



KHIPU KAMAYUQ

NEWSLETTER OF THE CENTER FOR LATIN AMERICAN,
CARIBBEAN AND LATINO STUDIES
924 THOMPSON HALL
UNIVERSITY OF MASSACHUSETTS

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Edited by Gloria Bernabe-Ramos
Associate Director

EDITOR'S CORNER

The UMass Amherst community enjoyed over 70 activities with Latin American and Latino content this past 2005 academic year. Topics ranged from a discussion on the origins of salsa music, a presentation of the video *Congo Pa'Ti* by its filmmaker, Karin Weyland, to the crisis of the American empire, from Iraq to Latin America, with departments as diverse as Economics to Women Studies sponsoring lectures, films, poetry readings, dance lessons and internship information sessions, among many other events.

Among this year's activities, one stands out for representing a very successful initiative of the Center's graduate certificate students, a collaboration between graduate students and faculty. Our Research Matters: New Dialogues on Latin American, the Caribbean and Latino Studies took place on April 30, 2005 and enjoyed the generous support of several university departments. The Center for Latin American, Caribbean and Latino Studies wants to congratulate the organizing committee for a job well done (see article in page 6).

As a result of the search for a new Leonard Horwitz Professor of Latin American Politics and Studies, and new director for the Center, Professor Sonia E. Alvarez, a distinguished Brazilianist and social movement scholar, was hired. Latin Americanists in UMass and the Five College area are very enthusiastic about this choice and expect her

presence in the valley to be a catalyst for new initiatives, and to reinvigorate and strengthen Latin American and Latino studies at the Five Colleges. For Professor Alvarez, this is a home coming of sorts. She is an alumna of Smith College who completed her PhD at Yale University. She leaves the warmer climate of Santa Cruz, California, to join us in Fall 2005. The Center for Latin American, Caribbean and Latino Studies welcomes her enthusiastically.

We would like, sincerely, to thank Professor Oriol Pi-Sunyer for his dedicated and able service as the Center's Interim Director during the academic year. As always, it was a pleasure working with him and to enjoy his invaluable support during this transition year.



NOTES ON THE TRANSITION

Oriol Pi-Sunyer

Interim Director, Center for Latin American,
Caribbean
and Latino Studies

I was invited to act as the Director of CLACLS for the Academic Year 2004-2005 following the decision of Carmen Diana Deere to leave the University for greener (and warmer) pastures. I took on the job in part because I already had acquired some understanding of it from an earlier stint during Carmen

Diana's sabbatical. But, more than anything else, I was concerned that this very important campus institution survive — and if possible flourish — over a period that, in many respects, already looked problematic. Phrased differently, in an era of cutbacks and general academic uncertainty, I felt that it was vitally important for CLACLS to be visible, manifestly active, and engaged in determining its own destiny. This is a vision of the Center that was fully shared by its Associate Director, my colleague Gloria Bernabe-Ramos. While I am the author of this report, it should be read as a document outlining our joint efforts, with Gloria bringing to our actions and discussion superior judgment and years of knowledge and experience that are simply irreplaceable.

Much that CLACLS does is not particularly visible, but it is vitally important. For example, it provides travel grants for students attending professional conferences and sponsors or co-sponsors visiting speakers. It also provides the framework for a series of Latin American-related courses and, of course, oversees our two Certificate programs; also, it sponsor and underwrite a highly successful yearly interdisciplinary student conference. The meetings of our Executive Committee allow us all to take the pulse of current conditions across campus, and thus plan with greater clarity for the future. Much the same can be said of the role of Five College Latin American Studies Council, an excellent and dynamic body. For the success of FCLASC as a forum, we owe much to Five College Inc., and particular its Director for Academic Programs, Nate Therien, whose hospitality and support are profoundly appreciated.

All of the above — and much more that could be added — helps to keep CLACLS an important and visible academic presence. But this year was also characterized by two out-of-the-ordinary events: the hiring (and the run up to the hiring) of a new CLACLS Director, and a series of initiatives designed to bring some of our concerns to the highest levels of the administration. The successful candidate for the CLACLS directorship had to be recruited by the Political Science Department, but s/he would also have to match the requirement of, to give it its official title, the "Horwitz Professor of Latin American Politics.". We had been promised an important consultative role, and together, and I include here both our campus community and colleagues in the colleges, the result of our efforts was highly satisfactory. The prime candidate turned out to be Sonia Álvarez, very much

the strongest one in our opinion, who will take up her duties in the Fall.

The other initiatives mentioned above were collective in nature, but organized and put in motion by José Ornelas and Gloria Bernabe-Ramos. The aim was to interview — I think we phrased it as "holding a conversation" — the two top administrators on campus, the Chancellor and the Provost, in two separate meetings. It is very much to their credit that they agreed to our initiative after José and Gloria had laid the groundwork. Basically, we had two issues to bring to their attention: 1) the decline (numerical and relative) of Latino/a faculty on campus; and 2) a parallel drop in the number of courses related to our charge as CLACLS: Latin American, Caribbean, and Latin worlds, past and present, and most certainly future. We stressed that the University, as a flagship institution, should be in the forefront of recognizing critical changes in culture and demography. It is my impression, shared I think by others, that the message was positively received. We will see how all of this works out in time to come.



Table of Contents

Faculty Profile.....	3
Faculty News	3
Teaching Grants Awarded to Faculty	3
Faculty Publications.....	3
KK Library News 2004-2005.....	4
Comments on CLACLS Conference.....	6
Latin American Studies Awards	6
Certificates Awarded	7
Doctoral Degree Recipients	8
Alumni News	9
Call for Papers and Conferences.....	10
Meetings.....	10
Fellowships and Grants.....	10
Internships and Employment	11

Faculty Profile

Guillermo B. Irizarry received his PhD in Hispanic Literatures from the University of Texas at Austin in 1996. He also holds an MA in Hispanic Literatures from UT, an MA in Dramatic Theory and Criticism from the Florida State University, and a BA in Humanities from the University of Puerto Rico in Río Piedras. He has taught Latin American literature, Caribbean literature, and US Latina/o Literature at UT, Bucknell University (2yrs.), at Yale University (5yrs.), and is currently an Assistant Professor at the University of Massachusetts at Amherst. His publications on Caribbean Literature, Latin American Drama, and US Latina/o Literature have been included in Revista Iberoamericana, La Torre, Chasqui, and Revista Canadiense de Estudios Hispánicos. His manuscript, “José Luis González: el intelectual nómada” will be published Summer 2005 by Editorial Callejón in Puerto Rico. He is also working on an anthology devoted to Puerto Rican Identity which he will organize and introduce for the Fondo de Cultura Económica. His current research is devoted to the hegemonization of US Latina/o literature and culture with particular interest in the US Latina/o literary and cultural boom. He was also a participant in the Puerto Rican Studies Faculty Community Seminar and a fellow in Crossroads in the Study of the Americas.



Faculty News

Jane M. Rausch, (History), took advantage of her Fall 2004 sabbatical to continue work on her book manuscript, “From Frontier Town to Metropolis: A History of Villavicencio, Colombia, 1842-2005.” She presented a paper on this topic at a panel entitled “Colombian Frontier Cities in the Twentieth Century” which she organized for the meeting of the South Eastern Council on Latin American Studies, held in Nashville, April 7-9, 2005. She also gave a paper at the 2004 LASA meeting in Las Vegas, entitled “*Plus ça change, plus la mem chose*: Violence and the Writing of Colombia’s Frontier History, 1964-2004.” Having organized a panel for the January 2006 AHA meetings in Philadelphia entitled “Nationalism and Frontiers in the Americas: Regional, Comparative, and Global Perspectives,” she is currently working on a paper for that program entitled, “Land of the Future” or ‘Devourer of Men.’ The Llanos Frontier in the Formation of Colombian Nationalism.” She reports

that while all this research and writing was very exciting, the real highlight of her year was the opportunity to play second flute with the Holyoke Civic Symphony.



Teaching Grants Awarded to Faculty

Robin A. Schoaps, Assistant Professor in Communications, was awarded the University of Massachusetts Social and Behavioral Sciences Proposal Preparation Grant Course release for Fall 2005 and \$1000 in research money, for preparation of a grant that would allow her to continue field research in Sacapulas, Guatemala on Pentecostal vs. folk-Catholic moral instruction and moral discourse.



Faculty Publications

Benjamin Bailey (Communication). Black and Latino: Dominican Americans Negotiate Racial Worlds. In David Brunnsma (ed.), *Mixed Messages: Multiracial Identities in the Color-Blind Era*. Boulder, Lynne Rienner.

Henry Geddes Gonzales, Oriol Pi-Sunyer and **R. Brooke Thomas** (Communication & Anthropology). “Report Tulum.” 23-page report to the community of Tulum (Quintana Roo, Mexico) on our research over the past ten years which includes specific recommendations related to tourism and environmental protection.

Ann Jefferson (History). “*La Gente Parda* and the Guatemalan Rebellion of 1837,” *Transforming Anthropology*, Vol. 12.

Oriol Pi-Sunyer (Anthropology). “El mosaic de la memòria: una autoetnografia narrativa.” *Revista d’Etnologia de Catalunya* (Barcelona) 25:102-123.

Oriol Pi-Sunyer and **R. Brooke Thomas** (Anthropology). Tourism, Environmentalism and Cultural Survival in Quintana Roo. In “*Environmental Sociology*,” Leslie King and Deborah McCarthy, eds. Pp. 41-70. Lanham, MD: Rowman and Littlefield. [Originally published in Barbara Rose Johnston’s (1997) edited collection, “*Life and Death Matters: Human Rights and the Environment at the End of the Millennium*”].

Peter Stern (W.E.B. Dubois Library). “¿Continuará el Sendero? The Shining Path After Guzmán.” In Andean Studies: New Trends and Library Resources. Edited by César Rodríguez. Austin: SALALM, 2005, pp. 165-179.

Peter Stern (W.E.B. Dubois Library). “Researching ‘El Virreinato del Perú in the Northeast.’” In Andean Studies: New Trends and Library Resources. Edited by César Rodríguez. Austin: SALALM, 2005, pp. 71-79.



Graduate Student Publications

Harry Franqui Rivera (History). *Puerto Rican a la Americana: Military Service and the Origins of the Puerto Rican Modern National Identity*. Forthcoming publication as part of the proceedings of History in the Making X: Nations, Nationalism, National Identity.



Library News 2004-2005

Library acquisitions for the Pauline C. Collins Latin American Collection have diminished in the wake of overall library budget cuts, but we still managed to acquire several thousand new books in the last year and a half.

We get materials through every means possible: purchase, gifts, exchanges, and plain old *schmorring* (for the Yiddish-deprived among you, begging). My colleagues at Yale and Harvard have been particularly generous in the matter of sending duplicate books to us. Graduate students or faculty returning from Iberia or Latin America very often present us with books, journals, or published reports or papers from universities, institutes, and the commercial sector; all are welcome. When Brandeis “deaccessioned” (i.e., got rid of) a collection of several hundred Bolivian imprints from the 1930’s to the 1960’s, I bid for UMass to be the recipient. We were, and I think what may have clinched our getting them was my suggestion that the materials at the very least go to a public institution which has free access to all.

We have instituted new exchanges with several institutions in Latin America, and are always on the lookout for more. For example, while helping a

student, I encountered an interesting report from the Center for Latin American Studies at the University of Chicago. I contacted the center’s director, and in exchange for a set of the New England Consortium papers, received all the research reports they have published so far. I would appreciate replicating this exchange with other Iberian or Latin American institutions, so please think of the library while abroad.

We are expanding our access to online resources in several ways. We maintain subscriptions to the Hispanic American Periodicals Index (HAPI), and Info-Latinoamérica, an online news index whose core is the old University of Miami North-South Center database. Budget cuts forced the cancellation of the Latin American Data Base out of the University of New Mexico, but we have added databases such as the Association of Research Libraries’ (ARL) LAPTOC—Latin American Periodicals Table of Contents project, which (minimally) indexes 941 journals from Latin America which are not indexed in either HAPI or the Handbook of Latin American Studies. Although the Integrated Science and Engineering Library has put the Brazilian database Scielo on its web page, I would like to get it added to the main library database list, along with such newcomers as the RedAlyC (Red de Revistas Científicas de América Latina y el Caribe, España y Portugal), and Caribbean Abstracts online (which we get in print). RedAlyC is a website based in Mexico which has full text of some 14,000 articles from 165 journals. This database (<http://www.redalyc.com>) is dedicated to open access, but issues online are fairly limited so far. *Ojala* it will grow in the future and be the model for emerging scholarship from Latin America. One element slowing addition of even “free” online resources is that we need to proceed cautiously, with careful regard to license, access and use issues, which have grown extremely tricky in the past decade.

Finally, we worked out a little “deal” with Amherst College. Both our institutions are interested in acquiring more Mexican newspapers on microfilm; *El Universal* seems to be the top priority, so we agreed that Amherst would buy the 1920’s and we would purchase the 1930’s. The two decades are sold by different microfilm vendors, and the Twenties are more expensive, so we’ve come out ahead!



UMass Bachelor of General Studies Interdisciplinary Inquiries into Linguistically and Culturally Diverse Communities

If you were not careful, you could walk past the Community Education Project, a small storefront sandwiched between tenement housing and insurance agency, on a block located in the heart of the flatlands of Holyoke, Massachusetts. However, if you walked past, you would have missed a major collaborative effort that is building a significant cohort of teachers prepared to meet the academic needs of Western Massachusetts' multilingual and multicultural populations. What goes on beyond the simple door and small reception area is a multi-pronged community education initiative that strengthens the local community by offering a wide range of adult education courses. Recently, a University of Massachusetts' Bachelor of General Studies degree program called the Interdisciplinary Inquiries into Linguistically and Culturally Diverse Communities has taken residence there. This outreach from its humble locale in the predominantly Latino community is one that holds great promise for the formal education system.

The BGS program has as its goals to provide an inquiry-oriented and writing intensive university education to experienced teaching professionals: para-educators, community educators and early childhood educators. The program is designed to build a cohort of licensed teachers that will understand how to recognize and build upon the diverse linguistic and cultural backgrounds of students to achieve academic success. As such, the participants in the program constitute the largest cohort of Puerto Rican teacher candidates in the past decade. Puerto Ricans compose over 80% of the 20 person-cohort which includes, 1 Mexican-American, 1 Polish -American and 1 French -Canadian-American, all of whom are bilingual.

The academically rigorous program is in its third year of operation and is directed by Dr. Theresa Austin, a faculty member at the School of Education's Language, Literacy & Culture Specialization in the Department of Teacher Education and Curricular Studies. She is assisted by Doris Correa, a doctoral student, who works with the future teachers in writing intensive and inquiry projects. The program also relies

on the talented and committed professoriate from various schools and colleges of the University: School of Education, College of Natural Sciences and Mathematics, College of Humanities and Fine Arts, and College of Social and Behavioral Sciences. Each of the courses is aimed at introducing future teachers to disciplinary concepts and tools that can be used also in their classrooms. Thus far, for example, Dr. Austin and Doris Correa have introduced the notion of academic literacies, the specialized use of language in academic disciplines that require conventionalized uses of writing through genres. From sociology, Dr. Agustin Lao and Jennifer Cannon introduced the cohort to a world historical perspective on immigration, economy and government. The future teachers learned to conduct and analyze oral histories of immigrants in their communities. To develop a critical stance towards the media's targeting of Latinos, from communication studies, Dr. Mari Casteñeda-Paredes involved cohort in the study, analysis, and production of Spanish mass media. Dr. Peggy Speas and her TA, Kathryn Flack developed a course for linguistic analysis to understand language variation. To expand the future teacher's use of technology and access to the resources of the internet, Dr. Manuel Frau, from Latin American Studies, and Isabel Espinal, from the library, introduced our cohort to the use both data bases and specific computer applications. Drs. Silvia Norbis and Barbara Pearson-Zuer brought into perspective child development from a sociocultural perspective. Dr. Gloria Bernabe-Ramos guided the cohort through a study of the Spanish language and literature contrasting what was familiar and local with formal properties of the Spanish language throughout history. While Nélide Matos and Priscilla Page, increased the cohort's understanding of critical multicultural literature and theater, respectively, the cohort developed both communication & analytical skills and created new sources of literature and theater. The program's courses provide a range that prepares future teachers and includes: information sciences, child development, theater arts, children's literature, mathematics, science, and geography.

As the participants complete this program, it is expected that the local schools will have teachers who continue engaging students in local inquiries and building knowledge about their communities through use of disciplinary tools and concepts so that they, too, contribute to the community's resources.



A Few Words on Our Matters, Our Research, Our Conference

On April 30th, 2005, the First Interdisciplinary Graduate Student Conference “Our Research Matters: New Dialogues on Latin America, The Caribbean and Latino Studies” became a reality that we, Latin Americanists, had envisioned for several months. For the first time since 1863, we, graduate students at UMass, had our own spaces (at home!) to present and share our work on Latin America, the Caribbean, and Latino studies. We met new and old colleagues, talked to each other, and learned from each other’s work. We also had the fortune of counting with the participation of Román de la Campa, Patricia Pinho, Luis Marentes, Graciela Monteagudo, and the wonderful poetry readings of Raquel Canales, Juan Zamora, and Margara Russotto.

Although there was an organizing committee of six graduate students—Gloria Caballero-Roca, Andriana Foiles, Juan Ramos, Alan Marcus, Fabian Slonimczyk and I—the conference would not have been possible without graduate students’ interest and cutting-edge research in Latin America, the Caribbean and Latino studies here at UMass and at other institutions in the U.S. and abroad. The support and assistance of professors at UMass, Smith and Amherst Colleges, as well as all panel chairs, were invaluable in the task of coordinating the conference. All coordinators were doing this for the first time, and we had so much to learn. The positive responses and generous funding from administrators and different departments allowed us to make this event a success. At times we felt overwhelmed, exhausted, but we had to give our best and continue to see the results.

Having been a an undergraduate student and currently being a graduate student here at UMass, I had often thought about a conference on Latin America, the Caribbean and Latino studies at our home institution as a way to strengthen our communities in the Valley. While I was working as a Research Assistant at CLACLS in the fall of 2004, I first approached Gloria Bernabe-Ramos with the idea of having a graduate student conference. Gloria Bernabe-Ramos and Oriol Pi-Sunyer enthusiastically received the idea. The organizing committee was formed and we were extremely fortunate of counting with Gloria Bernabe-Ramos’ guidance and energy.

We had originally envisioned a small conference, but the numerous submissions of outstanding proposals helped us form fifteen panels and other activities, including a dinner party at Gloria Bernabe-Ramos and Jose Ornelas’ home.

In his sharp keynote speech “The Latin American Subject and the North American Academy,” Roman de la Campa eloquently addressed the complexities of latinidades—viewed from the North—as well as the works that present different possibilities of identity formations, Latino/American experiences, and perspectives.

As young scholars, we were attentive to Patricia Pinho’s talk “Looking at Brazil in the Light of Latin American Studies.” Among other topics, Professor Pinho discussed the difficulties for Brazilian scholars to make their way in Africana Studies and Black studies in the US academy

Graciela Monteagudo’s multimedia presentation “Women in the Road Blockades and Self-Managed Enterprises,” as part of the Argentina Autonomista Project, presented various aspects about the economic collapse of the Argentinean economy, and how it has affected workers, in particular women, and most importantly, how women have organized themselves and found their own solutions.

Luis Marentes’ closing remarks connected and interrelated several of the topics and viewpoints expressed throughout the day, while insightfully pointing out that in Latin American Studies there is yet very little space for the studies related to indigenous cultures and languages.

It is my hope to the see the Second Graduate Student Conference. The first one was a success thanks to all graduate students, to all presenters, panel chairs, attendees, professors, and administrators who supported our endeavor! Mil gracias!



2004 Awards to Latin American Studies Certificate Students

The Potash Travel Award - **Harry Franqui**, History and Latin American Studies Graduate Certificate program, for travel to Puerto Rico to conduct pre-dissertation research on the participation of Puerto Ricans in the U.S. military.

Travel Grants for Graduate Students

CLACLS Travel Grants 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.

November 2004

Cruz Caridad Bueno (Economics), “At the Intersection of Racial and Gender Subordination: Afro-Dominican Women in the Export Processing Zones,” at the Second National People of Color Legal Scholarship Conference in Washington, D.C.

Gloria Alicia Caballero-Roca (Spanish and Portuguese), “Ecue-Yamba-O: Vidas paralelas,” at the Hawaii International Conference on Arts and Humanities in Honolulu, Hawaii.

Andriana M. Foiles (Anthropology), “On the Backs of Our Sisters: Gloria E. Anzaldúa and Unionizing Global Workers,” at the 48th Annual American Studies Association of Texas Conference in San Antonio, Texas.

Victoria Núñez (American Studies & English), “Narratives of the ‘Great Migrations’ of Latinos to the Northeast U.S.,” at the Annual American Studies Association Conference in Atlanta, Georgia.

Luis Valdiviezo (Social Justice Education), “The Promise of Interculturalism in Peruvian Education,” at the Comparative and International Education Society New England Regional Conference in Washington, D.C.

February 2005

María Alejandra Vélez (Resource Economics), “What Motivates Common Pool Resource Users? Experimental Evidence from the Field,” at the Second Latin-American and Caribbean Congress of Environmental and Resource Economists in Oaxaca, Mexico.

estheR Cuesta (Comparative Literature), “The Invisible Intellectual in Latin American and in the Diaspora: Where does the Ecuadorian intellectual fit in Latin American Studies?,” at the at the Graduate

Student Conference on Latin America organized by the Latin American Studies Student Association in Austin, Texas.

Alan P. Marcus (Geology), “Brazilians in Massachusetts: Transnational Migrations and The Non-Spanish-Speaking Latin Americans,” at the Association of Geographers annual conference in Denver, Colorado.

Juan G. Ramos (Comparative Literature), “Crítica a ‘Gringolandia’ en *Ciudades disiertas* de José Agustín,” at the Graduate Student Conference on Latin America organized by the Latin American Studies Student Association in Austin, Texas.



Recent Graduate Certificates in Latin American, Caribbean, and Latino Studies Awarded

May 2005

Margaret Guernsey, History

Julio Dantas, Public Policy & Administration

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

February 2005

Andrés Gómez	STPEC/Hist	Cert & Minor
Megan G. Nigro	Psych	Cert & Minor

May 2005

Dimarie Camareno	Psych	Cert & Minor
Ana E. Carrillo	Econ	Minor
Jacqueline J. de Jesus	Legal St	Cert & Minor
Jeffrey M. Gnatek	Hist	Minor
Erin Huckins-Aylmer	JS/Span	Cert & Minor
Jaclyn E. Mellin	Span	Cert & Minor
Richardson Morataya	Span	Minor
Lindsay J. Porter	Anthro/STPEC	Cert & Minor
Melissa N. Rivera	Econ	Minor
Erica K. Ross	Econ	Cert & Minor
Barak R. Sered	Span/STPEC	Minor
Marjorie G. Valdivia	STPEC/WoSt	Minor
Talia Yagudin	Port/Anthro	Cert & Minor
Juan F. Yezep	Econ/Span	Cert & Minor

Doctoral Degree Recipients
(Sept. 04, Feb. 05 & May 05)

Doctor of Philosophy

September 1, 2004

Marcelo Federico Caffera

The Implementation and Enforcement of Environmental Regulations in a Less Developed Market Economy: Evidence from Uruguay

Resource Economics

John K. Stranlund, Chair

Gabriel A. de la Luz-Rodríguez

Confronting the Tribal Zone: Toward a Critical Ethnohistory of Colonial State Formation in San Juan Through the System of Encomiendas, 1509-1520

Anthropology

H. Martin Wobst, Chair

Monica L. Espinosa

Of Visions and Sorrows: Mauul Quintin Lame's Indian thought and the Violence of Colombia

Anthropology

Arturo Escobar, Chair

Veronica Farías González

*Spatio-Temporal Ecology and Habitat Selection of the Critically Endangered Tropical Hare (*Lepus Flavivularis*) in Oaxaca, Mexico*

Wildlife and Fisheries Conservation

Todd K. Fuller, Chair

Kristin A. Harper

Revolutionary Tabasco in the Time of Tomas Garrido Canabal, 1922-1935: A Mexican House Divided

University of Massachusetts/Five College
History

Katherine E. Bliss, Chair

José E. Martínez-Reyes

Contested Place, Nature, and Sustainability: A Critical Anthro-Geography of Biodiversity

Conservation in the "Zona Maya" of Quintana Roo, Mexico

Anthropology

Arturo Escobar, Co-Chair

R. Brooke Thomas, Co-Chair

Rhan-Ju Sang

Reconstructing Infant Diet and Weaning Behavior of Ancient Maya from Lamanal, Belize using Laser Ablation-Inductively Coupled Plasma-Mass Spectrometry (LA-ICP-MS)

Anthropology

Alan H. Goodman, Chair

February 1, 2004

James H. Hamm

Negotiation Power: A New Discourse of the Maquiladora Industry in Ciudad Juarez

Anthropology

Ralph Faulkingham, Chair

Thomas Neal Masterson

Land Markets, Female Land Rights and Agricultural Productivity in Paraguayan Agriculture

Economics

Carmen Diana Deere, Chair

May 21, 2005

Alexandre Lima Godinho

Life History Movements and Spawning of Sao Francisco River Fishes, Brazil

Wildlife and Fisheries Conservation

Boyd Kynard, Chair

Isidoro Arén Janeiro

Juan de Mena y Sus Lectores: Hernán Núñez y Francisco Sánchez de las Brozas "El Brocense"

Hispanic Literatures and Linguistics

Harlan G. Sturm, Chair

Doctor of Education

September 1, 2004

Barbara Tramonte

Problems and Possibilities: the Complexities of Accessing Higher Education for Puerto Rican Women in the United States
Irving Seidman, Chair

February 1, 2005

Joan Beverly Cohen-Mitchell
Literacy and Numeracy Practices of Market Women of Quetzaltenango, Guatemala
David R. Evans, Chair



Alumni News

Life after UMass and Latin American Studies/La vida después de UMass y los estudios latinoamericanos

By Jorge Oliver

Tan pronto recibí el diploma de la Universidad de Massachusetts, decidí enlistarme en un programa de maestría y tenía dos opciones principales. La primera era un programa de educación multicultural en George Mason University, Virginia. Tenía entonces, y aún tengo, intenciones de algún día convertirme en profesor universitario, por lo que deducí que sería propio empaparme de aprendizaje en el campo de la docencia. La otra opción era ir aún más hacia el sur; a la Universidad Internacional de la Florida (FIU), en Miami, a enlistarme en su programa de un año de periodismo investigativo en español. No sé si fue el sol, el carácter latino de Miami o la curiosidad por el periodismo, pero al final FIU ganó el cara o cruz y cambié los valles nevados y boscosos del noreste por las playas kilométricas y el calor sofocante de la punta sur de la península floridiana.

El máster duraba un año. Éramos unos 40 estudiantes, provenientes de diversos puntos de América Latina; desde Buenos Aires y Lima, hasta Querétaro y La Habana. Al finalizar el primer semestre del programa conseguí dos prácticas. Una fue en Tiempos del Mundo, semanario propiedad de United Press International, y que se publica en 16 países del continente. Allí trabajé hasta agosto de 2004 como reportero de las secciones arte y cultura, investigación especial, local, economía y deportes. Mi otra práctica fue con la agencia de noticias española EFE, en la cual trabajé como editor de la sección de noticias de hispanos en EEUU. Editaba cables de nuestros

corresponsales en diversos puntos del país como Nueva York, Chicago, El Paso, Los Ángeles o Denver.

Mientras trabajaba en mis prácticas, preparaba mi tesis final: un reportaje investigativo sobre el thimerosal; un preservante de vacunas con altos contenidos de mercurio, del cual se sospecha es responsable del brote de autismo en la población infantil de Estados Unidos. En agosto de 2004 presenté mi tesis y concluí el máster y mis prácticas en EFE y Tiempos del Mundo. Fui contactado por Meximerica Media, compañía dueña de RUMBO - un grupo de cuatro periódicos en español en el sur de Texas - y me trasladé a San Antonio para trabajar como news assistant del buró de esa ciudad. Cinco meses más tarde me trasladaron a Austin para desempeñarme como reportero de gobierno municipal, cortes y deportes en nuestro periódico en la capital texana. Estoy muy a gusto en Austin y me siento muy afortunado de formar parte de este proyecto. Meximerica Media es la primera compañía que lanzó cuatro diarios en menos de cuatro meses en la historia del periodismo en EEUU.

Pese a mi inmersión en el mundo periodístico, no abandono mis ambiciones de convertirme en profesor universitario. Por esta razón, planeo matricularme en la Universidad de Texas en Austin para completar un doctorado en estudios latinoamericanos o historia de Latinoamérica.



CALL FOR PAPERS AND CONFERENCES

NECLAS 2006 Annual Prizes

NECLAS sponsors five annual prizes: The Best Book Prize, The Joseph T. Criscenti Prize for the Best Article, The Best Ph.D. Dissertation Prize, The Best Book Translation Prize (books translated into English, now a separate category from the Best Book Prize), and the Best Multimedia Award (published educational software). The Translation and Multimedia prizes may be awarded annually, or, if an insufficient number of submissions are received, they may be carried over from year to year at the discretion of the Vice President of NECLAS and the prize committee chairs. The prize in each category is \$200. Members are limited to one submission per year in only one category.

To be eligible, book, article, translation, and multimedia submissions must have a 2005 publication/release date. Dissertations must have been accepted by the university in 2005. Book submissions may include monographs (edited books will no longer be accepted). Article submissions may include articles in journals or in edited volumes. Only works of NECLAS members will be considered. Those submitting books, articles, translations, and multimedia must have paid their NECLAS dues for 2005 and 2006. Those submitting dissertations must have paid their 2006 dues and must have received the Ph.D. from or currently be affiliated with a New England area university.

The deadline for submissions in all categories is **April 1, 2006**. Winners will be announced at the annual fall meeting.

NECLAS members are urged to bring to the prize committees' attention works they deem worthy of consideration. Dissertation supervisors should encourage graduate students to submit outstanding dissertations. [Direct replacation of matieral available at <http://www.smith.edu/neclas/>.]



MEETINGS

NECLAS 2006

The 36th annual meeting of NECLAS will be held at Middlebury College in Middlebury, Vermont (date to be determined). Professor Allen Wells (NECLAS President) is in charge of the program. Mark Williams (Middlebury College and NECLAS Vice President Elect) is in charge of local arrangements. The program and registration form will be available in August 2006. DATE TO BE ANNOUNCED SOON.



FELLOWSHIPS AND GRANTS

The United States Institute of 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 or contact Jennings Randolph Program, E-mail: jrprogram@usip.org

The David Rockefeller Center for Latin American Studies Visiting Scholars and Fellows program is for non-Harvard university professors and researchers from Latin America working on a Latin American theme who wish to conduct academic research while in residence at Harvard University for at least three months. Contact: Evelyn Boria-Rivera, (617) 496-1605.

The International Dissertation Field Research Fellowship (IDRF) program of the **Social Science Research Council** provides support for full-time graduate students in the humanities or social sciences who are enrolled in doctoral programs in the U.S. to conduct dissertation field research. Contact: www.ssrc.org/fellowships/idrf

The National Endowment for the Humanities (NEH) offers stipends for full-time research and writing. Applicants are often university faculty members who wish to gain knowledge on a particular topic (not applicable for dissertation, thesis, or book research.) Candidates must have lived in the U.S. for at least three years. Applications are available online <http://www.neh.gov>

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 Andrew W. Mellon Foundation awards one-year, portable merit fellowships annually. Fellowships are for the first year of a Ph.D. program only and students 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: ellon@woodrow.org You may write to: The Woodrow Wilson National Fellowship Foundation, Mellon Fellowships, CN 5329, Princeton, NJ 08543-5329.

The Radio and Television News Directors Foundation is this year sponsoring several broadcast journalism scholarships, some of which—including the \$10,000 Ed Bradley Scholarship—give preference to undergraduate students of color. Applicants must be enrolled in college and have at least one full academic year remaining. First-year students are ineligible. They must apply for only one of seven scholarships available, and must plan to pursue a career in television or radio news. For more information, contact: www.rtnfd.org

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. E-mail: idrf@ssrc.org Web site: <http://www.ssrc.org>



INTERNSHIPS AND EMPLOYMENT

The Woodrow Wilson Center offers internships to exceptional undergraduate students that are open to all U.S. residents and qualified foreign students with U.S. Student Visas. This program is structured in such a way as to provide interns with practical experience consisting of searching for source materials at area institutions; analyzing and summarizing research materials; compiling bibliographies; proofreading and editing of written work; clarifying quotations in response to references; and locating and transporting of inter-library loan materials. Applications are accepted on a continual basis and are kept on file and considered as requests are made for research assistance. Please direct all materials and questions to: Katherine Morse Latin American Program, 1300

Pennsylvania Ave., NW, Washington, D.C. 20004-3027. Telephone: (202) 691-4078; www.wilsoncenter.org

The LASA Employment Bulletin Board

<http://lasa.international.pitt.edu/employment.htm> is now accessible on the World Wide Web. The site contains position announcements involving Latin America, both in and out of academia.

To all recent graduate and undergraduate minority students who will be graduating either in the spring or fall, **SER-Jobs for Progress National, Inc.** has created a candidate search system as a way to effectively match up minority candidates with employers across the nation. For further information, please contact Candidate Search System, SER-Jobs for Progress International Inc., 100 Decker Dr., Suite 200-HP, Irving, TX 75062 or call: (214) 541-0616 or fax: (214) 659-1860.

The Washington Office on Latin America (WOLA)

selects seven unpaid interns per session (spring, summer, fall). WOLA's interns are exposed to the dynamics of U.S. foreign policy-making at close range, focusing on the effects of U.S. policies on human rights, democratization and economic development in Latin America. For more information visit WOLA's web site - <http://www.wola.org>

The Institute for International Cooperation and Development (IICD)

a non-profit organization that trains and sends groups of volunteers to countries in Africa and Latin America to work on sustainable community development projects, invites you to explore their web site. Visit <http://www.iicd-volunteer.org>

The Latin America Working Group in Washington

seeks student interns year round. LAWG is a coalition of sixty-five religious, human rights, grassroots, policy and developments organizations. Since 1983, the coalition has worked to influence U.S. policy so that it promotes peace, justice and sustainable development in Latin America. Interns are responsible for assisting LAWG constituents, keeping up to date on Latin American issues, delivering educational packets to Capitol Hill, sending meeting notices, attending meetings and congressional hearings and assisting the director and staff with daily and weekly projects. For more information contact: Latin America Working Group, Attn: Intern Coordinator, 110 Maryland

Avenue, NE - Box 15, Washington, DC 20002, Tel: (202) 546-7647 or visit the website at www.lawg.org

The Brazilian Embassy in Washington has an extensive internship program, with opportunities for individuals to work in a variety of interesting and exciting subject areas. For more information, visit the website at www.brasilemb.org

The Inter-American Dialogue offers full and part-time volunteer internships in the fall, spring and summer semesters for students interested in the dynamics of inter-American relations. The Dialogue is a forum for sustained exchange among leaders of the Western Hemisphere and an independent, nonpartisan center for policy analysis on economic and political relations in the Americas. Covering a wide scope of issues, it is engaged in an ambitious effort to improve the quality of debate and decision making on U.S.-Latin American relations and to promote new opportunities for hemispheric political, social and economic cooperation. For more information visit <http://www.thedialogue.org> or e-mail: efintel@thedialogue.org

The Center for International Policy (CIP) in Washington, D.C. offers unpaid internship positions for undergraduate students, recent graduates, and graduate students. Each term the Center receives as many as 150 applications for six positions. Interns are selected based on language and computer skills (web experience is extremely helpful), work experience, knowledge of CIP's project areas, academic performance and enthusiasm for promoting human rights and contributing to all areas of the Center's work. Preference is given to those candidates who are available to work at least four full days per week for a period of ten weeks (with the exception of January Term), which requires 40 hours per week for the month of January). The Center will complete any evaluations or paperwork necessary for interns to receive academic credit for their work in the office.

An internship with CIP includes the unique experience of working directly with senior staff to assist with conference and delegation preparation, web site updates, research support, and many other tasks. Project areas are Asia, National Security, Cuba, Cuba Travel Campaign, Fundraising and Non-profit management, and Latin America demilitarization/Colombia. Interns participate with project-related, substantive work, as well as administrative duties that build in nuts and bolts skills necessary to work in a non-profit organization. CIP

provides a rewarding internship that benefits both the student and the Center's mission of promoting democratic values in foreign policy.

The Center intends to prepare interns to work on behalf of human rights and democratic values in foreign policy, whether in a career or as an informed citizen and voter. For more information visit www.ciponline.org

La Plaza, the nationally distributed PBS series, devoted to the exploration of Latino Affairs, is seeking interns to assist with the production process. The position will primarily entail research, website research and production, clerical support, community projects, and assistance during shoots. The position is unpaid and requires a commitment of 15-20 hours a week. Work schedule is flexible. Interested applicants should enjoy independent research, have good writing skills, possess a genuine interest in television or web production, and have a strong command of both English and Spanish. Applicants must be attending an accredited college or university and be able to earn academic credit during internship. For more information, contact: 617-300-2290 or laplaza@wgbh.org. Rolling deadline for fall, spring, and summer terms; early applications receive priority.

The National Puerto Rican Coalition (NPRC) encourages Puerto Rican and Latino college students from all majors to intern or volunteer within the organization. NPRC's Internship Program provides college students with an opportunity to work in the nation's capital on behalf of the Puerto Rican/Latino community. Students gain valuable work experience within the nonprofit sector, and are also exposed to a vast network in Washington, DC. During the summer, NPRC also hires Program Associates to assist in formulating outreach and communication strategies, developing the student agenda for the annual National Student Leadership Summit, and researching and writing a policy article for Adelante!, NPRC's student newsletter. Students interested either in volunteering or interning at NPRC should visit <http://www.bateylink.org/youth.htm> or email jtorres-lewis@nprinc.org. Rolling deadline.

Cultural Survival, an organization that works to protect the rights of indigenous peoples in Latin America and throughout the world, offers internships year-round. Some interns participate in the research and development of the cultural Survival Educational Curricula for high school students and planning

student conferences. Others write and produce the award-winning journal CS Quarterly and other publications, while others work on website maintenance and the development of new ideas to ensure a powerful internet presence. Still others plan, promote and attend various cultural and fundraising events. Interns have the opportunity to learn about topics of great relevance to Cultural Survival's work presented by indigenous peoples, professors, and activist. Cultural Survival usually requires interns to make a minimum commitment of six weeks working at least sixteen hours per week. In some cases, shorter commitments will be considered. To apply, please fax, mail or email a resume and a letter of intent, which explains your personal areas of interest. Please include: the minimum dates of availability, weekly volunteer hours, and whether the applicant will be seeking academic credit. Indicate as well preferences among the internships: Research CS Quarterly publications, Education, Fundraising/P.R., Administration or internet/Web design. Contact Pia Maybury Lewis, Coordinator Intern Program, Cultural Survival, 215 Prospect Street Cambridge, MA 02139; or 617-441-5403 or pia@cs.org. Rolling deadline.

KHIPU KAMAYUQ

Khipu Kamayuq is a Quechua word referring to an official in Inca Society who was the keeper of the Khipu, the Inca's knotted string device used for recording information. The Khipu Kamayuq was therefore an archivist for the Inca state, maintaining records of important data.

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Executive Committee

The Executive Committee of the Center for Latin American, Caribbean and Latino Studies administers the Center and advises interested students. Members are:

Dr. Gloria Bernabe-Ramos, Associate Director
Professor Marta B. Calás (School of Management)
Professor Carlene Edie (Political Science)
Professor Manuel Frau-Ramos (School of Education)
Professor Ann Jefferson (History)
Professor Agustín Laó-Montes (Sociology)
Professor Ellen J. Pader (LARP)
Professor Maribel C. Paredes (Communication)
Professor Daphne Patai (Spanish and Portuguese)
Professor Mária Russotto (Spanish and Portuguese)
Dr. Peter Stern (Du Bois Library)
Professor Millie Thayer (Sociology)
Professor Richard W. Wilkie (Geosciences)