the teaching side of the podium, it was something of a shock to return to the classroom as a student but attending courses

benefitted my work on the project considerably. One, "Population and Development Policies: A World of Contention" exposed me to the history of population policy in the 20th century and familiarized me with the importance of the ICPD conferences and the relationships among health, human rights, reproductive rights and sexual rights in development policies. Another, "Clinical Foundations of Reproductive Health" introduced me to the biological dimensions fertility control and helped me become familiar with the variety of devices historically available to women seeking to control their fertility. I also had the chance to participate in workshops exploring the health impact of war and low-intensity conflict from a variety of medical and ethical perspectives and join discussions regarding research methods and developing network of scholars doing research on family in a development context.

Besides learning about the biological and cultural dimensions of public health, I was able to conduct research on and familiarize myself with the history and chronology of population law in Mexico from the 1930s through the 1973 constitutional amendment that made family planning a political priority at the federal level. I accomplished this principally by investigating reports in the 1920s and '30s *Gaceta Médica de México*, the journal *Eugenesia*, which was published by the Mexican Sociedad de Eugenesia through the 1950s, the *Boletín de Salubridad Pública*, and the *Diario Oficial de la Federación*. I also worked to determine which public agencies were involved in disseminating information about pregnancy, birth, and fertility. I accomplished this largely through surveying institutional reports, consulting agency memoirs and reading public figures' accounts of the debates regarding funding and construction of birth clinics, hospitals and visiting nurse programs. This enabled me to begin to construct something of an institutional "map" of the agencies that provided reproductive health services over the course of the 20th century and how their service orientations and ideologies shifted over time.

In addition, I began to identify non-governmental institutions and personnel involved in the Mexico's ideological shift from pro-natalist in the 1930s to pro-fertility control by the late 1960s. I accomplished this largely by reading the brief population policy histories that tend to accompany the accounts of current programs and by communicating with personnel at such organizations as MexFam, the national IPPF affiliate, the Population Council, investigators at the the Colegio de México's Centro de Estudios de Demografía y del Desarrollo Urbano, the Population Council's Mexico City office, the Instituto Nacional de Antropología e Historia, and the Universidad Autónoma Metropolitana.

Finally, I became interested in the international dimension of population work in Mexico. While I was aware that the IPPF had maintained a presence there through its funding of MexFam, one of the earliest service providers, I became interested in the roles played by such donor organizations as the Ford and Rockefeller foundations in the 1960s and '70s as well as the role played by USAID in Mexico, as well. I have thus far not gathered much archival documentation regarding international agencies, but I am convinced that this will become a significant aspect of the work's focus on the history of international development policies.

Having the opportunity to meet regularly and informally with the other fellows, who included men and women working on

various aspects of health care and health sector reform in developing countries, proved to be a wonderful way to exchange information and research experiences with fellow social scientists interested in fertility, mortality and health-seeking behavior. I also had the opportunity to present my work and to receive valuable feedback in more formal settings over the course of the year in such venues as the Rocky Mountain Latin American Studies Conference, the Oaxaca Field School in Mexican Studies, the first Conference on Women and Gender in Mexico at Yale University, and the meeting of the New England Council on Latin American Studies in Amherst last fall.

Thanks to the work I was able to accomplish this year as a fellow at the Center I successfully applied for a \$13,000 research grant from the University of Massachusetts. This grant allowed me to travel to Mexico City in July 2001. There, I spoke with several of the key players I had identified through research and consultation over the course of the year, worked in the archives of the Secretaría de Salubridad Pública and identified additional institutions to investigate and people to interview. The grant also allowed me to travel to New York City and to the Hudson River Valley to work in the archives of the Ford Foundation, the Rockefeller Foundation and the Population Council. In spring 2002, I will travel to the National Archives in Washington D.C., where I hope to learn more about the limited but significant role played by United States Agency for International Development (USAID) in the development of population policy in Mexico. In addition, I will travel to London to work at the International Planned Parenthood Federation (IPPF) archives and to consult with researchers at the London School of Hygiene and Tropical Medicine.

Overall, having the chance to participate in the Bell Fellowship and Training Program gave me an invaluable opportunity to develop expertise and skills in a new field, to conduct research, and to benefit from the advice and constructive feedback of the other fellows as well as researchers and CPDS affiliates. Thanks to the break from teaching, moreover, I was able to consider how to integrate work on gender and health into my current course offerings and organized some sections of my fall upper-level undergraduate course on Gender and Sexuality in Latin America to deal with cultural perspectives on such issues as abortion, sexually transmitted disease and social hygiene. In addition, I am currently working on developing new courses on such topics as "Historical Perspectives on Gender, Culture and Health in Latin America" and "Reproductive Health and Development Policies in Comparative Historical Context" and look forward to offering them in the near future.

\*\*\*\*\*

### **Nuestras Raíces: Nutrition, Income and Pride**

Holyoke, Massachusetts, the area known as The Flats, is comprised of Latinos from Puerto Rico and the Dominican Republic. The average income for many people in this area is insufficient to meet all of their needs for housing, utilities, and food. Many are forced to seek emergency sources of food to supplement their incomes. Food which comes from emergency sources such as food banks, soup kitchens, state and city aid programs (such as welfare or WIC), does not always meet nutritional or cultural standards and is often lacking in fresh fruits and vegetables.

Some of the people who moved to Holyoke were either raised on farms or worked on farms once they arrived in the area. They wanted an opportunity to continue farming in some way. A group called Nuestras Raíces, Inc. was formed so that families could garden and provide fresh food for their families. The group started in 1996. It now provides garden space for 100 families in six community gardens. Nuestras Raíces moved into their new space at 329 Main Street in Holyoke. The location has office space and a greenhouse. The group is finishing a stone plaza, an outdoor café, and a shared use kitchen.

**Anne Carter**, an Extension Assistant Professor in the Plant and Soil Sciences Department has been working with the group for the past five years. As part of a UMass Public Service Endowment grant, Dr. Carter and her students grew vegetables for the community gardeners to use. A graduate student, Mark Mazzola visited the gardens on a weekly basis and taught principles of organic pest management. As a professional IPM consultant, he also volunteered his time to help them purchase the right equipment for the greenhouse. Nuestras Raíces members now grow and sell their own vegetable bedding plants for the gardens and for profit. Each 20 x 20 ft. garden provides between \$1200 and \$1800 worth of produce each year.

Some of the more skilled gardeners are now seeking to farm for profit. Through a second UMass Public Service grant and other resources, UMass is again working with the Nuestras Raíces to increase the amount of accessible land for growing vegetables to sell at the Holyoke Farmers Market. These gardeners have been given mini grants to purchase tools, seeds and other items necessary to farm at a larger scale. Additionally, UMass is working with the Mayor's office, the Chamber of Commerce, PVTA, and the Valley Opportunity Council to promote the Holyoke Farmers' Market. This includes changing the bus routes so that the elderly and the poor have rides to and from the market, promoting special events, creating bilingual newspaper and radio spots. Much of the promotion was done by Nuestras Raíces Youth as part of their leadership program. The UMass-Nuestras Raíces partnership is one of providing just enough help to get the program started and then stepping back and watching the program take on a life of its own as the members provide income, nutrition, and pride for their families and their neighborhood.

\*\*\*\*\*

#### Faculty Publications

- Cevallos, J. (2000) "Las estructuras político-sociales de la sociedad criolla americana y el barroco colonial," *Studi Ispanici* Milan, 29-37.
- D'Introno, F. (2001). *Sintaxis Generativa del español: Evolución y análisis*. Madrid: Cátedra
- (2001) "Teoría generativa y estudios sintácticos sobre el español de Puerto Rico", in Vaquero, María & Amparo Morales (eds.) *El español de Puerto Rico en el siglo XX: Estudios y Bibliografía*.
- and Alonso, L. (2001). "Full and Null Pronouns in Spanish: The Zero-pronoun Hypothesis," in H. Campos, E. Herburger, A. Morales & T. Walsh, eds.
- Deere, C. D. and León, M. (2001) *Empowering Women: Land and Property Rights in Latin America*, Pittsburgh: University of Pittsburgh Press.
- and León, M. (2000) Spanish translation, *Género, Propiedad y Empoderamiento: Tierra, Estado y Mercado en América Latina*, Bogotá: Tercer Mundo and National University of Colombia; 2nd. ed., Mexico City: UNAM and FLACSO-Ecuador (2002).
- and León, M. (2001) "Who Owns the Land? Gender and Land Titling Programs in Latin America," *Journal of Agrarian Change*, Vol. 1 (3), 440-467.
- and León, M. (2001) "Institutional Reform of Agriculture under Neoliberalism: The Impact of the Women's and Indigenous Movements," *Latin American Research Review*, Austin: Latin American Studies Association. Vol. 36 (2), 231-63.
- Espinal, I. (2001) "'A New Vocabulary for Inclusive Librarianship: Applying Whiteness Theory to Our Profession.'" in *The Power of Language/El Poder de la Palabra: Selected Papers from the Second REFORMA National Conference*. Lillian Castillo-Speed, Ed. Englewood, Colorado: Libraries Unlimited, 131-149.
- (2001) "REFORMA's Information Technology Agenda," (contributing author), in *The Power of Language/El Poder de la Palabra: Selected Papers from the Second REFORMA National Conference*. Lillian Castillo-Speed, Ed. Englewood, Colorado: Libraries Unlimited, 61-79.
- Marentes, L. (2001). *José Vasconcelos and the Writing of the Mexican Revolution*. New York: Twayne.
- (2001). "José Revueltas," *La Jornada*, Mexico.
- (2001). "José Revueltas," *Biblioteca de México*, Mexico.
- Medina, R. (2001) "El reencuentro de la música española con la Latinoamérica postcolonial: el caso Joaquín Sabina" *Castilla*.
- Nieto, S. (2002). *Language, Literacy, and Culture: Critical Perspectives for a New Century (a compilation of previously published journal articles and book chapters)*. Mahwah, NJ: Lawrence Erlbaum Publishers, Inc.
- Gebhard, M., Austin, T. & Willett, J., (forthcoming). "You can't step on someone else's words: Preparing All Teachers to Teach Language Minority Students." In Zeynep Beykont (Ed.), *The Power of Culture: Teaching Across Language Difference*. Cambridge, MA: Harvard Educational Publishing Group.
- (2001) "We Speak in Many Tongues: Linguistic Diversity and Multicultural Education" (revised and updated). In Carlos F. Diaz, Ed. *Multicultural Education for the Twenty-first Century*. New York: Longman.
- (2001) "Foreword," in Mara de la Luz Reyes and John J. Halcn, eds. *The Best for Our Children: Latina/o Voices on Literacy*. New York: Teachers College Press.
- Pi-Sunyer, O. (2000). "Els exilis de 1939. Passar fronteres, reconstruir vides." In Manel Risques, Francesc

Vilanova, and Ricard Vinyes, eds. *Les ruptures de l'any 1939*. Barcelona: Abadia de Montserrat. 9-33

—. Thomas, R. B. and Daltabuit, M. (2001). "Tourism on the Maya Periphery." In V. L. Smith and M. Brent, eds *Hosts and Guests Revisited: Tourism Issues of the 21<sup>st</sup> Century*." New York, Sydney, Tokyo: Cognizant Communication Corporation, 122-140.

Rausch, J. (2001) "Shepherds of the Plains: A Comparison of the Cowboys of North America with the Llaneros of Colombia and Venezuela" *Journal of the West*. Fall.

—. (Forthcoming) *Colombia; Territorial Rule and The Llanos Frontier* (1999) Gainesville: University Press of Florida; Spanish trans. by Restrepo, M. C. Medellin, Colombia: Universidad de Antiquia.

Scott, N. (2000). "Domesticidad y comida en las pinturas de castas," *Históricas, Boletín del Instituto de Investigaciones Históricas*, Universidad Nacional Autónoma de México (Setiembre-Diciembre): 10-21.

—. (2001) translation of several scenes of the *Loa al Divino Narciso* by Sor Juana Inés de la Cruz in a special issue on Theatre Translation of *Metamorphoses* (Spring): 43-50.

Zamora, Juan (2001) "Contribuciones a la lexicografía cubana siglo XIV," *Historiographia lingüística, Vol. 28:1*.

\*\*\*\*\*

### **Film Series and Lectures Plumb Jewish and Latino Ties**

*The Campus Chronicle, 10/5/01*

The historical and present-day connections between Jewish and Latino peoples are being explored this semester through a series of six film screenings and four talks. According to Aviva Ben-Ur, assistant professor in Judaic and Near Eastern Studies, the Latino/Jewish Film Festival and Lecture Series addressed aspects of the Jewish experience in Latin America and Latino-Jewish relations throughout the U.S. and Latin America. Each lecture and film was followed by a brief question and answer period. The evenings closed with light refreshments to encourage the forming of new connections.

Various professors from the Five Colleges and the area served as featured speakers for the lectures which accompanied the screenings. Among them, Professor Ilan Stevens of Amherst College, Professor Harley Erdman of UMass' Theater Department, and UMass' Judaic Studies Professor Julius Lester as well as Professor Candelario Seanz of Wellesley College.

The series was co-sponsored by the Five Colleges, the Five College Women's Studies Research Center, the Center for Latin American, Caribbean and Latino Studies, and the Spanish and Portuguese departments of UMass, Amherst College and Smith College.

\*\*\*\*\*

### **Sarah Babb Named Radcliffe Institute fellow**

*The Campus Chronicle - 6/15/01*

**Sarah Babb**, assistant professor in the Department of Sociology, is among 44 women and men named Radcliffe Institute Fellows for the 2001-02 academic year. At Radcliffe, each of these scholars and artists work individually and across disciplines on projects chosen for their quality and long-term consequence.

During the fellowship year, Professor Babb will work on a project titled, "Neoliberal Transitions in Comparative Perspectives: Opening the Black Box." She will conduct a cross-national study on the antecedents and elements of free-market reforms on a set of approximately 50 developed and developing countries, using comparative and historical sociological methods. Her goal is to arrive at a more nuanced understanding of how liberalizing reforms come to be implemented in such a diverse set of national contexts.

The 2001-02 Radcliffe fellows were chosen through a rigorous selection process that included more than a dozen committees and 80 selectors in a variety of disciplines. This year, the pool of 569 applications represented 38 countries drawn from 46 disciplines. The fellows receive a stipend, office space, and access to the libraries and resources of Harvard University. Throughout the year, fellows will have the opportunity to present their works-in-progress during weekly lectures, art exhibits, readings, and performances that are open to the public.

Professor Babb joined the UMass faculty in 1998 after completing her M.A. and Ph.D. at Northwestern University.

\*\*\*\*\*

### **Roy Brown and José González Concert and the Vieques Struggle Panel**

Puerto Rican singer-songwriter Roy Brown joined guitarist José González and Criollo Clásico for an evening of contemporary Puerto Rican music this past November in Bowker Auditorium. Presented by the Office of ALANA Affairs in collaboration with University Productions & Concerts and other campus organizations, the concert was dedicated to the island of Vieques, where residents are campaigning to end its use as a US Navy bombing range.

Recognized as one of Puerto Rico's most noted singer-songwriters, Brown is among the Latin America musicians who started the new song movement known as "la nueva canción," which features making music with a message in native or folkloric styles. In 1976, Brown, González, and another musician, Cubano, formed a trio that created and recorded a collection of songs celebrating the poetry of Don Juan Antonio Corretjer, the national poet of Puerto Rico. That album, titled "Distancias," became one of the most influential recordings in the modern Puerto Rican New Song Movement or Nueva Trova.

González, a resident of Amherst, is acclaimed for his original compositions featuring the cuatro, one of Puerto Rico's national instruments. His four self-produced recordings have become bestsellers. PBS, CNN, cable TV, the Smithsonian Institution and three Putumayo world music collections CDs have featured his music in television and film productions.

On the afternoon of the same day, a panel discussion entitled "The Island of Vieques: the Struggle Between the Puerto Rican People and the United States Navy" took place. UMass professors Roberto Alejandro (Political Science) and Martín

Espada (English) were joined by Roy Brown and UMass alumna Susana Stringer Vélez ('86) who spent 25 days in jail for crossing into one of the Navy's bombing practice danger zones. The activity was part of the ALANA Lecture Series and presented the longstanding problem faced by Vieques and Puerto Rico from academic, political, artistic and activist perspectives. Both activities were very successful with attendees from UMass, the Five Colleges and the surrounding communities. As part of the activities, and to compliment the CLACLS outreach program, we were able to invite 45 members of the Holyoke Boys and Girls Club to attend.

(The information in this article was drawn from *The Campus Chronicle* and *The Massachusetts Collegian*.)

\*\*\*\*\*

### **In Holyoke, Students Find Their Voices**

by Elizabeth Hockstad

When I was asked for the answer to 12 X 9 one day last spring, I couldn't come up with the answer. I blanked out, stalled, and struggled to find pen and paper to do some quick calculations. As a Humanities major, it is not every day that I call upon the numbers part of my brain, and when I do, my calculator comes to the rescue.

But on that spring day I was happy that the times tables hadn't come quickly to me. I was helping a boy in the fifth grade at the Holyoke Boys and Girls Club as part of a tutorial arranged through the Center for Latin American, Caribbean and Latino Studies and the Department of Spanish and Portuguese at UMass. Though I stumbled over the answer to problem number one, the student I was aiding raced through his math homework. As he finished and tucked the worksheet into his backpack, he tossed me a glance of "And you're tutoring me?"

My experience as a tutor for the elementary school students at the Boys and Girls Club was full of these experiences, when the student's skills matched or surpassed my own. I was amazed at the capability of their young minds. Once they focused on their work – and sometimes that was the last thing anyone wanted to do after a long day of classes – they zipped through worksheet after worksheet. Even during the dreaded math activities, they worked together until divisions were done and fractions simplified. I smiled when they said, "That was easy." That is the beauty of tutoring young students: They're not often ashamed to ask for help, and in helping them both tutor and tutee learn from each other.

Many of the students in Holyoke speak Spanish at home or among friends, in the city's parks or in the halls at school. In class they study in English, and at the Boys and Girls Club, where nearly all of the Club members and staff are of Puerto Rican heritage, both languages mesh together in a friendly way. The students seem to have surpassed many of the struggles that people who live within two different cultures face. Above all, they show an exceptional awareness of their individuality. Whether this takes the form of extra efforts to demonstrate their smarts, telling funny stories in Spanish, drawing colorful pictures of their family's neighborhood in Holyoke or in Puerto Rico, or even a little sass, their confidence is wonderful. In their youth they're already on their way to discovering a distinct and powerful voice. The Boys and Girls Club supports them along this journey. As a journalism and Spanish major, I am also searching for my voice,

as a writer in my native English and as I develop my skills in Spanish. This is the greatest inspiration – and lesson – I gained as a tutor at the Holyoke Boys and Girls Club.

\*\*\*\*\*

### **Colombians Complete Training on Environmental Education Issues**

*The Campus Chronicle* 10/26/01

In October, a dozen community leaders from Colombia completed a three-week environmental education training program organized by the Amherst-based Institute for Training and Development and funded by the U.S. Department of State.

The training program, which is directed by Alberto Arenas, assistant professor at the Center for International Education, is intended to give participants a better understanding of the environmental resources available in the Pioneer Valley, including the Center for International Education and the Hitchcock Center.

The Colombian delegation included two members from the Organization for the Education of Environmental Protection (OpEPA), ITD's partner environmental organization in Bogota, a director of a national park, and nine members from three communities near Bogota.

In their work, the participants have encountered numerous problems, such as limited material and financial resources, dealing with corrupt municipalities, and overcoming the fear imposed by guerrillas and paramilitary forces. The main environmental issues being faced by their communities include inadequate solid waste disposal; deficient recycling strategies; contamination of local rivers and waterways; lack of access to safe water; erosion; and misappropriation of natural land reserves for construction and cultivation. These problems are all exacerbated by one of the largest unemployment rates in Latin America-- around 20 percent.

This training program showcased the expertise and proficiency in environmental education awareness in Western Massachusetts-based organizations and institutions and promoted inter-cultural exchange and knowledge-sharing.

\*\*\*\*\*

### **New Latin American/Africana Web Site**

Lowell Gudmundson, Mount Holyoke College, is pleased to announce the public launch of a new web site "Choosing Color for the Cosmic Race: African Americans and National Identities in Central America/¿Memoria u olvido? La africanía y las identidades centroamericanas", at <http://www.mtholyoke.edu/acad/latam/africana.html>

With major grant support from the National Endowment for the Humanities Collaborative Research Program, Mount Holyoke College and the University of Costa Rica's Center for Central America Historical research, they seek to provide access to both textual and visual materials that reframe longstanding historical debates while offering fresh perspectives and empirical evidence. They welcome comments and suggestions for the future evolution of the site and its resources at the following email addresses: Rina Cáceres [rcaceres@cariari.ucr.ac.cr](mailto:rcaceres@cariari.ucr.ac.cr) Lowell Gudmundson [lgudmund@mtholyoke.edu](mailto:lgudmund@mtholyoke.edu) and Mauricio Meléndez [momo64@costarricense.com](mailto:momo64@costarricense.com)

## ALUMNI NEWS

**Kevin Andrade Vasquez** (Economics, 1998) is currently employed as an International Equity trader for a firm on Wall Street, New York. He has received most of his professional certifications. He is still playing soccer, is not married, and still looking for the right woman!

&lt;&lt;&lt;&lt;&gt;&gt;

**Karen Graubart** (Ph.D. 2000, Economics) is now an assistant professor, History Department, Cornell University. Karen was one of the two winners of the NECLAS Best Dissertation Prize for 2000 for her Ph.D. dissertation in Economics entitled "Con Nuestro Trabajo y Sudor: Indigenous Women and the Construction of Colonial Society in 16th and 17th Century Peru." Advisor, Carmen Diana Deere.

The citation read: "Karen Graubart's dissertation provides a fine-grained analysis of economically and politically active indigenous women in colonial Peru. Graubart uses a wide variety of sources, including over 200 wills, to assess the changing position of indigenous women in Lima and Trujillo over the sixteenth and seventeenth centuries. With considerable theoretical and methodological sophistication, her dissertation refines scholars' understanding of the changing sexual division of labor in textile production in the colonial Andes as well as investigating the remarkable persistence of women indigenous leaders' voices in politics and culture over the long term."—Christopher Boyer, Dissertation Prize Committee Chair.

&lt;&lt;&lt;&lt;&gt;&gt;

**Vanessa Gray** (1983, Political Science, Latin American Studies) was a Visiting Assistant Professor in the UMass Amherst Political Science Department for AY 2002. She received her MA from SAIS-Johns Hopkins in Latin American Studies/International Economics and her Ph.D. from the University of Miami in International Relations. She is revising her dissertation "Transnational Environmental Politics: The Case of U.S. NGOs in Colombia" and submitting it to prospective publishers. Her research compared the activities of three U.S. environmental groups in Colombia in the 1990s (Conservation International, The Nature Conservancy, and World Wildlife Fund). The primary findings were: a) that the goals, tactics, and in-country allies of these groups vary greatly, despite their generally being seen interchangeably as "mainstream conservation groups"; b) that these variations have implications for the effectiveness of transnational activists in addressing environmental problems, particularly in places where social conflict is high and state capacity is low; and c) that these variations include divergent stances on key issues in Colombian civil society, such as the war on drugs or efforts to build development alternatives and a negotiated peace.

&lt;&lt;&lt;&lt;&gt;&gt;

**Edwin Leonel Mejía** (History, 1998) Graduated in May 2001 from Boston University School of Law. He hopes to work in the legal sector for a law firm or company that deals with Latin America.

&lt;&lt;&lt;&lt;&gt;&gt;

**Rafael Tarrago** (History, 1974), has published *Montoro, Rafael. Discursos y escritos: selección. Prefacio de José Manuel Hernández; compilación e introducción de Rafael E. Tarrago.* Miami: Editorial Cubana, 2000.

## NEWS OF GRADUATE STUDENTS:

**María Figuera** (Spanish & Portuguese) attended the "Coloquio internacional de mujeres latinoamericanas y caribeñas, reescritura/reinvención del pensamiento, historia y mitos en torno a lo femenino," Casa de Las Américas, La Habana, Cuba, February 2001, where she presented a paper, "Serafina de Cristo, la última Sor Juana?: Reconsideración feminista de una controversia académica." She also presented a paper, "¿Conversión o resistencia? Respuesta a la crítica revisionista de Sor Juana Inés de la Cruz," at the 21<sup>st</sup> Annual Cincinnati Conference on Romance Languages & Literatures, at the University of Cincinnati, Ohio.

&lt;&lt;&lt;&lt;&gt;&gt;

**Jennifer Foster** (Anthropology) has received a UMass Graduate Student Fellowship and a Fellowship from the American-College of Nurse-Midwives to fund her dissertation research, an ethnography of the experience of young Latino (mostly Puerto Rican) fathers in Holyoke, Mass.

&lt;&lt;&lt;&lt;&gt;&gt;

**Deborah L. González** (Spanish & Portuguese) presented a paper at the Claustro de Sor Juana in Mexico City, entitled "Recados de chocolate y la jerarquía de los sentidos en la poesía de Sor Juana Inés de la Cruz," last year. Her short Story "En el fondo siempre hay un negrito" was accepted for publication in *Letras Femeninas*.

&lt;&lt;&lt;&lt;&gt;&gt;

**Jeandelize González-Rivera and Karina Bautista** (Spanish & Portuguese, both) read papers at a session on Spanish American literature at the University of North Carolina at Wilmington in October 2001. González-Rivera's topic was "Construcción de la identidad mestiza en la obra de Diago Muñoz Camargo." Bautista's paper was titled "El Amor: innato o construcción de género en las obras de Joao De Guimaraes Rosa y Clarice Lispector."

&lt;&lt;&lt;&lt;&gt;&gt;

**Jorge González** (Spanish & Portuguese) who defended his dissertation in August 2001 has returned to teach at the Universidad Simón Bolívar in Venezuela where is currently an Associate Professor in the field of Hispanic Linguistics. Jorge was a Teaching Associate in the Department of Spanish and Portuguese for the past few years and he also taught at Amherst and Mount Holyoke colleges.

&lt;&lt;&lt;&lt;&gt;&gt;

**Rick Goulet** (History) is beginning a tenure track appointment as an assistant professor at Lock Haven University of Pennsylvania.

&lt;&lt;&lt;&lt;&gt;&gt;

**Kristin Harper**, (History, and a former FLAS fellow) with the support of a Fulbright-Hays Fellowship, is doing research in Mexico City and Villahermosa (Tabasco) during the academic year 2001-2 for her dissertation, "Reforming the *Familia Tabasqueña*: Gender and State Formation in Revolutionary Tabasco, 1922-1935." She is working in the Casa de Cultura Jurídica examining legal cases and researching in a number of other archives. In addition, she is obtaining a number of oral histories with elderly Tabascans who were young people in the period that she is studying.

&lt;&lt;&lt;&lt;&gt;&gt;

**María Dolores Melendreras-Reguero** (Spanish & Portuguese) presented the paper “Poder, valor y subjetividad en la ‘Carta al R.P.M. Antonio Nuñez’ de Sor Juana Inés de la Cruz,” at the Coloquio internacional de mujeres latinoamericanas y caribeñas, reescritura/reinvención de pensamiento, historia y mitos en torno a lo femenino, La Habana, Cuba, February 2001.

&lt;&lt;&lt;&gt;&gt;&gt;

**Vija Mendelson** (Spanish & Portuguese) is at work on a dissertation involving comparative language learning in the U.S. and abroad. She served as Assistant Director of the Salamanca Summer Program in 2001. She received the Distinguished Teaching Award this past year.

&lt;&lt;&lt;&gt;&gt;&gt;

**Iñaki Rodeño**, (Spanish & Portuguese) while working on his dissertation in Latino literature, is resident advisor and Spanish instructor in the UMass Thatcher House Program. In the summer of 2001 he taught two courses, “Literatura Hispanoamericana Contemporánea” and “Cultura Española Contemporánea,” in the Salamanca Summer Program. He was the Assistant Director of the Program from 1998-2000. He delivered the paper “Mujeres sintonizando el son de la guaracha: mujer y cultura de masas en la obra de Luis Rafael Sánchez,” at the “Coloquio internacional de mujeres latinoamericanas y caribeñas, reescritura/reinvención del pensamiento, historia y mitos en torno a lo femenino,” Casa de Las Américas, La Habana, Cuba, February 2001.

&lt;&lt;&lt;&gt;&gt;&gt;

**Margarita Valle** and **Beatriz Verdasco** (both Spanish & Portuguese) gave papers at a session on Hispanic Linguistics at the University of North Carolina at Wilmington in October 2001. Valle's paper was called “Alternancia español/inglés en niños hispanos de escuela primaria.” Verdasco's paper was titled “Ciber Spanglish: Préstamos y calcos en el lenguaje del Internet.”

&lt;&lt;&lt;&gt;&gt;&gt;

**Kelly Washbourne** (Spanish & Portuguese) has completed his PhD dissertation, a translation and critical edition of Colombian José Asunción Silva's novel *De Sobremesa*. He has joined the faculty at the University of North Carolina at Charlotte.

&lt;&lt;&lt;&gt;&gt;&gt;

**Mei Zhu** (Music) born in Hangzhou, China, has won many awards and competitions. In 1994, she was granted a fellowship for undergraduate study at the prestigious Shanghai Conservatory of Music. Upon graduating, she was offered a faculty position in the music department of the Hangzhou Teaching University. Last year, Mei came to Amherst to pursue her master's degree in piano performance and accompanying with **Estela Olevsky**. Zhu is the winner of the 2001 Howard Lebow Scholarship Award, the highest artistic honor for a student in the Music Department.

## UNDERGRADUATE PRIZES

The Bancroft Prize for the best research paper written by a student in an undergraduate Latin American studies course was awarded to **Esther Cuesta** ('02) for a paper submitted to Professor Nina Scott's Span 497C “Spanish-American Women Writers” in Fall 2001.

Two Certificate students were awarded Potash Travel Awards, **Miles H. Kiger** (NAREST, '03) for a summer internship

in Peru, and **Andrés Gómez** (STPEC, '04) for study-abroad in Barcelona, Spain during AY 2002-03.

\*\*\*\*\*

## UNDERGRADUATE NEWS

### Engineering student named Fulbright-García Robles scholar

*The Campus Chronicle*, June 1, 2001

**Steven St. Laurent**, a senior Mechanical Engineering student from Leominster won a Fulbright-García Robles scholarship. He is attending the Fulbright-García Robles Binational Business Administration Program in Mexico during the 2001-2002 academic year. He is one of just 10 recipients named by the program. He is living in Monterrey, a city with a population of about 5 million, located in northern Mexico. St. Laurent is working as an engineer for Cementos Mexicanos (CEMEX). The program combines rigorous coursework with practical experience gained through an internship. St. Laurent, who is fluent in Spanish, spent his junior year studying in Mexico.

He will receive a monthly stipend, plus travel expenses, tuition and books to attend engineering classes part-time, and will work 35 hours a week. Through his coursework, St. Laurent will earn a diploma in Binational Business Administration. During his internship, St. Laurent will be part of a team of Mexican peers and supervisors.

The governments of the U.S. and Mexico officially established the U.S.-Mexico Commission of the Fulbright program in 1990. Since its inception, the commission's primary focus has been the administration of Fulbright-García Robles scholarships. During the first nine years, 1,700 scholarships have been awarded to Mexican and United States citizens. The awards honor U.S. Senator J. William Fulbright, whose vision led to the founding of the program in 1946, and former Mexican ambassador Alfonso García Robles, winner of the Nobel Peace Prize in 1982.

\*\*\*\*\*

### Recent Graduates with Certificates and/or Minors in Latin American Studies

May 27, 2001

Kelly A. Barnes, Spanish, Certificate and Minor  
 Andres Corredor Ospina, Finance (SOM), Minor  
 Joel Simcha Kuttner Davis, Spanish and Anthropology, Certificates A and B, and Minor  
 Karla M. Donato, Spanish, Certificate and Minor  
 Courtney L. Drury, Spanish, Certificate and Minor  
 Elizabeth Z. Lopez, HRTA, Certificate and Minor  
 Haley Laura Matthias, Art History, Minor  
 Alessandra Miele, Spanish and Economics, Certificate  
 Briseida Nereyda Nuñez, Spanish, Certificate and Minor  
 Karen A. Probst, Spanish, Certificate  
 Sarah E. Proescher, STPEC, Certificate and Minor  
 Jenny A. Zwansiger, Anthropology and STPEC, Certificate and Minor

September 1, 2001

Nicole M. Costa, Marketing and Spanish, Certificate and Minor  
Annemarie Foley, Sociology, Certificate and Minor  
Lynne A. Hajjar, Communication, Minor  
Kristen Denise Harting, Spanish, Certificate and Minor  
Pilar F. Piñedo, Spanish, Certificate and Minor

February 1, 2002

Leanne E. Driver, Geography, Anthropology, Minor  
Angelica I. Pereles, Spanish, Certificate and Minor  
Kathleen C. Rodríguez, BDIC, Certificates A and B, and Minor  
Cavell C. Scott, Political Science, Certificate and Minor

May 26, 2002

Teresa Aravena, BDIC, Certificate and Minor  
Meyling B. Cabezas, Communication and Spanish, Certificate and Minor  
Esther A. Cuesta, Spanish, Certificate  
Leah L. DeCarlo, Spanish, Certificate  
Jacob Dyer-Spiegel, Comparative Literature, Spanish, Minor  
Sarah R. Feldman, History, Certificate and Minor  
Emmanuel González, Economics, Certificate and Minor  
Florence Heuschen, Anthropology, Minor  
Klara K. Ibarra, STPEC, Minor  
Mark A. Massaro, Economics, Spanish, Minor  
Alysia C. Rodríguez, Psychology, Minor  
Yomaris Rosario, Sociology and Spanish, Certificate and Minor  
Lian A. Sifuentes, Theater, Certificate and Minor

\*\*\*\*\*

#### DOCTORAL DEGREE RECIPIENTS

Doctor of Philosophy – September 1, 2001

**Silvia Berger**, *Cuatro Textos Autobiográficos Latinoamericanos: Yo, Identidad Nacional e Historia en A. Gerchunoff, A. Boy Casares, O. Soriano y M. Agosin*. Hispanic Literatures and Linguistics, Angel G. Loureiro, Chair

**Jorge Enrique González**, *La Acentuación en las Interlenguas del Español y del Inglés*.\*\* Hispanic Literatures and Linguistics, Francesco D'Introno, Chair

Doctor of Philosophy – February 1, 2002

**Rebecca González-Flores**, *Teachers' Perceptions and Judgement of Puerto Rican and Anglo-American Parent/Child Interaction and Children's Independence, Attention Management and Potential for Academic Achievement*.\* School and Counseling Psychology, John C. Carey, Chair

**Mercedes Valle**, *Communicative Language Testing: Integrating a Listening Comprehension Section and Communicative Features in a Computer-based Spanish Test*.\*\* Hispanic Literatures and Linguistics, Michael G. Fast, Chair

Doctor of Philosophy – May 26, 2002

**Silvia Navia Méndez-Bonito**, *Presencia de una Incipiente Conciencia Pre-Nacional en La Historia Natural de Juan de Velasco S.J.* Hispanic Literatures and Linguistics, Francisco Javier Cevallos-Candau, Chair

**Jennifer C. Rodgers**, *Magic Realism and Social Protest in Spanish America and the United States: These Illusions Called America*. Comparative Literature, Maria Tymoczko, Chair

**R. Kelly Washbourne**, *In After-Dinner Conversation: The Diary of A Decadent (A Critical Translation of José Asunción Silva's De Sobremesa)*. Hispanic Literatures and Linguistics, Francisco C. Fagundes, Chair

Doctor of Education – May 25, 2002

**Heyda Martínez Tirado**, *Unheard Voices: Toward a Therapy for Liberation - Six Low Income Puerto Rican Migrant Women Tell Their Stories*.\* Maurianne Adams, Chair

\* Latino topic

\*\* Linguistic topic

\*\*\*\*\*

#### CALL FOR PAPERS, CONFERENCES AND SEMINARS

**Latino Forum**, a monthly journal from Maryland is requesting articles. Contributions should be between 500 and 1500 words in length and may be in Spanish or English. Essays, poetry and comments on Latino society in the U.S. are welcome, as are articles dealing with Latin America. Send manuscripts to Beltran Navarro, Chairman, Mayor's Committee for Hispanic Affairs, 529 N. Charles Street #203, Baltimore, MD 21201-5047.

<<<<>>

**The Center for Latino, Latin American, and Caribbean Studies** (CELAC) at the State University of New York at Albany, has initiated the publication of the Latino Research Review: A Publication for Critical Thought and Dialogue. They are requesting Latino/Latin American Studies specialists to submit scholarly articles about relevant issues in the field. All correspondence should be sent to: Prof. Edna Acosta-Belen or Prof. Carlos E. Santiago, LRR, CELAC, SS-247, SUNY-Albany, Albany, NY 12222.

<<<<>>

**Latin American Perspectives** regularly accepts submissions of manuscripts for upcoming issues. For more information contact: Latin American Perspectives, PO Box 5703, Riverside, California 92517-5703. Tel.: (909) 787-5037 ext. 157 1, **E-mail:** [laps@ucral.ucr.edu](mailto:laps@ucral.ucr.edu)

<<<<>>

**The Rio Bravo Journal**, a refereed journal that publishes scholarly articles on the borderlands between the United States and Mexico, invites manuscript submissions. For detailed guidelines contact: Editor, Rio Bravo, Center for International Studies, Liberal Art Building 104, The University of Texas-Pan American, 1201 West University Drive, Edingburg, TX 78539-2999. Tel.(210) 381-3572; E-mail: [mglazer@panam.edu](mailto:mglazer@panam.edu).

*The Yale Latin American & Iberian Journal* welcomes original submissions of literary compositions in poetry or prose as well as scholarly articles and essays (not to exceed 6,000 words) from students (undergraduates and graduates), faculty and professionals. Submissions may be composed in English, Portuguese or Spanish. For more information contact: The Yale Latin American and Iberian Journal, Editor-in-Chief, P.O. Box 204047, New Haven CT 06520-4047, USA.

&lt;&lt;&lt;&lt;&gt;&gt;

*The Colonial Latin American Review* is an interdisciplinary journal that publishes studies, reviews, essays, and book reviews in English, Portuguese and Spanish dealing with the art, anthropology, geography, history and literature of Colonial Latin America. Manuscripts may be submitted to Professor Raquel Chang-Rodriguez, General Editor, CLAR, Department Foreign of Languages and Literatures (NAC5/223), Convent Ave. at 138th St., The City College, CUNY, New York, NY 10031.

&lt;&lt;&lt;&lt;&gt;&gt;

**XI Conference of Mexican, United States, and Canadian Historians.** October, 2003. Monterrey, Nuevo Leon, Mexico. Proposed papers focusing on the theme of "Institutions in the History of Mexico, forms, continuities, and changes" as present through all historical eras including the present, will be considered. For more Information contact: Dr. Elinor G. K. Melville, Department of History, Fax: (416) 736-5836. E-mail: Melville@yorku.ca.

&lt;&lt;&lt;&lt;&gt;&gt;

**The Sixth Congress of the Americas**, Cholula/Puebla, Mexico, November 6-8, 2003. The theme for the 2003 Congress is "Seeking Identity in the Western Hemisphere". This is the largest congress held devoted to the evolving North American community. Presenters come from all over Latin American, the United States and Canada, and from Europe and Asia. There are important panels on a whole range of economic, political, social, and cultural topics. This is a multidisciplinary meeting which considers North America in all its aspects, as a glance at past programs will show. For more information visit the Conference website: <http://www.udlap.mx/congress>

&lt;&lt;&lt;&lt;&gt;&gt;

**Institute of Latin American Studies Student Association (ILASSA)** at the University of Texas **22nd Annual Student Conference on Latin America** will take place February 14-16, 2003 in Austin, Texas. The conference, organized by the Institute of Latin American Studies Student Association (ILASSA) at the University of Texas, is an interdisciplinary forum for Students involved in Latin American research topics. The Conference, now in its 22nd year, is the oldest and largest student conference in the field of Latin American Studies. For more information contact: Institute of Latin American Studies Student Association, Lozano Long Institute of Latin American Studies, University of Texas at Austin, SRH 1.310, Austin TX 78712, Phone: (512) 471-5551, Fax: (512) 471-3090.

\*\*\*\*\*

## FELLOWSHIPS AND GRANTS

**Andrew W. Mellon (Ph.D.)** Fellowships in Sociology of Latin America is a program of Ph.D. training in the Sociology of Latin America at the University of Texas at Austin. The program,

which began in 1995, received a renewal in 1999. This will guarantee the program through 2007. It provides full scholarship funding for five years. During the first 2.5 years it is tied to TA-ships or RA-ships, and then untied fellowship support during dissertation preparation.

Fieldwork in Latin America for at least 9 months is a requirement of the program during which full support (travel, additional living allowance, insurance, and other approved research expenses) is covered. Also, the Program covers all tuition costs for the full 5 years. Prior to commencing dissertation fieldwork, fellows are encouraged to undertake summer research in Latin America either as part of their Masters' degree or in order to develop materials for publication, often in collaboration with a faculty member. This is a great opportunity for scholarly development and training in Latin American Sociology.

The program is primarily (but not exclusively) targeted at US nationals. Applicants may be recent graduates with or without a Masters' degree. They should be well qualified with good GRE scores. Spanish or Portuguese competency is highly desirable but is not a requirement at the outset. For further information, visit the website: <http://www.la.utexas.edu/socdept/mellon/home.html> or contact the Sociology Department Graduate Office, Burdine 336, A1700, The University of Texas at Austin, Austin, TX 78712. Tel: (512) 471-1122.

&lt;&lt;&lt;&lt;&gt;&gt;

**The Social Science Research Council (SSRC)** is an independent, nongovernmental, not-for-profit, international association devoted to the advancement of interdisciplinary research in the social sciences. Fellowship and grant programs recruit promising pre- and postdoctoral scholars, and provide support for training and development. Contact: Social Science Research Council, 810 Seventh Avenue, New York, NY 10019 USA. Fax: 212-377-2700/ 2727. Check out their web-site at <http://www.ssrc.org>.

&lt;&lt;&lt;&lt;&gt;&gt;

**The Smithsonian Tropical Research Institute** offers several fellowship programs to support research activities at the STRI in Panama. Fellowships are available at the graduate, predoctoral, postdoctoral and senior postdoctoral levels. Contact the Office of Fellowships and Grants, Smithsonian Institution, Washington DC, 20560. Tel:202-287-3271, E-mail [siofg@si.edu](mailto:siofg@si.edu). Web site: <http://www.si.edu/research+study>.

&lt;&lt;&lt;&lt;&gt;&gt;

**The Council on International Educational Exchange (CIEE)** offers travel grants to high school students (at least 16 years of age) and college undergraduates for study, service or exchange projects in Third World Countries. Applicants must be nominated by a U.S. nonprofit educational institution. For further information contact Council on International Educational Exchange, ISIC Scholarship Fund, 205 East 42nd Street, New York, NY 10017.

&lt;&lt;&lt;&lt;&gt;&gt;

**The Rockefeller Foundation** is a philanthropic organization endowed by John D. Rockefeller and chartered in 1913 for the well-being of people throughout the world. The Rockefeller Foundation has numerous grant and fellowship competitions annually. For more information visit <http://www.rockfound.org> or write: The Rockefeller Foundation, 420 Fifth Avenue, New York, NY 10018-2702.

&lt;&lt;&lt;&lt;&gt;&gt;

**The Fulbright Program** was established in 1946, at the end of World War II, to increase mutual understanding between the

people of the United States and other countries, through the exchange of persons, knowledge, and skills. Grants are primarily awarded for: university teaching; advanced research; graduate study; and teaching in elementary and secondary schools. Specific eligibility requirements and other information are available at <http://www.iie.org/fulbright/>.

<<<<>>

**The International Dissertation Field Research Fellowship Program (IDRF)** provides support for humanists and social scientists to conduct dissertation field research in all areas and regions of the world. The program is open to full-time graduate students in the humanities and social sciences--regardless of citizenship-- enrolled in doctoral programs in the United States. Proposals that require no field research outside the United States are not eligible. For further information and application materials contact the International Dissertation Field Research Fellowship Program (IDRF), Social Science Research Council, 810 Seventh Avenue, 31st Floor, New York, NY 10019, Tel: (212) 377-2700. Email: [idrf@ssrc.org](mailto:idrf@ssrc.org). Web site: <http://www.ssrc.org/>.

<<<<>>

**The Andrew W. Mellon Foundation** awards one year, portable merit fellowships annually. Students should note that fellowships are for the first year of a Ph.D. program only and should plan to seek support elsewhere for subsequent years. Winners of Mellon Fellowships may take their awards to any accredited graduate school of arts and sciences in the United States and Canada. For details visit <http://www.woodrow.org/mellon> or e-mail: [mellon@woodrow.org](mailto:mellon@woodrow.org). You may also write to: The Woodrow Wilson National Fellowship Foundation, Mellon Fellowships, CN 5329, Princeton, NJ 08543-5329.

<<<<>>

**The Organization of American States** offers graduate and research fellowships to citizens or permanent residents of OAS countries. Fellowships are for advanced study in any field except the medical sciences. Candidates must secure acceptance at a university, study center or research site in the chosen country before applying. Contact OAS, Dept. of Fellowships and Training, Washington, DC 20006-4499.

<<<<>>

**The National Security Education Program (NSEP) Graduate International Fellowships** make it possible for 90-100 graduate students to pursue the study of languages and cultures. Applications are open to U.S. citizens enrolled in or applying to a graduate degree program in an accredited U.S. college or university located within the United States. The program is open to full-time graduate students in the humanities and social sciences, regardless of citizenship, enrolled in doctoral programs in the United States. Proposals that require no field research outside the United States are not eligible. For further information and application materials contact the International Dissertation Field Research Fellowship Program (IDRF), Social Science Research Council, E-mail: [ldrf@ssrc.org](mailto:ldrf@ssrc.org). Web: <http://www.ssrc.org>.

<<<<>>

**The United States Institute of Peace** invites applications for the 2003-2004 Senior Fellowship competition in the Jennings Randolph Program for International Peace. Fellowships are awarded annually to scholars and practitioners from a variety of professions. The Institute funds projects related to preventive diplomacy, ethnic and regional conflicts, peacekeeping and peace

operations, peace settlements, post-conflict reconstruction and reconciliation, democratization and the rule of law, cross-cultural negotiations, nonviolent social movements, U.S. foreign policy in the 21st century, and related topics. Fellows reside at the Institute for a period of up to ten months to conduct research on their projects, consult with staff, and contribute to the ongoing work of the Institute. For more information and an application form, please visit the Institute's website at [www.usip.org](http://www.usip.org), or contact Jennings Randolph Program, E-mail: [jrprogram@usip.org](mailto:jrprogram@usip.org).

<<<<>>

**The Hubert H. Humphrey Fellowships Program** provides support to non-degree, mid-career professionals from developing countries who would benefit from a year of academic and professional enrichment in the US. Applicants must have an undergraduate degree, five years of professional experience, demonstrated leadership qualities, and fluency in English. For information, please contact the Institute of International Education, 1400 K Street NW, Washington DC 20005. Tel. (202) 326-7701. Fax: (202) 842-1219. E-mail: [hjh@iie.org](mailto:hjh@iie.org). Website: <http://www.iie.org>.

<<<<>>

#### **U.S. Department of State Student Internships**

These internships provide work/study opportunities for undergraduate and graduate students interested in foreign service. Interns may be placed at one of the 230 embassies and consulates abroad or in Washington, DC. Eligible applicants are currently enrolled undergraduate students (with at least two years completed) or graduate students., U.S. citizens, fluent in at least one foreign language, and are able to obtain top security clearance. GPA of 3.0 or better preferred. Contact: Intern Coordinator, U.S. Department of State, Attn: Recruitment Division, P.O Box 9317, Arlington, VA, 22219, (703) 875-7490, Web: <http://www.state.gov/www/careers/rintercontents.html>.

<<<<>>

#### **The Spencer Foundation - Spencer Dissertation Fellowship for Research Related to Education**

The Spencer Foundation supports final analysis of the research topics and writing of the dissertation. The dissertation topic must concern education; graduate study may be in any academic discipline. Applicants must be PhD or EdD candidates at a U.S. graduate school. Contact: Spencer Dissertation Fellowship for Research Related to Education, 900 North Michigan Ave., Suite 2800, Chicago, IL, 60611-1542, (312) 337-7000.

<<<<>>

#### **American Institute for Foreign Study Scholarships**

These scholarships aim to increase the participation of ethnic minority college students in study abroad activities. The scholarship provide the program fee for selected programs, including the transportation. Applicants must have a minimum of 3.0 GPA. Contact: Yesenia Garcia, American Institute for Foreign Study, College Division, 102 Greenwich Ave., Greenwich, CT, 08630, (800)727-2437, ext. 6084 or (203)869-9090, ext. 6084, e-mail: [ygarcia@aifs.org](mailto:ygarcia@aifs.org). Web: <http://www.aifs.org/>

<<<<>>

#### **Mexican Government Scholarships for graduate study in Mexico**

These scholarships are granted to U.S. citizens to support graduate study in any field in Mexico. Contact: Embassy of Mexico, Attn: Office for Cultural Affairs, 1911 Pennsylvania

Ave., NW, Washington, DC, 20006, (202)728-1628, Web: <http://comexus.org.mx>

<<<<>>>

#### **Dumbarton Oaks Fellowships**

These fellowships are design for pre-Colombian studies, as well as Byzantine and studies in the history of landscape architecture. Contact: Dumbarton Oaks Fellowships, Residential Fellowships, 1703 32<sup>nd</sup> Street, NW. Washington, DC, 20007, (203)339-6410

<<<<>>>

#### **United States Institute of Peace Fellowships**

These fellowships aim to support the research and writing of doctoral dissertations addressing the sources and nature of international conflict and strategies to prevent or end conflict and to sustain peace. Contact: United States Institute of Peace, Jennings Randolph Program, 1550 M St. NW, Suite 700, Washington, DC, 20005-1708, (202)429-3886, e-mail: [jrprogram@usip.org](mailto:jrprogram@usip.org), Web:<<http://2.nas.edu/fo/217a.html>>

\*\*\*\*\*

#### **Occasional Papers Series**

The Latin American Studies Program has discontinued the UMass LAS Occasional Papers Series. It has been merged with the Series of our Title VI Consortium partners, Brown University, Yale University and the University of Connecticut, and is now being published as the Occasional Paper Series of the Latin American Studies Consortium of New England. Eighteen papers have been published to date in this series. They may be ordered from the University of Connecticut at the address below for a fee of \$5.00.

- #1. "The Political Economy of Privatization in Mexico, 1983-92." Miguel D. Ramirez, Trinity College
- #2. "Ethnicity and Peasant Struggle in Bolivia." Aimee Sullivan, La Paz, Bolivia
- #3. "The U.S.-Mexican Border as a Paradigm of Post-NAFTA Mexico." Eduardo Barrera Herrera, University of Texas, El Paso
- #4. "Restructuring the Rural Family: Ejidatario, Ejidataria, and Official Views of Ejido Reform." Lynn Stephen, Northeastern University
- #5. "The Limits of Hegemony: The United States and the Cuban Revolution." Thomas G. Paterson, University of Connecticut
- #6. "Latin American Library Holdings, Consortium of Latin American Studies Programs." Darlene Waller, Ed. University of Connecticut Library
- #7. "Caste and Identity in Colonial Mexico: A Proposal and an Example." Richard Boyer, Simon Fraser Univ.
- #8. "Jesuit Missionaries and Native Elites in Northern Mexico, 1572 to 1616." Charlotte M. Gradie, Sacred Heart University.
- #9. "The Development of Slave and Free Labor Regimes in Late Colonial Buenos Aires, 17709-1815." Lyman Johnson, University of North Carolina at Charlotte.
- #10. "Corporations and Communities." Thomas F. O'Brien, University of Houston.
- #11. "Photographing Political Power in Mexico." John Mraz, Universidad Autónoma de Puebla.

- #12. "Teaching With Literature." Elizabeth Mahan, James W. Russell, Dale Graden, Jo Anne Engelbert.
- #13. "Figure and Function in Hispanic American Literature." Peter G. Earle, Professor Emeritus of Spanish, University of Pennsylvania.
- #14. "¿Qué Opinan Los Agricultores Chilenos Sobre Los Tratados de Libre Comercio?" Boris Bravo-Ureta, Teodoro Rivas, University of Connecticut.
- #15. "Small Industry in Postwar Latin America, Economic Internationalization and the Institutional Bases of Business Activism in Argentina, Brazil and Mexico." Kenneth C. Shadlen, Brown University.
- #16. "Towards A Gendered Analysis of the Brazilian Agrarian Reform." Carmen Diana Deere, University of Massachusetts, Magdalena León, National University of Colombia.
- #17. "Tourism and Maya Society in Quintana Roo, Mexico." Oriol Pi-Sunyer and R. Brooke Thomas, University of Massachusetts, and Magalí Daltabuit, Universidad Nacional Autónoma de México.
- #18. "Total Factor Productivity Growth in the Chilean Crop Sector: 1961–1999," Jaime A. Olavarría and Boris E. Bravo-Ureta, University of Connecticut.

Please send submissions or inquiries to: Dr. Elizabeth Mahan, Center for Latin American and Caribbean Studies, 843 Bolton Road, Unit 1161, University of Connecticut, Storrs CT 06269-1161.

\*\*\*\*\*

#### **CLACLS Executive Committee**

The Executive Committee of the Center for Latin American, Caribbean, and Latino Studies administers the Center and advises interested students. Committee members are:  
 Professor Carmen Diana Deere, Center Director (Economics)  
 Dr. Gloria Bernabe-Ramos, Associate Director  
 Professor Sarah Babb, (Sociology)  
 Professor Katherine Bliss (History)  
 Professor Marta B. Calás (School of Management)  
 Professor Manuel Frau-Ramos (School of Education)  
 Professor Agustín Laó-Montes, (Sociology)  
 Professor Luis A. Marentes (Spanish and Portuguese)  
 Professor Ellen J. Pader (Landscape Architecture and Regional Planning)  
 Professor Maribel C. Paredes (Communication)  
 Professor Donald A. Proulx (Anthropology)  
 Professor Nina M. Scott (Spanish and Portuguese)  
 Dr. Peter Stern (Du Bois Library)  
 Professor Howard J. Wiarda (Political Science)  
 Professor Richard W. Wilkie (Geosciences)

\*\*\*\*\*

# LATIN AMERICAN STUDIES PROGRAM ALUMNI QUESTIONNAIRE

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Year of Graduation \_\_\_\_\_ Major \_\_\_\_\_

Permanent Mailing Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Occupation and/or future plans:

Any news about yourself (activities, awards, marriages, kids, graduate school, etc.)?

Can we report this news in the Khipu Kamayuq newsletter? Yes \_\_\_\_\_ No \_\_\_\_\_

Please return to:

Dr. Gloria Bernabe-Ramos  
Center for Latin American, Caribbean and Latino Studies  
924 Thompson Hall  
University of Massachusetts  
Amherst, MA 01003

The Center for Latin American,  
Caribbean and Latino Studies 105204  
Thompson Hall 924  
University of Massachusetts  
Amherst, MA 01003-7530