

2016-17 ILLINOIS REVIEW FOR LATIN AMERICAN STUDIES



PUBLISHED BY THE CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES
LEMANN INSTITUTE FOR BRAZILIAN STUDIES
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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The Center for Latin American and Caribbean Studies (CLACS) was created in 1963. In a consortium with the University of Chicago, CLACS is a Title VI National Resource Center, receiving continuous funding since 1976 from the U.S. Department of Education. Since 2009, CLACS houses the Lemann Institute for Brazilian Studies.

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IN MEMORIAM



Dr. John Thompson and Dr. Carl Deal during the CLACS 50th Anniversary celebration, October 2013. Photo credit: Brian Stauffer



Photo credit: Brian Stauffer

DR. John Thompson (1924 - 2017)

It is with great sorrow that CLACS must report that Professor JOHN THOMPSON (Geography) passed away this past year. As you may know, Professor Thompson was the first director of the Center for Latin American and Caribbean Studies, a post which he held from 1963 to 1969. Under his leadership, the Center was recognized as a National Resource Center by the Department of Education for the first time, a designation which we continue to hold today. The Center owes Professor Thompson a large debt of gratitude for his dedication to shepherding the fledgling CLACS through its early years, and for helping to give the Center the start it needed to grow into one of the premier centers for the study of Latin America and the Caribbean. He will be greatly missed.

DR. Carl Deal (1930 - 2017)

Dr. Carl Deal was the first Latin American and Caribbean Librarian at our university. He held the positions of Latin American Librarian (from 1965 to 1983) and Director of Library Collections (from 1983 to 1994), and was also the Interim Director of CLACS in 1972 and 1973. Carl was instrumental in the expansion of the Latin American collection and created a system that assured copies of newly released titles were acquired. Under his leadership, the University Latin American and Caribbean collection grew, and achieved the prominent position it still maintains among university Latin American collections. Carl was an extraordinary and generous person, with a great vision for our university library and center. He will be profoundly missed, but his legacy remains.



Photo credit: Brian Stauffer



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DIRECTOR'S NOTE

Dear Faculty, Students, and Friends of CLACS,

It has been an honor to continue serving as director of Illinois-CLACS for a second year. In September 2016, Dr. Kasia Szremski, from Vanderbilt University, joined our unit as the new CLACS Associate Director. She has become an invaluable member of our team. In May 2017, Clodoaldo Soto, our Quechua instructor and Director of the Quechua Program, retired after 27 years in this position. Mr. Carlos Molina-Vital, from the University of Massachusetts at Amherst, will be joining our Quechua program starting 2017-2018.

Our programming for 2016-2017, mostly funded by our U.S. Department Title VI grant, highlighted population diversity in Latin America with the showing of the 'Afro-Latinos' Documentary (including a Q/A with the director), the visit of Kayapo Indigenous filmmakers (including a workshop and presentation), guest speakers (Edilza Sotero, Brown University; Karl Monsma, Brazil), and our annual Latin American Film Festival. Our Lecture Series followed events of the year in the region, with a focus on Colombia (Lesley Gill, Vanderbilt University); a special Panel on *Brazil's Economy on Challenging Times*; inequality in Latin America (Joe Love, Illinois); as well as lectures connected to research cluster groups on campus, including the *Taller Cubano* (Sean Brotherton, University of Chicago; Soraya Castro and Belkis Rojas from Cuba), the Mayan Community-Based Research Working Group, Latin American Music (Livia Nestrovski, Brazilian Jazz), and the Andean region (Carolyn Dean). The new annual CLACS Symposium was focused on the Andean countries to honor Dr. Tom Zuidema, who passed away in early 2016, and to honor the retirements of Dr. Nils Jacobsen (ex-director of CLACS), and Mr. Clodoaldo Soto, all core members of CLACS.

CLACS has expanded its support of a Water Project in Honduras and Ecuador with two new cross-listed courses, which brings together faculty from Engineering, Urban and Regional Planning, and Anthropology, and is open to graduate and undergraduate students. During AY 2016-2017, 166 area studies courses on Latin America were offered on campus (distributed in 25 different departments), as well as 84 language/literature/linguistics courses (Quechua, Portuguese and Spanish). With over 150 affiliates, CLACS also helped fund research travel for 11 faculty from nine different units, representing research in the humanities, social sciences, health, engineering, and neuroscience.

We continued offering Graduate Student Summer Research Grants thanks to the support of two private endowments (The Marianne and Peter Kilby Fellowship; The Dr. Joseph L. Love Sr. and Virginia Ellis Love Fellowship); one private fund (The Norm E. Whitten, Jr. and Dorothea Scott Whitten Fund); a grant from the Tinker Foundation; and funds from the Illinois-Lemann Institute for Brazilian Studies. In 2016-2017, 26 graduate students from 14 different departments received funding to do research in Latin America. In 2017, 18 students graduated with degrees in Latin American Studies. In addition, we offered 18 academic and 3 summer Foreign Language and Area Studies Fellowships (FLAS), to students representing 10 different units, to study Quechua and Portuguese. Last academic year alone the total amount of external funding that Illinois students studying Latin America received in grants was \$2,046,128, this includes Fulbright-Hays and all study-abroad funding for students traveling to Latin America. These fellowships help our students with job placement in an increasingly competitive job market. We are excited to announce the new *María Elena Moyano Fellowship*.

CLACS has expanded its Alumni program, by highlighting employment opportunities outside of academia with Dr. Amy Firestone, Department of Labor, Office of International Affairs, who visited our campus, and Dr. Julie Williams, Dean at the University of San Francisco at Quito, Ecuador, who is featured in this magazine.

Illinois Area Centers organized an *Area Studies Outreach Conference* in Washington, D.C., where 83 participants from 35 institutions shared best practices. On campus, CLACS offered two summer-workshops directed to middle and high school students: a two-week High School Program to study Brazilian Portuguese language and culture, and a month-long partnership with the Migrant-Farmworkers Program of Parkland College, offering arts and writing workshops. We continued strengthening our collaboration with K-16 institutions in central Illinois by offering one-day workshops focused on cultural heritage and African/Indigenous populations, and a week-long workshop in the summer, focused on the socio-history of the Southern Cone through Tango.

We are looking forward to continuing to support cutting-edge research, promoting innovative teaching, and disseminating knowledge about Latin America by engaging students, faculty, and members of the community through active outreach.

Respectfully,

Anna María Escobar, Director

Announcement of the new

MARÍA ELENA MOYANO FELLOWSHIP

Dear CLACS Affiliates and Friends,

For over half a century the University of Illinois at Urbana-Champaign has established an outstanding record as one of the most distinguished universities in the United States for research and education on Latin America. In this context, the presence of Latin Americanists from Latin America, in particular graduate students, provide an essential diversity of viewpoints and life experiences that allow for a more vital intellectual and cultural ferment and enrichment at our university. Because financial considerations do not enable many Latin American students to enroll in programs of study that we offer, even when they bring stellar academic preparation, the Center for Latin American and Caribbean Studies is launching an endowed fellowship fund, the María Elena Moyano Fellowship Fund. **This fellowship will provide funds for study and research for students from Spanish-speaking countries in Latin America who are pursuing a graduate degree in any field of Latin American Studies at the University of Illinois at Urbana-Champaign.** This will be the first fellowship at our Center that is geared towards helping newly arriving students from Spanish-speaking Latin America to offset tuition and living expenses while at our campus.

María Elena Moyano (1958-1992) was a fearless and exemplary Afro-Peruvian fighter for the civil rights of women, Afro-descendants, Indigenous people, and the poor in her native Peru. In 1986, at the age of 28 she became President of the Women's Federation of Villa El Salvador, a very large shanty-town in the outskirts of Lima formed in 1973 and recognized internationally as a model town for the active role of its inhabitants in its governance and development. At the age of 31, Moyano became Villa El Salvador's Deputy Mayor. For her defiance against the violence of the Shining Path, a Maoist movement in Peru turned violent in 1980, Moyano was savagely and cowardly murdered by the Shining Path in 1992 at the young age of 33. María Elena Moyano represents all those who search social justice in their own communities.

It is CLACS' long-term goal to build an endowment for the María Elena Moyano Fellowship Fund such that it can offer an annual stipend for students from Spanish-speaking countries in Latin America to defray most of their expenses while studying at the University of Illinois. Our short-term goal is for the Fund to reach a minimum endowment of \$25,000 so that we can begin offering small fellowships to help students defray some of their living and research expenses. With your help, we hope to reach that short-term goal within two years. In these times, it becomes vital that the affiliates and friends of Latin American Studies and CLACS at the University of Illinois step forward to help assure the vibrancy of our field of studies at this great university. Creating a critical funding source for one of our core constituencies – graduate students from our region of study – is an important building block to assure a vibrant future for Latin American Studies on campus. Please consider helping us to reach that goal.

We would be grateful for any donation you can make, whether it is a one-time donation, a monthly payroll deduction, or other. Any amount is appreciated. Your gift is tax deductible. Please make your donation to the "María Elena Moyano Fellowship Fund", directly to the University of Illinois Foundation, online, mail, or by electronic transfer (<http://www.uif.uillinois.edu/WaysToGive/>).

Sincerely,

*Anna María Escobar, Director, Center for Latin American and Caribbean Studies
Nils Jacobsen, Professor Emeritus of History, Ex-Director of CLACS
Norman Whitten, Professor Emeritus of Anthropology, Ex-Director of CLACS*

THANKYOU!

For endowment funds to support Graduate Student Dissertation Research in the names of:

Marianne and Peter Kilby

Dr. Joseph L. Love, Sr. and Virginia Ellis Love

For fellowship funds to support Graduate Student Research in the Andes and the Amazonia in the names of:

Dr. Norman Whitten, Jr. and Dr. Dorothea Scott Whitten

For Gift Funds in the names of:

**Dr. Dara Goldman
Dr. Itai Seggev**

**Dr. Nils P. Jacobsen
Dr. Irene S. Jacobsen**



IN MEMORIAM PROF. DON CARL DEAL

by Dr. Antonio Sotomayor,
Assistant Professor and Librarian of Latin American and Caribbean Studies
September 2017

Emeritus Professor Carl Deal, the first University of Illinois's Latin American and Caribbean Studies Librarian, passed away on Wednesday, Sept. 6, 2017, at Carle Foundation Hospital, Urbana. He was 86. Professor Deal completed an M.A. in Latin American Studies at Mexico City College and an M.S. in Library Science at Kansas State Teachers' College. A preeminent leader in the field of Latin American and Caribbean Studies and academic libraries, Professor Deal leaves behind a legacy and a professional track-record difficult to replicate. Before coming to Urbana, he held positions in the Kansas State Historical Society, the Wichita Public Library and the University of Kansas Library, where he directed the student exchange program with the University of Costa Rica. In 1965, he joined the faculty of the University of Illinois as its first Latin American and Caribbean librarian, where he helped build the university's Latin American and Caribbean collection into a premier academic repository, which today ranks among the top 3 in the nation with almost one million volumes in numerous languages and formats. In 1970, Professor Deal became the second president of the Seminar on the Acquisition of Latin American Library Materials (SALALM), the premier association of Latin American librarians. During the academic year 1972 - 1973, he served as Director of Illinois's Center for Latin American and Caribbean Studies (CLACS), and from 1978 to 1982 as Executive Director of the Latin American Studies Association (LASA) when the Secretariat moved to Urbana.

Professor Deal was among the pioneers in establishing close collaborative relations with Latin American vendors in the field to acquire academic library material for research universities in the United States, which eventually became the "Blanket plans." Throughout his career, Mr. Deal set and achieved a high standard of excellence in bibliographic and academic research. He is the author of several works, including:

- *Latin America and the Caribbean: A Dissertation Bibliography*. Ann Arbor, Michigan: University Microfilms International, 1978.
- "The Latin American Microform Project: The First Decade." *Microform Review* vol.15 (Winter 1986): 22-27.
- *Academic Publishing in Mexico*. Albuquerque, New Mexico: SALALM Secretariat, General Library, University of New Mexico, 1992.
- *Academic publishing in Ecuador*. Albuquerque, New Mexico: SALALM Secretariat, General Library, University of New Mexico, 1994.

From Prof. Deal's obituary we have the following special notes: "He retired from the UI in 1995 after more than a decade as director of Library Collections. In retirement, he continued his work to advance a system of regional cooperation to help smaller institutions around the world gain access to the resources of major library collections. This was consistent with his core personal belief that all people are equally deserving of the same respect and opportunities. Carl was passionate about social justice and always eager to engage with the issues of the day. He was an active participant in life. He knew the opportunities to love and to be loved were precious and unique. During his last days, he advised his family: 'Life is full of love, fun and adventure, but you have to make it happen. God help us if we ever forget love. It's the thing that moves us forward.'

Personally, Don Carlos was a valued mentor, good friend, and my third *abuelo*. He spent hours talking about the profession, Puerto Rico and Latin America, his good old friends from SALALM, research, but most importantly, family. He always made sure to ask about my family, how they were doing, and loved seeing pictures of us. You could tell how clear it was for him that the most important thing in life was family and people. Everything else was secondary. I never took for granted that he was still



Carl Deal and Antonio Sotomayor. Photo credit: Antonio Sotomayor

among us and each time I saw him at his house, at a social event, or in town, I thought to myself how lucky I was to be talking with a legend and a leader of Latin American and Caribbean librarianship.

Early in my position Don Carlos and Yolanda sent the library a donation to help in the acquisition of material for the collection. I always and sincerely appreciate anybody's donation to our collection. But receiving one from Professor Deal was special. I took extra time to honor him in a thank you letter, which I would like to share now as a tribute to a great professional, noteworthy leader, but most of all, a kind friend. Que descanse en paz el gran Don Carl Deal.

"Muy estimado Profesor don Carlos,

It is with great honor and admiration that I write this letter of appreciation for your generous gift of \$100 to the University of Illinois Library. I sincerely appreciate your donation, yet I also humbly express my profound gratitude for the work you did as the first Latin American and Caribbean Librarian in our University Library. As I take charge of this magnificent collection, I often stop and admire the vastness of our holdings and recognize time and again the leadership it took to build it, much of it under your wise and pioneering stewardship. Your leadership was not confined to the University Library at Illinois, but also nationwide and reaches the broadest corners in US academia and higher education. In a time where Latin American and the Caribbean entailed an integral part in US academic inquiry and teaching, you led the field and set examples of excellence in bibliographic and research endeavors, continuing to make Illinois a special place to study Latin America. As we move forward into the twenty-first century, and Latin America and the Caribbean enter a new and equally exciting phase, I am confident in my stewardship of our collection knowing that thanks to you it is as strong as any in the US, and the world for that matter. Your gift of \$100 is greatly appreciated. However, your gift in building this extraordinary collection is a generous testament of intellectual excellence, professional commitment, and significant service."

REMEMBERING TOM ZUIDEMA (1927 - 2016)

by Dr. Frank Salomon, Emeritus Professor of Anthropology, University of Wisconsin at Madison

If you happened to be riding a taxi in Lima a few weeks ago, you probably saw a thirty-foot high likeness of Tom Zuidema draped over the facade of Peru's Biblioteca Nacional. It towered above the eight lanes of Avenida Javier Prado Este. And if you were at that same library the evening of June 10, 2016 you would have had trouble finding a seat at Peru's final tribute to Tom. The huge auditorium was filled and overflowing with Peru's scholars and readers. It was a night brimming with applause and gratitude.

Although Tom's academic home was the Anthropology Department at Urbana-Champaign throughout a long North American career (1965 to 1993), the intellectual elites of Lima and Cuzco (more or less separately) claim Tom as a Peruvian honoris causa. They claim him not just because he was one of the research leaders who put the Inka legacy into the international limelight of scholarship from 1964 onward, but because he did so in a way that seemed to break through the nagging constraints of the colonial viewpoint. It sought to give us a more internal, more indigenously coherent or "emic" view of Native America's archetypal state. Because we know Inka thought chiefly through its colonial reflections, that is something impossible to do by conventional methods.

Whenever we academics propose somebody for promotion, we read an unvarying phrase in the guidelines: "central to the discipline." Our colleague Tom Zuidema achieved durable academic stature by being not central at all. His intellectual tendency, a unique development of Dutch structuralism, was peripheral to US academe and somewhat offbeat even in his native Holland. Partly because most readers of Tom's generation were unfamiliar with the basic assumptions of Dutch structuralism, they found his prose hard to understand. Unwilling to compromise on his singularity, he did not meet them halfway. He argued in a difficult manner, lavish with erudite details but sparing in explaining the stepwise inferences that ordered them toward a conclusion. The connections were obvious to him. A fellow Dutchman, Maarten Van der Guchte, was his graduate student in the 1980s, and I asked him if Tom was any easier to read in Dutch. "Even harder" was the reply – Maarten was smiling, but I still don't know whether he was kidding.

It wasn't just a problem of expository style, though. In the 1970's and early 80s, the tendencies that rivaled for "centrality" in American anthropology were as different as could be from Tom's intellectual adventure -- so much so as to produce incomprehension.

Incomprehension in me, for example. In 1971 through 1974 I was taking graduate courses at Cornell under John V. Murra's advisorship. At that time there were only three poles of Andean

studies in the USA and they each represented a definite, apparently incompatible tendency: archaeological historicism around John Rowe in California, Tom Zuidema's structuralism here in Illinois, and Murra's partly substantivist and partly Marxian materialism at Cornell. As far as I remember, Murra never taught us about Zuidema's work, even after Tom's dissertation. The Ceque System of Cuzco came out in the Brill edition of 1973. Our tight-knit Cornellian study group heard rumors that something important was happening in Urbana – something important but obscure, and perhaps inimical. If I remember right, Tom's genial grad student Billie Jean Isbell was the first person from whom I got some idea about what the Zuidema group were learning. I put several evenings of more or less unsuccessful effort into seeing if The Ceque System could fit with anything I wanted to study. When one bold student asked Murra in seminar whether he wanted to comment on Zuidema's new book, Murra only nodded faintly and said that yes, it was a serious approach. But he just didn't want to discuss it.

In practice, Rowe's and Murra's students former students have long since learned to cooperate with Zuidema's. Yet from that day to this – over fifty years -- putting Murra's politico-economic approach or Rowe's culture-historical one into relation with Zuidema's structural vision has remained something like a squaring-the-circle challenge. The two seem discrepant all the way down to axiomatic level. They belong to different anthropologies, oddly united by passionate attachment to the same corpus. In 2012 a young French anthropological historian named Isabel Yaya revived the discussion, undertaking anew the same agenda Murra and Zuidema chose – that is, anthropological interpretation of Peruvian "chronicles" from the first century of colonial rule. She matched wits with both, not by refuting them but by trying to render their visions broadly compatible. In her book *The Two Faces of Inca History: Dualism in the Narratives and Cosmology of Ancient Cuzco*, she asks the same thing we Cornell apprentices were asking: how could the Inka state Tawantinsuyu be a vast ritual machine geared to reproducing an ideal, cosmological world order in defiance of historical happenstance, and at the same time a spectacularly successful enterprise in precapitalist realpolitik? Are these two visions projections from incompatible theoretical bases? Or were the two orientations fused in Inka reality by sociocultural practices that we now find hard to discern through the veil of colonial and modern suppositions?

At Tom's commemorative meeting in Lima, his eminent PhD advisee Gary Urton, who is now the Dumbarton Oaks Professor of Pre-Columbian Studies at Harvard, summarized a part of his own article on Zuidema's ideas and

trajectory. He published it in honor of Tom's 70th birthday in 1996, in the Urbana-based *Journal of the Steward Anthropological Society* (24[1-2]:1-35). The title is "R. Tom Zuidema, Dutch Structuralism, and the application of the 'Leiden Orientation' to Andean Studies." I will be drawing in several paragraphs below Gary's illuminating article.

"Dutch Structuralism" is a label attached ex post to the school which called itself "the Leiden orientation." Although it shared structuralism's Durkheimian root, it differed from what is now sometimes called French or "classic structuralism" in two fundamental ways. First, unlike the French school, the Dutch was not in search of structures built into the neural basis of human thinking and underlying any or all culture. It rather regarded the interpretation of specific cultures as a goal in its own right, rarely attempting universalist assertions. And second, it held close to the goal of rendering "the native's point of view." It is very much an ethnography of conscious thought. It sought principles that structure societies through members' purposeful application. Like Lévi-Strauss the Dutch structuralists were not shy about inferring abstract systemic relationships from concrete instances, but they did so with the goal of rendering thought-out, public structures of culture, rather than underlying subconscious preconditions. They went in search of the logics – plural –peculiar to their geographical "fields of ethnological study." Their methods entail a preference for ideal structures over behavioral patterns.

The prologue to Tom's career was the Dutch era in insular Southeast Asia. Jan Petrus Benjamin de Josselin de Jong (1886–1964) and his nephew Patrick Edward de Josselin de Jong (1922–1999) both held chairs at Leiden, and both were mentors to Tom. Both did canonical research in what were then the Dutch East Indies, a venture intended to harmonize with Holland's relatively accommodating stance toward "native" political structures. Both profoundly influenced Tom through their research on the Minangkabau culture centered in Western Sumatra. Tom in youth meant to follow their path to insular Southeast Asia and would have done so, had Indonesian independence in 1949 not made Dutch scholars unwelcome. From the two de Josselins Tom acquired some of his main scholarly dispositions. One was commitment to a regional "field of ethnological study" as a goal in its own right, not as fuel for any of the nomothetic engines that, in his youth, rivaled for dominance in anthropology. Another was focus on systems of local classification as an access way to ideal organization within each "field." A third was to capture the working of an "FES"-size system through intense textual study of sources from the past.

By "field of ethnological study," as Urton explains, the Leidenites meant a much more definite human grouping than what Title VI administrators (for example) characterized



as “area studies,” and a more culturally substantial one than Stewardian evolutionism prescribed with its focus on core technologies. Geographic proximity was not crucial either. What defined an “FES” was affinity in a “core” of cultural “structures.” For the Indonesian FES, the essential structures were “socio-cosmic dualism,” “double descent” (that is, lineal kinship defined separately and differently for males and for females); and “general exchange” of spouses among descent groups, in such a fashion that any group receiving a bride becomes “more or less subordinate” to the giver group. These characterized a number of Malay Archipelago societies, among which Minangkabau stood out for its large scale and highly elaborated consciousness about royalty, nobility, and descent.

Early in my acquaintance with Tom, when he told me about his Southeast Asian vocation, I asked him for a suggestion about what to read. He didn’t recommend the de Josselins or any of their Leiden group. He chose a novel: Max Havelaar : Or the Coffee Auctions of the Dutch Trading Company by “Multatuli,” the pseudonym of Eduard Douwes Dekker. This elegant work dated from 1860! Dekker wrote in protest against rural taxation abuses that were impoverishing farmers in Java and Sumatra. And it hit the mark. Somewhat as Uncle Tom’s Cabin eight years earlier had aroused abolitionism, Dekker’s satire heated up morally based protest within the metropolis. But Max Havelaar is an incomparably better book than *Uncle Tom*. What strikes any anthropological reader is that “Multatuli” goes easy on pathos and abstains entirely from racial characterizations – a remarkable thing for its date. Instead, he leads us into a partially colonial local system of rank and exchange, which evidently aroused true ethnographic fascination in the writer. The onus against the coffee broker-villain Droogstoppel is not cruelty or inhumanity. He is merely a thick-headed hack who thinks he is serving “truth and common sense” -- but in taxing subsistence he is making it impossible for people to live honorably within their customary law. An intra-Indonesian subplot (Chapter XVII) about the couple Saidjah and Adinda weaves romance together with ethnographic footnotes and profuse simulacra of Javanese verse. “Multatuli” shows how “corrupt collusion between Dutch officials and native ruler” (Stoler1992:159) undercuts honor in its own, Bantamese social world. I think Tom took a similar view of Spanish colonialism, but he did not care to join the chorus of retrospective denunciation. His objective was to see past such problems.

Tom was incredibly smart to start me off this way. Lover of literature that he was, fellow-humanist that he was, Tom knew that “Multatuli” would tune me into his ethnological mindset better than any Leiden monograph. After I read it he explained a little about how he became that unlikely thing, a Dutch Andeanist.

The elder Josselin de Jong had studied Blackfoot and Ojibwa Amerindians in 1910 and 1911. Apparently, when the door closed on Indonesia as a place for Dutch research, the young Zuidema

remembered that Leiden studies had described Native American societies as having some of the same features conceptualized in Asian contexts. They were:

- a) dual oppositions between, for instance, ...autochthonous inhabitants...and foreigners, or immigrants, [manifested as] opposed but complementary moieties...;
- b) quadripartitions [built upon internal partitions of moieties];
- c) the symbolic organization of territory into a central place surrounded by four territorial subdivisions...d) ...more complex social and territorial divisions into 8...12, 16, and 20 parts (Urton 1996:7-8).

Contemporaneously with Lévi-Strauss, but separately, Leiden anthropologists were working up how these static schemes were mobilized as social organization through connubium among “clans.” It was this convergence that caused some readers to perceive a single overarching tendency called structuralism.

Tom must have committed to being both an Americanist and a textual historicist in or close to 1950, for he enrolled in the History of America graduate program at the University of Madrid under Manuel Ballesteros Gabrois early enough to get his first PhD in 1953. He published his first article in Madrid in 1952 and first visited Peru in 1955 (Burga 2010:xxxvii). Apparently in this interval he undertook the study by which Andeanists in the New World came to know him, the analysis of the ceque system of Cuzco.

The lore of the ceques was known to all chronicle readers as a bewildering list of radiating “lines” connecting the temple center with the outlying shrines of the Inka city of Cuzco. Cobo’s rendering (taken from, and perhaps variant from, an earlier and still unrecovered report by Juan Polo de Ondegardo) stood as a monumental enigma. Everybody read it and felt, “how remarkable – this seems to bring us very close to actual Inka thinking.” Yet apparently the only one who really tried to do anything with it was Paul Kirchhoff in a chapter of the Handbook of South American Indians (1947: 302-305). So it was a decisive rupture when Tom Zuidema proposed to explain ceques via likenesses to the Indonesian model. The Inkaic fourfold conceptualization of space, the salience of radial structures, Inka hierarchy, and chronicle narratives about the spatial deployment of Inka imperial ritual crystallized in his mind as something amazingly like the Minangkabau ideal structure of society.

It took a lavish and exceptionally challenging application of Lévi-Straussian, but also Leidenish theories of prescribed marriage to interpret the wheel of the ceques as a ground plan for an ever-reproducing cycle of interaction among social sectors. Prescribed marriages and successions were the key. C. 1970, mastering this intricate argument became the apprenticeship and the trademark of young Illinois graduate students. (Later, when Monty Python presented the Proust-Summarizing Contest, it reminded me of my Illinois contemporaries vying to imbue us nonbelievers with their view.)

Some parts of the 1964 analysis eventually

became controversial (one was later revised by Zuidema himself.) Some critics censured his preference for ideal structures over behaviors as object of study. One even spoke of “scholasticism and numerology” (Hammel 1965:784). Some thought his determination to extract from sources of varied dates and mentalities a single putatively timeless overall scheme amounted to ahistoricism, a critique that would later become acidly politicized. But even among those who rejected his analysis, there was no doubting his tremendous prowess in chronicle studies. Pierre Duviols, France’s incomparable historian of Andean religion under colonial rule, started citing Tom in his 1973 masterwork *La Lutte contre les religions autochtones dans le Pérou* (1977 [1973]:138). He was much influenced by Tom’s idealist approach in his great 1976 analysis of the “Capacocha” or Qhapaq hucha, and in 1979 wrote a long article in support of Tom’s thesis of “duarchy” or dual kingship in the Inka state.

Tom was going in a direction completely unfamiliar to North American Andean studies, whose theoretical life adhered to such currents as Stewardian evolutionism, the beginnings of applied anthropology, incipient Marxian and substantivist approaches, “classic” structuralism, modernist developmentalism, ecological anthropology, and archaeological historicism. That was why we were so perplexed even though Cornell had a good corps of Andean fieldworkers. As for the Andean countries, Andean research then included regionalistic, leftist, and bureaucratic flavors of indigenism, sociological modernism of left and right, folkloric and antiquarian studies, and an ethnohistory linked to archaeology. Tom was also a surprise in Peru. I suspect that the originally Mexican indigenist idea of cosmovisión or implicit cosmogony prepared some Peruvian readers to better intuit what Tom was up to. Even today cosmovisión is the term that links RTZ ideas to Peruvian middlebrow and popular culture.

On a meager Dutch fellowship from 1962-1964 Tom lived with his wonderful wife Louise and his then-small children, in Huamanga, in the heavily Quechua Department of Ayacucho. While learning the cultures of various villages in the Río Pampas region, he taught at the University of Huamanga and eked out a few more soles playing violin in Cuzco’s orchestra (Burga 2010:xxxviii). At that time the first presidency of Fernando Belaúnde Terry was building up the University of Huamanga as a model for provincial higher education. There was an agrarian emphasis, and as a result Tom met several offspring of Quechua families who became his guides and interlocutors. One of them, Ulpiano Quispe, became a co-author. Others, like Salvador Palomino Flores, became “native ethnographers” whose command of Andean culture we foreign novices could only envy. The professors who would later turn that campus into a cradle of bloodthirsty insurrection were known to Tom, Efraín Morote Best having become Rector in 1962 and Abimael Guzmán professor of philosophy the same year. But this was before the trouble. For Tom these were

exceptionally happy years, and a time to make many friends.

Tom's friendships of that period have had enormous impact on Peruvian intellectual life. Juan Ossio Acuña was to become Peru's Minister of Culture from 2006 to 2011. Manuel Burga was to serve as Rector of San Marcos University from 2001 to 2006, and gets as much credit as anyone for restoring it to academic prominence after a disastrous era. Tom didn't see these as grantees but as fellow-devotees of the Andean chronicle legacy. Their aspiration converged on something not too different from the Leiden FES concept.

Tom joined UIUC in 1965. He mentored eleven Anthropology PhDs. An important early disciple was the Australian John Earls, who finished his dissertation "Andean Continuum Cosmology" in 1972 and went on to teach for decades in Peru at the Catholic University in Lima. I'd judge that John did the most to impart Zuidemesque schemes and methods among the 90s and oughts generations of Peruvian grad students. Soon after came Billie Jean Isbell, who wrote an ethnography of Ayacucho that is still in print after 38 years. She went on to teach at Cornell following John Murra's retirement. I've already mentioned Tom's student and co-author Gary Urton. Jose Brochado Proenza became an early leader in the archaeology of Rio Grande do Sul, Brazil. Deborah Poole wrote an influential monograph on photography and the Andean image. Jeannette Sherbondy worked out the correlation between the ceques of Cobo and Cuzco's historic irrigation system, thus building one of the few bridges between idealist and materialist renderings of Inka space. Catherine Allen's dissertation-related book became a humanist ethnographic classic, *The Hold Life Has*. Steve Fabian followed up on the early-Zuidema theme of why ceques resemble Amazonian circular villages. We lost Maarten van der Guchte early, but his dissertation *Carving the World* of 1996 went on to influence all later works on Inka architecture and sculpture. Ann Mester in 1990 gave Tom a partly archaeological study of Peruvian pearl-divers.

None of these tried to imitate the inimitable by closely following Tom's moves, but one does see in them some consistent "RTZ" habits: they scrutinize every source for latent meaning, searching always for terminology, quantities, hierarchies and implicit categories whose importance the author or interlocutor himself may not have understood. I remember Billie Jean's half-joking: "You know what Illinois people say about us? They say 'You can tell which ones are the Zuidema students – they count things'."

The Zuidema group lost its reputation for hermeticism when in 1991 Orin Starn attacked it for practicing a New World version of Orientalism and thereby "missing the revolution," which he thought ought to be anthropology's object of study. Looking back on the episode fifteen years later, the Argentinian anthropologist Pablo Sendón wrote that Zuidema, Tristan Platt, Illinois' Billie Jean Isbell and other friends of structuralism "carried on a vision of eternal Andean beliefs which coincided with the concepts of Andeanism"

(274-276; trad. FS). It was particularly Zuidema's practice of using testimony from modern Ayacucho campesinos c. 1964 to fill in doubts about Inka kinship and cosmology that gave Zuidema's work an ahistorical "Andeanist" appearance. But as Sendón himself (284) also notes, it was neither indigenism nor exoticistic "denial of contemporaneity" that gave Tom a principled reason for making such long leaps of ethnographic analogy. It was rather the Leiden definition of "field of ethnological study" with its emphasis on cultural structures as self-replicating, trans-temporal inventions.

We have gotten ahead of the game. When I came to Urbana in 1976 as a Visiting Assistant Lecturer in the Center for Latin American and Caribbean Studies and Department of Anthropology, I had not even filed my own dissertation. It was Professor Norman Whitten who brought me to campus for the purpose of teaching Ecuadorian Quichua. I held non-tenure track appointments in both Anthropology and the Latin American Center for six years here. This was my first professional break, for which I am durably grateful to Norm. It's good that he's here.

Urbana had a wealth of highly credentialed Andean South Americanists faculty. Norm was my fellow Ecuadorianist, but I also loved to work with the gentle-hearted and slow-spoken ethnographer Joe Casagrande. Donald Lathrap was in his most fiery pan-Amazonian phase. In the Ed School, the linguist Garland Bills was bringing Bolivian Quechua into pedagogical focus. I will never forget Tom at Joe Casagrande's memorial service, tenderly playing the Quechua Kacharpariy or Farewell on his silver flute.

Both Norm Whitten and Tom both graciously gave me room to grow amidst a crowded field. Carmen Chuquín de Puetaquí, Ecuador gave our classroom really Andean presences. Meanwhile, I earned the other half of my salary by writing Title VI proposals and so forth in the Latin American office – then a sweltering shotgun apartment on California St. My most Zuidemarich semester at Urbana was the one in which Tom let me team-teach his canonical Andean course. Considering the enormous theoretical and institutional distances between us, lending me half his podium was a noble gesture on Tom's part. Although I never came around to sharing his view of Inka memory as non-historical, I came to admire very much his erudition, his determination to rule his classroom by reason alone, and his generosity with junior peers and advisees.

Tom, and I think, Louissette also, really liked living in central Illinois. It wasn't just their taste for bicycles, ice skating and long walks in open country, but also their Dutch knack for making life comfortable. My prejudices about the Midwest softened as I saw how much room the Zuidemas found in it for the arts – especially Tom's beloved Johann Sebastian Bach -- and for a broadly European idea of the civilized life. It always surprised me that even while his anthropology pointed away from historicism, Tom actually loved to talk about the past, knew Old World history inside out, and he had a strong

personal sense of its immediate presence. Two years ago my wife and I attended a conference in Copenhagen, giving us a chance to walk with Tom among the 17th century canals, wharfs and warehouses. We were impressed, but Tom just said in that airy way of his, as if he were speaking of yesterday, "Oh, you know, these are from some firms that tried to compete for a while against Amsterdam."

Tom was surpassingly knowledgeable about design, art, and material culture. For an idealist, he certainly had an intense life among things, and not just Andean ones. I enjoyed his total freedom from snobbery about our supposedly boring region. He read through historic roadside markers. He sought out dinky local museums as avidly as palatial ones. I think that in one mood he saw the world as a grand exhibit about itself. Because of his passion for making sense of cultural systems, Zuidema stood, and some of his heirs still do stand, at the rationalist end of cultural anthropology. His work went ever farther in this direction in late syntheses, bookended by his 1984 overview lectures at the Collège de France, and his final huge volume *El Calendario Inka* of 2010. To this last book, the most intricate of all, he gave the subtitle *La idea del pasado*, 'the Idea of the past.' The subtitle conveys enduring engagement with the trademark notion that challenged us in the first place: the idea that different cultures make different things – differently rational things -- of time and change. Tom's opus as a whole can be seen as a tribute to the work of reason in culture, albeit reason in the service of very unfamiliar principles. That seems to me something to be grateful for, something that we still ought to pursue, no matter what else we are committed to.

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i Chuschi, Sarhua, Cangallo, Vilcashuaman, Ocros (Burga 2010:xl).



SYMPOSIUM ON THE ANDEAN COUNTRIES

SEPTEMBER 23, 2016

In Honor of *R. Tom Zuidema* and the Retirements of *Nils Jacobsen* and *S. Clodoaldo Soto*

PARTICIPANTS:

Marleen Haboud, Pontificia Universidad Católica del Ecuador
Mercedes Niño Murcia, University of Iowa
Fernando Ortega, Universidad de San Francisco de Quito
Frank Salomon, Emeritus, University of Wisconsin at Madison

University of Illinois at Urbana-Champaign:

Claudia Brosseder, History
Anna María Escobar, Spanish & Portuguese
Nils Jacobsen, History
Mariselle Meléndez, Spanish & Portuguese
Andrew Orta, Anthropology
Clodoaldo Soto, Center for Latin American and Caribbean Studies
Kasia Szremski, Center for Latin American and Caribbean Studies
Norman Whitten, Emeritus, Anthropology

PRESENTATIONS:

"Remembering Tom Zuidema (1928-2016)"

Frank Salomon, Emeritus Professor of Anthropology, University of Wisconsin at Madison

"Claro que mis hijos saben Kichwa, solo que no traducen... Endangered voices and language loss in Ecuador"

Marleen Haboud, Linguistics, Pontificia Universidad Católica del Ecuador

"Health and Inequality in Andean-Amazonian Ecuador"

Fernando Ortega, Medicine, Anthropology, Universidad de San Francisco de Quito

"Rethinking Revolution in Latin American History: The Case of the Peruvian Revolution of 1894-1895"

Nils Jacobsen, History, University of Illinois

"Seeing' South American peoples and nation-states from academic margins: Blackness and Indigeneity in Ecuador"

Norman Whitten, Emeritus Professor of Anthropology, University of Illinois



Professor Anna María Escobar



Professor Frank Salomon



Discussion Table: "Andean Studies" in a Globalized World



Symposium on the Andean Countries 2016

NILS JACOBSEN, UN DEPURADOR DE LA HISTORIA ANDINA

by Carlos Contreras, Senior Researcher of the Instituto de Estudios Peruanos, and the Pontificia Universidad Católica del Perú



Supe de Nils Jacobsen cuando era estudiante de Historia en Lima, Perú, a finales de los años setenta. Entre los compañeros que, por entonces éramos sensibles a las polémicas en torno a la definición de los modos de producción y las modalidades de la dependencia en la historia peruana, circuló la noticia de que andaba por los archivos, bibliotecas y salas de conferencias de la ciudad un investigador alemán que andaba cuestionando todos los esquemas de interpretación de nuestra historia agraria y poniendo de cabeza algunos de los dogmas o ideas que dominaban por entonces las interpretaciones sobre la historia andina, como la existencia de un feudalismo colonial o su pervivencia hasta los inicios del siglo XX. Recuerdo en particular una polémica con la historiadora norteamericana Karen Spalding en la revista *Análisis*, que dirigía Ernesto Yepes, a propósito de las categorías más adecuadas para clasificar a las clases sociales del sur andino durante el siglo diecinueve.

En los años siguientes pudimos leer varios artículos en castellano de Nils Jacobsen en revistas cuzqueñas como *Allpanchis* y *Revista Andina* sobre dichos tópicos. El tiempo y la energía que personas como él dedicaron a estos artículos y a los debates con los académicos locales ha sido algo que los estudiantes y académicos peruanos valoramos mucho cada vez que hemos topado con esas disponibilidades generosas. Tal vez eso hizo demorar la transformación en libro de la tesis de Nils sobre la historia de Azángaro, en el sur andino. Presentada en 1982, apareció publicada once años después, cuando los debates sobre la transición al capitalismo en la historia agraria comenzaban a salir de escena.

Mirages of Transition. The Peruvian altiplano, 1780-1930 fue un título que reflejó con cierta distancia y una dosis de nostalgia el proceso de transformación de una región agraria e interior, de una economía colonial productora de metales preciosos, a una economía exportadora de lanas. Dicha transformación había despertado en las élites del país el entusiasmo de vivir una modernización redentora de un pasado colonial oprobioso. La metamorfosis del atraso a la modernidad, sin embargo, no sucedió. Los campamentos mineros dieron paso a los latifundios de ovejas y alpacas, y las mulas y

llamas cedieron su lugar al ferrocarril, pero las industrias y los obreros modernos no florecieron. El legado del colonialismo fue más fuerte que la novedad del capitalismo y sobre la nueva economía se reprodujo viejas formas laborales y sociales, como el colonato, el clientelismo y la solidaridad comunal.

Después de ese libro (traducido al castellano muchos años después) Nils Jacobsen se volcó al estudio de los movimientos sociales en el siglo XIX, como el liderado por Juan Bustamante en Puno, o los comuneros de Chalaco en el contexto de la guerra del salitre. En sendos ensayos escritos en coautoría con ex alumnos peruanos, como Alejandro Diez y Nicanor Domínguez, trató de entender los móviles de los rebeldes



en las circunstancias de su historia específica, antes que en la de mecanismos derivados de una ubicación de clase. Recurrió para ello al concepto de "cultura política", como un esfuerzo por aproximarse a formas de pensar distintas a las nuestras o a las que tendrían que ser las lógicas en determinados sectores sociales. También procuró esclarecer el contenido que el liberalismo latinoamericano llegó a alcanzar en el siglo XIX. Esta doctrina proveniente de Europa debió ser el gran revulsivo de la historia social y económica del continente, pero cruzando el océano pareció perder los dientes, o adquirió una consistencia tal, que la llevó a contemporizar con órdenes y prácticas que limitaron sus posibilidades transformadoras o, en todo caso, les dieron otro rumbo.

En los estudios de Nils se halla de ordinario

una enorme carga de trabajo con las fuentes, junto con un intento de diálogo con otras formas de pensar que son las marcas genuinas de los grandes investigadores. En la época en que él comenzó a escribir, a finales de los años setenta, podían advertirse dos grandes corrientes en la academia del hemisferio norte que se aproximaba al estudio de la historia de América Latina: De un lado, la de quienes enfocaban dicha historia como un conjunto de ensayos fallidos de transición a la modernidad. Desafortunados imitadores de las naciones europeas y de Norteamérica, los países latinoamericanos habían obtenido pocos logros en materia de un orden político republicano, una cultura liberal y secularizadora y una economía progresistamente capitalista.

De otro, la de quienes, descontentos con su propia civilización, creían ver en la realidad latinoamericana las pruebas de que otras formas de organización social y económica eran posibles. Para estos, los países andinos resultaron una tentación provocadora. Les había ido tan mal con el aprendizaje de la modernidad occidental y estaban tan llenos de una cultura propia y distinta, que por qué no pensar en alternativas a las del mundo occidental y cristiano.

En medio de tal disyuntiva creo que Nils supo abrirse paso con sabiduría. Cogió de cada vertiente lo más valioso: la historia comparada, en el primer caso; la apertura a lo diferente, en el segundo. Ello fue posible por su actitud de empatía con la realidad humana que estudiaba. Sin complejos ni de superioridad ni de culpa. Por ello pienso que sus trabajos han ayudado a depurar de falsos paradigmas y nociones prejuiciosas la historia andina. Sé que ahora está culminando un paciente estudio acerca de la revolución de 1895 en el Perú. Una revolución extraña, puesto que, contando con gran apoyo popular, al final pareció servir para la entronización de un orden conservador. Estaremos atentos a escuchar las reflexiones de Nils Jacobsen, que seguramente sugerirán senderos de análisis ricos y originales.

Carlos Contreras

Lima, agosto de 2017



A TRIBUTE TO PROFESSOR NILS JACOBSEN

by *Silvia Escanilla Huerta, PhD student, History, University of Illinois*

At first Professor Nils Jacobsen was just a book to me. As any student who hopes to become an Andeanist, I had perused *Mirages of Transition* as any student hoping to become an Andeanist had done before me, but it was *Political Cultures in the Andes* and its introduction that fueled my decision to examine Andean political culture in my master's thesis. Thus, I had great respect for his work but I never thought I would someday meet him. Later, while I was considering the possibility of earning a PhD in the US, many people in Peru and Argentina, both colleagues and students, spoke to me about Nils with warmth and affection. At that point, the book became a real person and that person was somebody everybody seemed to respect and care about. With such recommendations, it became imperative for me to meet him, and the minute I started talking with him via Skype, I knew my life was going to change. I knew that I was going to move to the US, and I knew I was going to study with him. I had other offers but it was Nils, from the beginning, who made me feel like I could do it. He enabled me to believe that I could travel to the other end of the world and make my dreams come true. As I have told everybody ever since, I came to Illinois because of Nils and there has not been one single day in my time here at the University of Illinois when I have not felt immensely grateful for my luck, for having the advisor any student dreams of having.

Since my arrival here, Nils and his wife Irene went above and beyond to make me feel at home. Their hospitality, their generosity, and their kindness carried me through the first intense year in the program. Furthermore, Nils became a fierce and passionate advocate of my



Silvia Escanilla Huerta and Nils Jacobsen

work and my capacity to thrive in the US. He has shown repeatedly how much he trusts me and his actions have made clear to me and others his level of faith and strong commitment to his students.

I cannot think of anything a student needs or wants more than his advisor's public and private trust and support. For that reason, Nils is more than a Latinamericanist, more than just a professional historian working on Latin America and definitely more than an academic book. There are many of those, but very few like Nils, who wears his passion for Peru and his love for Latin America like a proud badge. Nils genuinely

cares about Peru, its people, and its history. He is an example of the scholar who goes the extra mile and engages in an intellectual relationship with the local academic community earning his place in it. That is no small achievement. It is a difficult task that requires a profound belief in the role of scholars in making a difference, and in giving back to the society they study in a respectful and committed way. That is the kind of example that generates automatic immediate respect in students as it fuels in us the desire to emulate what Nils has achieved.

But there is also something else, something as precious and valuable as being a good scholar. As professors, historians have the task of training future historians and it is in that relationship, as much as in writing books and publishing articles, that they can make a difference in people's lives. Nils is that kind of scholar. The kind who cares about his advisees, who is devoted to their academic success but who also sees his students as future professionals with valid ideas and opinions. Nils Jacobsen is a great advisor not just because he can transmit his unparalleled knowledge of all things Latin America, but also because he is a great listener, a scholar who appreciates dialogue and interaction because it is in that exchange in which he and others can learn. Developing a relationship with his students that is not just academic but also human is what divides outstanding scholars from mediocre ones. Nils is an outstanding scholar because he has written important and well researched books, but more importantly because he is a great advisor, someone I will mention to my future students with affection and respect. That is the true value of posterity, and certainly, Nils has achieved it.



AN APPRECIATION FOR PROFESSOR NILS JACOBSEN

by Nicanor Domínguez, History Department, Pontificia Universidad Católica del Perú

Control Network and Connectivity Team!
CONProfessor Nils Jacobsen has recently retired from his teaching position at the University of Illinois at Urbana-Champaign, after three decades as one of the most important specialists in the United States on Peruvian and Latin American History, specialized in the “long nineteenth century”. As an advisee of Nils during the 1990s, I happen to know first-hand of his remarkable personal and professional qualities. It is a real honor and pleasure for me to be able to share with the wide readership of the Annual Review of the Center for Latin American and Caribbean Studies (CLACS) this brief academic appreciation.

Nils studied at the University of California, Berkeley, in the early 1970s, where his interest for topics related to Latin America and its rich past found a proper channeling through the mentorship of Tulio Halperín Donghi (1926-2014). A remarkable Argentinean historian of his nation’s nineteenth- and twentieth-centuries political and socio-economic vicissitudes, he had recently arrived in Berkeley (1971). With Halperín as dissertation advisor, Nils focused on the agrarian history of a Latin American country who was then experiencing a radical process of Agrarian Reform, which had just started in 1969, Peru.

He arrived in Lima in January, 1975, to study the newly accessible documentation about Peruvian private-land states (‘haciendas’), confiscated by the military government of General Velasco Alvarado (1968-1975), a byproduct of the application of the country’s Agrarian Reform Law. Looking for a relevant case-study, he found the 1833 ‘Ensayo de estadística... de Azángaro’ published 143 years earlier by local politician José Domingo Choquehuanca (1789-1854). The remarkable information found in this 72-page pamphlet took him to Puno, in Southern Peru, and to Azángaro, the province that would become the focus of his two-volume, 1982 dissertation, “Land Tenure and Society in the Peruvian Altiplano: Azangaro Province, 1770-1920”.

His innovative and impressive research on the evolution of the agrarian and livestock-rising systems, in a region in the Peruvian highlands during one-and-a-half centuries, eventually

became a book, *Mirages of Transition: The Peruvian Altiplano, 1780-1930* (1993, University of California Press), which has only recently been translated into Spanish as *Ilusiones de la transición: El Altiplano peruano, 1780-1930* (2013, Instituto de Estudios Peruanos). His work in the archives of Puno, Azángaro, and other regions of Peru, allowed him able to properly understand the relevance of comparing economic and social interactions, from the local to the national and international spheres. When he started his studies, “Dependency Theory” was in vogue, proposing to connect mechanically “from the top-down” a world-wide system, understood as an industrialized, all-dominant center, and various all-dependent peripheries. As a good historian, Nils questioned such determinism and recovered the fascinating specificities of local actors, who constantly negotiated with impersonal economic forces and their agents “from the bottom-up”.

During his first teaching appointment, at the University of Bielefeld in West Germany, Nils started working with colleagues, in conferences organized to compare, discuss, and thus, advance the knowledge of crucial themes of comparative Latin American history. With German historian Hans-Jürgen Puhle, he co-edited *The Economies of Mexico and Peru during the Late Colonial Period, 1760-1810* (1986, Biblioteca Iberoamericana, Colloquium Verlag), where he also contributed a chapter on a comparison between livestock systems in the Viceroyalties of Peru and Mexico.

This effort to sit together, to discuss and brainstorm about cutting edge research, continued after 1985 at the University of Illinois. This time, it was applied to the second line of historical inquiry developed by Nils, that of politics, policies and their social impact during the nineteenth century in Peru and, comparatively, in other Latin American countries. For this long-term goal, Nils found the guidance and collaboration of Brazilianist historian Joseph L. Love, his senior colleague in Illinois. Together they edited the book *Guiding the Invisible Hand: Economic Liberalism and the State in Latin America* (1988, Praeger). Later, with Peruvian historian Cristóbal Aljovín, a new co-edited volume emerged, fruit of a March 2000 international conference that took place at the



Nicanor Domínguez

University of Illinois at Urbana-Champaign, and was published as *Political Cultures in the Andes, 1750-1950* (2005, Duke University Press). An enlarged Spanish translation was also published in Peru as *Cultura política en los Andes (1750-1950)* (2007, Institut Français d’Etudes Andines).

This line of research, exploring the relationships between politics and society, has taken Nils to the creative study of the ideas and practices of nineteenth-century Peruvians. I had the pleasure to translate into Spanish two of his articles about a unique Puno-born liberal politician, Juan Bustamante (1808-1868), who had literally traveled around the world in the 1840s, and published a narrative with his experiences. His articles, followed by a selection of documents, were published in Puno as *Juan Bustamante y los límites del liberalismo en el Altiplano* (2011, SER: Servicios Educativos Rurales). I still would like to translate and publish his important but dispersed studies about nineteenth-century Peru.

Currently, Nils is engaged in the study of the last wide civil war of the nineteenth century in Peru, the 1894-1895 “Revolution” of Nicolás de Piérola (1839-1913). He has already advanced the publication of several articles on events that took place in various provinces. Nils considers this period as representing the key political event that gave rise to modern twentieth-century Peru. His new book will no doubt be as illuminating for Peruvian history in particular, as for Latin American history in general, as it will surely be infused by a permanent analytical contrast between the national and the regional. As a noteworthy scholar, Professor Nils Jacobsen has still much wisdom to share with us all. Let us all rejoice for that.



HATUN RUNASIMI YACHACHIQ: A TRIBUTE TO PROFESSOR CLODOALDO

by Dr. Amy Firestone, Program Analyst, U.S. Department of Labor's Office of Apprenticeship

Professor Soto's Quechua program brought me to CLACS in 2004. Since 2004, I have had the great pleasure of working with Professor Soto on numerous projects as a student and researcher at the University of Illinois and in Peru. Professor Soto's teachings and mentorship without a doubt influenced my pursuit of the Quechua language and my focus on Ayacucho, his hometown, for my master's and doctoral degrees at UIUC.

When I first arrived to Illinois in 2004 as a master's student in Latin American Studies, my goal was to learn Quechua in order to communicate with youth and their families for my research in Peru. I ended up staying at the University of Illinois until 2012 where I finished my doctoral degree in Hispanic sociolinguistics in which I focused on Quechua language use among urban youth. The topics I studied with Professor Soto and other professors are an important part of my life today. In fall 2017, the Institute for Peruvian Studies (IEP) will publish my book based on my dissertation research on urban Peruvian youth's use of Quechua/Spanish language use. This book is heavily influenced by Professor's Soto's teachings and advising. The book is just one of the many fruits of his teaching, which will reach the rest of the world.

It is clear that Professor Soto's retirement will leave CLACS and the Quechua-speaking world with a large space to fill. He leaves behind a strong legacy as an educator and author. I spent many hours in his classroom where I appreciated his dedication and enthusiasm to teach the language and culture. No matter how cold or snowy it was in Champaign, Illinois, Professor

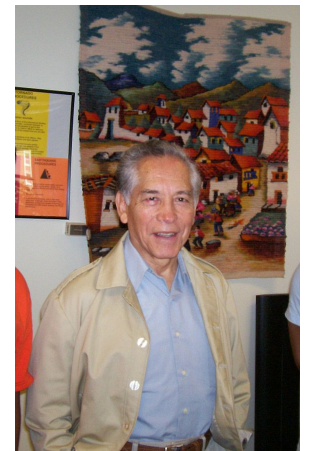


Zonia Soto, Professor Clodoaldo Soto, Amy Firestone, Gibrán Soto

Soto was always very enthusiastic to teach complex grammatical suffixes and the nuances of festivals and other cultural activities celebrated among Quechua speakers. My classmates and I always looked forward to hearing his personal stories from Peru that related to our lessons. Professor Soto's Quechua books are the most comprehensive guides on the language that I have come across as a student and researcher. I traveled all over Peru while I was a student at Illinois. Even in small towns all over Peru, Professor Soto's Quechua textbooks were the only books on Quechua one could find. When I

went to bookstores across Peru, I would always very proudly tell the bookstore managers that the author of the book was my professor.

I have so many good memories of being his student and getting to know him as my professor and mentor during the many years I spent in Champaign-Urbana. Professor Soto has contributed a treasure to Quechua. He also continues to create new materials to assure that no one forgets this complex language; a language that belongs to a community that has combatted many challenges throughout history.



HOMENAJE AL PROFESOR CLODOALDO SOTO

University of Pennsylvania, Philadelphia. November 14, 2015

by Américo Mendoza-Mori, Quechua and Spanish instructor, University of Pennsylvania

Al imaginar el proyecto de un Encuentro de Estudiantes y Profesores de Quechua en Estados Unidos, reflexionamos sobre el legado de quienes han construido una narrativa sobre esta lengua y cultura desde la academia. Ciertamente, la conversación sobre las lenguas indígenas todavía necesita llegar a más espacios y convocar nuevas audiencias, desde personas que las desconocen o las consideran extintas, hasta quienes ya la investigan o viven en la región de América Latina. Al mismo tiempo estos encuentros son posibles gracias a personas como el profesor Clodoaldo, quienes persistieron en educarnos sobre los valores y saberes indígenas. Así, inspirados por su escuela, queremos seguir caminando junto a él.

La voz del profesor Clodoaldo Soto no sólo ha tenido eco en sus salones de clase, sino que ha viajado bastante mediante sus libros, los cuales no conocen fronteras, y han alimentado ilusiones de innumerables entusiastas. Cuántos autodidactas han requerido de la ayuda del profesor Soto en su aprendizaje, y por supuesto, muchos otros han tenido el honor de acompañarlo en las aulas de la Universidad de Urbana-Champaign durante las últimas décadas.

Su tiempo como docente ha sido también un manifiesto en acción, un reconocimiento al Quechua y a sus hablantes: una manera de celebrar su vigencia y relevancia. Desde Coracora a Illinois y también a Filadelfia, su escuela pedagógica nos invita a reflexionar sobre nuestro trabajo docente y sobre la responsabilidad de proyectar el legado de nuestros pueblos indígenas. También, el hecho de que haya trabajado todo este tiempo desde Estados Unidos no es un aspecto menor a considerar, ya que interpela sobre el lugar de la herencia indígena dentro de la construcción de las identidades latinas e hispanas en este país.

Muchos de los asistentes a este encuentro [Alianza Quechua] son generaciones que no lo han conocido directamente sino a través de sus maestros, y así se unen también a este homenaje cerrando un ciclo virtuoso de gratitud y compartir, como los ciclos andinos que sólo terminan para reiniciar revigorados. Lo honramos y le agradecemos todo el cariño hacia el Quechua, yachachiq Clodo.

Sumaqlña.

Américo Mendoza-Mori
Noviembre 14, 2015



Professor Clodoaldo Soto with the Quechua Alliance participants.

INTRODUCING PROFESSOR CLODOALDO SOTO

by Carlos Raul Molina-Vital, Quechua Instructor, University of Illinois



Prof. Soto's work is a landmark in descriptive and applied linguistics. His grammar (1976) and dictionaries (1976 and 2012) have helped generations of researchers and Quechua students in Peru and abroad. However, I want to focus here on some virtues of his classic *Quechua: Manual de enseñanza*. This was the first Quechua book I used to start learning this language. I remember going through the stick figures that quite schematically represented the runa, in contrast with the more elaborate landscape and animals, and learning about characters such as Bernacha, Paulina, and Mama Rufina (I hope Prof. Soto could tell us something more about them here).

The cultural component used descriptions of life in rural Andean towns. One could immediately notice the respect and admiration Prof. Soto has for the people in the high Andes. During my field trip to Uchuraccay, I clearly remember stopping in Huayllay, around 5 a.m. There was something familiar about that little town plaza, and then I remembered that I had read about it in Professor Soto's book. The coincidence made me smile because I learned something about the life in that small town that had become a part of my life too.

In particular, Prof. Soto's book is remarkable for its commitment to grammatical awareness in the students. Those who, like me, are inclined to learn by taking apart the grammatical rules and how they work towards communication, found in *Quechua: Manual de enseñanza* a wealth of insightful and clear grammatical explanations. As a linguist, I found Prof. Soto's explanation of a polysemous suffix like *-yku* most revealing—I came to the conclusion that this suffix represents the subjective stance the speaker takes towards an event after reading how *rimaykullayki*, the basic greeting in Ayacucho Quechua means "I speak to you respectfully." The 'respect' added to the action comes from *-yku*, and this general meaning extends to commands like *tiyaykuy* 'please, sit' as well as any other action.

For these reasons, I am honored to introduce an outstanding Quechua linguist and educator, who has influenced generations of researchers and students in Peru and United States.



RETIREMENT OF SIXTO CLODOALDO SOTO RUIZ, OUR QUECHUA INSTRUCTOR

Clodo, as we all know him by, arrived at the University of Illinois in Fall 1990 to direct and help expand our Quechua Program. A native of Huanta, Ayacucho, and son of two teachers, Clodo grew up speaking Spanish and Quechua in the southern Peruvian Andes. His memories of Huanta and the surrounding rural communities are portrayed in his widely-known Quechua Manual. Clodo left Ayacucho to pursue his studies. He received a B.A. in Education (1964) at the Universidad Nacional Mayor de San Marcos (in Lima, Peru), and later received an M.A. in Linguistics (1974) from the University at Buffalo – SUNY. In the 1970s and 1980s, Buffalo attracted students of linguistics interested in the Peruvian Andes and Indigenous languages. They all worked under Wolfgang Wölck (who directed the first sociolinguistic study in Ayacucho in the 1960s), and Paul Garvin and Madeleine Mathiot who had worked with Guarani, in Paraguay. Clodo pursue graduate work to better understand Quechua, in order to share it with others. Clodo's love and commitment to teaching Quechua started while a university student. His goal was for Spanish speakers and others to learn about the language, the Andes, and the worldview that Quechua and the Andean represented.

Many have been fortunate to have Clodo as their instructor, both in his native Peru, as abroad. Clodo has taught Quechua at many universities, not only in Peru (Universidad Nacional Mayor de San Marcos; Pontificia Universidad Católica del Perú; Universidad Nacional San Cristóbal de Huamanga), but also in Germany (Universität Bonn), and at various universities in the United States. Among them are the University of Chicago, University at Buffalo – SUNY, Pittsburg University, Indiana University, and the University of Illinois at Urbana-Champaign, where Clodo has taught for 27 years.

Next to teaching Quechua in the classroom, Clodo has participated in important moments in the history of Quechua and the Andes. In the 1970s he worked at the Research and Development Institute (INIDE) of the Peruvian Ministry of Education. He was a member of the technical staff involved in the implementation of the officialization of Quechua, which took place in 1972 in Peru. Six grammars and six dictionaries were produced and published, under the coordination of Alberto Escobar of the Instituto de Estudios Peruanos, and represented the six major Peruvian Quechua varieties. Clodoaldo Soto was the author of the grammar and the dictionary of the Quechua Ayacucho-Chanca variety (1976). In the 1980s, Clodo also held the position of President of the Quechua Language Academy.

In addition to various linguistic articles (some very cited), he has published a wide variety of Quechua teaching materials, which became the leaders in Quechua language teaching materials, and are used around the world. His widely-known *Quechua Manual de Enseñanza* (published by the Instituto de Estudios Peruanos) is now in its 5th edition. It is accompanied by other teaching/learning materials, including a CD, textbooks with exercises and evaluations, printed and online dictionaries, and grammar publications. Clodo's Quechua language publications have focused mainly on the Ayacucho-Huanca and the Cusco-Quechua materiales. In classes, however, he has guided students, through independent study, on the Ecuadorian Kichwa and Bolivian Quechua varieties, when their research was in these regions of the Andes.

Clodo's legacy continues in his many publications, his many students, and those of us who have had the pleasure to work with him and befriend him. We all thank Clodo for his commitment to Quechua and the Andes, and for all his work at CLACS. From CLACS-Illinois: We will miss you, but wish you a healthy, enjoyable, and productive retirement!

WELCOME TO CLACS

CLACS welcomes Kasia Szremski

This year CLACS was happy to welcome a new Associate Director, Dr. Kasia Szremski, who joined the team in September 2016.

Dr. Szremski received her PhD in Anthropology from Vanderbilt University in 2015 where she also worked as a Lecturer in the Department of Anthropology and as an academic advisor in the pre-major advising center. Thanks to this diverse experience, she brings a host of new energy, ideas, and administrative experience to the Center and is excited about guiding CLACS through the upcoming Title VI application process.

In addition to her administrative work, Dr. Szremski is also the director of the Huanangue Valley Archaeological Project, an ongoing field project located on the western Andean slopes in central Peru. Her research focuses on how the complex interplay between economic exchange and resource management lead to the development of alternative forms of social complexity during the Andean Late Intermediate Period (1100-1470 CE). Thanks to support from the National Geographic Society, Dr. Szremski will travel to Peru this summer to map and excavate the Chancay administrative center of Cerro Blanco to better understand how resource sharing between the Chancay and their neighbors inadvertently fostered Chancay political and cultural complexity.

In her spare time, Dr Szremski can be found running in Lake of the Woods park, or spending time with her husband and her miniature dachshund, Baxter.



CLACS announces the new Quechua Instructor Carlos Molina-Vital

CLACS is happy to welcome Carlos Molina Vital, who will join us in August 2017, as our new Quechua instructor, and director of the University of Illinois Quechua Program. Carlos comes to us from the University of Massachusetts at Amherst.

Carlos holds an ABD in Linguistics, from the Pontificia Universidad Católica del Perú, and Rice University (Houston, TX). His areas of interest are Quechua, Andean languages, Spanish Grammar, grammar and rhetoric, pedagogical grammars, and standardization of indigenous languages. He has done fieldwork in Ayacucho, Cuzco, in the Southern Andes. He is presently working on his dissertation on Grammatical Voice in Ancash Quechua (Huaylas), a language spoken in the Central Andes in Peru.



LEMANN INSTITUTE NEWS 2016-17

by Elis Artz, Program Coordinator, Lemann Institute for Brazilian Studies



Lemann Institute Seminar, November 2016

This was an especially significant year for the Lemann Institute. The Institute raised \$2.5 million in gifts and grants that support expanded scholarship and fellowship programs. These advancement efforts grew out of the work conducted with program review in the preceding year, which also netted significant administrative reorganization and restructuring of programming.

Most significantly, this entailed:

- 1) That our budget is free-standing, and our reporting goes directly to LAS and IIP;
- 2) Developing revised bylaws with strengthened governance through the creation of an executive committee and a more formalized role for the external advisory board;
- 3) The creation of a position of faculty Associate Director;
- 4) The establishment of a new doctoral fellowship and an expanded MA scholarship program.

WERNER BAER DOCTORAL FELLOWS:

LENORE E. MATTHEW
School of Social Work

Title: Informal work and the "second shift": How informally employed mothers in Brazil experience the double burden of work and care

GUILHERME MARQUES DE AMORIM
Economics

RENATO SCHWAMBACH VIEIRA
Agricultural & Consumer Economics
Fellowships and grants awarded through campus wide competitions

LEMANN FELLOWS FOR 2017-18:

JOHN BENNET SOILEAU
Anthropology

Title: The Forest, the Trees, or the People: the Quilombolization of an Amazonian Peasantry in a post-NGO era of "Sustainability"

THAÍS R. S. DE SANT'ANA
History

Title: Between Nature and Nation: Manaus and the making of Modern Brazil

JUAN ANDRÉS SUAREZ ONTANEDA
Spanish & Portuguese

Title: Performing the Diaspora in Brazil: the Black Experimental Theater and its Search for a Racial Language in mid-twentieth Century in Rio de Janeiro

KELLY NORELL SENTERS
Political Sciences

Title: Is Municipality 'Emancipation' Overrated? An Assessment of the Causes and Consequences of Subnational Fragmentation in Brazil

FACULTY RESEARCH GRANTS

The Collaborative Grant program has as its main objective the support of research proposals on Brazilian topics that involve UIUC faculty members working closely with Brazilian faculty members. These Grants are for one year and up to \$20,000. Collaborative Research Grants during the 2016-17 academic year:

- Principal Investigator: FARANACK MIRAFTAB, Professor, University of Illinois, and CLARISSA FREITAS, Assistant Professor, Federal University of Ceará, Fortaleza, Brazil

Collaborative Research Project title: Statute of the city and urban inclusion: Study of formal planning and citizens' informal insurgent practices in Fortaleza, Brazil.

- Principal Investigator: MAURO SARDELA Director of Central Research Facilities, Frederick Seitz Materials Research Laboratories (FS-MRL), UIUC and RUY A. SÁ RIBEIRO, Senior Research Engineer, Structural Engineering Laboratory (LTEE), INPA - National Institute for Amazon Research.

Collaborative Research Project title: Amazonian Geopolymer Performance-Based Specification for Sustainable Construction.

- Principal Investigator: BILL COPE, Associate Professor, Department of Education Policy, Organization & Leadership, University of Illinois at Urbana-Champaign, and WALKYRIA MONTE MOR, Associate Professor, University of São Paulo, Brazil.

Collaborative Research Project title: Literacies and languages in teacher education.

- Principal Investigator: STEVE CLOUGH, USDA-ARS, University of Illinois, and FERNANDO JULIATTI, Universidade de Uberlândia (UFU), Brazil.

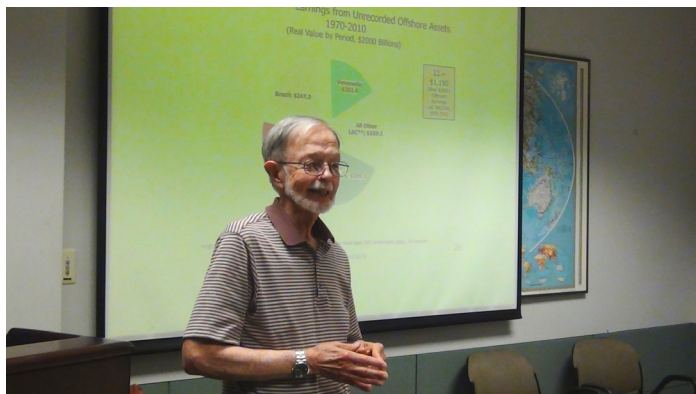
Collaborative Research Project title: The genetics of a plant disease and pests important to Brazil and the US.

VISITING SCHOLAR

A Distinguished Visiting Scholar, **Professor RUBEN OLIVEN**, of the Department of Anthropology of Federal University of Rio Grande of the South (UFRGS) was chosen to come to the University of Illinois for the academic year 2016-17. He taught a course per semester. The first was a seminar on the Making of Modern Brazil. It was focused on the process and meanings of the building of the Brazilian Nation. Using anthropological and sociological studies of contemporary Brazilian Society, the course analyzed different aspects of the construction of modern Brazil as manifested in images and self-representations, race and ethnicity, individualism, gender and sexuality, urbanization, violence, popular culture. The second course was a seminar on Brazilian Culture and National Identity. It was based on anthropological and sociological research. Themes addressed in the seminar included: modernity and revival of tradition, national and regional cultures, popular music, sports, consumption and meanings of money, and transnationalization of culture.



HIGHLIGHTS 2016-2017



September 15, 2016
 JOSEPH LOVE, Emeritus Professor of History, University of Illinois
 Lecture: *"Inequality in Latin America: Past and Present"*
 Examines the evidence for decreasing inequality in Latin America, considers the degree to which top-end incomes are not captured in the data, asks what assets escape detection, and suggests sources for estimating the untaxed income in aggregate.



September 30, 2016
 LEMANN INSTITUTE SYMPOSIUM: *Regionalism in Brazilian History*
 JERRY DAVILA, Director of the Lemann Institute, welcoming the participants.



January 30, 2017
 Lemann Panel Discussion: *Brazil's Economy in Challenging Times*
 EDMUND AMANN, Professor of Brazilian Studies, Leiden University
 ALEXANDRE TOMBINI, Executive Director, International Monetary Fund; Past-President, Central Bank of Brazil



September 23, 2016
 SYMPOSIUM ON THE ANDEAN COUNTRIES
 NORMAN WHITTEN, Emeritus Professor of Anthropology, University of Illinois
 "Seeing" South American peoples and nation-states from academic margins: *Blackness and Indigeneity in Ecuador*



October 6, 2016
 FLAVIA ANDRADE, Kinesiology & Community Health, and ANN-PERRY WITMER, Engineering
 Lecture: *"The Honduras Water Project"*



February 22, 2017
 AFROLATINOS: AN UNTAUGHT HISTORY. Film screening, presentation and Q & A with RENZO DEVIA, Film Director.
 The intention of Afrolatinos was to document the African influence in Latino culture, seeking out the often unspoken truths, stories and hidden facts about this history.



February 23, 2017
 SORAYA CASTRO MARINO, Center of Research for International Politics, Cuba
 International Forum for U.S. Studies Lecture: "A New Epoch in US-Cuban
 Relations: What Comes Next? Income in aggregate"



March 7, 2017
 BELKIS ROJAS, Sociology, Universidad de Pinar del Río de La Habana
 Lecture: "Empoderamiento de las mujeres cubanas. Logros e incertidumbres
 en el actual proceso de reorganización económica"



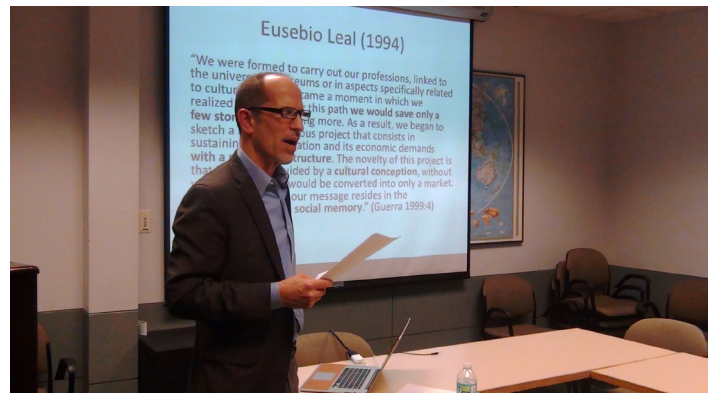
March 9, 2017
 KAYAPÓ FILMMAKERS, Brazil. Presentation at Knight Auditorium, Spurlock Museum
 "Cultural Performance and Survival from the Amazon Rain Forest"



March 28, 2017
 JOSÉ CAIXETA, Agricultural Economics, "Luiz de Queiroz" Agriculture School,
 University of São Paulo, Brazil
 Lecture: "Brazilian Agro-Logistics: Challenges and Opportunities"



April 25, 2017
 LESLEY GILL, Anthropology, Vanderbilt University
 Lecture: "Towards a New Colombia?"



April 27, 2017
 MATTHEW HILL, Senior Research Fellow, University of Massachusetts at Amherst
 Lecture: "Cultural Heritage, Economic Development, and Urban Revitalization"



CLACS AFFILIATED FACULTY NEWS

CONGRATULATIONS TO CLACS AFFILIATES FOR THE AWARDS RECEIVED!

2016 FACULTY AWARDS AND RECOGNITIONS

- ANITA CHAN, Media and Cinema Studies
National Center for Supercomputing Application - NCSA Faculty Fellow for 2017-18
Project: Transdisciplinary Convergence in Situated Research Environments: Mapping NCSA across the University of Illinois Campus
- KAREN CHAPMAN-NOVAKOFSKI, Nutrition
Excellence in Practice Award, Academy of Nutrition and Dietetics
- ELVIRA DE MEJIA, Food Science
Sheth Distinguished Faculty Award for International Achievement, Illinois International Program
- GAIL FERGUSON, Human Development & Family Studies
Early Career Psychologist Award for International Psychology, American Psychological Association
- PHILIP GARCIA, Agriculture & Consumer Economics
Distinguished Graduate Teaching Award, Agricultural and Applied Economics Association
- EDUARDO LEDESMA, Spanish & Portuguese
2017 Lincoln Excellence for Assistant Professor Scholar
- ERIK MCDUFFIE, History, African American Studies
National Endowment for the Humanities Fellowship, and American Council of Learned Societies Fellowship
Project: *Garveyism in the Diasporic Midwest: The American Heartland and Global Black Freedom, 1920-1980*
- FARANAK MIRAFTAB, Urban and Regional Planning
2017 Honor of International Women's Day
(for her interdisciplinary research empirically-based in Latin America, Southern Africa, Middle East and North American, which draws on feminist, transnational and urban scholarship)
- ALICIA RODRIGUEZ, Latina/Latino Studies
2017 LAS Excellence in Undergraduate Advising
- NORMA SCAGNOLI, College of Business
2017 Chancellor's Academic Professional Excellence Award
- HELAINE SILVERMAN, Anthropology
Seth Distinguished Faculty Award for International Achievement (for helping better the world through her contributions to government, humanity, science, art or human welfare)
- ANTONIO SOTOMAYOR, Latin American and Caribbean Studies Librarian
SALALM 2017 'José Toribio Medina' Book Award
Title: *The Sovereign Colony: Olympic Sport, National Identity, and International Politics in Puerto Rico* (2016, U of Nebraska Press)
- ANDREW SUAREZ, Animal Biology and Entomology
2017 LAS Dean's Award for Excellence in Undergraduate Teaching
- ANN-PERRY WITMER, Engineering
Illinois International Graduate Achievement Award (for promoting Illinois' identity and exemplifying Illinois' values as a pre-eminent global university)

NEWS AND CONGRATULATIONS!

- DR. JOHN TOFIK KARAM (Spanish and Portuguese) has been appointed Associate Director of the Lemann Institute for Brazilian Studies, starting in the Fall 2017.
- DR. GLEN GOODMAN (Spanish and Portuguese) received the Deutscher Akademischer Austauschdienst / German Academic Exchange Service (DAAD) Fellowship to conduct archival research in German, in summer 2017.
- RAQUEL GOEBEL (Spanish and Portuguese) has been named the new Director of the Portuguese Language Program in the Department of Spanish and Portuguese, effective August 16th, 2017.
- DR. ADRIAN BURGOS Jr. (History) The National Baseball Hall of Fame recently released a new site, La Vida Baseball, to celebrate the contribution of Latinos to the sport. Dr. Burgos was named its Editor-in-Chief.

FROM THE LIBRARY:

RESEARCH GUIDE TO COLOMBIA is now available!

It is our great pleasure to share the newest Latin American and Caribbean Studies library research guide: "Research Guide to Colombia." Thanks to Ms. Catalina Hernández for another excellent job!

CONGRATULATIONS TO CLACS FALL 2016 FACULTY AWARDS RECIPIENTS!

- Dr. CLAUDIA BROSEDER, History
Project: *Amazonian Imprints on Andean Colonialities*, Peru
- Dr. SEPIDEH SADAGHIANI, Neuroscience, Psychology
Project: *Intrinsic Brain State Dynamics in Major Depression*, Dominican Republic
- Dr. ANDIARA SCHWINGEL, Kinesiology & Community Health
Project: *Empowering Health Care Experts to Work Collaboratively to Improve Health of Older Brazilians through Sustainable Delivery Methods*, Brazil
- Dr. ANDREW SUÁREZ, Animal Biology
Project: *Behavior and Genetics of Argentine Ants in their Native Range: a 20-year comparison*, Argentina
- Prof. ANN-PERRY WITMER, Engineering
Project: *Honduras Water Project*, Honduras
- Dr. MATTHEW WINTERS, Political Science
Project: *Aid Flows and Citizen and Elite Political Engagement*, Bolivia

CONGRATULATIONS TO CLACS SPRING 2017 FACULTY AWARDS RECIPIENTS!

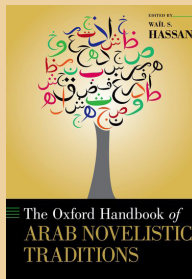
- Dr. NILS JACOBSEN, History
Project: *Tiempos De Guerra: Estado, nación y conflicto armado en el Perú, siglos XVII-XIX*, Peru
- Dr. SUSANNE BELOVARI, University Archives
Project: *Heritages of Migration: Moving Stories, Objects and Home*, Argentina
- Dr. LISA LUCERO, Anthropology
Project: *Climate Change and Classic Maya Ceremonial Circuits at Cara Blanca*, Belize
- Dr. GISELA SIN, Political Science
Project: *Presidents' urgency authority in Chile and Uruguay*
- Dr. KASIA SZREMSKI, CLACS
Project: *Diaspora, Trade and Alternative Forms of Complexity in the Ancient Andes*, Peru.

CONGRATULATIONS TO CLACS SPRING 2017 EXTERNAL FACULTY CURRICULUM DEVELOPMENT GRANT RECIPIENT!

- Dr. CAROLINA ROCHA, Foreign Languages and Literature,
Southern Illinois University at Edwardsville
Project: *Human Rights and Visual Culture in Latin America*, Colombia.

SOME BOOK PUBLICATIONS

The Oxford Handbook of Arab Novelistic Traditions



Wail S. Hassan (Editor)

Oxford University Press, 2017

Shares latest scholarship on the Arabic novel from its earliest phase to the present. Provides new theoretical framework for the study of the Arabic novel. Emphasizes development of the novel in every Arabic-speaking country. Includes Arab Diaspic novel traditions in thirteen countries.

ISBN: 9780199349791

Away Running



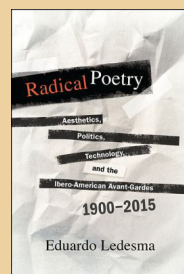
David Wright, Luc Bouchard (Authors)

Orca Book Publishers, 2016

Themes: American football, racism, violence, protest, war, grief, Paris, Montreal, college, friendship, team, confrontation, loyalty, disrespect, race riots, Islam

ISBN: 9781459810464

Radical Poetry: Aesthetics, Politics, Technology, and the Ibero-American Avant-Gardes, 1900-2015



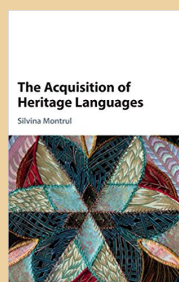
Eduardo Ledesma (Author)

SUNY Press, 2016

SUNY series in Latin American and Iberian Thought and Culture

ISBN13: 978-1-4384-6201-1

The Acquisition of Heritage Languages



Silvina Montrul (Author)

Cambridge University Press, 2015

ISBN: 9781107007246



WELCOME TO CLACS NEW AFFILIATED FACULTY

In the academic year 2016-2017, twenty-three faculty of the University of Illinois at Urbana-Champaign joined the Center for Latin American and Caribbean Studies.

The new CLACS Affiliated Faculty represent 18 departments/units on campus.

CLACS welcomes everyone!



WOJTEK J. CHODZKO-ZAJKO
Professor,
Kinesiology &
Community Health
wojtek@illinois.edu

The *Doña Francisca* Health Study explores the feasibility of implementing a health promotion program focused around physical activity, nutrition and stress management to Brazilians aged 50 and over. In collaboration with my colleagues from Brazil, we are now in the final year of a three-year study.



MARCELO H. GARCÍA
Professor, Civil &
Environmental
Engineering
mhgarcia@illinois.edu

Research areas: Energy-Water-Environment Sustainability; Environmental Hydrology and Hydraulic Engineering; Environmental Hydrology and Hydraulic Engineering; Societal Risk Management.



RICHARD GATES
Professor,
Agricultural
& Biological
Engineering
rsgates@illinois.edu

Research topics: Post-harvest loss measurements in Brazil, Animal-environment interactions in intensive livestock production, including welfare, behavior and facilities engineering, Agricultura air quality, Nutrient management.



RICARDO HERRERA
Associate Professor,
Voice, Music
rherrera@illinois.edu

Bass-baritone, voice teacher and stage director. Staged and directed Mozart's

Don Giovanni in Salzburg, Austria; guest soloist in Beethoven's Ninth Symphony with El Paso Symphony; sang the role of El Porteño in Maria de Buenos Aires by Piazzolla with Grand Rapids Opera; sang Handel's Messiah with El Paso Chorale. Active master teacher in the US (Texas, Michigan, New York), Mexico, Italy, Austria and China.



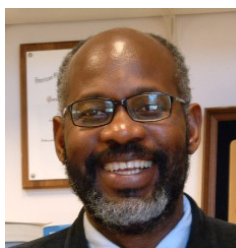
YU-FENG LIN
Research Professor,
Natural Resources
& Environmental
Sciences, Prairie
Research Institute
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Research topics: Using Distributed Temperature Sensing to Measure Stream Aquifer Exchange at the Ribeirão da Onça Creek Watershed in the Guarani Aquifer System.



ANGELA LYONS
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Specialization: Drinking Water; Environmental Engineering and Science; Societal Risk Management; Sustainability, Energy, and Developing World.



CAMERON MCCARTHY
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Research topics: Postcolonial elite schools; Global Ethnography; Cultural Studies; Postcolonial Aesthetics.



BENITO MARIÑAS
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Environmental
Engineering
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Areas of Research:
Drinking Water; Environmental Engineering and Science; Societal Risk Management; Sustainability, Energy, and Developing World.



STEPHEN NESBITT
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Research topics:
Severe weather; Human impacts of disasters;
Weather and climate.



HAYRI ÖNAL
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& Consumer
Economics
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Research topics:
Effects of renewable energy policies in Brazil and the US on resource utilization, commodity markets, and trade.



SUZANA PALASKA-NICHOLSON
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ACES International
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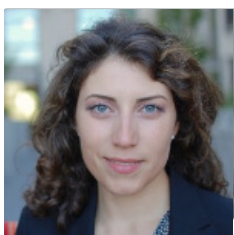
JESSE RIBOT
Professor, Geography
& Geographic
Information Science
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Professor Ribot conducts research in four inter-linked arenas: 1) decentralization and democratic local government; 2) natural resource tenure and access; 3) distribution along natural resource commodity chains; and 4) household vulnerability in the face of environmental change.



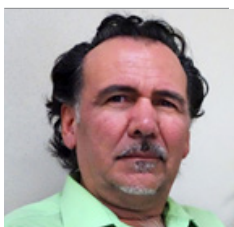
CHANCE RIGGINS
Research Assistant
Professor, Crop
Sciences
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Research topics: Interdisciplinary research in plant systematics, adaptive evolution, and weed science; much of which involves species in the genera *Amaranthus*, *Acacia*, and *Artemisia*. Curator of the Crop Evolution Laboratory Herbarium: Plant domestication, crop plant genetic diversity, ethnobotany, traditional knowledge systems, and useful wild plants.



SEPIDEH SADAGHIANI
Assistant Professor,
Neuroscience,
Psychology
sepideh@illinois.edu

Research topics: Large-scale neurocognitive networks, functional connectivity, cognitive control. Abnormal brain connectivity in major depression.



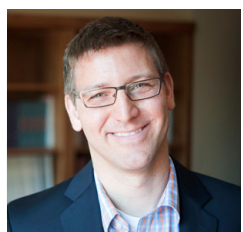
MAURO SARDELA
Director, Frederick Seitz
Materials
Research Laboratory
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Materials Science Engineering. Materials Characterization. X-ray scattering analytical techniques. Latin American materials (wood, soil, clays, etc.) with focus on industrial applications.



ANDIARA SCHWINGEL
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Research topics: Latinos health promotion and disease prevention. Latinos, health, aging.



DOUGLAS C. SMITH
Associate Professor,
Social Work
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Research topics: His research currently focuses on what treatments work best for adolescents and young adults with substance use disorders.



ELIZABETH STONE
Director of Education,
Spurlock Museum
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Focus: Community engagement and inclusive practice, particularly in diversifying the museum workforce through mentoring and career pathway programs. Visitor studies research in museum spaces, especially in examining the impact of bilingualism. Cultural heritage and a feminist archaeologist; feminist lens in the study of usewear on bone tools; highlights invisibilized labor of women and elders in the past.



JAMES TREAT
Associate Professor,
Religious Studies
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Research topics: American Indian ways of knowing, especially in the wake of imperial modernity. On a more theoretical level, he interested in the human ecology of indigenous societies as a religious critique of industrial civilization.



MARÍA B. VILLAMIL
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Crop Sciences
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Research topics: Current research focuses on the quantitative assessment of agro-ecological impacts of conventional and alternative cropping systems on GHG emissions and soil health and metagenomics exploring agronomic tools with potential to improve sustainability and production.



LILIANE WINDSOR
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Social Work
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Research topics: Applying Community-Based Participatory Research to understand substance-abuse treatment in Brazil.



CARA WONG
Assistant Professor,
Political Science
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Research topics: Geographic, National, and Racial Communities.



DAVID WRIGHT
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English
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Research topics: Race and culture; intersectionality. Slavery; novel writing; creative nonfiction writing.



UNIVERSITY OF ILLINOIS LATIN AMERICAN AND CARIBBEAN LIBRARY

Fall 2016 and Spring 2017

by Antonio Sotomayor, Librarian for Latin American & Caribbean Studies; Assistant Professor, University Library

During the 2016-2017 academic year the Latin American and Caribbean Studies Librarian was active in offering area and research expertise, building the collection, curating resources, coordinating special projects, and engaging with a diverse set of patrons. Professor Sotomayor constantly and gladly received undergraduate and graduate students to discuss their research projects, resources, and teach the best ways to access and evaluate information. He also received numerous faculty members and visiting scholars to support and collaborate on research and teaching Latin American and Caribbean Studies on campus. As such, Prof. Sotomayor visited numerous classrooms to highlight collections and services, and coordinated special office hours for particular courses.

Highlights from the past academic year include:

- Curated and published the comprehensive "Research Guide to Colombia."
- Visited the course "Introduction to Latin American and Caribbean Studies" to introduce some 200 students to the Library and our LACS resources.
- Assisted in the instruction of nationalism in Spanish America using library special collections.
- The "Research Guide to Latin American and Caribbean Sport" was included in the list of "External Collections" at the "World Olympic Library" from the International Olympic Committee in Lausanne, Switzerland.
- Continued curating and coordinating work for the *Conde de Montemar* digital project, which will provide open access to a collection of eighteenth century letters from Lima, Peru.
- Travelled to Lima, Peru to establish connections and network with colleagues at the *Biblioteca Nacional del Perú* and the *Instituto de Estudios Peruanos*.
- Presented work on the Latin American and Caribbean Sport Collection at the Pontificia Universidad Católica del Perú and established networks with faculty at their School of Information Sciences.
- Offered the first installment of the "Workshop on Latin American and Caribbean Library Resources."

On the collections side, we acquired around 4,000 new volumes of books, magazines, posters, comics, among other formats, for the period this report covers. Our collection has surpassed the 993,000 volumes (inclusive of all languages). We keep building the collection comprehensively, that is, from all countries and territories in Latin America and the Spanish Caribbean and from multiple disciplines. However, we have increased our budgets for Brazil and the Andes, while generally leaving the general



Dr. Antonio Sotomayor with Ms. Virginia García, Head Librarian at the Instituto de Estudios Peruanos in Lima, Peru. Photo credit: Antonio Sotomayor.

allocations the same. A special collection on sport (unique in the nation) has been growing with additional money and in collaboration with other library units. This collection includes more than 3,600 volumes from all countries and territories in Latin American and the Spanish Caribbean, not counting all the primary sources available in our Avery Brundage collection for Olympic Studies.

Some of the other highlights for collections include:

- Collection of 70+ titles of books about Latin American sport, mainly from Mexico.
- *Fútbol*. Semanario especialista Tomo 3, año 2, # 27 (3 de mayo de 1934) - #54 (7 de noviembre de 1934).
- *Clubes do Futebol Paulista*, 1958 (very rare)
- Comic: *Ronaldinho Gaucho*, (Brazil. With UGL collaboration) issues 1-100.
- *Fut! Revista do Jornal Lance*, (Brazil, very rare)
- *Gazeta Esportiva Ilustrada: Copa do Mundo 1950 and 1954*, (Brazil, very rare).
- Magazine *El Gráfico*, 1947-1988 (Argentina, Very rare)
- *Gazeta Esportiva Ilustrada*, 1958-1966. (Brazil, very rare)
- *2016 Rio Olympics Official Poster Collection*.

- Newspaper *El Rioplatense*, 3 issues from 1942. (Argentina, very rare)

- Collection of posters from "La Caja de Ahorro Postal", 1940s (Argentina, very rare)

- Collection of *Latin American Nationalist Pamphlets*, 1930s-1940s (very rare)

- Collection of 2014 *World Cup Ephemera* (Brazil, very rare)

- Continued identifying special acquisitions of material for Colombia supported by the *Campo Elías Palencia Memorial Fund*.

- Continued collaboration with Advancement to engage our Library Friends in support of collections and special projects.

Professor Sotomayor has also worked in making sure our Library collection is accessible and within reach of all users on campus and beyond. We have complete information about our activities and collections on our website, <http://www.library.illinois.edu/ias/lat/>. You can find us on Facebook "Latin American Studies at UIUC Library", and we also post announcements in CLACS's and the Luso-Brazilian Association's Facebook pages. For an individual tour of the website, to schedule a classroom visit, or to meet to discuss current or future research, please send Professor Sotomayor an e-mail at asotomay@illinois.edu.

CLACS ALUMN INTERVIEW

INTERVIEW OF JULIE WILLIAMS, PHD ANTHROPOLOGY 2011

Distinguished alumna Julie Williams, one-minute video telling the world about anthropology's four-field program in Ecuador:
<https://www.facebook.com/usfq.admisiones/videos/1472880899390778/>



Julie, please tell us about your background:

I majored in Spanish and anthropology, studying abroad in Spain, Costa Rica, and Ecuador, at the University of North Carolina at Wilmington. At Florida State University, I received my MA in Anthropology. I focused my PhD studies in socio-cultural anthropology and linguistics at the University of Illinois. In 2011, Trent University offered me the position of Director of International Development Studies in Quito, Ecuador. Currently, I am an assistant professor of anthropology and Vice Dean of Social Sciences and Humanities at the Universidad San Francisco de Quito (USFQ).

You have studied Quechua. What attracted you to indigenous Latin American languages?

My desire to work and communicate directly with indigenous communities in the Andes inspired me to learn Peruvian Quechua and subsequently Highland Ecuadorian Kichwa. I received three years of Foreign Language and Area Studies Fellowships at the University of Illinois, which allowed me invaluable time to concentrate on language and regional studies in the Andes.

What is your favorite topic for research and teaching?

My current research on urban indigenous identity in Lumbisí, Ecuador, spans nearly 20 years. I am enthralled by their ritual complex, and have steadily shifted my research to more religious, symbolic, and performative studies.

I love to teach Andean Anthropology. This class attracts a great diversity of national Ecuadorian

students and international students from all over the world. The diversity in the classroom provides space for exciting, critical discussions and the analysis of contemporary social issues in the Andes.

What would you say is your greatest accomplishment?

I achieved my dream professional position at Universidad San Francisco de Quito and became Vice Dean of Social Sciences and Humanities. My position allows me to give back to our academic community and assist marginalized populations achieve access and success at our institution.

What professors played a role in shaping your academic training and what did you learn from them?

Andrew Orta and Norman Whitten were crucial in my formation as an Andean scholar. Andrew broadened my comparative scope in the Andes, while Norman provided profound expertise on the three mainland regions of Ecuador. Arlene Torres offered tremendous insight to constructions of "race," class, ethnicity, and power in Latin America. Clodo Soto provided me the tools to think with a whole new mindset through the study of Quechua. My sociolinguistics studies were shaped strongly by Martin Manalansan and Janet Dixon Keller. I gained practical and writing skills while I honed my work ethnic working alongside Alma Gottlieb.

How was your experience as CLACS fellow/student?

CLACS was my second home on campus, and I treasure my experience and the many friends and colleagues that resulted from working and studying there. I maintain contact with many CLACS alumni, even hosting several at Universidad San Francisco de Quito. I hope to find new ways to collaborate and make our institutions and research stronger.

What is your favorite U of I memory? What do you miss the most?

I remember co-coordinating a Quechua/Kichwa Pedagogical conference at CLACS with Paola León. We cooked an Andean banquet in her apartment kitchen. We acquired all our ingredients from a market in New Jersey and made traditional dishes from guinea pig and choclo Andino to chicha in an all-night cooking extravaganza. All the effort paid off when we saw how all the participants, many of whom had not travelled home to the Andes in several years, enjoyed the scholarship, comradery, but also the meal we worked so hard to provide.

I miss nights out with my colleagues in downtown in Urbana-Champaign the most. No matter where we went, we hashed out research ideas, debated, commiserated, and decompressed together, which ultimately motivated us and strengthened our friendships.

Apart from research and teaching, what are you interested in?

I enjoy traveling in Ecuador, back to the US, and exploring new places in Latin America and Europe. I also love to cook, learn about, and sample new cuisines.

Tell us about your current projects and your plans for the future:

Currently, I am writing a co-edited book entitled, "Espiritualidades de Quito," which marks the culmination of a two-year collaborative ethnographic research project in the Metropolitan District of Quito involving 15 religious and spiritual communities, The City Museum Foundation, and 50 Universidad San Francisco de Quito students. I participate in an ongoing research project with the University of North Carolina at Chapel Hill in the Galapagos Islands examining territorialities and formal and informal management of natural resources for tourism. I am also preparing my own manuscript on urban indigenous identity in the Quito Basin.

I participated extensively in the creation of the Universidad San Francisco de Quito's new Anthropology BA degree program, which we inaugurate in August 2017.

My next research project proposes a new museum exhibit based on the Whitten Collection of Amazonian Kichwa ethnographic ceramics donated to USFQ. This collaborative, interdisciplinary project will provide a practicum for anthropology students and highlights new ethnographic data collection on the next generation of Amazonian artists from the Puyo region.

What would be your best advice to students interested in Latin American Studies?

Take advantage and explore as much as you possibly can! CLACS offers a tremendous range of courses across the campus and language training that is invaluable to future scholars and professionals planning to research or work in Latin America. Spanish and Native South American language skills are essential to accomplishing your goals, no matter what your field of expertise.



HONDURAS WATER PROJECT ARTICLE

by Ann-Perry Witmer, College of Engineering

What began four years ago as a happy accident in a rural Nigerian village has blossomed into a revolutionary approach to teaching engineering and social science in the real world of Central American rural society. The Honduras Water Project is a permanent year-long course offering in both the Center for Latin American and Caribbean Studies and the College of Engineering, and it unites students and faculty from throughout the university to implement a new safe drinking water system for a different small community in Honduras each year.

The development of this unusual course is a story of its own, and it dates back to 2013, when graduate students Keilin Jahnke and Eileen Walz were traveling with an Engineers Without Borders-UJUC team to Adu Achi, Nigeria, to observe the team's learning outcomes from participating in a service project. I also was traveling with the team as a professional mentor. For the previous 11 years, I had been working as a professional engineer in the drinking water sector in Wisconsin while volunteering on international projects, and through alumni connections I was recruited to work with the EWB team. Eileen, Keilin and I roomed together in the Igwe's palace, where we talked at night about what they had observed and what I had experienced in my own travels. "We should teach a course on this," we joked together as we realized how difficult it is for engineering service providers to think about the incredible influences of non-engineering factors like culture, politics, and money.



HWP students work with faculty and community leaders to evaluate a potential water source for the village of El Tablon during travel in January 2017. Photo credit: Ann-Perry Witmer

A few weeks after we were back in the United States and I was at work with my domestic clients, the Assistant Dean in the College of Engineering called and asked if I'd consider teaching just such a course. I laughed – perhaps we could pull something together in time for the fall of 2014. We'd first need to identify a project, then we'd need to line up funding, and of course we'd want a cadre of professional mentors who were willing to share their expertise with the students to make the project real. "Can you do it this month?" asked Dean Bruce Elliott-Litchfield, who also was advisor to Keilin's and Eileen's graduate studies.

One cannot dismiss the power of destiny, because within two weeks, we had a project and partner in Honduras, a half-dozen dedicated professional volunteers, and a pledge of funding from the Rotary Club of Jacksonville, Florida. And two weeks after that, the Honduras Water Project was born.

More than 100 students have now gone through HWP, and two of the water systems we designed are in operation now, with a third entering construction in 2017. The fourth year of the course has just logged completion of its engineering design, and the village of El Tablon may begin to construct its renovated system



Understanding a community's lifestyle and engineering needs requires HWP students to interact with and learn from residents. Here, a student team interviews a resident of Cerro Verde to better understand her expectations for a new water system. Photo credit: Ann-Perry Witmer

as soon as the rainy season ends in winter 2018. Our students have come from Latin American studies and all disciplines of engineering, as well as two dozen other majors ranging from accountancy, architectural studies and community health, to journalism, industrial design, and political science. And many of those students remain engaged in international development efforts, professionally or through a newly established non-profit organization that unites HWP alumni to consult with other service providers on effective international engineering. Keilin continues to teach the course with me, and also helps with the alumni-run Akelos organization, which was just established in early 2017.

So what makes our approach so effective? It's really quite simple. We teach our students to listen, rather than to talk. We teach them to learn, rather than to teach. This is not an academic exercise so much as a real-world experience, and we've been fortunate to be able to collaborate with an exceptional non-government organization in Honduras, Agua y Desarrollo Comunitario (ADEC), which provides cultural and technical support on the ground to make sure our work is framed in the context of Honduras, not Champaign-Urbana. ADEC supports us tremendously during travel each year, when our teams collect field data and build an understanding of their community partner.

And we make sure the students always are consultants serving a client, rather than benefactors gifting infrastructure to a needy recipient. It's a subtle concept in writing, but it's incredibly challenging in practice, especially for students who have been taught for many years that we are the experts. Bringing our students to a mindset of humility is long and difficult, and it takes much of the fall semester.

We are very excited to establish a firm relationship with CLACS for this course and look forward to a stronger participation in coming years of Latin American Studies students who register for the course through the LAST program. It has only been in the last few months that the course has passed the rigorous review required of the university to have Honduras Water Project listed as a permanent offering, and enrollment in future years is expected to continue to fill quickly, as students seek to learn not only how to make a difference in the world, but how to do it effectively and sustainably.

The chronicle of Honduras Water Project's creation is a perfect analogy for the process of successfully serving communities in the alternative-development world: be open to the possibilities, dare to make the impossible happen, and persist in bringing the work to completion. It's all about appreciating the wonderful power of kismet.

COLLABORATIONS BETWEEN THE CONNECT LAB AND THE DOMINICAN REPUBLIC

by Richard Bido-Medina, PhD candidate, Neuroscience, Psychology

The Control Network and Connectivity Team (CONNECT lab), located in the Beckman Institute for Advanced Science and Technology, is studying connectivity and cognitive functions of large-scale brain networks. Distant brain regions are in constant communication with each other. This communication, also called functional connectivity, is foundational to all cognition. Functional connectivity is spatially organized into many large brain networks. But how this network organization is maintained and modulated in the service of flexible cognition is poorly understood. The CONNECT lab combines various techniques to address these questions in the human brain including functional magnetic resonance imaging (fMRI), electroencephalography (EEG), simultaneous EEG-fMRI and genetic analyses in healthy participants and clinical populations.

There are two current neuroimaging collaborations between the Dominican Republic and the CONNECT lab. With the support of the CONNECT lab Principal Investigator, Dr. Sepideh Sadaghiani, Richard Bido-Medina, a young physician from the Dominican Republic who is also a candidate to the PhD in Neuroscience at University of Illinois, had the initiative of carrying out these collaborative projects. One of them consists of a longitudinal study of the brain functional and structural organization in adult's patients suffering from ZIKA virus infection with neurological complications. The second study intends to understand the brain connectivity in patients with depression by using an innovative fMRI paradigm.



Dr. Sadaghiani at the Dominican Republic (Neurology Society Conference 2016).
Photo credit: Richard Bido-Medina

There are two Dominican institutions involved in these projects: Hospital Salvador B. Gautier and the Centro Diagnostico y Medicina Avanzada y Telemedicina (CEDIMAT), both located in Santo Domingo, the capital of the Dominican Republic. The subject's recruitment and clinical assessment occurs at Hospital Gautier. Zika patients are recruited at the Neurology Department of Hospital Gautier, were the director of the Department is Dr. Luis Tusen, and Dr. Minelly Rodriguez lead the investigation; whereas the patients in the depression study are gathered in the Psychiatry Department, led by Dr. Alejandro Uribe (Head of Psychiatry) and Dr. Nathalia Montero, the residents' chief. The images acquisition takes place at the MRI facilities in CEDIMAT, the only center in the Dominican Republic with a 3 Tesla MRI scanner, which is suitable for high resolution brain images and the implementation of functional sequences. The images acquisition team is integrated by Dr. Peter Stoeter, the neuroradiologist in charge of research, and Jairo Oviedo a specialized technician who had a rotation at University of Illinois. Once both the clinical and imaging data is collected it is analyzed by using sophisticated methods and equipment at the CONNECT lab.

The support of the Center for Latin-American and the Caribbean Studies (CLACS) of University of Illinois, through Faculty Travel Awards and a Graduate Summer Research Fellowship have been crucial for the development of these collaborations. CLACS's support allowed Dr. Nathalia Montero, a psychiatry resident from Hospital Gautier, to visit University of Illinois and have a rotation as part of the Neuroscience Program. During her rotation, Dr. Montero learned about different research techniques and methods in neuroscience, participated in the research activities and lab meetings of the CONNECT lab, and visited other Cognitive Neuroscience laboratories. She also had the opportunity to participate in the process of clinical and neuropsychological assessment of subjects (e.g., patients) involved in a behavioral study and had access to several courses and seminars in the Neuroscience Program and in the Department of Psychology, and attended as her schedule permitted. The CLACS Tinker fellowship funded Dr. Richard Bido-Medina for conducting the second stage of his longitudinal ZIKA research project.

These collaborations can provide an important basis for a number of research and clinical applications. It is expected that society will benefit from potential advances in our understanding of the neural basis of disease, in general, and with regard to ZIKV infection with neurological manifestations and depression, in particular. In the case of Zika virus, this investigation is an important step for the comprehension of this disease that is affecting Latin America, and



Dr. Richard Bido-Medina and Dr. Minelly Rodriguez at CEDIMAT 3 Tesla scanner.
Photo credit: Richard Bido-Medina

particularly the Central and Caribbean region. Once the nature and time course of structural and functional changes of ZIKV neurological manifestations are identified, more targeted efforts for development of treatments will become possible, and new avenues for translational investigations, e.g. into the pathophysiology of ZIKV, will open. This project will not only enhance the knowledge of this global-impacting emerging disease, but will also strengthen the collaborations between the Dominican Republic involved institutions (Hospital Gautier and CEDIMAT). In the Dominican Republic there is not any PhD program in the science to date. This investigation represents a unique opportunity to the development of research in Santo Domingo, where the lack of both human and technological resources have limited the research growth for decades.



Hospital Dr. Salvador B. Gautier, Santo Domingo, Dominican Republic.
Photo credit: Richard Bido-Medina



NOTES ON AN ENCOUNTER BETWEEN A U.S. ANTHROPOLOGIST AND CUBAN SOCIAL SCIENTISTS

by Dr. Ellen Moodie, Anthropology

Only in retrospect did I realize that the small moment of tension in the midst of the ethnographic methods class in Pinar del Rio, in western Cuba, would be crucial to analysis.

The course was intense: four hours a day for nearly two weeks. Thirty-three Cuban postgraduate students registered; seven men, 26 women, ranging in age from 23 to 61. Their degrees were in Education, Pedagogy, History, Art History, Marxism/Leninism and History, Spanish Literature, Sports Culture, and Sociocultural Studies.

I ended up teaching the class after a chance meeting with Belkis, a sociologist, in Pinar del Rio, a provincial capital of about 200,000, in December 2014. Coincidentally, that was when Obama and Raul Castro started to open things up between our countries. I remember a lively conversation with Belkis comparing presuppositions girding our distinct disciplines. We reflected on the national/academic cultures that make our social sciences particular to the spaces in which they evolve. We decided to propose a short seminar on ethnographic methods, since, she said, they are not commonly taught there. Since then we have arranged a *convenio* or Memorandum of Understanding (MOU) between the University of Illinois and the Universidad del Pinar del Rio.

My idea was to incorporate the course into a larger research project called "*Changing Epistemologies in Contemporary Cuba: Towards a Collaborative Ethnography*." Both CLACS and the Unit for Criticism and Interpretive Theory have generously helped fund the project. After much planning and a long series of approvals from the Cuban state and the university, as well as the IRB here at Illinois, we held the class in June 2016. It was the hottest summer in years, everyone said, and the ancient air conditioner made so much noise that I could barely hear the students the first day.

The tiny tense moment, between Belkis and me, emerged on the third day as we discussed life histories. I brought up Miguel Barnet's *Biografía de un Cimarrón* (*Biography of a Runaway Slave*) as a text these students might know. (1) The 1966 "testimonial novel," is based on the accounts the 103-year-old Esteban Montejo told Barnet a few years earlier. It still excites controversy.

Students became quite animated. I was impressed by their enthusiastic debate. The first day, they had not said much, apparently (I later understood), checking me out, a bit nervous. I was the first person from the U.S. to teach there. Now they couldn't stop talking, reciting the controversy: Can *Cimarrón* really be considered "history"? Was it Miguel Barnet's

voice, or Esteban Montejo's, or both? What about the contradictions?

I suggested that in ethnography, it's important to recognize the subjectivity of the person as part of the research. Many people likely experience historical events in ways that vary from official versions and dominant narratives. For ethnographers, these kinds of deviations are in significant—they are telling—they are part of participants' way of seeing the world. They become part of our findings.

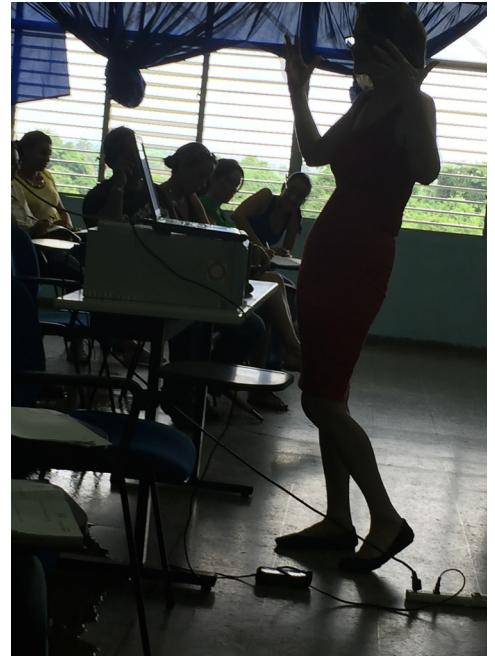
Belkis disagreed. As I wrote in my field notes the next day (Thursday, June 9, 2016): "She stood up and asserted that *we have to correct the mistakes*, that our goal should be to have an *accurate account of history* and if there's a problem with dates, for example, we have to fix them. ... I felt taken aback that she would intrude on the lesson—and that she would offer such a positivistic perspective. ... Perhaps she thought my view, so interpretive, so vague, so postmodern, does not adhere to the historical materialist framework that still holds among many social scientists here, even critical ones. ... The way a Cuban sociologist describes the world is quite different than the way I, trained in the postmodern 1990s, do. ..."

I didn't know how to respond. But I did try to say that we need to respect the perspective of the person—we can offer footnotes and commentary and analysis that point to empirical frameworks, that's part of our work, but we shouldn't think of this as correcting. I'm not sure I made myself clear.

So why does this become a key moment? I had tried to explain that ethnographic methods, in their openness, in the way they emerge, as they take shape in particular contexts, may help us understand differences in orientation that might escape quantitative and even traditional qualitative methods.

Attempting to understand her intervention, I could not forget that Belkis has professional responsibilities tied directly to the State and its political concerns. Was there something in the seemingly un-scientific liberal multicultural polyphonic fuzziness I expressed that day that would put officials off?

A year has passed. Donald Trump has recently reversed, or at least interrupted, some of the attempts to bring people on the island and the U.S. closer. My own efforts to understand some of our differences evolved during that opening: When I arrived in Pinar del Rio I imagined that I carried neutral content for the class. I thought I came to Cuba, at a Cuban sociologist's unsolicited invitation, bearing methods and techniques, not political critique. How to do an ethnographic interview—not *what that interview*



Ellen Moodie teaching in the classroom in Pinar del Rio, Cuba. Photo credit: Ellen Moodie

should investigate, or what questions are valid.

But any method, and any description of method, is of course imbued by intention. In literary theorist Mikhail Bakhtin's words: "All words have a 'taste' of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, a day and an hour. Each words tastes of the context and contexts in which it has lived its socially charged life." (2)

I am not absolved, then, even though I was so careful to remind my Cuban students that anthropology and methods of ethnographic fieldwork are rooted in colonial expansion, in spreading of capitalistic trade routes and imperialistic desires to know the other. (Many of the Cubans, unlike most of my U.S. students, nodded knowingly.)

Back to that flash of tension with Belkis: What I didn't do, in writing in my field notes about that moment in front of a group of probably 20 students, all watching intently, was to think ethnographically. I did not consider how what was emerging in that very moment in the classroom was a way of categorizing and then analyzing the world that most likely did, and does, conflict with mine.

I want to suggest a way to analyze Belkis' comments, and the discussion in class. Not the only way. I may not ultimately stick with it. I'm influenced here by Martin Holbraad's analysis of Cuban Revolutionary ontology. He writes: "A truly revolutionary politics, then, is one that is deliberately geared towards an erosion of the very distinction between the state and the



Main intersection in the city of Pinar del Rio, with an art piece indicating the past, future, and present. Photo credit: Ellen Moodie

people and their respective needs. The liberal charge of totalitarianism is 'refuted,' in Che Guevara's words, inasmuch as the Cuban state's task is not to 'abolish' the individual, but rather to fashion it into a *new subjectivity or consciousness* that not only embodies the revolutionary ethos, but enacts the very revolutionary condition that the socialist state is charged with bringing about. ...

Where liberal assumptions premise the two sides of this political equation as (to a degree) mutually independent variables – viz. sovereigns and subjects who retain their respective scopes for autonomy, with different degrees of relativity—Guevara seeks to articulate revolutionary politics in Cuba as a concerted attempt to render them mutually dependent: a '*society in formation*,' as he writes, 'that will permit a complete identification between the government

and the community in its entirety.'" (3)

Here I want to draw on this idea of a revolutionary ontology (there is no outside) to think about Belkis' comments as an expression of an orientation to a particular ontology (rather than a simple disagreement in methods, or indeed as a reflection of, say, outdated thinking). Rectifying errors is part of the reflexive revolutionary process.

What I am suggesting here is that we could interpret what Belkis said in class that day as a way of experiencing and categorizing the world that has emerged at least in part within Cuba since 1959. Of course I cannot make definitive conclusions with such scanty evidence—a fragment of a field note remembered the next day. But there's no question that the political process of the past 58 years on the island has explicitly shaped the thinking of many students—just as

hegemonic ways of thinking affect us here.

Does ethnography fit into a revolutionary ontology? Is relying on feelings, on moments of tension, viable, as a method? I will conclude by saying this: Those moments happen all the time. Everywhere. Ethnographic methods just remind us to pay attention. And that's what I hope to be doing, on the island, in classes and out of them, over the next few years.

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- 1-Bakhtin, Mikhail. 1968. *The Dialogic Imagination: Four Essays*, ed. Barcelona: Ediciones Ariel.
- 2-Holquist, Michael and Caryl Emerson (trans.). Austin: University of Texas Press, 1981: 273-274.
- 3- Holbraad, Martin & Morten Axel Pedersen, "Revolutionary Securitization: An Anthropological Extension of Securitization Theory." *International Theory* (2012) 4:2: 186.



CLACS PHOTO COMPETITION 2017

by Kasia Szremski, Associate Director, CLACS

In the Spring of 2017, CLACS held its first annual Latin American Photography Competition. The competition was open to all students, faculty, and staff affiliated with the University of Illinois and participants could submit up to three photographs each. We received 11 submissions from 5 participants which were on display all semester in ISB 200. The photographs display a variety of themes from Peruvian seascapes, to wildlife portraits in Ecuador, to intimate scenes of domestic life in Brazil.

The winning photograph was entitled ZAGAIA which was taken by John-Ben Soileau (PhD student of Anthropology).



"ZAGAIA"

John-Ben described the photo as showing "Marco, one of the most successful hunters and fishermen in this riverine quilombo village in the Amazon, proudly displays a "zagaia": a traditional tool used for spearing fish and sometimes hunting small forest animals. Marco's daughter looks over from the kitchen table. Quilombos are legally recognized by the Brazilian State as groups of descendants of escaped African slaves. The traditional zagaia and hammock alongside contemporary kitchen utensils offers an intimate glimpse into the market and subsistence-oriented livelihoods of contemporary rural Amazonians. [Villa Carrazêdo, Lower Amazon, Pará, Brazil]"



"Adaptation"

Photo credit: Gonzalo Pinilla (Art History)



"The young one from Galápagos"
Photo credit: Adelheid Sudibyo
(Spanish & Portuguese)



"Huanchaco Fisherman"

Photo credit: Xue Ma (Finance)

FELLOWSHIPS

FOREIGN LANGUAGE AND AREA STUDIES (FLAS)

The FLAS Fellowships support graduate and undergraduate study in modern foreign languages in combination with area studies, international studies, or international or area aspects of professional studies. CLACS FLAS fellowships may be used for the study of Brazilian Portuguese, Quechua or another Amerindian Language.

CLACS FLAS FELLOWS 2016-17



The 18 FLAS 2016-17 fellows come from ten academic departments spread across campus. Fellows hail from the Humanities (Spanish & Portuguese; History; Linguistics), Social Sciences (Political Science; CLACS; Anthropology), Arts (Music; Art History), Education (Educational Policy), Agriculture (Agricultural Consumer Economics), and Urban and Regional Planning.

Students take a diverse set of courses connected to Latin American and the Caribbean history and culture, environment and climate, population movements (diaspora, migration, informal settlements), politics, and religion. The students were at different levels in their knowledge of the languages.

CLACS FLAS fellows Summer 2016 (S16) , Academic Year 2016-17 (AY16-17)

GRADUATE STUDENTS

RYAN BEAN	History	Quechua	(AY 16-17)
JOSEPH COYLE	Anthropology	Portuguese	(AY 16-17)
LESLIE DEL CARPIO	Spanish & Portuguese	Quechua	(AY 16-17, S16)
ERIC JONES	Music	Quechua	(AY 16-17, S16)
GURDEEP KAUR	Urban & Reg Planning	Portuguese	(AY 16-17, S16)
WILLIAM MONAHAN	Urban & Reg Planning	Quechua	(AY 16-17)
BLAIR NIECE	Political Science	Portuguese	(AY 16-17)
MATTHEW NOLAN	Agr & Consum Econ	Portuguese	(AY 16-17)
CASSANDRA OSEI	History	Portuguese	(S16)
LUKE PLUTOWSKI	Political Science	Portuguese	(AY 16-17)
ELIZABETH QUICK	History	Quechua	(AY 16-17)
SUSANA RODRIGUEZ	Art History	Portuguese	(AY 16-17)
ASHLEA RUNDLETT	Political Science	Portuguese	(AY 16-17)
JULIAN SCHEIRER	Political Science	Portuguese	(AY 16-17)
FRANZISKA YOST	History	Portuguese	(AY 16-17)

UNDERGRADUATE STUDENTS

HALLEY JUVIK	Anthropology	Portuguese	(AY 16-17)
LIAM MILLETT	Geology, Global Studies	Portuguese	(AY 16-17)
MICHELLE PATIÑO	Linguistics	Quechua	(AY 16-17)

CLACS FLAS FELLOWS - NOTES

LESLIE DEL CARPIO

Quechua - FLAS Summer 2016, AY 2016-17



"FLAS has helped me a lot in my academic career. It has helped me to be able to learn a new language and meet people with similar interests. FLAS has also helped me to be able to put all my focus on my academic courses and get the most out of them. With FLAS I have also been able to travel to new places not just to learn a new language but to learn new cultures and people as well. I went to Peru for two months Summer 2016 and went to Ecuador for two months Summer 2017, the

experience that the summer FLAS offers is incredible and I cannot wait to see all things I will be learning. As a graduate student having FLAS means you take a break from teaching so this is very helpful when it comes to having the time to only focus on your courses and having more time to do research."

LIAM MILLETT

Portuguese - FLAS AY 2016-17



"As a sophomore undergraduate in Global Studies, my FLAS fellowship made an impact at early and critical time in my higher education. I began my interdisciplinary major without much certainty of where it would take me. However, through this program, I was able to greatly improve my Portuguese as well as study abroad in Rio de Janeiro, Brazil in the spring of 2017. Through these experiences, I have begun to consider many possible career paths related to Latin America and the Portuguese language. I recently decided on the "Wealth and Poverty" thematic area within my Global Studies major, and am focusing on international development as well as declaring my Portuguese minor. As my undergraduate years progress, I am looking forward to continuing to study Portuguese and Latin America, as well as looking into graduate programs for the future."



FELLOWSHIPS

GRADUATE SUMMER RESEARCH FELLOWSHIPS

CLACS awards Tinker, Whitten, Kilby, and Love Field Research Grants for graduate students to support summer research travel of a least four weeks. The Tinker and Whitten Fellowships are for pre-dissertation research, while the Kilby and Love Fellowships are for dissertation research.

WHITTEN FELLOWSHIP

Thanks to the generous support of Professor Dr. Norman Whitten, Jr. (Anthropology) and his wife Dr. Dorothea Scott Whitten, CLACS is able to offer awards of upto \$2000 each to support graduate student field research in Latin America. Priority is given to research in the Andes and Amazonia.

KILBY FELLOWSHIP

Thanks to the generous support of Professor Werner Baer (Economics), CLACS is able to support advanced graduate work in Latin America. This fellowship is intended for PhD students who have reached ABD status and who look to spend at least 4 weeks conducting research in Latin America.

LOVE FELLOWSHIP

Thanks to the generous support of Professor Dr. Joseph Love (History), CLACS is able to support advanced graduate work in Latin America. This fellowship is intended for PhD students who have reached ABD status and who look to spend at least 4 weeks conducting research in Latin America.

LEMANN SUMMER RESEARCH FELLOWSHIP

Thanks to the Lemann Institute for Brazilian Studies, students applying to do graduate summer research in Brazil are funded with special funds from the Lemann Institute.

TINKER FOUNDATION FELLOWSHIP

Thanks to the generous support of the Tinker Foundation, CLACS is able to make awards of upto approximately \$2000 each to support pre-dissertation graduate student field research in Latin America. The Tinker Foundation defines Latin America as the Spanish and Portuguese-speaking countries of the Western Hemisphere; it does not include Belize, the Iberian Peninsula or Puerto Rico. While students from all disciplines are encourage to apply those who already achieved ABD status are not eligible. Citizens of Latin American countries enrolled at the University of Illinois may receive awards to conduct research in their home countries if they have no previous field research experience related to the proposed project in that country.

THANK YOU!

For endowment funds to support Graduate Student Dissertation Research in the names of:

Marianne and Peter Kilby

Dr. Joseph L. Love, Sr. and Virginia Ellis Love

For fellowship funds to support Graduate Student Research in the Andes and the Amazonia in the names of:

Dr. Norman Whitten, Jr. and Dr. Dorothea Scott Whitten

GRADUATE SUMMER RESEARCH FELLOWS 2016

NORMAN E. WHITTEN JR. AND DOROTHEA SCOTT WHITTEN FELLOWS

Alana Ackerman	Anthropology	Ecuador
David Aristizabal	Anthropology	Colombia
Catalina Hernández-Cabal	Curriculum & Instruction	Colombia
Heilin Jahnke	Agricul and Biolog Eng	Ecuador
Jennifer Kirker Priest	Anthropology	Guatemala
Katia Nakamura	Natural Res Env Sciences	Peru
Gonzalo Pinilla	Art History	Colombia
Ingrid Romero	Plant Biology	Colombia
Summer Sanford	Anthropology	Panama

MARIANNE AND PETER KILBY FELLOW

John-Ben Soileau	Anthropology	Brazil
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DR. JOSEPH L. LOVE, SR. AND VIRGINIA ELLIS LOVE FELLOW

Luke Zehr	Entomology	Panama
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TINKER FELLOWS SUMMER 2016

Dinah Armstead	Education Policy	Chile
Claire Branigan	Anthropology	Argentina
Brenda García	Anthropology	Mexico
Claudia Lagos	Inst of Comm Research	Chile
Jessica Lira Viana	Plant Biology	Panama
Juan Mora	History	Mexico
Liz Moreno	Spanish & Portuguese	Argentina
Elizabeth Villegas	Human Development	Mexico

LEMANN SUMMER RESEARCH FELLOWS 2016

Marilia Correa Kuyumjian	History	Brazil
Gustavo Cortes	Economics	Brazil
Gana Ndiaye	French & Italian	Brazil
Cassandra Osei	History	Brazil
Kelly Senters	Political Science	Brazil
Juan Suárez	Spanish & Portuguese	Brazil
Lucas Trevisan	Agricul & Biological Eng	Brazil

TINKER AND WHITTEN FELLOWSHIPS' WORKSHOP

OCTOBER 28-29, 2016

The Tinker -Whitten Workshop is an annual event that showcases graduate student research and also provides students with detailed commentary by participating CLACS faculty affiliates. Nineteen Graduate fellows presented their summer 2016 research. Presentations were organized into the following topics:



HUMAN RIGHTS AND ACTIVISM IN LATIN AMERICA

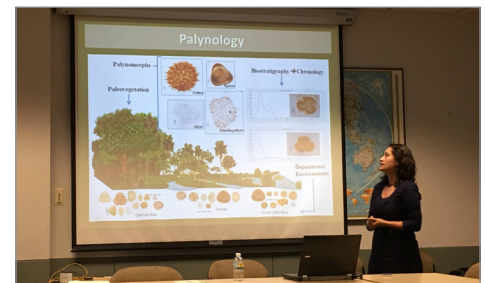
- BRENDA GISELA GARCIA, Anthropology. *Ephemeral Precarities in Mexico City's Metro: Mexico's Mexico, its Micro(metro)cosms and the San Cosme Faquir*
- DAVID ARISTIZABAL URREA, Anthropology. *The Afterlife of Governance: Landfills, Materiality, and Urban Dwellings in Cali, Colombia*
- CLAIRE BRANIGAN, Anthropology. *Ni Una Menos/Vivas las Queremos: Preliminary Thoughts on the Movement to end Femicide in Argentina*

DISCUSSANT: DR. ELLEN MOODIE, Anthropology

LATIN AMERICAN ECOLOGY PAST AND PRESENT

- SUMMER SANFORD, Anthropology. *Cutting the cord: Maternal and Offspring Weaning Strategies in White-faced Capuchin Monkeys (Cebus capucinus)*
- JESSICA LIRA VIANA, Plant Biology. *Effects of Nutrient Limitation on Understory Communities*
- INGRID CAROLINA ROMERO, Plant Biology. *Patterns of Vegetation Change during the Late Miocene and Pliocene Northern South America, Colombia*
- KATIA NAKAMURA, Natural Resources & Environmental Sciences. *Mapping the Funding Landscape*

DISCUSSANT: DR. ANDREW SUAREZ, Animal Biology and Entomology



JOURNALISM AND THE MEDIA

- LIZ MORENO CHUQUEN, Spanish & Portuguese. *Artistic Photography in Argentina (1920-1980): The Cultural Production of the Space/Body through Magazines*
- CLAUDIA LAGOS, Institute of Communication Research. *The Field of Investigative Journalism in Chile after the Dictatorship (1990-2015)*
- JUAN SUAREZ, Spanish & Portuguese - *The Imaginative Frontiers of Abdias do Nascimento: Race, Performance, and the Black Experimental Theater*

DISCUSSANT: DR. ANITA CHAN, Communications and Media and Cinema Studies

DEVELOPMENT AND PUBLIC HEALTH

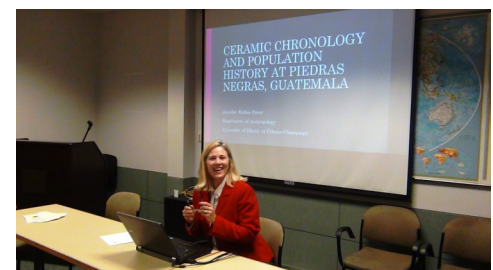
- HEILIN JAHNKE, Agricul and Biolog Engineering- *Exploring the Technical, Social, and Political Considerations in Sustainable International Development*
- ELIZABETH VILLEGAS, Human Development - *The Barriers and Struggles of Having a Fit and Healthy Family*

DISCUSSANT: DR. KATHY BAYLIS, Agricultural & Consumer Economics

ART AND SOCIAL MOVEMENTS IN LATIN AMERICA

- GONZALO PINILLA, Art History - *Public Aesthetic and Mass Action: The Ethics and the Political in the Collective Taller 4 Rojo's Graphic Media Production*
- CATALINA HERNANDEZ-CABAL, Curriculum & Instruction – *Clap once if you here me! "...(Clap!)... "Twice! "...(Clap, Clap!): The flesh of Contemporary Dance Education and Practice in Bogota*
- JENNIFER KIRKER PRIEST, Anthropology - *Ceramic Chronology And Population History at Piedras Negras, Guatemala*

DISCUSSANT: DR. ALLYSON PURPURA, Krannert Art Museum



DIASPORA, RACE, AND TRANSNATIONALISM

- DINAH ARMSTEAD, Education Policy- *Problematizing Globalization: Chilean Teachers' Use of U.S. Pre-Service Teachers in the English Language Classroom*
- JUAN MORA, History- *Mexican Immigration to the Midwest: Labor, Space, and Race; 1942-1964*
- GANA NDIAYE, French & Italian - *Mobility and Cultural Citizenship: the Making of a Senegalese Diaspora in Multiethnic Brazil*
- CASSANDRA OSEI, History– *The Color of Policy: The Politics of Racism and Language in the 1988 Brazilian Constitution*

DISCUSSANT: DR. KASIA SZREMSKI, CLACS



TINKER AND WHITTEN FELLOWS SUMMER RESEARCH NOTES

CLAUDIA LAGOS (Tinker)

*Ph.D. student, Inst. of Communication Research
Assistant Professor, Universidad de Chile, Chile*

**THE FIELD OF INVESTIGATIVE JOURNALISM
IN CHILE AFTER THE DICTATORSHIP (1990-
2015)**

Chilean investigative reporters have unmasked corporate, governmental, and military wrongdoings in books, documentaries, magazines, TV shows, and online press. This kind of reporting has occurred within –and in spite of– a neoliberal society and a market-based media system, which has experienced commercial pressures, labor flexibilization, and a hegemonic trend of infotainment.

Thus, what are the characteristics of the Chilean investigative journalism after the dictatorship? How have investigative reporters been navigating political and economic constraints over the past 25 years? To what extent are their personal and professional trajectories embedded in the field of the Chilean investigative journalism?

Drawing on semi-structured interviews and critical readings of pieces of investigative journalism, the research emphasizes a critical, qualitative, and inductive perspective to characterize Chilean investigative journalism after the dictatorship. The work focuses on three main areas: The mechanisms of recognition and consecration, the agenda, and the biographical and professional trajectories of investigative reporters.

To begin, I focus on a national award launched in 2003 in order to support quality journalism. The pieces awarded, the jury's opinion, and the yearly book with the selected stories, contribute to understanding the "mission" of the Chilean journalism after the dictatorship, the main players in the field, and the topics on which this type of reporting have focused.

To explore the agenda, I analyzed the two main TV shows delivering in-depth journalism: *Informe Especial* (IE, public television) and *Contacto* (a private company). The visual languages, the teams, the methods historically developed and deployed by both television shows allow us to better understand the ways of production, and to what extent these particular experiences had shaped and inspired the professional –or ideal– standards in Chilean journalism.

Finally, I address the biographical and professional trajectories of the investigative journalists through semi-structured interviews conducted with 12 Chilean journalists that accomplish at least one of these criteria: being recognized as investigative reporters, being awarded nationally or internationally, teaching investigative journalism, being the author of a book or a documentary considered as a piece of in-depth journalism.

JÉSSICA LIRA VIANA (Tinker)

MA/PhD student, Plant Biology

**EFFECTS OF NUTRIENT LIMITATION ON
UNDERSTORY COMMUNITIES**

Ferns are an ancient group of vascular plants whose form and habitat are extremely diverse, and most abundant in the tropics. Study of their ecology can provide a novel arena to test ecological theories. This study investigates how variation in fern species distribution on montane forests in Panama is influenced by dispersal processes or habitat conditions such as soil fertility and climate. Fern species were sampled in five one-hectare plots underlain by three different parent materials (Rhyolite, Andesite and Basalt – in ascending order of fertility). All terrestrial ferns were measured within 15 x 15 m subplots along three 100 m transects 30 m apart in each plot. In addition to soil fertility, light conditions were measured through red to far-red (R: FR) light ratios. Data on mean annual precipitation were also taken. Species data were fitted to a non-Metric Multidimensional Scaling (NMDS) ordination to analyze the species composition among the plots. Environmental variables were fitted onto the ordination to relate variation in plant communities to environmental variables.

In total 2,319 terrestrial fern individuals were censused, representing 50 species and 14 families. Species richness varied from 9 and 21 species per hectare, and abundance between 238 and 863 individuals. Community structure varied throughout the plots with richer soils harboring a greater number of species. Recognition of site-rich species may be critical for conservation and maintenance of biological processes which assure the equilibrium of natural ecosystems. Nonetheless, poor soil sites also obtained a reasonable amount of exclusive species that are adapted to nutrient scarcity.

Fern communities, sharing the same rhyolite-derived soils, tended to cluster together in ordination space, and were distinct from those on different geologies, implying that fern communities are not randomly distributed. Only soil pH was significant among environmental variables. I conclude that variation in fern composition across sites is likely linked to variation in nutrient availability, a consequence of distinct parent materials from which soils are derived. On-going research explores whether ferns show similar/distinct associations with environmental variables when compared to understory palms living in the same habitat, and overstory tree communities. How different components of tropical forest biodiversity is affected by habitat conditions is critical to predicting how they will respond to anthropogenic drivers of global change.

INGRID ROMERO (WITTEN)

Ph.D. Student, Plant Biology

**PATTERNS OF VEGETATION CHANGE
DURING THE LATE MIOCENE AND
PLIOCENE NORTHERN SOUTH AMERICA,
COLOMBIA**

During the summer of 2016, CLACS supported part of my field work to Colombia with the Dorothea S. and Norman E. Whitten Endowment Fund. For three weeks, I explored and collected rock samples in the eastern side of the Central Cordillera as part of my dissertation project.

For comprehending the establishment of modern ecosystems, it is crucial to understand the late Miocene-Pliocene, 11-3 million years (Ma), at northern South America. It has been proposed that during this period the Andes were under major tectonic and volcanic activity, especially in the Central Cordillera, Colombia. Plants are considered the main indicators for continental environments, and the pollen fossil record is one of the main proxies to evaluate plant dynamics and changes through time and space. Unfortunately, few paleoecological analyses has been made on the region for this period. For these reasons, one of the main objectives of my research is to study the pollen record of two geological sections known as La Mesa and Aranzazu, aged between 11-3 Ma and located in the Central Cordillera, to evaluate changes in the vegetation during this period as a response of climatic and/or geological changes.

During the time that I was in Colombia, I worked with a professor at La Universidad de Caldas, located in Manizales, to organize the field work in the Central Cordillera. While there, we worked to describe the geological section of La Mesa and collected rock samples for pollen. Being there, I had the opportunity to give a conference related with my research project. During the field work with Dr. Andres Pardo and Andres Salazar, we described and collected samples from two geological sections related with La Mesa, one located in Falan and another in Norcasia.

This award allowed me to conduct part of my research in Colombia, which was an opportunity to explore one of the study areas of the project. It was also an opportunity to increase the network of paleoecologist in South America and to create new alliances between institutions, such as University of Illinois and Universidad de Caldas. Additionally, it was an enriching personal experience because I had the opportunity to meet excellent people in each of the places we visited, as well as to do some interdisciplinary research and explore my country.

LEMANN INSTITUTE FELLOWS SUMMER RESEARCH NOTES

MARILIA CORRÊA
Ph.D. Candidate, History

KELLY SENTERES
Ph.D. Candidate, Political Science

LUCASTREVISAN
MS. Student, Agric. and Biological Engineering

UNUSUAL SUSPECTS: PERSECUTED SOLDIERS UNDER MILITARY RULE IN BRAZIL, 1964-1985

IS MUNICIPALITY 'EMANCIPATION' OVERRATED? A STUDY OF SUBNATIONAL FRAGMENTATION IN BRAZIL

DEVELOPING GUIDELINES FOR MAXIMUM ALLOWABLE STORAGE TIMES OF SOYBEANS IN BRAZIL AND OTHER LOW-LATITUDE REGIONS

I am currently in Rio de Janeiro, Brazil, conducting research to write my dissertation, "Unusual Suspects: Persecuted Soldiers Under Military Rule in Brazil, 1964-1988." My dissertation studies members of the military in Brazil who were expelled from the Army, Air Force and Navy on the wake of the military coup of 1964 and throughout the military regime in Brazil. I study the life trajectories of officers and soldiers who were seen as subversive from the moment they were purged from the forces, their trajectories upon leaving the military, until the end of the military regime.

Research Activities

After passing my preliminary examinations and defending my dissertation proposal in May 2016, I started conducting field research. Since then I have visited Rio de Janeiro, São Paulo, Recife, Curitiba and Belo Horizonte in Brazil, and Washington D.C. and Mexico City outside of Brazil. I have, thus far, collected thousands of documents from military agencies in Brazil and from the US Department of State and the Mexican foreign relations office about former military personnel, the motives behind their expulsion from the armed forces and their activities thereafter. Furthermore, I have also interviewed twenty men from distinct ranks in the military, from captains to soldiers. The Lemann Fellowship is providing me with the resources to conduct research at various sites and gather a diverse documentation that allow me to understand Brazil and the armed forces during the period of military rule.

On February 2017, I organized and submitted for approval a panel to be presented on the 2018 Conference of the American Historical Association. This panel, entitled Implementing Authoritarianism: Overlooked Sectors Under Latin America's Cold War Regimes, explores the complex relationships between military regimes and professionals in the second half of twentieth-century Latin America, and more specifically Brazil, Uruguay and Argentina.

In an effort to spur economic development and entrench democratization in the late-twentieth century, many developing countries ceded to the demands of the international community and adopted institutions of decentralization. As countries have devolved power to smaller units, some have experienced subnational fragmentation— a process in which some local communities split into two (or more) new communities. Increasingly common throughout the developing world, subnational fragmentation provides me with an opportunity to assess the effects of smaller, more localized governments on public goods provision and political participation with a method that overcomes some problems in traditional decentralization studies while also capturing the phenomenon at the national-level. I investigate this relationship in the context of Brazil, which is one of the most decentralized countries in the world whose most disaggregated political unit (the municipality) has increased in number by about 25% since its most recent democratic transition. I find that subnational fragmentation contributed to some anticipated development goals and helped to reduce inter-municipal inequality.

Research Activities

Since being awarded the Lemann Fellowship, I have successfully defended my dissertation prospectus, constructed an original dataset that traces the administrative, political, fiscal, and demographic histories of all Brazilian municipalities (currently numbering 5,570) over the 1988-2015 period, and started to empirically analyze my data as well as to present and write up my results. I started my tenure as a Visiting Scholar at the University of São Paulo in March 2017. In addition to working toward collecting non-digitized data for my dissertation, I have also started to help a professor at USP design/teach a new course on comparative political behavior and to work with this professor on updating an important political science dataset on democracies and dictatorships for the Latin American region. Aside from my dissertation research and involvement at the University of São Paulo, I have completed one book chapter on public attitudes toward corruption in Brazil, started another book chapter on corruption in Brazil, made progress on two additional research papers, collaborated on a large data collection effort at the Cline Center for Democracy, and presented in several conferences.

During the academic year 2016-2017, the Lemann Graduate Fellows funds were used to partially support research on developing guidelines for safe storage of soybeans in Brazil.

Research Activities

During the past academic year, I have been engaged in research involving post-harvest losses in Brazilian scenarios. This project studies the effects of typical Brazilian conditions on grain quality by quantifying dry matter losses related to grain respiration during storage. The activities included adapting instrumentation system, developing experimental design and collecting data on soybean storage. As a subsequent step, this data will be used to develop guidelines for a maximum allowable storage time of soybeans in Brazil, to fill a gap in Brazil's soybeans production and create reliable, safe storage guidelines that reduce post-harvest losses and consequently increases economic aspects in Brazil.

I'm very grateful for the Lemann to work and contribute to the extremely important field of agriculture in Brazil. Moreover, the Fellowship has provided knowledge and connections with other important researchers, scholars, and professionals interested in increasing agriculture quality in Brazil, and consequently making Brazil even bigger than it already is. Furthermore, I have learned so much with Lemann Institute vision and activities; it is an immense motivation to see many good results for my country. Finally, Lemann Graduate Fellowship has also contributed to my personal and intellectual development and helped to expand my vision about research related to Brazil.



COMMUNITY ART PROJECT

SHARING MEMORIES; THE MIRROR

by Patricia León and Gonzalo Pinilla (Art History)

The Sharing Memories; The Mirror project is an example of art as a social practice, which is something that we consider to be fundamental today, since the global approach to art tends to focus on the commercialization of art, rather than valuing art for art's sake. In addition, finding ourselves here in the U.S. and outside of our home country, Colombia, we perceived the lack of long-term artistic projects involving the Latino community.

This project was born out of a call for proposals from the city of Urbana's Arts Grant. As artists, we took this opportunity to propose our plan to the city of Urbana with the idea of revitalizing the Latin American identity through art and as a way of recovering cultural memory, traditions, and revaluing identity.

The Center for Latin American and Caribbean Studies at the University of Illinois at Urbana-Champaign joined the project to provide logistical support and books printing about the project. The Church of Saint Mary provide the space for classes. The School of Art and Design with the Noble Ink Lab provided us with space in its printmaking workshop for sessions on serigraphy which allowed students the space to design their artist books.

The project began in May 2016 in Urbana-Champaign, and was created with the idea that the Latino community should participate in a project that could serve as space of artistic creation and community collaboration.

Our personal stories about coming to the U.S. are bound by a common thread - our experience of being Latin American immigrants. As artists, we see and feel the rupture that this causes and we believed it necessary to preserve our Latin American culture, our traditions, and our language; thus, not forgetting, but rather revitalizing our roots. By doing so we are trying to dynamically articulate the experiences of immigrant Latino communities within the cultural life of the city of Urbana-Champaign.

From September 2016 through April 2017, the project provided technical knowledge, critical thinking, creativity, collaboration and co-production and proposed a means of expression through artistic creation.

We believe that this project has helped to revitalize the meaning of art as a social practice, promoting integration and free expression, creating a space for the Latino community, and giving way to a more inclusive society.



Sharing Memories participants

We also believe that by establishing connections and transmitting ideas and artistic skills we developed tools that we used in our work as teachers and guides during the more than eight months of photography and print making workshops. Though it was a challenge, with practice we established a teaching method based on collaboration and integration.

The Sharing Memories; The Mirror exhibition was supported by The Center for Latin American and Caribbean Studies and was held at the Independent Media Center, in Urbana from April 4-16, 2017, and was included as part of the Boneyard Arts Festival.

The exhibition featured all of the artist books made by the participants, as well as analogue photographs in black and white, enlarged digital camera photographs printed on paper, 4x5 medium format camera prints, silkscreen prints on paper, cloth (t-shirts, and tote bags), and hand-colored and laboratory-processed experimental photograms created by all participants attending the workshops. The video documenting the interviews with the participants of the Sharing Memories; the Mirror project was created by Danil Massip.

Today, when viewing the works, we can see the various cultural exchanges that occurred among participants from several Latin American countries. Expressions of oral tradition and Latino thoughts were used and revived. Music was also integrated into compositions of the handmade artist book created by the participants.

Reflecting on memory, on the meaning of identity and belonging, the participants, despite their current



Printmaking workshop for sessions



Printmaking workshop for sessions

location, could extoll their origins, which can be appreciated through the photographs they took. They also shared life experiences and learned from each other.

Thank you to the Center for Latin American and Caribbean Studies of the University of Illinois at Urbana-Champaign for providing us with resources to develop this project and for supporting the printing of the books.

Patricia León
Gonzalo Pinilla
Artists and Project Organizers

CLACS OUTREACH 2016-17

The Center for Latin American and Caribbean Studies at University of Illinois serves community, educational, and business groups by providing curricular materials and organizing workshops on Latin American themes. At CLACS our mission is to increase knowledge and awareness of Latin America and the Caribbean in the educational community and the general public by promoting language and area studies in their broadest sense.

CLACS organizes and sponsors public lecture series, presentations and cultural events that are announced through its web page, email, and social media (Facebook and Twitter).

Among these activities, we have public lectures featuring distinguished guests, Spanish Story Time at public libraries, schools and community programs related to Latin American and the Caribbean. CLACS has annual recurrent activities including a Latin American Film Festival, K-14 Teachers Workshops, Summer Language program for High School students, Hispanic Heritage Month Celebrations, etc. CLACS Outreach organizes five types of programs:

- HIGHER EDUCATION PROGRAMS
- K-16 EDUCATIONAL PROGRAMS
- K-16 SUMMER PROGRAMS
- COMMUNITY PROGRAMS
- OUTREACH CO-SPONSORED PROGRAMS



**AFROLATINOS:
AN UNTAUGHT HISTORY**

Wednesday, February 22nd
5:00 – 7:00 pm
Foellinger Auditorium

Free Screening followed
Q&A with Emmy award
winning director
Renzo Davia.

Open to Public

Hosted by Center for Latin American and
Caribbean Studies (CLACS)

CREADOR
PICTURES

UIUC
CENTER FOR
LATIN AMERICAN
AND CARIBBEAN
STUDIES

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Sponsored by
University of Illinois' Lemann Institute for Brazilian Studies; Center for African Studies; Center for Global Studies; Department of Spanish & Portuguese; Department of African American Studies; Department of Latino/a Studies; La Casa Cultural Latina; Department of History; Department of Sociology; Department of Music; Department of Art History; Urban & Regional Planning; Office of the Dean of Students; College of Fine and Applied Arts; Office of Minority Students Affairs; Office of Diversity, Equity and Access; and Parkland College.

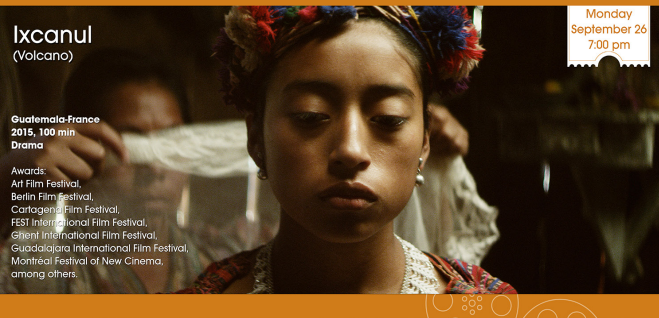
Organized by the Center for Latin American and Caribbean Studies (CLACS)

LAFfito

September 26
October 3

2016

Latin American Film Festival




Ixcanul
(Volcano)

Guatemala-France
2015, 100 min
Drama

Awards:
Art Film Festival,
Berlin Film Festival,
Cologno Film Festival,
FEST International Film Festival,
Giffoni International Film Festival,
Guadalajara International Film Festival,
Montreal Festival of New Cinema,
among others.

Monday
September 26
7:00 pm



Nise, O Coração da Loucura
(Nise: The Heart of Madness)

Brazil
2015, 106 min
Drama film/History

Awards:
Rio de Janeiro International Film Festival,
Tokyo International Film Festival.

Monday
October 3
7:00 pm

All films are subtitled in English. For additional information and showtimes, please visit www.clacs.illinois.edu

The Art Theater Co-Op

126 W Church St
Downtown Champaign
www.arttheater.coop

Find CLACS at: www.clacs.illinois.edu | [@CLACSatUIUC](https://www.facebook.com/CLACSatUIUC) | [@CLACS_at_UIUC](https://twitter.com/CLACS_at_UIUC)

LAFfito is funded under a Title VI grant from the US Department of Education, however, the content expressed therein does not necessarily reflect the views or policy of said institution.

CLACS OUTREACH PROGRAMS HAVE BEEN MADE IN PARTNERSHIP WITH:

EXTERNAL PARTNERS

- Parkland College
- Migrant Education Program
- Urbana Arts Council
- Urbana, Champaign, and Mahomet Public Libraries
- National Museum of Mexican Art (NMMA)
- International Prep Academy, Unit 4
- Dr. Williams Elementary, USD 166
- The Art Theater Co-Op

UNIVERSITY OF ILLINOIS PARTNERS

- La Casa Cultural Latina
- University Language Academy
- Department of Spanish and Portuguese
- Spurlock Museum
- Krannert Art Museum
- University Family Housing
- Office of Inclusion and Intercultural Relations (OIIR)
- School of Education
- The Career Center
- Illinois International
- Title VI International Area Studies Centers



OUTREACH K-16

PROFESSIONAL DEVELOPMENT OF LATIN AMERICAN EDUCATORS WORKSHOPS

CLACS organized numerous Teachers' Workshop on Latin American Studies, for K-16 educators and librarians. The professional development workshops provides an informative overview and discussion of different aspects of Latin America and the Caribbean. With the support of faculty, graduate students and partners we have offered the following workshops:

One-week Professional Development Teachers Workshop:

"THE POETRY AND MOVEMENT OF TANGO: A WINDOW TO SOUTHERN LATIN AMERICA."

Presented by Professor Irene Jabobsen, Eastern Illinois University.

One-day Professional Development Teachers Workshop:

"DIA DE LOS MUERTOS"

Presenters:

- Bernard Cesarone, College of Education;
- Elisabeth A. Stone, Spurlock Museum of World Cultures;
- Virginia Erickson, Krannert Art Museum and Kinkead Pavilion

"THE AFRICAN PRESENCE IN MEXICO", presented at the National Museum of Mexican Art, Chicago.

"KAYAPÓ FILM-KAYAPÓ SONG: CULTURAL PERFORMANCE AND SURVIVAL FROM THE AMAZON RAIN FOREST."

with three filmmakers from Brazil who gave a workshop and a presentation of their work.

"CONTEMPORARY NATIONAL CULTURAL IDENTITY IN LATIN AMERICA AND THE CARIBBEAN."

Joint event of the Consortium CLAS of the University of Chicago and CLACS of the University of Illinois.

Presenters:

- Franco Bavoni, *"Soccer, Politics, and the Crystallization of Identity"*, MA '16, MAPSS, University of Chicago.
- Korinta Maldonado, *"Indigenous Movements in Latin America"*, Postdoctoral Research Associate, Anthropology and Native American Studies, University of Illinois at Urbana-Champaign.
- Rebecca Linares, *"Foundations of Knowledge"*, PhD, Curriculum and Instruction, University of Illinois at Urbana-Champaign.



October 13, 2016
Latin American Educators Workshop: "Dia de Muertos".



February 4, 2017
"The African Presence in Mexico". One-day Professional Development Teachers Workshop. The workshop was presented at the National Museum of Mexican Art, Chicago.



June 5-9 2017
"The Poetry and Movement of Tango: A Window to Southern Latin America". Professional Development Latin American Educators Workshop.

NRC's AREA STUDIES & OUTREACH CONFERENCE

Washington D.C., December 1st, 2016



The University of Illinois Title VI International & Area Studies Centers organized the NRC's Area Studies & Outreach Conference: "Best Practices in Internationalizing Classrooms and Communities"



June 17, 2017
"Contemporary National Cultural Identity in Latin America and the Caribbean." Joint CLAS U-Chicago- CLACS U Illinois program.

SUMMER 2017 LATIN AMERICAN EDUCATORS WORKSHOP

"THE POETRY AND MOVEMENT OF TANGO: A WINDOW TO SOUTHERN LATIN AMERICA"

JUNE 5-9, 2017

This one-week Professional Development Teachers Workshop featured discussion of the three aspects of the Tango: music, dance, and lyrics, in the context of the sociohistorical developments in the River Plate area between 1880 and 1955.

The workshop was led by Professor Irene Jacobsen (Eastern Illinois University).

Topics included:

- Dance: historical development, characteristics, styles. Tango shows vs. non-performance Tango. Prominent choreographers and dancers.
- Guest lecture by Dr. Nils Jacobsen: "The Country that Gave Rise to the Tango: Politics, Economy and Culture of Argentina, 1862-1955."
- Music. Origins, influences, evolution, characteristics, styles. The instruments and the orchestras. Prominent composers and musicians.
- Songs. Origins, evolution, styles. The language of the Tango: understanding lunfardo. The themes. Prominent lyricists and singers
- The poetry of the Tango.
- The Tango and Film. Gender Issues. The Tango as Commercial and Cultural Product.

Activities supported with authentic audio/written/visual materials (lyrics, music, films, etc.). Daily extracurricular cultural activities including Tango Dance Instruction, and Film with Discussion. Film: *Tango*, by Carlos Saura.

2ND HIGH SCHOOL SUMMER BRIDGE PORTUGUESE

JUNE 5-16, 2017

This two-week program is intended for high school students interested in pursuing Portuguese at the university level. Instructor Raquel Goebel (Spanish & Portuguese) led the workshop and high school students from the area attended.

The High School Summer Bridge-Portuguese Program features:

- 3.5-hours of daily instruction in introductory Portuguese
- Immersion in Brazilian culture
- Targeted language materials developed specifically for the program.
- Activities supported with authentic audio/visual materials (music, films, YouTube videos).
- Daily cultural activities designed to introduce students to highlights of Brazilian art, music, history, and food.



2nd High School Summer Bridge-Portuguese class with Prof. Raquel Goebel.



"The Poetry and Movement of Tango" Latin American Educators Workshop participants with Professor Irene Jacobsen (front).



2nd High School Summer Bridge-Portuguese participants, with Prof. Raquel Goebel, at the end of the program celebration.



K-14 OUTREACH

SUMMER 2017 K-12 MIGRANT FARMWORKER EDUCATION PROGRAM

During July 2017, CLACS co-sponsored and helped lead the K-12 Parkland College Migrant Education program:

K-8 ART PROJECT



Parkland Migrant Education Program K-8 students's Final Art Projects

Gonzalo Pinilla, (PhD student in Art History) developed and led an art project for K-8 students. The program met weekly on Fridays during the month of July. The goal of the program was to help students reflect upon their strengths and narrate their experiences as migrant farmworkers through artistic expression. The kids provides the art for a twelve month calendar which highlights students' artworks and will be distributed to the participants. Calendar design by Patricia León and Gonzalo Pinilla.

HIGH SCHOOL LITERACY PROGRAM



Parkland Migrant Education Program students at the 9-12 Literacy Program

Prof. Anna María Escobar led the 9-12 Literacy Program. The objective was to prepare the students to be able to work on their resúmes and personal narratives for college applications.

NATIONAL MUSEUM OF MEXICAN ART PRESENTATIONS

ARTE AMBULANTE: CODEX BOOKS



Arte Ambulante presentation at the International Prep Academy, Unit 4, Champaign, IL.

On January 11, 2017 *Arte Ambulante* from the National Museum of Mexican Art presented the workshop "Codex Books" to K-5 students at the International Prep Academy, the program was also presented to the Language Academy school K-5 students .

PARKLAND COLLEGE LATINO CLUB visits the NATIONAL MUSEUM OF MEXICAN ART



Parkland College Latino Club visit to the National Museum of Mexican Art, Chicago.

CLACS organized a visit to the National Museum of Mexican Art (NMMA) in Chicago for Parkland's Latino Club. On May 5, 2017 fourteen Parkland students visited to the NMMA Chicago where they attended two presentations led by museum educators on "Nuestras Historias" and "Memoria Presente."

COMMUNITY OUTREACH

FILM SCREENINGS WITH DIRECTOR Q&A

- February 24, 2017. The "AfroLatinos" film was screened and followed by a presentation and Q & A with Emmy Award Director Renzo Davia.
- March 8, 2017. "Cultural Performance and Survival from the Amazon Rain Forest" film screening and live music. Presentation and Q&A with filmmakers Krakrax Kayapó, Pati Kayapó, and Bepto Kayapó

URBANA ARTS GRANT PROJECTS

CLACS co-sponsor two community programs organized by Gonzalo Pinilla and Patricia León. Both projects were also recipients of the Urbana Arts Grant:

- "Sharing Memories; The Mirror. Art Project"
- "Colored Voices of the World: Part I" Mural Project at Dr. Williams Elementary School.

LATIN AMERICAN FILM FESTIVAL (LAFF/ LAFFito)

In 2016 two Latin American films were presented at the Art Theatre, Champaign, in September/October:

- *Ixcanul* (Volcano). Guatemala/France, 2015
- *Nise - O Coração da Loucura*. Brazil, 2015

HISPANIC HERITAGE MONTH CELEBRATIONS

CLACS co-sponsored the Hispanic Heritage Month Celebrations which were held at the University Family Housing, The Urbana Free Library, and the International Prep-Academy and Westview Elementary Schools.

INTERNATIONAL OUTREACH COUNCIL (IOC)

UI's Title VI Centers organized and participated in diverse K-16 and community programs including:

- TVI Outreach Conference, Washington D.C., December 2017
- IOC Teacher Advisory Committee
- International Careers Workshop Series
- International Week- School visits to the U of Illinois campus

SPANISH STORY TIME/ LATIN AMERICAN LANGUAGES STORYTIME

Since 2006 CLACS has organized Spanish Story-Time on the second Saturday of each month from 2:30 to 3:30 p.m. at the Urbana Free Library. The event is for children and their parents and consists of storytelling, music, and art. It is presented bilingually in Spanish and English.



Bilingual Spanish Story Time

In October 2016 CLACS celebrated the 10th anniversary of the Spanish Story-Time program during the Hispanic Heritage month with a special program with the presentation of bilingual storytellings and live performances of Latin American music.

LATIN AMERICAN LANGUAGES STORYTIME

Tri-lingual storytelling: English- Spanish- traditional language from Latin America (Quechua or Portuguese), and traditional children's music. This program was presented twice per semester at the Champaign Public Library's Goodnight Storytime program. Thank you Professors Clodoaldo Soto, Raquel Goebel and students for your participation at these programs.

THANK YOU! ¡MUCHAS GRACIAS!

CLACS would like to give a special thank you to all the individuals who had a role in making CLACS STORYTIME programs possible in these years through storytelling, playing music or helping to create the craft. Including:

Alex Agudelo, Juan Andrés, Tad Andracki, Rosa Nila Alfaro, Elis Artz, Nadine Aubourg, Deneb Bello, Gabriela Calzada, Azucena Campos, Lauren Chenevert, Sedna Cordova, Frida Corona, Severina Cox, Ernesto Cuevas, Leslie del Carpio, Mayela Diaz, Pilar Eguez, Adriana Cuervo, Cristina Flores, Freddy Freitez, Samantha Gardiner, Sandra Giger, Raquel Goebel, Leo Gomez, Patricia Guzman, Jessica Hajek, Adrián Herrera Escobar, Eduardo Herrera, Ricardo Herrera, Mariano and Renata Herrera, Tina Hope, William Hope, Alejandra Jimenez, Eric Johnson, Jeannine Koninckx, Julian Lenis, Patricia León, Graziela Lima, Roxanne Massar, Emmett McNulty, Verónica Mendez, Ian Middleton, Rex Miller, William Monahan, Julian Norato, Paula Norato, Juan Luis Olarte, Ayda Parra, Claudia Parra, Silvia Paz, Renee Pond, Lindsay Pycik, Flora Ramirez, Valeria Ramirez, Luciana Rezende, Jenica Rosen, Ana Said, Gabriela Seufferheld, Anna Shustitzky, Clodoaldo Soto, Sonia Soto, Caty Ubilla, Mauricio Villamar, Lina Zambrano; Grupo Costas, Grupo Rosario, Grupo Zandunga.

A special THANK YOU to the Urbana Free Library, and Champaign Public Library for their outstanding support.



Latin American Languages Storytime. Professor Soto and two FLAS fellows presenting in Quechua, Spanish and English.



ANNOUNCEMENTS 2017-18



2017 Latin American Film Festival
September 22-28

The Clan / El Clan
(Argentina, 2015 - 108 min. - R, Biography/Crime/Drama)
Fri 22, 5:15pm / Sun 24, 6:00pm / Wed 27, 3:45pm

The Second Mother / Que Horas Ela Volta?
(Brazil, 2015 - 112 min. - R, Comedy/Drama)
Sat 23, 3:45pm / Sun 24, 8:30pm / Tue 26, 8:15pm

The Club / El Club
(Chile, 2015 - 98 min. - R, Drama)
Sat 23, 8:15pm / Mon 25, 7:00pm / Wed 27, 6:15pm

Rosa Chumbe
(Peru, 2015, released 2017 - 75 min. - NR, Drama)
Sat 23, 6:15pm / Tue 26, 4:00pm / Thu 28, 5:00pm

Made in Cuba
(USA/Cuba, 2016 - 47 min. - NR, 3 short documentaries)
Sat 23, 1:45pm / Sun 24, 1:45pm / Mon 25, 5:15pm

Chavela
(USA, 2017 - 90 min. - NR, Documentary/Biography)
Fri 22, 7:45pm

Dolores
(USA, 2017 - 95 min. - NR, Documentary/Biography)
Sun 24, 3:45pm / Tue 26, 6:00pm / Thu 28, 7:00pm

Santa Sangre
(Mexico/Italy, 1989 - 125 min. - R, Late Night/Cult)
Fri 22, 10:00pm / Wed 27, 8:30pm / Thu 28, 10:00pm

Book of Life
(USA, 2014 - 95 min - PG, Animation, Free Kids Screening)
Sat 23, 11:30am / Sun 24, 11:30am

All films are subtitled in English. For additional information and showtimes, please visit www.clacs.illinois.edu

Organized by
The Center for Latin American and Caribbean Studies (CLACS)
in partnership with The Art Theater

Co-sponsors:
The Art Theater
The Lemann Institute
Department of Spanish and Portuguese
LAS Global Studies
Linguistics Department
Women and Gender in Global Perspectives Program

Find CLACS at: www.clacs.illinois.edu [@CLACSIUUC](https://www.facebook.com/CLACSIUUC) [@CLACS_at_UIUC](https://www.twitter.com/CLACS_at_UIUC)

UFF 2017 is funded under a Title VI grant from the US Department of Education, however, the content expressed therein does not necessarily reflect the views or policy of said institution.

LECTURE SERIES FALL 2017

Tuesday, September 5 - Room 101 ISB, 2pm
Vladimir Safatle, *Philosophy*
Universidade de São Paulo
"The Collapse of the Brazilian New Republic"

Thursday, September 7 - Room 101 ISB, 12pm
Claudia Lagos, *Institute of Communications Research*
University of Illinois
"The role of conservative press in human rights violations in Chile: The case of El Mercurio newspaper"

Thursday, September 7 - Room 101 ISB, 5:30pm
Claudia Lagos, *Institute of Communications Research*
University of Illinois
"Agustin's Newspaper" Documentary + Q&A

Tuesday, September 12 - Room 101 ISB, 2pm
Liv Sovik, *Communication*
Universidade Federal do Rio de Janeiro
"Rap and the Brazilian Pop Music Tradition"

Thursday, September 14 - Room 101 ISB, 12pm
Alan LeBaron, *History and Interdisciplinary Studies*
Director of Maya Heritage Community Project
Kennesaw State University, GA
"Maya Guatemalan Diaspora to the United States: Obstacles vs. Aspirations and the Beginning of the Maya-American"

Thursday, September 21 - Room 101 ISB, 12pm
Special presentation from Mayoral Delegation
Kenscoff, Haiti

September 22-28 - The Art Theater, 126 W Church St
Latin American Film Festival 2017
More information about the movies at:
<http://www.clacs.illinois.edu>

Tuesday, September 26 - Room 101 ISB, 2pm
Benito Schmidt, *History*
Universidade Federal do Rio Grande do Sul
"Crossing Frontiers and Making the Revolution: Transnational Experiences of a Brazilian Revolutionary Militant (1960s and 1970s)"

Tuesday, October 3 - Room 101 ISB, 2pm
Ryan Shosted, *Linguistics*
University of Illinois
"Vowel Lenition in Brazilian Portuguese: Ultrasound Evidence"

Thursday, October 5 - Room 101 ISB, 12pm
César Ferreira, *Spanish and Portuguese*
University of Wisconsin, Milwaukee
"On Memory, Fiction and Autobiographical Writing: The Case of Mario Vargas Llosa and Gabriel Garcia Márquez"

Thursday, October 12 - Room 101 ISB, 12pm
Ramona Hernández, *Sociology*
Director of the Dominican Studies Institute
The City University of New York - Graduate School
"The Dominican People in the U.S.: Different Migrant Streams, Divergent Stories"

Thursday, October 26 - Room 101 ISB, 12pm
Marta R. Durantini, *School of Social Work*
University of Illinois
"Health promotion interventions: Are they working on Hispanic population?"

Wednesday, November 1 - Room 101 ISB, 2pm
Juan Filipe Stacul, *Languages*
Instituto Federal de Goiás
"Eros Drives in Sinuous Curves: Masculinity and Desire in Caio Fernando Abreu and Tennessee Williams"

Thursday, November 2 - Room 101 ISB, 12pm
Carlos Eduardo Suprinyak, *Economic Sciences*
Faculdade de Ciências Econômicas, Centro de Desenvolvimento e Planejamento Regional
Universidade Federal de Minas Gerais
"The Ford Foundation and Brazilian Economics: modernization and pluralism in an authoritarian society"

Thursday, November 9 - Room 101 ISB, 12pm
Matthew Winters, *Political Sciences*
University of Illinois
"The Future of Foreign Aid in Bolivia"

November 16-17 - Alice Campbell Alumni Center
7th Annual Lemann Dialogue
More information about the event at:
<http://lemann.illinois.edu/>

Symposium: November 17-18 - Room 314 Illini Union
Indigenous (Latin) America: Territories, Knowledge, and Voices
More information about the symposium at:
<http://www.clacs.illinois.edu>

Thursday, November 30 - Casa Cultural Latina, 12pm
Alexandra McNichols-Torroledo, *Professional Photographer*
"Cultural Survival and Land Dispossession: A Photographic Essay on The Sioux and the Embera Peoples of North and South America"

Tuesday, December 5 - Room 101 ISB, 2pm
Jonathan DeVore, *Anthropology*
University of Michigan
"Forest as a Sublime Power: Reconsidering the Non-Human in Brazilian Struggles for Recognition"

More information: www.clacs.illinois.edu
901 S. Fifth St, Champaign, IL 61820
clacs@illinois.edu - (217) 333-3182



Fall 2017

Professional Development K-12 Latin American Teachers Workshop

"Day of the Dead History & Art Workshop"



- Learn about the history, traditions and art of Day of the Dead with the National Museum of Mexican Art.
- Teachers will be introduced to the origins of celebrations in various regions of Mexico, as well as the imagery and symbolism of the day.
- Participants will learn about arts integration strategies in the classroom, receive curricular resources related to Day of the Dead, and the session will include a workshop on making mini-ofrendas (altars).

Saturday, October 7, 2017

12:00 - 3:00 pm

101 International Studies Building . 910 S. Fifth St, Champaign, IL 61820

INDIGENOUS (LATIN) AMERICA:

Territories, Knowledge, Resistance and Voices

CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES & AMERICAN INDIAN STUDIES
2017 Symposium - November 17-18, 2017 - Room 314, Illini Union.

ILLINOIS

FRIDAY, NOVEMBER 17

8:30 AM Welcome and Opening of the Symposium (Registration opens 8:15 AM)

9:00 AM - 12:00 PM - **PANEL 1: TERRITORIES** (extractive practices, sovereignty, water rights)

Manuel Glave, *Principal Researcher at GRADE (Group of Analysis for Development); Pontificia Universidad Católica del Perú*

“Limits and Opportunities of Liberal Capitalism: Lessons learned from the Implementation of Free and Prior Informed Consent in Indigenous Territories in Peru”

Gonzalo Colque, *Director Fundación Tierra, Bolivia; Institute of Social Studies, The Hague*

“Indigenous Territories in Bolivia: Between Legal Recognition and External Pressures”

Claudia Campero, *Food and Water Watch, Mexico*

“Defending Water, Defending Communities’ Life in Mexico”

U of Illinois Discussants: Angela Lyons (*Agriculture & Consumer Sciences*), John McKinn (*American Indian Studies*), John-Ben Soileau (*Anthropology*)

2:00 PM - 5:00 PM - **PANEL 2: KNOWLEDGE** (epistemologies, production, intellectual property)

Zoila Mendoza, *Native American Studies, University of California at Davis; Guggenheim Fellow*

“Pilgrimage, Knowledge and Memory Among Quechua-speakers in Cuzco”

Seth Garfield, *History, University of Texas at Austin*

“Seedy: How Guaraná became Paullinia Cupana and other Nineteenth-Century Distortions of Brazilian Indigenous History”

Emiliana Cruz, *Anthropology, University of Massachusetts at Amherst; Chatino Language Documentation Project (Founder)*

“Chatino: Language and Territory”

U of Illinois Faculty Discussants: Claudia Brosseder (*History*), Korinta Maldonado (*Anthropology*), Oscar Vázquez (*Art History*)

5:30 PM **SPECIAL EVENT: Showing of Documentary “End of the Line: The Women of Standing Rock”**

Followed by a Q/A with Pearl Means, Navajo Activist and Producer of the film. Room 314, Illini Union

SATURDAY, NOVEMBER 18

9:00 AM - 12:00 PM - **PANEL 3: RESISTANCE** (rebellions, social movements, indigenous practices)

Pearl Means, *Navajo Activist, Producer of “End of the Line: The Women of Standing Rock”*

“Strength of the Women”

Yanna Yannakakis, *History, Emory University*

“Native Justice Within and Beyond Jurisdictions: Revisiting the Problem of Resistance through Spanish Law and Empire”

G. Eduardo Silva, *Political Science, Tulane University; Friezo Family Foundation Chair*

“Indigenous Peoples Movements after Neoliberalism in Bolivia and Ecuador: Incorporation and Contention”

U of Illinois Faculty Discussants: Nils Jacobsen (*History*), Ellen Moodie (*Anthropology*), Andrew Orta (*Anthropology*)

2:00 PM - 5:00 PM - **PANEL 4: VOICES** (revitalization and activism)

Marleen Haboud, *Linguistics, Pontificia Universidad Católica de Ecuador; ‘Ancestral Voices of Andean Ecuador’ Project,*

“Emerging Collaborative Methodologies for the Revitalisation of Indigenous Languages in Ecuador”

Alfonso Farinango and Ernesto Farinango, *Kichwa Activists; ‘Ancestral Voices of Andean Ecuador’ Project*

“Our Health, Our Language, Our Culture, Our Life”

Luis Enrique López, *Prociabandes (Training Program in Bilingual Intercultural Education for Latin America); Eduvida, Guatemala; German Society for International Cooperation (GTZ)*

“Ethnogenesis and Linguistic Revitalization Efforts in Latin America: Challenges for Language Planning”

U of Illinois Faculty Discussants: Rakesh Bhatt (*Linguistics*), Jenny Davis (*Anthropology*), Carlos Molina (*Quechua Program, CLACS*),

Miguel Huanca (*Aymara Program, CLACS*), Clodoaldo Soto (*Quechua Program, CLACS*)

5:00 PM Closing of Symposium

CO-SPONSORS: Anthropology - Atmospheric Sciences - La Casa Latina - Curriculum & Instruction - School of Earth, Society, and Environment - Education Policy, Organization & Leadership - Center for Global Studies - LAS Global Studies - History - Latino/a Studies - Lemann Institute for Brazilian Studies - Linguistics - School of Literature, Cultures, and Linguistics - Native American House - Natural Resource & Environmental Sciences - Spanish & Portuguese - Urban & Regional Planning - Plant Biology.

Funds for this conference were provided by the Norman E. Whitten Jr. and Dorothea Scott Whitten Fund and a Title VI NRC Grant from the U.S. Department of Education. The content and opinions expressed herein should not be taken as a reflection of the Department of Education or the Whitten Fund.

More information: www.clacs.illinois.edu - clacs@illinois.edu - (217) 333-3182





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