

2017-18 ILLINOIS REVIEW FOR LATIN AMERICAN STUDIES



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Front Cover Photo:
Sacred Waterfall of Peguche, Otavalo, Ecuador
Photo Credit: A.M.E.

Founded in 1963, CLACS is one of the nation's oldest and most prestigious Centers for the study of Latin America and the Caribbean. CLACS is dedicated to creating and disseminating expertise on issues related to Latin America through supporting cutting-edge research, promoting innovative teaching, and engaging all stake holders in the surrounding central Illinois community through active outreach.

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Consul-General of Brazil in Chicago

DIRECTOR'S NOTE



Dear Faculty, Students, and Friends of CLACS,

Highlights of our programming during the past academic year included three interdisciplinary international events. In November, CLACS and American Indian Studies hosted a symposium entitled "*Indigenous (Latin) America: Territories, Knowledge, Resistance, and Voices*". This two-day interdisciplinary exchange brought 13 invited speakers from Latin America and the U.S. to campus, and 14 University of Illinois scholars served as discussants. In the Fall, The University of Illinois Lemann Institute for Brazilian Studies hosted the *7th Annual Lemann Dialogue*, which brought over 30 guest speakers from Latin America and the U.S. to our campus. Latin America was also represented in the 2018 Joint Area Centers Symposium on *Revolutions*, which included events on Cuba. These special events would not have been possible without funding from the U.S. Department of Education NRC Title VI grant, the UI-Lemann Funds, the Dorothea Scott Whitten and Norman Whitten, Jr. Fund, and a Fulbright grant.

Our Lecture Series, mostly funded by our U.S. Department of Education NRC Title VI grant, presented an interdisciplinary view of different parts of Latin America, following research strengths represented in the university and focusing on crucial events in the region. These included invited guest speakers from Latin America and the U.S., with presentations on health in rural Guatemala (Peter Rohloff, Harvard Medical School and Wuqu' Kawoq); literary expressions in Cuba (Jacqueline Loss, U Connecticut), as well as in Colombia and Peru (César Ferreira, U Wisconsin); diversity and language endangerment in Latin America (Gabriela Perez Baez, Smithsonian Institution); economy in Brazil (Carlos Eduardo Suprinyak, Brazil); the disempowered in Haiti (Mayoral Delegation visit from Kenscoff, Haiti); the diaspora from the Dominican Republic (Ramona Hernández, Dominican Studies Institute) and Mayan Guatemala (Alan LeBaron, Kennesaw State University); among others. Special lectures on cultural studies included Santa Muerte rituals in Mexico (Laura Roush, Mexico); Rap and Brazilian pop music traditions (Liv

Sovik, Brazil); Quechua narratives (Catherina Allen, George Washington U); public photography (Ana Maria Mauad, Brazil), among others. Our programming also included our annual Latin American Film Festival (in its 11th year); a special visit by film director Rodrigo Otero Heraud (Peru), and actor and Quechua activist Hipólito Peralta Ccama (Peru), of the awarded documentary "Los ojos del camino /The eyes of the road" depicting an audio-visual poem of Andean knowledge. This last event was coordinated with other northeastern U.S. universities.

A revised BA in Latin American Studies was approved this academic year and will officially be in the catalog in Fall 2018. The new study program moves to a more dynamic and interdisciplinary curriculum, while still offering depth and breadth in Latin American Studies. Selection of courses, with guidance from the CLACS Academic Advisor, includes courses focusing solely on Latin America and others looking at Latin America within its global context, with each following broad themes (climate, public health, economic development, international relations, etc.). In addition, students will also have opportunities for a practicum in Latin America, alongside our continuing rigorous language requirement. As part of our new curriculum, in Summer 2018, a new course abroad was created: a 4-week long Archaeology Field School in Peru. This practicum course, led by our own Associate Director, Dr. Kasia Szremski, allows students to work side by side with experienced archaeology students from a Peruvian university, and receive training in drone mapping, spatial analysis in GIS, and artifact analysis. The site, Cerro Blanco, is located in central-coastal Peru, where Dr. Szremski has been directing the Huanangue Valley Archaeological Project for over ten years.

During AY 2017-2018, CLACS has been able to continue help fund research travel for faculty and student affiliates. Research travel funds were awarded to 13 faculty from five different colleges, representing research in the humanities, social sciences, engineering, agriculture and the arts. Funds for faculty come from the U.S. Department of Education NRC Title VI funds. CLACS was also able to award 22 Graduate Student Summer Research Travel awards thanks to Tinker Foundation funds that we received in the Fall 2017 competition, as well to the support of two private endowments (*The Marianne and Peter Kilby Fellowship* and the *The Dr. Joseph L. Love Sr. and Virginia Ellis Love Fellowship*); one private fund (*The Norm E. Whitten, Jr. and Dorothea Scott Whitten Fund*); and funds from the Illinois-Lemann Institute for Brazilian Studies. Thanks to the Foreign Language and Area Studies Fellowships from the U.S. Department of Education, CLACS was also able to award 4 summer and 15 academic-year fellowships (to both undergraduate and graduate students) to study Quechua, Portuguese, and

Continued on page 11

INDIGENIZATION OF MODERNITY

by Norman E. Whitten, Jr., Professor Emeritus of Anthropology & Latin American Studies, Curator of the Spurlock Museum, Senior University Scholar

On 11 April 1992 the March for Land and Life, commonly called "*la Caminata*," began in a driving rain storm in Puyo, Amazonian Ecuador, and terminated in Quito, the capital of the Republic, on 24 April. After nearly a month in Quito where the indigenous people (who camped out in El Ejido Park) won tremendous concessions to their rain-forest-riverine territory, they returned to Puyo, dispersing to their communities. Twenty-five years later, on 11 May 2017, under the direction and leadership of Antonio Vargas, a unifying Indigenous march was replicated. It began in Unión Base at 5:00 a.m., arrived in Puyo about 7:30 a.m., and enacted a stunning five and a half-hour parade through Puyo symbolizing indigenous solidarity and an indigenous-enhanced modernity both in and out of Puyo and Amazonia, and throughout Ecuador.

This event one year ago constitutes a microcosm of events taking place throughout Ecuador with a time depth of a quarter century or more. Except for some serious setbacks under the presidency of Rafael Correa, these events have grown in significance. My research over the past decade has focused increasingly on the phenomenon that I, among many others, call the "Indigenization of Modernity." Data for this paper are drawn from Sarayacu, deep in the Amazonian rain forest; Canelos and 34 indigenous communities around Puyo, capital of Pastaza Province; and the regions of Salasaca in central Andean Ecuador; Otavalo in northern Andean Ecuador and Lumbisí on the margins of Quito.

"Indigenization of modernity" zooms down on indigenous agency and the shaping mechanisms embedded therein vis-à-vis "Western modernity." It highlights the details, intricacies, structures, and agency of what I call indigenous "contra power" as a counter force to state and non-state entities. It supersedes concepts of "resistance" where agency rests in established power centers.

By *modernity* I refer to phenomena coming out of European Medieval ideology

and praxis in the late 1400s and transmitted through conquest and colonization to the Americas. Characteristics include profit seeking; science for economic gain; phenotypic color coding (racializing) of labor; concepts of some humans as vestiges of the past; "growth" of wealth; commodification of land, labor and humans; ethnic cleansing; hypostasis of racial fixity; and the power of print languages. The English adjective *indigenous* characterizes a given people in a given place at a given time. *Indigenization* refers to the way a people transform the Western modernity imposed on

them to create a meaningful life and transmit their concepts of Indigenization of modernity to future generations within their territory and nation.

Salient and dramatic examples of indigenization from the Canelos Quichua people of Amazonia include the *Levantamiento Indígena* (indigenous uprising) of 1990; The March for Land and Life in 1992; The formation of the *Pachakutik* political movement in 1996; The "*Golpe del 21*" uprising led by Antonio Vargas and Lucio Gutierrez in 2000; indigenous shaping of the Constitution of the

Republic of Ecuador in 2008 to include two key concepts—*Buen Vivir* in Spanish, and *Sumak Kawsay* in Quichua—the March for Amazonian Rights in 2012, and the women's march on Quito in 2018. My focus is on how indigenous people seek "to remake the world." Each of these dramatic events resulted in changes in the fabric of Ecuadorian culture and society. For example, the *golpe del 21* forged an enduring union between an indigenous leader and a rebel colonel and led Lucio Gutierrez to be elected as President of the republic.

By 2016 the concept *Nucanchi Yachai* (our knowledge) represents a mature form of

Indigenous development. Indeed, this is the theme of the thesis written by Canelos Quichua intellectual and now national congressman Carlos Viteri Gualinga from Sarayacu at the Pontificia Universidad Católica del Ecuador and the concept has been disseminated through various media. Turning now to indigenous intellectuals, after the indigenous rebellion of January 21, 2000 (*el golpe del 21*), Salvador Quishpe stated "power is an instrument that lets the dreams of the people crystallize." Immediately after the taking of the legislative building (on January 21, 2000) Antonio



Shuar and Achuar unify in March of 11 May 2017. Photo credit: Norman Whitten



Carlos Antonio Vargas Guatatuca (Antonio Vargas) organizer and leader of the 2017 Puyo march on 11 May. Photo credit: Norman Whitten

Vargas from Unión Base, just south of Puyo, stated “the people are empowered.” It is statements such as these that led me and others to write of alternative powers, that crystallized in the concept of “contra power.”

In the 2017 march in Puyo the “*siete nacionalidades*” of Pastaza—Shuar, Achuar, Shiwiar, Pastaza Runa, Andoa, Zápara, and Waorani—marched in force as did representatives of indigenous Napo Runa, Cofán, Siona, and Secoya communities to the north. From the Andes came delegations from the greater Riobamba, Ambato, and Latacunga regions. The call was to set aside competition that had been prevalent for many years, and to come together as one indigenous people united in an escalating indigenous modernity. An underlying theme was joint participation in a shamanic universe, one that gives meaning for indigenous people to western religious, health, and political systems.

The Indigenization of modernity is manifest in individual action and self-portrayal as well as group action. To offer one salient example, Luis Fernando Canelos Vargas, from Canelos, is a graduate of the prestigious private Universidad San Francisco de Quito. After graduation he was a co-founder of the Centro Sacha Warmi, which manifests a range of applied programs aimed at indigenous development and epitomizes indigenusness of modernity (<https://www.sachawarmi.org/>). Luis also continues to serve as a leader of a traditional “*lancero*” dance and performance group in Canelos. It is fair to say that his university education, through which he passed with distinction, heightened his role in indigeneity. Conversely, his matriculation also enriched the university’s diversity and intercultural dialogues, as do many others in its burgeoning ethnic diversity program.

Acknowledgments: Thanks to Rachel Corr, Kathleen Fine-Dare, Michelle Wibbelsman and Julie Williams for years of collegiality and collaboration and for critical comments on drafts of this article.



Massed drummers from Canelos signal a unity of peoples in March of 11 May 2017. Photo credit: Norman Whitten



Luis Fernando Canelos Vargas performs as traditional lancero in 2017 during the 11 May March. Photo credit: Norman Whitten

2017 SYMPOSIUM

INDIGENOUS (LATIN) AMERICA: TERRITORIES, KNOWLEDGE, RESISTANCE AND VOICES

NOVEMBER 17-18, 2017

ORGANIZED BY THE CENTER FOR LATIN AMERICAN AND
CARIBBEAN STUDIES AND AMERICAN INDIAN STUDIES

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Studies - Linguistics - School of Literature, Cultures, and Linguistics - Native
American House - Natural Resource & Environmental Sciences - Plant
Biology - Spanish & Portuguese - Urban & Regional Planning.



Anna María Escobar

PANEL 1: TERRITORIES

Manuel Glave, Principal Researcher at Group for Analysis of 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 Community Life in Mexico"

University of Illinois Discussants:
Angela Lyons (Associate Professor, Agriculture & Consumer Sciences)
John McKinn (Associate Director, American Indian Studies)
John-Ben Soileau (PhD Candidate Anthropology)



PANEL 1: TERRITORIES

PANEL 2: KNOWLEDGE

Zoila Mendoza, Native American Studies, University of California-
Davis
"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 and Territory"

University of Illinois Discussants:
Claudia Brosseder (Assistant Professor, History)
Kora Maldonado (Assistant Clinical Professor, Anthropology/American
Indian Studies)
Oscar Vázquez (Professor, Art History)



PANEL 2: KNOWLEDGE



Marleen Haboud presenting with Alfonso Farinango and Ernesto Farinango

PANEL 3: RESISTANCE

Pearl Means, Navajo Activist
"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; "Indigenous Peoples Movements after Neoliberalism in Bolivia and Ecuador: Incorporation and Contention"

University of Illinois Discussants:
Nils Jacobsen (Professor, History)
Ellen Moodie (Associate Professor, Anthropology)
Andrew Orta (Professor, Anthropology)



Luis Enrique López

PANEL 4: VOICES

Marleen Haboud, Linguistics, Pontificia Universidad Católica de Ecuador
"Emerging Collaborative Methodologies for the Revitalisation of Indigenous Languages in Ecuador"

Alfonso Farinango and Ernesto Farinango, Kichwa Activists
"Our Health, Our Language, Our Culture, Our Life"

Luis Enrique López, PROEIB Andes; Eduvida - Guatemala
"Ethnogenesis and Linguistic Revitalization Efforts in Latin America: Challenges for Language Planning"

University of Illinois Discussants:
Rakesh Bhatt (Professor, Linguistics)
Jenny Davis (Assistant Professor, Anthropology/American Indian Studies)
Carlos Molina (Quechua Instructor, CLACS)
Clodo Soto (Emeritus Quechua Instructor, CLACS)
Miguel Huanca (Aymara Instructor, University of Chicago)



PANEL 3: RESISTANCE



PANEL 4: VOICES

LEMANN INSTITUTE NEWS 2017-18

by Elis Artz, Lemann Institute for Brazilian Studies

This was a year of intensified programming for the Lemann Institute. The Institute began implementing programs that were made possible by two major grants and two large gifts:

- Lemann Foundation grant supporting the expansion of the Institute's Brazil Leadership Program
- Brazilian Ministry of Education Abdias do Nascimento Academic Development Program grant with Pontifícia Universidade Católica do Rio de Janeiro providing affirmative action scholarships
- Gifts from the Marianne and Peter Kilby family and Jorge Paulo Lemann creating the Werner Baer Doctoral and Dissertation Fellowships

These gifts and grants, received in AY 2017, total more than \$2.5m for scholarship and fellowship programs for UIUC students and students coming to UIUC from Brazil.

The Lemann Institute held its major quadrennial public event, the Lemann Dialogue, which brought faculty from the other Lemann-funded centers at Harvard, Columbia and Stanford, as well as scholars and public figures to campus for a two-day conference on Brazil entitled "Turning Points," which looked at governance and public policy, Brazil's economy, entrepreneurship and education. The event had over 250 participants.

In addition to these major initiatives, the Institute continued its regular agenda of support for faculty and student research, through a lively workshop series during the year, the tenure on campus of Distinguished Visiting Professor Nadya Guimarães, Sociologist from the University of São Paulo, and in research and graduate funding.

The Institute appointed a new faculty Associate Director, John Karam, who is Associate Professor in the Department of Spanish & Portuguese. Karam took on responsibility for implementing the expanded Brazil Leadership Program and has been engaged in other aspects of governance of the Institute.

The Institute also works with two faculty boards – an Executive Committee, comprised of the Associate Director and two past Directors; and an Advisory Board



Seventh Annual Lemann Dialogue, November 16-17, 2017. Photo credit: Michael Giger

that draws upon faculty engaged in research and collaboration in Brazil who represent eight schools or colleges on campus. This faculty governance matrix is intended to prepare for successful successions in Institute leadership, calling upon a broad constituency of faculty.

In November, 2017, the Lemann Institute held the 7th Lemann Dialogue, a conference which is held annually at one of the campuses with Brazil centers (Harvard, Columbia, Stanford and UIUC). This was the second Dialogue taking place on our campus. The two-day event brought together faculty from the four universities as well as Texas, Chapel Hill, Southern California, and universities in Brazil. It featured the participation of Brazilian public figures including Senator Cristovam Buarque, who initiated Brazil's lauded social welfare programs related to conditional cash transfers addressing poverty and education; current and past elected officials, and the director of Brazil's national public health institute. The Dialogue had over 250 attendees, including Jorge Paulo Lemann, staff of the Lemann Foundation in Brazil, and members of the Lemann Institute Board such as past Anheuser Busch President João Castro Neves and past Brazilian Central Bank President and current representative to the International Monetary Fund Alexandre Tombini.

The Dialogue coincided with the visit to campus of representatives of the Brazilian federal civil service schools which are participating in the scholarship program

funded by the Lemann Foundation.

LEMANN INSTITUTE GRADUATE FELLOWS

John Ben Soileau, Anthropology
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
Between Nature and Nation: Manaus and the Making of Modern Brazil

Juan Andrés Suarez Ontaneda, Spanish & Portuguese
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
Is Municipality Emancipation Overrated? An Assessment of the Causes and Consequences of Subnational Fragmentation in Brazil

WERNER BAER DOCTORAL FELLOWS

Lenore E. Matthew, School of Social Work
Work/Family Balance in the Informal Economy: A Phenomenology of Intersections Between Informal Employment and Unpaid Care

Renato Schwambach Vieira, Agricultural and Consumer Economics



Jorge Paulo Lemann, Seventh Annual Lemann Dialogue, November 16-17, 2017. Photo credit: Michael Giger

Three Applied Microeconomics Essays in the Evaluation of Brazilian Public Policies

Guilherme Marques de Amorim, Economics Incoming Doctoral Student in the Department of Economics, 2017.

2017-18 FACULTY LEMANN RESEARCH GRANT AWARDS

1. *Natural Biocides and Heat Treatment on Brazilian Tropical Woods: Changes in Crystallinity after Fungal Decay*

Prof. Cecilia Leal (Materials Science and Engineering)
 Prof. Débora Gonçalves (Instituto de Física de São Carlos, Universidade de São Paulo, Brazil)
 Dr. Mauro R. Sardela (Frederick Seitz Materials Research Laboratory)

2. *Amazonian Geopolymer Performance-Based Specification for Sustainable Construction*

Mauro R. Sardela, (Frederick Seitz Materials Research Laboratory)
 Ruy A. Sá Ribeiro, Senior Research Engineer, Structural Engineering Laboratory (LTEE), INPA-National Institute for Amazonian Research
 Waltraud M. Kriven, Professor, Department of Materials Science and Engineering, University of Illinois at Urbana-Champaign
 Marilene G. Sá Ribeiro, Senior Research Architect and Urban Planner, Structural Engineering Laboratory (LTEE), INPA-National Institute for Amazonian Research

3. *The Genetics of a Plant Disease and Pests important to Brazil and the US*

Steve Clough, US Department of Agriculture Research Service, UIUC
 Fernando Juliatti, University of Uberlândia, Brazil

4. *Engaging the Community to Examine Substance Use Disorder Treatment Among Adults in a Psychosocial Care Center for Alcohol and Drugs (CAPS-AD) in Brazil*

Liliane Cambraia Windsor School of Social Work, University of Illinois at Urbana-Champaign
 Nadja Cristiane Lappan Botti, Universidade Federal de São João del Rei

5. *Mobilizing the Community to Prevent and Control Chronic Diseases: the Dona Francisca Health Study*

Andiara Schwingel and Wojtek Chodzko-Zajko, University of Illinois; Hallal, Reichert, Universidade Federal de Pelotas

6. *Literacies and Languages in Teacher Education*

Bill Cope and Mary Kalantzis, University of Illinois; Walkyria Monte Mór and Lynn Mario T Menezes de Souza, University of São Paulo

LEMANN INSTITUTE DISTINGUISHED VISITING SCHOLAR

The Lemann Institute welcomed Nadya Araujo Guimarães as Distinguished Visiting Professor for Spring 2018. She taught SOCW 380/561 – “Gender, Race and Employment Inequality in Brazil,” in the School of Social Work.

The course examined scholarship on the intersection of race and gender in the Brazilian labor market, using as its point of departure the premise that an intersectional approach enriches labor market research and theorization of economic inequalities. The course was open to interested students from all departments.

Nadya Guimarães holds the Chair in Sociology of Work at the University of São Paulo. Since 1995 she is a CNPq Senior Researcher associated to CEBRAP (Brazilian Center for Analysis and Planning), and in 2016 was inducted into the Brazilian Academy of Sciences.

She also holds the positions of Associate Researcher at the Institute for Employment Research, University of Warwick, in the UK, and is a Board Member of the International and Interdisciplinary Network on “Marché du Travail et Genre” (“Labor Market and Gender”), CNRS/France.

Nadya Guimarães received her Ph.D. at the Universidad Nacional Autónoma de México (1983) and did post-doctoral studies at the Massachusetts Institute of Technology (MIT) Special Program on Urban and Regional Studies for Developing Areas (1993-1994).

She has been researching the Brazilian labor market focusing on: economic change and workers trajectories; gender/race inequalities; comparative studies on unemployment, employment flexibility and labor market intermediaries; care and care workers. In 2010, she received the Jabuti Prize – Brazil’s premier book award – for *Trabalho flexível, empregos precários? Uma comparação Brasil, França, Japão* (“Flexible work, precarious jobs? Brazil, France, Japan in comparative perspective”), co-edited with Helena Hirata and Kurumi Sugita.



October 5, 2017
CÉSAR FERREIRA, Spanish & Portuguese, University of Wisconsin - Milwaukee
"On Memory, Fiction and Autobiographical Writing: The Case of Mario Vargas Llosa and Gabriel García Márquez"

October 12, 2017
RAMONA HERNÁNDEZ,
Dominican Studies Institute, The City University of New York
"The Dominican People in the U.S.: Different Migrant Streams, Divergent Stories"



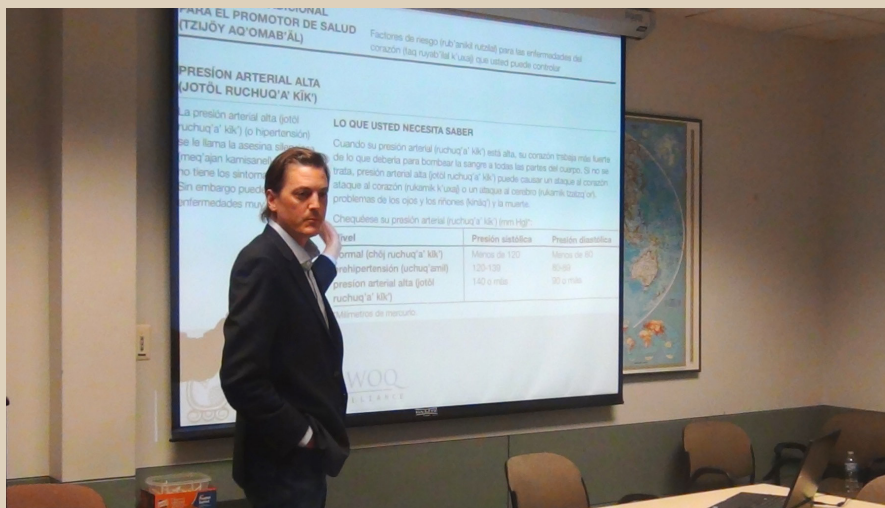
January 25, 2018
ANA MAUAD, Universidade Federal Fluminense,
"Public Photography in the United States: Envisioning the Photographic Practice of Governmental Agencies"



March 1, 2018
 CATHERINE J. ALLEN, Anthropology, George Washington University
 "Composing in Parallel: Translating Quechua narratives"



April 2, 2018
 GABRIELA PÉREZ BÁEZ, Anthropology, Smithsonian Institution
 "Linguistic Diversity, Language Endangerment and Revitalization in Latin America"



April 9, 2018
 Peter Rohloff, Harvard Medical School, Wuqu' Kawoq
 "Tiqaq'omaj qi': Using Linguistics, Community Oriented Research, and Quality Improvement Science to Improve Health Care Outcomes in Rural Maya Guatemala"

Director's Note

Continued from page 3

Haitian Creole.

As part of our Alumni program to highlight employment opportunities outside of academia, Dr. Peter Rohloff (Harvard Medical School and Wuqu' Kawoq 'Maya Health Alliance') visited our campus and gave a talk on the experience and lessons learned by the NGO he founded in 2007. The Maya Health Alliance is the first rural health center in Guatemala, where services are provided in the indigenous language. Also as part of this program, Dr. Angelina Cotler (Director of Membership and Development, Latin American Studies Association) is featured in this magazine answering questions about her professional trajectory. We are grateful that they accepted our invitations.

We continued strengthening our collaboration with K-16 institutions in central Illinois by offering one-day workshops on various topics throughout the year and a week-long workshop in the summer entitled "Modern Andean Points of View: The Andes and their People", taught by our instructors Carlos Molina Vital and Miguel Huanca with great success. CLACS also continued offering two additional summer workshops: the first, for middle and high-school students, a two-week program to study Brazilian Portuguese language and culture, taught by Raquel Goebel; the second, a month-long partnership with the Migrant-Farmworkers Program of Parkland College, offering a workshop on photography taught by Gonzalo Pinilla and Patricia León. All workshops received strongly positive evaluations, to the credit of their instructors.

We look forward to continuing to support cutting-edge research, promoting innovative teaching, and disseminating knowledge about Latin America in the following years, as well as to engaging students, faculty, and members of the community through active outreach.

Respectfully,

Anna María Escobar



CLACS AFFILIATED FACULTY NEWS 2017-18

CONGRATULATIONS FOR THE AWARDS & RECOGNITIONS RECEIVED!

- **Dr. JUAN ANDRADE**, Food Science and Human Nutrition
- *Faculty Award For Excellence In Teaching, College of ACES and Paul A. Funk Recognition Awards*
- *Team Award For Excellence, College of ACES and Paul A. Funk Recognition Awards*
- *NACTA Educator Award 2018, North American Colleges and Teachers of Agriculture*

- **Dr. MARY ARENDS-KUENNING**, Agricultural and Consumer Economics
- *Faculty Award For Global Impact, College of ACES and Paul A. Funk Recognition Awards*

- **Dr. ANITA CHAN**, Media and Cinema Studies
- *National Center for Supercomputing Application - NCSA Faculty Fellow for 2017-18*
Transdisciplinary Convergence in Situated Research Environments: Mapping NCSA across the University of Illinois Campus

- **Dr. AMANDA CIAFONE**, Media and Cinema Studies
- *IPRH Faculty Fellow, 2017-18*
Growing Old in a Mediated Age"

- **Dr. JENNY DAVIS**, Anthropology
- *2018 Lincoln Excellence for Assistant Professors (LEAP), College of LAS.*

- **Dr. ELVIRA DE MEJIA**, Food Science and Human Nutrition
- *Spitze Land-Grant Professorial Career Excellence Award, College of ACES and Paul A. Funk Recognition Awards*

- **Dr. LYNNE DEARBORN**, Architecture
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IPRH Faculty Fellow, 2017-18
That Nigger Wild, a Novel

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Latin American Political Methodology
- **Dr. RAQUEL GOEBEL**, Spanish and Portuguese
Campus Brazil and Study Abroad
- **Dr. DARA GOLDMAN**, Spanish and Portuguese
Taking Stock: Portraits of Cuba in 21c. Cultural Expression
- **Dr. KORINTA MALDONADO**, Anthropology
Maya Diaspora and the Making of Transnational Communities in the Midwest
- **Dr. FARANAK MIRAFTAB**, Urban and Regional Planning
Crisis of Capitalism and Global Restructuring of Social Reproduction
- **Dr. KEN SALO**, Urban and Regional Planning
Overcoming Evictions of Racial Capitalism and Latin American immigrants in neo-apartheid Chicago
- **Dr. ANN-PERRY WITMER**, Engineering
Honduras Water Project: Real World Design

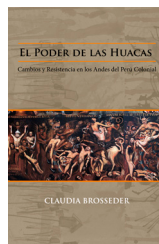
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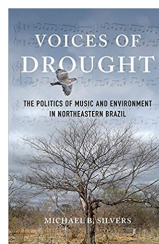
Nueva Editorial Universitaria, UNSL, Argentina, 2018.

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VOICES OF DROUGHT

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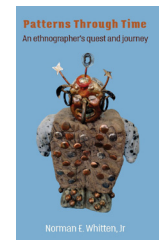
University of Illinois Press, 2018.

Michael B. Silvers proposes a scholarship focused on environmental justice to understand key questions in the study of music and the environment. His ecomusicological perspective offers a fascinating approach to events in Ceará, a northeastern Brazilian state affected by devastating droughts.

ISBN: 978-0-252-04208-9

PATTERNS THROUGH TIME

An ethnographer's quest and journey



Norman E. Whitten, Jr.

Sean Kingston Publishing, 2017.

For well over a half century, Norman Whitten has spent a third of his professional life undertaking ethnography with Afro-Latin American and Indigenous peoples living in tropical forest-riverine environments of northern South America.

ISBN: 978-1-907774-88-1



CLACS INTERVIEW WITH ANGELINA COTLER

PHD ANTROPOLOGY 2005, ADVISOR: DR. NORMAN WHITTEN

*Former CLACS Associate Director,
Director of Membership and Development, Latin American Studies Association*

ANGELINA, PLEASE TELL US A LITTLE ABOUT YOUR PERSONAL BACKGROUND.

I got my undergraduate degree in socio-cultural anthropology from the Pontificia Universidad Católica del Perú. At U of P, I got a M.A. and Ph.D. in socio-cultural anthropology and a concentration in Women and Gender in Global Perspectives (WGGP). I served as the Associate Director for CLACS from 2005 to 2016. In July 2016, I moved to the Center for Latin American Studies at the University Pittsburgh as their Associate Director. In August 2017, I joined the Latin American Studies Association (LASA), also housed at the University of Pittsburgh, where I'm currently serving as their Director of Membership and Development.

DESCRIBE YOURSELF IN ONE WORD?

I think that the best word to describe me is "consistent." Even though I have changed some preferences and tastes throughout the years, my core principles and cornerstone beliefs, what I value, defend, and protest, what I considered important traits on people's behaviors, and how I apply these principles to my life have not changed.

WHAT IS YOUR FAVORITE QUOTE, IF YOU HAVE ONE?

I don't have a favorite quote. I like many but only applied to specific situations. These days I have a mantra more than a quote that I repeat to myself frequently in order to cope with what happens in the world and is "we're doomed to be optimists."

WHAT ATTRACTED YOU TO STUDY ANTHROPOLOGY AND LATIN AMERICAN STUDIES?

I was interested in politics, history, and literature at high school, so it was a natural path to focus in the humanities and/or social sciences. When I turned 15, my father gave me as a present his personal copy of "Los Hijos de Sánchez" by Oscar Lewis. I devoured the book without knowing that was a seminal work of ethnographic research and that book influenced me to study anthropology. Ironies of life I ended up studying in the department where Oscar Lewis taught. Anthropology was a way to

combine all my interests, to learn and study people's socio-cultural actions, beliefs, and decisions through an interdisciplinary lens and compare them on a regional scope.

WHO AND/OR WHAT WORKS INFLUENCED YOU OR PLAYED A ROLE IN SHAPING YOUR ACADEMIC TRAINING AND, LATER, YOUR CAREER CHOICE?

I grew up in a family environment where conversations about politics, books, culture, and the world current issues were the daily ritual at family dinners. I think this personal background, the possibility I had to travel and been exposed to other realities, met academics from other countries, and the fact that I am the youngest of four siblings who also studied abroad, influenced my academic interests.

My anthropological training was very interdisciplinary. I took courses in the political science and history departments because I wanted to understand the historical process of the topic I was studying. In that since I was influenced by the work of different disciplines by scholars such as Mercedes Gonzalez de la Rocha, Florence Babb, Olivia Harris, Arturo Escobar, Caroline Moser, Mark Granovetter and others.

Even though I liked teaching, and I miss the interactions with students, I was always more interested in organizing and creating concrete programs to advance and promote the study of Latin America for future scholars.

Administration in a university and now in international association fit my goals.

HOW HAS LATIN AMERICAN STUDIES CHANGED SINCE YOU GRADUATED?

My undergraduate education in Lima was very solid on the early and pioneer work of the major thinkers of social sciences. However, there was little comparative analysis with other countries in the region. Other changes are the growing field of urban anthropology, memory studies, and the role of the mass media.

HOW DO YOU ENVISION LATIN AMERICAN STUDIES FROM YOUR POSITION IN LASA?

The Latin American Studies Association



Dr. Angelina Cotler

has currently more than 12,000 members from all over the world. Interest on Latin America keeps growing despite the threat of global studies. The number of members from Europe and Asia is also rising, as well as students and activists, and Latin America is now studied from a globalized perspective. There is a growing interest on establishing dialogues among disciplines and regions, and bringing to light many voices that were previously absent from the academia.

WHAT ROLE(S) DO INDIGENOUS AND AFRO-LATINO POPULATIONS HAVE IN 21ST CENTURY LATIN AMERICA?

The social movements of indigenous and Afro-descendants' groups are social and political actors that have positioned their demands on the national agenda such as to fight against the systemic and institutional racism and violence they suffer, the lack of access to social services, and the threats on the environment and natural resources on their territories. Their impact, however, is not homogeneous in the region, and it depends on the strength of the state institutions and the strategic alliances they establish with other groups to broaden their demands.

WHAT DO YOU CONSIDER IS YOUR GREATEST ACHIEVEMENT?

My greatest professional achievement is using my Ph.D. in Anthropology by holding a director position in an international interdisciplinary organization focused on

WELCOME NEW AFFILIATED FACULTY

Latin American studies.

PLEASE TELL US ABOUT YOUR CURRENT PROJECTS AND PLANS FOR THE FUTURE.

In my role of Director of Membership and Development at LASA, I am working simultaneously on four fronts: creating new projects to attract new individual and institutional members to our association; opening the association to fields that are not represented yet such as the hard sciences and linguistics; making the association more transparent to our members so they are aware about the policy-making decision process and decisions; and organizing seminars in Latin America with local partners.

WHAT IS YOUR FAVORITE U OF I MEMORY? WHAT DO YOU MISS THE MOST?

One of my fondest memories was organizing the CLACS Latin American Film Festival at the Art Theater. For seven years I selected the films, negotiated with distributors, and looked for sponsors to cover the costs. It was a very satisfying project for me, not only because I love watching movies, but it was my personal contribution to the university community and the city in general to present Latin America through a cultural lens.

What I miss the most are the friends I made throughout the years. Even though I don't see them so frequently I'm very lucky to have an amazing group of friends with which I still in contact.

WHAT WOULD BE YOUR BEST ADVICE TO STUDENTS INTERESTED IN LATIN AMERICAN STUDIES?

I will recommend three important aspects: (1) To have an interdisciplinary approach when studying any social phenomenon since we always learn from other disciplines; (2) Think of Latin America as a region that is connected to the rest of the world and (3) To be open and learn skills beyond the academia.



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FAYE V. HARRISON is a social/political anthropologist who specializes in the study of social inequalities and the politics that emerge from them. She has also served as the President of the International Union of Anthropological & Ethnological Sciences (2013-18).



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MADHUBALAN VISWANATHAN conducts research programs in two areas; measurement and research methodology, and literacy, poverty, and subsistence marketplace behaviors. He founded and directs the Subsistence Marketplaces Initiative (www.business.illinois.edu/subsistence) and the Marketplace Literacy Project (www.marketplaceliteracy.org)

UPDATE FROM THE LATIN AMERICAN AND CARIBBEAN LIBRARY

by Dr. Antonio Sotomayor, University Library

This past year the Latin American and Caribbean Studies Librarian actively engaged and collaborated with students, faculty, and visiting scholars from multiple disciplines. Reference, research consultation, instruction, and other collaboration included people from disciplines such as history, literature, political science, sport, anthropology, film, education, geography, music, economics, art history, libraries, agriculture, agricultural engineering, medicine, ecology, and more. Latin American and Caribbean Studies continues to enjoy support from Library administration for immediate and long term goals, including the development of special projects such as the *Digital Library of Latin American and Caribbean Sport* (DLLACS).

Highlights from the past academic year include:

- After four years in the making, we finally published the "Conde de Montemar Letters, 1761-1799," a digital portal that provides open access to the correspondence of the family of the Conde de Montemar, Don Diego José Carrillo de Albornoz y Bravo de Lagunas between Lima and Madrid. <https://quest.library.illinois.edu/Conde-de-Montemar-Letters/>
- Published a research/study guide on "Indigenous Languages and Populations in 'Latin' America."
- Created a tribute page in the Colombia research guide that also highlights the Colombian items acquired with the Campo Elías Palencia Memorial Fund.
- Revamped and published the Latin American and Caribbean Studies library webpage in wordpress: <https://www.library.illinois.edu/lat/>
- Held the "Workshop on Latin American and Caribbean Library Resources," to be offered annually during the fall semesters.
- Offered a two hour workshop to around 15 high school teachers and community college professors on "Developing Curriculum on Contemporary Issues in Latin America and the Caribbean."
- Offered socio-historical lectures on Puerto Rico for the course ABE498 "Global Service Learning Disaster Relief Projects: Hurricane Maria," which studied relief efforts after the catastrophic hurricanes in that island.
- In recognition of the most "outstanding contribution to Latin American Scholarship," Dr. Sotomayor's book, *The Sovereign Colony: Olympic Sport, National Identity, and International Politics in Puerto Rico* (Lincoln: University of Nebraska Press, 2016), was awarded the 2017 José Toribio Medina Award, by the *Seminar on the Acquisition of Latin American Library Materials* (SALALM), the premier international association of Latin American librarians.



The
Conde de Montemar Letters
1761-1799

The Latin American and Caribbean Studies section of the International and Area Studies Library is proud to announce the Conde de Montemar website, a portal that provides open access to a set of letters from the family of Diego José Carrillo de Albornoz y Bravo de Lagunas, V Count of Montemar, from Lima, Peru. This portal offers resources for the study of late 18th Spanish transatlantic empire.

<https://quest.library.illinois.edu/Conde-de-Montemar-Letters/>

For further information, please contact Prof. Antonio Sotomayor, asotomay@illinois.edu.

On the collections side, we acquired 3,525 new books through our regular acquisitions accounts, which is the largest number of annually acquired books in the last five years. Overall, we acquired more than 4,000 new volumes of materials in various formats. With more than 990,000 volumes, we are making good progress to reach the benchmark of 1 million volumes (inclusive of all languages) in the near future. As such, we remain one of the largest Latin American and Caribbean collection in the world. We keep building the collection comprehensively, that is, from all countries and territories in Latin America and the Spanish Caribbean and from multiple disciplines. We continue to strengthen our Andean and Brazilian collections. Our special collection on sport (unique in the nation) keeps growing with additional money and in collaboration with other library units. This collection includes close to 4,000 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 from different countries.
- Acquisition of 865 issues of the Argentinean magazine *El Gráfico*, from December 1988 to December 2016. This collection now ranges from 1959 to 2016, comprising by far the largest run of issues of this important magazine in any major academic library outside Argentina.
- Acquisition of *El Deporte Gráfico* from Colombia, covering issues 1-92, July 27, 1966 to May 15, 1968.
- Acquisition of *Revista Mundo Ciclístico* from Colombia, 73 issues, covering the 1980s and 1990s.
- Acquisition of *Vea Deporte* magazine from Colombia, 1960s.
- Collection of 25+ books about the Colombian peace process. Acquired with support from the Campo Elías Palencia Memorial Fund.

We have 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.



Indigenous Languages and Populations in "Latin" America: A research/study guide at the University Library

The purpose of this guide is to provide access to relevant resources for the study of indigenous populations and languages in the area also known as "Latin" America, focusing on Quechua and Aymara. The guide also provides information about the Center for Latin American and Caribbean Studies' resources and classes on Quechua. Likewise, the guide offers information about relevant e-resources and databases, both at Illinois and beyond. <http://guides.library.illinois.edu/indigenuspopulations>

For further information, please contact Prof. Antonio Sotomayor, asotomay@illinois.edu, Librarian of Latin American and Caribbean Studies

CLACS SUMMER 2018 COURSE IN PERU

by Dr. Kasia Szremski, CLACS



LAST 395 students excavating in the Plaza of Cerro Blanco. Photo credit: K. Szremski

In Summer 2018, CLACS proudly launched a new summer study abroad course: LAST 395 - Archaeology Field School in Peru: The Ancient Politics of Human-Environment Interactions. Led by Associate Director Kasia Szremski, this four-week off-campus field school provided students from engineering, anthropology, integrative biology and economics with the opportunity to participate in the Huanangue Valley Archaeological Project (HVAP) and engage in active research at the archaeological site of Cerro Blanco. HVAP investigates how the exchange of key resources (water, shellfish, peanuts, maize, etc.) can mitigate inter-ethnic violence during times of resource scarcity as part of a way to understand the long term cultural, political, and economic impacts of human-environmental interactions in the region.



LAST 395 Field Crew. Photo credit: K. Szremski

Cerro Blanco is an administrative center that dates to roughly 1350-1450 cal CE. It was built by the Chancay, an enigmatic coastal polity best known for their distinctive black-on-white ceramics and elaborate textiles. This summer, HVAP assessed the idea that Cerro Blanco may have been home to informal markets or ferias that were associated with llama caravan trade. We also looked for evidence of pachamanca, or earth ovens used for preparing meat and vegetables which can play an important part in feasts. Students tested these hypotheses through excavating two open area units at the site and discovered evidence that confirms that the plaza at Cerro Blanco was used as an informal marketplace. While they did not find any pachamanca, they did discover a looted tomb containing a diverse array of exotic ceramics which testify to the Chancay's extensive trade linkages.

During the four weeks that LAST 395 students participated in the



Students Shashwat Sardesai (left) and Yiling Ye (right) working in sub-unit A where they found evidence for possible ancient campfires. Photo credit: K. Szremski

project, they lived in the rural town of Sayán where they were able to sample local delicacies such as alfajores, papas fritas, and hamburguesas con huevo y todas las cremas. They learned to wash their clothes by hand and also survived a month of cold showers. In addition to excavating, the class took two field trips:

the first to Caral – a preceramic site in the Supe Valley that is billed as the oldest “city” in the Americas, and the second to La Parada – a weekly market that is held in the highland town of Manchachaca and which serves as place where people from the coast and the highlands meet to sell their goods. The field trip to La Parada was particularly important as HVAP proposes that Cerro Blanco may have had a similar function in the past. While at the market students engaged in ethnoarchaeology by looking for similarities between what they observed at the marketplace and what that they had documented during excavation. The trip to La Parada was also an opportunity for everybody to have some fun – they were able to play in the Rio Huanangue, eat freshly picked local peaches, and try raspadillas (snow cones) made from ice taken from one of the “nearby” Andean glaciers.

Thanks to the success of this summer, Dr. Szremski plans to offer LAST 395 in 2019 as a Spring II course with a summer travel component. During the Spring II portion of the course, students will learn about Andean prehistory and be briefed on what to expect in the field. Then, over the summer, they will travel to Sayán to continue excavations at Cerro Blanco. The course is open to students from any discipline, but students interested in anthropology, economy, political science, social impacts of climate change, environmental sustainability, indigenous ecologies, resource management, Latin American studies, and/or economic and political systems are especially encouraged to apply.



REFLECTIONS ON AMAZONIA

by John-Ben Soileau, Anthropology

In summer 2012, after the first year of the doctoral program in cultural anthropology, a Tinker grant facilitated my inaugural excursion to Brazil's Amazon region. The dual objectives were to familiarize myself with ethnographic methods and secure the necessary logistics to return for long-term fieldwork. The story that follows is a brief chronology of key experiences from 2012 onwards that are currently shaping my doctoral dissertation.

Guided by a broad interest in socio-ecological relations, and particularly environmental governance, the city of Altamira, Pará was a promising starting point for a research project. Located on the Xingu River in eastern Amazonia, Altamira has been a hotbed of activism since the inauguration of the massive Trans-Amazon highway there in the 1970s. When I arrived in summer 2012, the region was undergoing yet another socio-environmental upheaval: the construction of *Belo Monte* (beautiful mountain), the world's third largest hydro-electric complex whose design would flood an area the size of Chicago and displace thousands, including numerous indigenous communities.

The mini-ethnography I conducted that summer focused on the production of environmental knowledge concerning the dam's current and potential impact. Analyzing Brazilian environmental policy while working alongside local dam-resistance movements, I observed two fundamentally distinct forms: on the one hand, the dam's official Environmental Impact Assessment, commissioned by the consortium in charge of constructing the dam, portrayed the environment through some 28,000 pages of highly technocratic data and was publicly displayed in the firm's riverfront office in Altamira; on the other hand, dam-resistance campaigns were providing a conduit for affected people to convey local conceptions of environmental value and broadcast their dam-related grievances. This stark contrast threw into relief different representations of the "environment" (taxonomic, symbolic, economic), but more interestingly, how the knowledge sets on which they are based are historically constituted constructions of human-nature relationships—a thesis instrumental to my continued analysis of environmental governance schemes elsewhere in Amazonia.

My summer in Altamira was cut short by inflated living expenses brought on by Belo Monte. Rather than return home early, however, I took the advice of an anthropologist I befriended along the way: buy a hammock and keep travelling! She also recommended that I ask around about a community of *quilombo* (maroon)



Places mentioned in the article, from left to right: Altamira, Carrazedo, Gurupá, Belém. Photo credit: Google Maps



Belo Monte's official impact (left) and from a local perspective society (right). Photo credit: JB Soileau, 2012

descendants called Carrazedo in the nearby municipality of Gurupá. With the help of locals in Altamira, I found a boat captain vaguely familiar with Carrazedo and hung my hammock on his passenger deck for a long ride up the Xingu River.

Traveling north, the dark waters of the Xingu feed into the clay-colored Amazon at about one degree south of the equator. At dawn the next day, we arrived at a small wooden pier at the edge of Carrazedo. The absence of communication lines prevented notice of my arrival, but after a few hours of intensive but convivial conversing, the community president and his family walked me through the village, surrounding forests, and offered me spot in their riverside stilt home. I spent next few days learning about the area's deep history and its current residents. The upland area that surrounded the village was a pre-Columbian settlement colonized by European missionaries, then secularized as a labor camp by the Portuguese Crown. The present-day inhabitants (about 300) are descendants of pre-abolition quilombos, who, along with nine other communities in Gurupá, won legal title to the land in the year 2000. Enamored by the hospitality and enthusiastic about the prospect for further research and continued friendship, I stayed in Carrazedo for a week before making my way back to the U.S. via the capital city of Belém (see map).

In summer 2013, I returned to the area on an

external grant to continue preliminary fieldwork, this time about the commodification of extractive resources: what effects were the quilombo land title having on livelihood maintenance? Did it inoculate communities from market encroachment, or enable participation with a greater degree of autonomy? Branching out from Carrazedo through the rivers and streams that connect Gurupá's quilombo hamlets, I conducted interviews about agro-extractive practices and local history. The tragic consequences of Gurupá's timber boom of the 1960-1990s (violence, displacement, deforestation) had motivated land titling on the assumption quilombos would protect the forests by maintaining a subsistence-oriented way of life. However, through an unexpected twist of quilombo autonomy and a shift in national policy, the land title had enabled partnerships with private loggers. By the 2010s, large-scale logging was continuing apace.

In fall of 2014, I returned to Carrazedo for 18 months of dissertation research, immersing myself in community life while using the quilombo logging contracts as a sort of refractor to understand local politics and the management of environmental capital. Working closely with quilombo villagers and the townspeople of Gurupá, I observed both the frictions and solidarities that coalesced as quilombo leaders became the state-sanctioned brokers of the most valuable regional resource: timber. From the perspective of the private sector, quilombo



The quilombo villa of Carrazedo. Photo credit: JB Soileau, 2013

territory is an easy target for legal timber extraction because of recent multi-cultural and environmental policies that promote the “sustainable development” of “traditional populations,” like quilombos, specifically through logging. From the perspective of quilombo leaders, negotiating timber sales is an opportunity to exercise political authority *and* the easiest route to economic benefits in a region where access to other markets is few and far between; as a main interlocutor once quipped, “*e aí cara, se tu tivesse tudo isso, e só isso, não venderia alguns também??* [If all you had were trees, wouldn’t you sell some too?].

Finally, in summer 2016, a CLACS-sponsored Kilby Fellowship provided two months of dissertation follow-up research. Returning with regional lens, I conducted an ethnographic project about a burgeoning network of logging roads that splintered through some 40,000 hectares of tropical forest. The roads were cleared to transport extracted timber, but they also connected quilombo territory to the town of Gurupá, and beyond. Having never linked up with the Trans-Amazon, Gurupá was historically only accessible by water. For residents of Gurupá, and for the quilombos the road network connects, this developing infrastructure offers improved market access, but also portends further incursion and deforestation. From an objective perspective, the road network and the

connections, fragmentations and legibility that it enables, illuminates the transformative capacity of the quilombo land title.

This snapshot of Amazonian ethnography reveals proactive social and political actors in dialogue with dominant development models (Belo Monte) and emerging environmental governance



A quilombola biking along the logging roads. Photo credit: JB Soileau, 2015

scenarios (quilombos). The quilombo-logging partnerships I continue to analyze also provide a context for examining the historical social relations and environmental policies that created the conditions of possibility to log forests presumably safe-guarded by “ethnic” boundaries, or to flood stable communities under the banner of renewability, such as the case with Belo Monte. The Amazonian state of Pará, where these studies were conducted, contains the most federally-titled quilombos in Brazil. Acknowledging quilombos as key decision makers about the usage of their legally-owned forests imparts an agency to their historical invisibility and has significant implications for the social and environmental future of Amazonia.



The town of Gurupá (foreground) and quilombo territory (background). Photo credit: Pedro Alves



PUERTO RICO TRIP OFFERS STUDENTS A UNIQUE OPPORTUNITY TO GAIN REAL-WORLD DESIGN EXPERIENCE

By Kristina Shidlauski, Civil and Environmental Engineering

Students in Professor Benito Mariñas' popular environmental engineering lab course had a unique opportunity this spring: to see first-hand the results of a natural disaster, and to work on practical design solutions to aid recovery.

On September 20, 2017, Hurricane Maria made landfall in Puerto Rico, which was still recovering from damage sustained during Hurricane Irma two weeks earlier. Maria wreaked havoc on the island: Puerto Rico's electrical infrastructure was destroyed, leaving everyone without power; heavy rains led to floodwaters up to 30 inches high; and sustained winds reaching 155 miles per hour caused tornado-like damage across the island.

It was in the weeks that followed that Mariñas decided to make Puerto Rico the focus of his Spring 2018 CEE 449 Environmental Engineering Laboratory class, thanks to a suggestion by Kavita Kinra, a friend of the department. The class, which is designed to teach laboratory methods, gives senior undergraduate students the opportunity for real-world design experience in international locations. Even though Puerto Rico is part of the United States, the extent of the disaster and the ongoing recovery efforts made it an ideal destination for the class this year.

With help from the Safe Global Water Institute,



In a makeshift lab in a hotel conference room, George Gunter and Meghan Drew test water samples.

connections were established with local partners—Brenda Guzmán-Colón, Humanitarian Coordinator with Oxfam America and Professor Madeline Torres-Lugo of the University of Puerto Rico at Mayagüez – to facilitate the trip and identify which communities would be best for the students to visit. Funding from the department and the College of Engineering's International Programs in Engineering office covered expenses for those who made the trip.

The travel team visited three rural areas: Corea Metralla in the Peñuelas municipality, Los Duros in the Orocovis municipality, and Sierritas in the Villalba municipality. In each location, a local guide led them on a hike through the hills to the water sources for each community. Mariñas said that in Puerto Rico, it is not uncommon to find that community members run pipes straight from mountain springs or streams into the village, without any sort of water treatment. The students took water samples from the sources, which were later analyzed using equipment left behind in the hotel rooms.

The team also spoke with community members in each area to learn about their water-related challenges. Many of the students were surprised to learn that some local community members used untreated water by choice, and were seemingly unconcerned with the associated health risks.

"The most interesting thing that we learned from the trip is that our greatest challenge is not going to be the contaminant levels in the water, but is going to be educating the communities on the dangers of their water," said Meghan Drew, one of the students who made the trip. "We found through our interactions with community members a shared distaste for chlorine. Some members of the communities had access to [Puerto Rico Aqueducts and Sewers Authority]—the largest purified water distributor to Puerto Rico—water lines, but they refused to use them because they preferred the taste of the untreated water."

"I always tell the students, engineers think about technical solutions but that's only fifty percent of the job," Mariñas said. "The other fifty percent is really understanding what you are designing this for. The context—the economic context, the social context, the traditional context, the religious context—all of this can impact whether your solution will be embraced by that group or not."

In all, the team collected 17 water samples from sources, water tanks and households in each area they visited. The class spent the rest of the semester developing designs and



Getting to the water sources required some intrepidity.

Get Involved with CLACS!

recommendations based on the travel team's observations and tests. Actually getting to see how the knowledge you're learning applies to the real world is what makes this class different than every other class that's offered in her environmental engineering track, Drew said.

"You really see your impact," she said. "In other lectures you learn the information, and you can apply it to your project and you can work in a group, but you can't really see the impact you're going to make."

The students presented their results in an open seminar at the end of the semester, and will also provide copies of their reports to Oxfam for use as a reference during the ongoing recovery effort.



Kevin Zhu collects a water sample from a community member's home in Villalba.



With the help of a translator (far right), students interview a community member in Orocovis. Photos courtesy of Department of Civil and Environmental Engineering

Like what you've been reading here? Help us continue to offer world class programming on Latin American by making a donation to CLACS!

For over 50 years, CLACS has been dedicated to creating and disseminating knowledge about Latin America through cutting-edge research, innovative teaching, and active outreach to the communities of central Illinois. CLACS fosters spaces of interdisciplinary, academic, and cultural exchange connecting University of Illinois faculty and students with regional K-14 instructors, scholars, policy makers and practitioners from across the Americas and around the world. Our goal is to actively engage the public discourse on transnational issues vital to Latin American, including health care, human rights, environment and sustainability, food security, economic development, and cultural heritage, among others.

Please consider including CLACS in your holiday or year end giving to help support our Center's work.

Gift to CLACS can be made either to our Annual Gift Fund or to the Maria Elena Moyano Fellowship Fund. Donations to the CLACS Annual Gift Fund support CLACS programming; donations to the Maria Elena Moyano Fellowship Fund are used to support students from Latin America pursuing graduate studies at the University of Illinois. Donations to both funds are tax deductible.

Please make your donation directly to the University of Illinois Foundation, online, by mail, or by electronic transfer (<http://www.uif.uillinois.edu/WaysToGive/>)"

NEUROZIKA: THE HISTORY OF HOW THE MOSQUITO HELPED TO REDUCE THE SCIENTIFIC GAP IN A DEVELOPING COUNTRY

by Richard Bido-Medina, Neuroscience

Yes! The mosquito did it again. Since the beginning of the Zika virus (ZIKV) outbreak in 2016, 3-4 million adults have been infected, a subset of which has suffered severe neurological complications. This raised multiple questions about how arboviruses, a traditional cause of mosquito-borne infection, may impact both human brain structure and function. The Dominican Republic, endemic for mosquito-borne diseases, was one of the most affected countries. With the support of the University of Illinois at Urbana Champaign, the CONNECT lab was able to develop a collaboration with the Dominican Republic that derived the first case-control neuroimaging study in adults suffering from ZIKV with severe neurological manifestations. Beyond the informative value of this study for the clinical and scientific community, this project fostered a collaborative environment that have allowed multiple Dominican health professionals to be trained and participate in the high level research conducted at University of Illinois. This is expanding the horizons of research in the neuroscience field and reducing the scientific gap between developed and developing countries. This is the history of how the mosquito contributed to awaken the scientific spirit of this, otherwise dormant, Caribbean paradise.

The objective of the study was to establish whether, where and when structural and functional changes occur in the brain of adults with ZIKV-related neurological complications. The central hypothesis was that ZIKV patients whose neurological complications included central nervous manifestations (such as dysmorphopsia, a deficit in the perception of shapes) would show changes in brain structure and function. The data was acquired in the Dominican Republic, where the 2016 ZIKV season caused more than 500 hospitalizations for severe neurological complications in adults. The study recruitment and data collection took place at Santo Domingo, Dominican Republic, at Hospital Salvador Gautier and CEDIMAT.

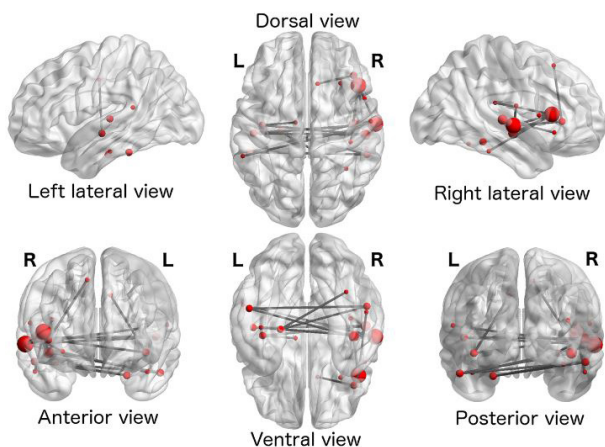


Figure showing a large-scale network comprising nodes in right and left temporal cortices and right insula showed increased functional connectivity in ZIKV patients compared to healthy controls. Photo credit: CONNECT Lab, Beckman Institute



Part of the Research Team presenting results at the Annual meeting of the Society for Neuroscience (SfN 2017) at Washington D.C., USA. From left to right: Dr. Richard Bido-Medina, Dr. Sepideh Sadaghiani, Dr. Luis Tusen, Dr. Minelly Rodriguez and Dr. Isidro Miches. Photo credit: Richard Bido-Medina

The project leaders at Hospital Gautier were the neurologists Dr. Luis Tusen, head of the Neurology Department, and Dr. Minelly Rodriguez, attending physician of the department. The sample consisted of nine patients in a subacute stage (approximately 5 months after the viral infection), and nine matched healthy controls. Both the clinical and the control group underwent magnetic resonance imaging (MRI) scanning in order to obtain high-resolution images of their brains' anatomy and function. Dr. Petrer Stoeter, neuroradiologist, coordinated MRI acquisition at CEDIMAT.

Data analysis occurred at the Beckman Institute for Advance Science and Technology, in the CONNECT lab, led by Dr. Sepideh Sadaghiani, Assistant Professor of the division of Cognitive Neuroscience of Psychology and CLACS affiliate. The analysis informed about the potential impact of ZIKV in the brain as significant structural and functional alterations were found in the patients when compared to the healthy controls. Interestingly, gray matter volume reductions were identified in the Supplementary Motor Area, in a region in the frontal lobe of the brain that is associated to the eyes movement and visual attention. Furthermore, the functional analysis employed a sophisticated technique that analyses the brain functional connectivity at rest, and significant increases in connectivity were found between and within the two temporal lobes, which are known for being particularly susceptible to viral inflammation. While future studies

RESEARCH THESIS

LENORE E. MATTHEW, PHD SOCIAL WORK, 2018

into the ZIKV-related neuroinflammatory mechanisms in adults are urgently needed, the current study indicates that ZIKV infection can lead to an impact on the brain. These results are now published at *Annals of Clinical and Translational Neurology*, the journal of the American Neurological Association.

Presently, the team is analyzing longitudinal data that were acquired in the recovery phase of the patients, and this was in part funded by the Center for Latin American and the Caribbean Studies (CLACS) at UIUC through a Tinker Fellowship offered to Richard Bido-Medina. Richard is a Dominican physician, 5th year student in the Neuroscience Program at UIUC currently working with Dr. Sadaghiani, who has served as the link between the collaborative team. Because of his innovative and sustained international research and public service, Richard was recognized by the University of Illinois with the 2017-2018 International Graduate Achievement Award.

Certainly, the impact of this study goes beyond the conventional benefits of the clinical and scientific community. There is a significant scientific gap between developed and developing countries pertaining to not only neuroscience but science in general. This gap is evidenced by factors like low investment in research, few training programs, absence of high impact publications etc. This study is contributing to reduce this gap, joining experts from University of Illinois and the Dominican Republic, being the perfect example of a transnational collaboration and enhancing partnership and networking in the neuroscience research, in the light of the ideas exchange, training programs, rotations, conferences and grants applications.



Dr. Lenore Matthew, Associate Evaluation Expert at the United Nations

Lenore E. Matthew,
PhD 2018, School of Social Work

THE WORK/FAMILY EXPERIENCE IN THE INFORMAL LABOR MARKET: EVIDENCE FROM INFORMALLY EMPLOYED MOTHERS IN BRAZIL.

Summary:

A growing body of research seeks to understand the work/family experience that working mothers face; however, most research focuses on middle-class working mothers in high-income industrialized countries, often employing quantitative methods to guide the inquiry. This study employed a qualitative approach – phenomenology – to explore the work/family experience as lived by a diverse group of working mothers: low-income, Afro-Brazilian mothers employed in the informal economy in the city of Salvador, Brazil.

In-depth interviews were conducted with 24 mothers and Giorgi's phenomenological method was used to analyze the data. The study findings suggest that for low-income, informally-employed, Afro-Brazilian mothers, the work/family experience is a precarious and exhausting one which demands mothers' constant effort and offers no breaks or reprieve. With little help at home, these mothers undertook the brunt of both paid work and unpaid family care, all within a context of extreme economic strain, few opportunities for gainful employment in the labor market, and no reliable safety net. This precarious work/family experience took a toll on the mothers' health and well-being, and put their children's well-being at constant risk. The findings suggest that what leads to this precarious work/family experience is persistent biases at home and in the labor market, which, for these mothers, manifest along four intersecting lines: gender, race, class, and motherhood status. Going forward in policy and practice, these biases must be challenged at micro (e.g. household) and macro (e.g. societal and institutional) levels.



Dr. Richard Bido-Medina receiving the Illinois 2017-2018 International Achievement Award from Professor Reitumetse Obakeng Mabokela, Vice Provost for International Affairs and Global Strategies. Photo credit: Illinois International Affairs and Global Strategies



CLACS ALUMNI INTERVIEW

INTERVIEW WITH REBECCA LINARES (MA CLACS 2012 \ PhD Curriculum and Instruction 2017), Advisor: Dr. Karla Möller

Assistant Professor, Early Childhood, Elementary, and Literacy Education, Montclair State University



Dr. Rebecca Linares

REBECCA, PLEASE TELL US ABOUT YOUR BACKGROUND:

I'm originally from Louisville, Kentucky and did my undergraduate degree at the University of Kentucky where I majored in international studies and Spanish. My dad is Peruvian and my mom is Cuban-Spanish-American so I was raised in a bilingual home and had opportunities to travel to Spanish-speaking countries growing up. I think that these experiences, as well as my experiences growing up in a bilingual home, spurred my interest in bilingualism and Latin American Studies.

WHAT ATTRACTED YOU TO STUDY EDUCATION AND LATIN AMERICAN STUDIES?

During my undergraduate studies, I took a class that led me to volunteer in a middle school classroom serving English Language Learners. I became close with the teacher and continued working in this classroom as a classroom aid and substitute teacher. During that time, my interest in bilingualism and language learners grew. My interest in Latin American Studies also grew as I took courses focused on the region and spent time there myself. I also had an experience in Peru in 2006 that got me thinking about language, power, and politics, which stirred my interest in studying Quechua.

YOU HAVE STUDIED QUECHUA. WHAT ATTRACTED YOU TO INDIGENOUS LATIN AMERICAN LANGUAGES?

In July of 2006, I was in Peru visiting family and I remember seeing Hilaria Supa on TV, who I later learned, was an Indigenous congresswoman elected to represent the region of Cusco in the National Congress (2006-2011). While I didn't realize it at the time, I was witnessing history as she became the first Parliamentarian in Peruvian history to use an Indigenous language during a national swearing-in ceremony. I was moved by her and also disturbed by the

criticism she later faced for her use of Quechua. From there, I became interested in the ideologies and tensions surrounding the linguistic hierarchy between Spanish and Quechua, especially because Quechua continues to be touted as a source of national pride and is considered a language of official use in areas where it is the dominant language (e.g., the region that had elected Supa).

WHAT IS YOUR FAVORITE TOPIC FOR RESEARCH AND TEACHING?

I'm interested in the role of culture and language in teaching and learning. This interest has taken me from classrooms in the U.S., where I've worked with youths learning English as a second or third language, to rural, intercultural, and bilingual classrooms in Peru where I've worked with Quechua-dominant students learning Spanish. Embedded in my work is a commitment to ensuring students receive the most effective, accessible instruction possible and in ensuring that teachers feel they have the knowledge and support they need to meet their students' needs. This drive is embedded in my research as well as my teaching since I've the privilege of working with pre- and in-service teachers who are or will be working with language learners.

WHAT WOULD YOU SAY IS YOUR GREATEST ACCOMPLISHMENT?

Definitely finishing my PhD has been my greatest accomplishment so far. It was a long and isolating process and there were times when I did not think I'd make it to the next phase, but I did, mainly thanks to the support of family, advisor Dr. Karla Möller, and friends.

WHAT PROFESSORS PLAYED A ROLE IN SHAPING YOUR ACADEMIC TRAINING AND WHAT DID YOU LEARN FROM THEM.

I chose the U of I because I wanted to work with Professor Clodoaldo Soto Ruiz. I had purchased his book at a book fair in Lima and had been using it on my own. Since studying Quechua was an interest I wanted to build on, I applied to U of I with the goal of working with and learning from him. Because I did my Master's and PhD, I was able to work with him for seven years, during which he taught me so much not just about Quechua as a language, but about the historical, cultural, political, and social significance of the language and its speakers. These conversations helped me think about my own positionality and about my work around intercultural bilingual schooling.

HOW WAS YOUR EXPERIENCE AS CLACS FELLOW/STUDENT?

I had a wonderful experience as a CLACS student. When I began and had my first meeting with the Associate Director, then Angelina Cotler. I remember feeling like the possibilities—and the support—were endless. I was encouraged to explore my interests, to identify faculty I wanted to work with, and to really be critical about the work I wanted to do.

WHAT IS YOUR FAVORITE U OF I MEMORY? WHAT DO YOU MISS THE MOST?

I miss the sense of community at CLACS. There was always something going on that brought together individuals from across campus who were interested in Latin America. I definitely miss the annual reception at the start of the year, it was always a solid marker that school was back in session.

TELL US ABOUT YOUR CURRENT PROJECTS AND YOUR PLANS FOR THE FUTURE:

I recently joined the Department of Early Childhood, Elementary, and Literacy Education at Montclair State University in New Jersey. I teach classes on language and literacy development with a focus on bilingualism as well as classes on how to support bilingual students' mastery of grade-level content across the curriculum. As I get to know the northeast, I'm in the process of developing new research projects, one that will examine the role of culturally and linguistically relevant children's literature in the bilingual classroom. I'm also hopeful that given my proximity to "Little Peru" (i.e., Paterson, New Jersey), I will have the opportunity to work with Quechua-speakers and continue thinking about the role of language and identity in students' linguistic and literacy development from a transnational perspective.

WHAT WOULD BE YOUR BEST ADVICE TO STUDENTS INTERESTED IN LATIN AMERICAN STUDIES?

My advice would be to fine-tune your interests through a broad range of courses. I'd encourage you to be purposeful in selecting classes that support your interests and to take advantage of the opportunity to study an additional language. This will help prepare you for fieldwork and provide you with opportunities to meet faculty who can support and advise you in designing and carrying out your research.

QUECHUA @ CLACS

TOWARD A UNIFIED CURRICULUM FOR QUECHUA COURSES IN THE UNITED STATES

By Carlos Molina-Vital, CLACS



Indigenous languages are at the forefront of political and inter-cultural discussions. They are under constant threat due to centralism, extended discrimination of indigenous people, and the destruction of their ancestral lands. However people in academia, NGOs and independent activists are calling attention toward the preservation and revitalization of those languages—it is our responsibility to present indigenous people in a truthful way, respecting and understanding their own culture, and giving them agency to reclaim their rights. Towards this end, UNESCO has declared 2019 the International Year of Indigenous Languages:

Article 13. Proclaims the year beginning on 1 January 2019 the International Year of Indigenous Languages, to draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages and to take further urgent steps at the national and international levels, and invites the United Nations Educational, Scientific and Cultural Organization to serve as the lead agency for the Year, in collaboration with other relevant agencies, within existing resources. (Cf. <https://en.unesco.org/IY2019>)

Among Indigenous languages, the Quechua family holds a prominent place. First, it is the most extended indigenous language family of the Americas (between 8-10 million speakers combined). Its speakers can be found from southern Colombia (Nariño) to Northern Argentina (Santiago del Estero). However, in spite of this, Quechua languages are threatened by the expansion of Spanish through urban centralism and the overall neglect that indigenous population suffers.

One important way to revitalize Indigenous languages is giving them visibility—indigenous languages benefit from exposure in public media and academic environments. Courses in indigenous languages directly contribute to diversity goals adopted in many colleges and universities around the world. Thus, academia can be a powerful ally of indigenous languages and their speakers.

Quechua languages are now the most commonly taught indigenous language in the United States. Thirteen universities offer regular or online classes of Ecuadorian, Southern Peruvian, and Bolivian varieties. Some of their students are engaging with indigenous people in those countries using Quechua languages. When an international student comes to an Andean nation to speak Quechua, people receive not only a confidence boost, but also a form of validation—their culture is appreciated by people around the world.



Carlos Molina-Vital with Quechua speakers who are present in institutions of higher education in the Andes of Southern Peru, July 2018

Unfortunately, in spite of its growing popularity, still there is no unified curriculum articulating grammar, lexicon, and cultural topics in a clear course sequence. After the first wave of Quechua courses in Cornell University in the mid 60s, there has been limited coordination between Quechua instructors. Everyone has relied, not only on different methods, but also on different goals for each one of their courses. Little has been agreed in terms of what a student in basic or intermediate levels is supposed to know. Furthermore, there is also the issue of students going from one university to another to take Quechua classes, only to find that working with a different instructor means starting over or requiring a lot of catching up.

One advantage of having a unified curriculum is that instructors can share their expertise and strengths in different areas of instructions (e.g. grammar, conversation, pronunciation) and create well paced materials. Also, students will be in a much better position to interact with their peers in other universities, as well as having the opportunity to work with other instructors already familiar with methodology and milestones shared by every Quechua student in the country. Moreover, students will be able to go from one Quechua program to another knowing what to expect after having completed any levels. The curriculum we develop will also be available to institutions teaching Quechua in Ecuador, Peru, and Bolivia with the goal that instructors in these countries will be able to adapt materials to fit their needs.

The road towards increased coordination is not easy. There are differences in the teaching styles. Also, some regional differences among varieties have been unnecessarily exaggerated. Finally, there is still much left to do in order to apply the now widely communicative method to the teaching of Quechua as a second language. However, important steps exist in books such as *Kawsay Vida* (2014), created by Prof. Rosaleen Howard. Also, *Rimanakusun* (2016), written by Prof. Acurio, Aragonés, Bendezú, Córdova, and Mujica in Peru, takes the Common European Framework of Reference for Languages as the basis for their sequence of courses. In the United States, those works are indispensable references for what remains ahead for us, Quechua instructors—the unavoidable task of determining shared goals, contents, and methods. We owe this not only to our students. We owe this to the Quechua speakers themselves, who will only gain increased visibility if Quechua courses are more accessible around universities in the United States. Here at Urbana-Champaign, we are up to that challenge.



FELLOWSHIPS

FOREIGN LANGUAGE AND AREA STUDIES (FLAS)

The FLAS Fellowships support graduate and undergraduate study in modern foreign languages and 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 Indigenous Latin American language.

FLAS FELLOWS 2017-18

FLAS fellows Summer 2017 (S17), Academic Year 2017-18 (AY17-18)

GRADUATE STUDENTS

SYDNEY BLEFKO	Musicology	Portuguese	(AY 17-18)
CLAIRE BRANIGAN	Anthropology	Portuguese	(AY 17-18)
LAURA CUMMINGS	Spanish & Portuguese	Portuguese	(S17)
MARY CASEY	Comp & World Lit	Portuguese	(AY 17-18)
JOSEPH COYLE	Anthropology	Portuguese	(AY 17-18, S17)
LESLIE DEL CARPIO	Spanish & Portuguese	Quechua	(AY 17-18, S17)
MARK HUGHES	CLACS	Quechua	(AY 17-18)
PAMELA KLINE	LINGUISTICS	QUECHUA	(S17)
NOELIA IRIZARRY-ROMAN	Art History	Portuguese	(AY 17-18)
JOHN MARQUEZ	History	Portuguese	(AY 17-18)
KELSEY RADEMACHER	Spanish Linguistics	Portuguese	(AY 17-18)
KATIE VANDYNE	Linguistics	Quechua	(AY 17-18)
MEGAN WHITE	History	Portuguese	(AY 17-18)

UNDERGRADUATE STUDENTS

GRACE KURCAB	Agr & Biol Engineering	Portuguese	(AY 17-18)
JESSICA ROMERO	Spanish & Portuguese	Portuguese	(AY 17-18)
ROSARIO SALDIVAR	Molec & Cell Biology	Portuguese	(AY 17-18)
Eriele Tellis	Political Science	Portuguese	(AY 17-18)



The 17 FLAS 2017-18 fellows come from eleven academic departments spread across campus. Fellows hail from the Humanities (Spanish & Portuguese; History; Linguistics, Comparative & World Literature), Social Sciences (Political Science; Latin American Studies; Anthropology), Arts (Music; Art History), Agriculture (Agricultural and Biological Engineering), and Molecular & Cellular Biology.

Students take a diverse set of courses connected to Latin American and the Caribbean history and culture, environment and climate, population movements, politics, and religion.

CLACS FLAS FELLOWS NOTES

JOSEPH COYLE, PhD student, Anthropology
Portuguese - FLAS AY 2017-18, Summer 2018



The FLAS Fellowship has been invaluable to my development as a scholar interested in Brazilian Studies. As a PhD student in sociocultural anthropology, language skills are important to the ability to conduct ethnographic fieldwork. The support I have received through FLAS has enabled me to participate in two summers of intensive language training in São Paulo, Brazil. Through these summer programs, I have established research contacts, friendships, and a network of other emerging scholars interested in Brazil. As a researcher, the opportunity to be a participant-observer of everyday life in Brazil for the past two summers has been critical to the development of my research questions concerning the shifting relationships between LGBT identity formation, religion, and citizenship in contemporary Brazil. The area studies courses I have taken through FLAS during the academic year have been important spaces for me to work through these research questions. In many ways, the FLAS Fellowship has made it possible for me to succeed as a researcher.

MARK HUGHES, MA student, Latin American Studies
Quechua - FLAS AY 2017-18, Summer 2018



FLAS has helped me a lot in my academic career. In Cusco almost everybody can speak Quechua and the locals are keenly aware of their pre-Columbian heritage.

This has given a greater sense of urgency to my study of Quechua. As I am experiencing the language as the vehicle bearing a vibrant culture. I have been impressed by the Quechua speakers, whether it be in the market or in the countryside. My experience has sharpened my focus to work with and among the indigenous Andeans.

FELLOWSHIPS

GRADUATE SUMMER RESEARCH FELLOWSHIPS

CLACS awards Tinker, Whitten, Kilby, and Love Field Research Grants for graduate students to support summer research travel. The Tinker and Whitten Fellowships are for pre-dissertation research, while the Kilby and Love Fellowships support 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 up to \$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 up to 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 encouraged 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.

THANKYOU!

For an endowment that support Graduate Student Dissertation Research

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 Amazonia

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

For Gift Funds

**Dr. Dara Goldman, Dr. Itai Seggev
Dr. Nils P. Jacobsen, Dr. Irene S. Jacobsen**

GRADUATE SUMMER 2017 RESEARCH FELLOWS

NORMAN E. WHITTEN JR. AND DOROTHEA SCOTT WHITTEN FELLOWS

Claire Branigan	Anthropology	Argentina
Zev Cossin	Anthropology	Ecuador
Paola Enrique Duque	Spanish & Portuguese	Ecuador
Fabiola Fernandez Doig	Spanish & Portuguese	Peru
Brenda Garcia	Anthropology	Mexico
Emely Lopez	Food Sc & Human Nutr	Ecuador
Liz Moreno-Chuguen	Spanish & Portuguese	Argentina
Kara Yarrington	Spanish & Portuguese	Peru

KILBY FELLOW

Silvia Escanilla Huerta	History	Bolivia/Peru
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LOVE FELLOW

Begoña Arechabaleta	Spanish & Portuguese	Mexico
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LEMANN SUMMER RESEARCH FELLOWS 2017

Joseph Coyle	Anthropology	Brazil
Luke Plutowski	Political Science	Brazil

TINKER FELLOWS SUMMER 2017

Richard Bido-Medina	Neuroscience/Phychology	Dominic Rep
Zev Cossin	Anthropology	Ecuador
Megan Gargiulo	Spanish & Portuguese	Mexico
Joshua Gibson	Entomology	Peru
Grazzia Grimaldi	Anthropology	El Salvador
John Marquez	History	IndianaULibrary
Vivian Presiado	Curriculum & Instruction	Mexico
Michael Rivera	Ecol Evol Conserv	Argentina
Marcela Vizcara-Catalan	Kinisiology	Chile

CLACS FELLOWSHIPS FOR SUMMER RESEARCH 2017

Brian Campbell	History	NYC/Archive
Beatriz Maldonado	Anthropology	El Salvador

CLACS FELLOWSHIPS FOR CONFERENCE TRAVEL 2017

Liliana Aguayo	Kinesiol & Comm Health	Chicago
Lenore Matthew	Social Work	Spain
Ian Middleton	Musicology	England
Erin Updyke	Entomology	California
Erin Welsh	Entomology	California



SUMMER GRADUATE RESEARCH FELLOWSHIPS WORKSHOP

February 2-3, 2018

The SGRF 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:



PANEL 1: IDENTITY, REBELLION, AND LAW IN LATIN AMERICA: A HISTORICAL VIEW

- LIZ MORENO-CHUQUEN, Spanish & Portuguese. *Cultural Production of Afro Spaces and Identities: Critical Readings on Afroporteño's Press in the 19th Century*
- MEGAN GARGIULO, Spanish & Portuguese. *The Racial and Class Divide in Female Entrepreneurship in Late Colonial Mexico*
- SILVIA ESCANILLA-HUERTA, History. *Towards a New Chronology of the War of Independence in Peru*

DISCUSSANT: DR. KASIA SZREMSKI, CLACS

PANEL 2: LANGUAGE LEARNING, LANGUAGE CONTACT AND WAYS OF SPEAKING:

WHAT DOES HOW WE SPEAK SAY ABOUT WHO WE ARE?

- BEGONIA ARECHABALETA REGULEZ, Spanish & Portuguese. *Processing of Differential Object Marking by Native Speakers of Mexican Spanish*
- KARAYARRINGTON, Spanish & Portuguese. *Peruvian Phonology: Producing the /b/*
- FABIOLA FERNANDEZ DOIG, Spanish & Portuguese. *Historical Present Framing Directly Reported Speech in Oral Discourse in Lambayeque, Peru*
- PAOLA ENRIQUEZ DUQUE, Spanish & Portuguese. *The Usage of the Verb 'Saber' (to Know) in Ecuadorian Spanish*

DISCUSSANT: DR. RYAN SHOSTED, Linguistics



PANEL 3: NEW APPROACHES TO COMMUNITY HEALTH AND EDUCATION

- MARCELA VIZCARA-CATALAN, Kinesiology and Community Health. *Feeding my Child: A Pilot Study to Validate and Test the Caregiver's Feeding Style Questionnaire in Chile*
- RICHARD BIDO MEDINA, Neuroscience. *Structural and Functional Investigation of the Brain of Adults with ZIKA-related Neurological Complications: A Collaboration with the Dominican Republic*
- VIVIAN PRESIADO, Curriculum and Instruction. *Exploring Language and Literacy Practices in the Schooling of Mexican Children of Migrant Sending Communities in Jalisco*

DISCUSSANT: DR. ANDIARA SCHWINGEL, Kinesiology and Community Health



PANEL 4: WHAT CAN ANTS TELL US ABOUT EVOLUTION?

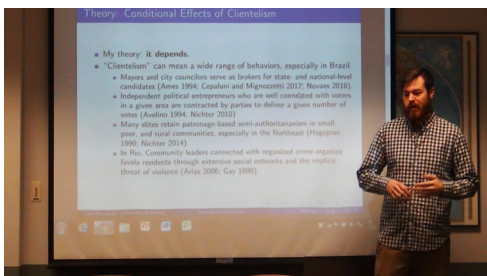
- JOSH GIBSON, Entomology. *Mandible Strike Kinematics of Miniature Trap-Jaw Ants (*Strumigenys spp.*) from the Peruvian Amazon*
- MICHAEL RIVERA, Ecology, Evolution, and Conservation Biology. *A Bigger Bite for a Colony's Buck*

DISCUSSANT: DR. KEN PAIGE, Animal Biology

PANEL 5: ENTANGLEMENTS, INSTABILITY, AND RECONCILIATION: UNDERSTANDING LATIN AMERICAN POLITICS AND CULTURE

- GRAZZIA GRIMALDI, Anthropology. *Fractured Landscapes in Urban and Rural El Salvador*
- LUKE PLUTOWSKI, Political Science. *Varieties of Clientelism: Campaign Strategy and Voting Behavior in Brazil*

DISCUSSANT: DR. GISELA SIN, Political Science



PANEL 6: YOUTH MOVEMENTS, ACTIVISM, AND INCLUSIVITY, A PATH FORWARD?

- BRENDA GARCIA, Anthropology. *Constitutional Contradictions: The Production, Reproduction, and Self-Destruction of Mexico City's New Constitution*
- CLAIRE BRANIGAN, Anthropology. *Ending Violence Against Women in Argentina*
- JOSEPH COYLE, Anthropology. *Spectacle, Sexuality, and Pentecostal Igrejas Inclusivas in the Privatizing City of São Paulo*

DISCUSSANT: DR. ANDREW ORTA, Anthropology

CLACS SUMMER FELLOWS RESEARCH NOTES

BEGONIA ARECHABALETA REGULEZ (Love)
PhD Student, Spanish & Portuguese

PRODUCTION, COMPREHENSION AND PROCESSING OF DOM BY MEXICAN MONOLINGUAL SPEAKERS

I study the production, comprehension and processing of Differential Object Marking (DOM) in Mexican Spanish monolinguals to improve our understanding of language variation. Language variation refers to the range of different ways speakers use the same language. The importance of understanding language variation lies in the fact that variation can sometimes lead to permanent and fundamental changes in a language.



Participants at Universidad Autónoma del Carmen (UNACAR) participating in their study and learning about the eye-tracking machine

In Spanish, DOM is represented by the preposition 'a'. According to the prescriptive grammar, DOM must be used with specific and animate objects but not with specific and inanimate objects. However, previous research has reported DOM variation in speakers' production in certain monolingual and bilingual communities (von Heusinger & Kaiser, 2005). For example, Mexican Spanish appears to extend the use of DOM to inanimate objects, leading to the following questions: (1) Is DOM extension to inanimate objects part of Mexican speakers' oral production? (2) Is DOM extension to inanimate objects part of their comprehension and processing?

I tested 34 monolinguals who completed: (1) an oral narrative task; (2) an oral elicitation task; (3) an acceptability judgment task; and (4) a reading task with eye-tracking.

Results suggested that DOM extension depended on the task. Participants did not show DOM extension to inanimate objects in the oral tasks but did show some extension in their judgments and processing mechanisms. Thus, variation appeared in processing and comprehension prior to production. Results reinforce the importance of interdisciplinary research: fields like sociolinguistics may benefit from other disciplines, such as psycholinguistics.

PAOLA ENRÍQUEZ DUQUE (Whitten)
MA Student, Spanish & Portuguese

THE GRAMMATICALIZATION OF 'SABER + VINI' IN ANDEAN ECUADORIAN SPANISH

In Andean Ecuadorian Spanish, the verb *saber* ('to know') expresses different meanings according to the context. It plays its lexical function as a cognitive verb (e.g. *sus abuelos 'sabían hablar' italiano* – 'Their grandparents knew how to speak Italian'), but it also works as an auxiliary verb to express habituality (e.g. *Las tardes, a veces, 'saben pasar' muy lento* – 'Evenings tend to pass very slowly'). This grammaticalization of *saber* into an auxiliary verb in a periphrasis for habituality is described as a synonym of the verb *soler* ('tend to', 'used to'). In the Ecuadorian variety, its extended usage in the Highland region is considered as a result of the language contact between Spanish and Quichua.

The present study analysed the usage of *saber* as an auxiliary in the Andean Ecuadorian Spanish from a morphosyntactic and semantic viewpoint. For this, data from different sources was collected: a compilation of examples presented in bibliographic sources; samples of spontaneous utterances mentioned by native Spanish speakers, especially from Quito; and interviews to speakers in an age range of 18-30, in which participants followed a guided conversation where the contexts favoured the elicitation of habitual constructions. The interviews were done in two cities, one in the Highlands, Quito, and the other in the Coast, Guayaquil, in order to compare the prominence of this usage of *saber* in the two Spanish varieties.

The results show that this form of *saber* has no semantic restriction in the subject and verb selection. In the Andean variety, the periphrasis occurs in different grammatical forms that the verb *soler* does not occur. This comparison evidences that the auxiliary *saber* has acquired additional functions and it is not necessarily equivalent to *soler* as it usually stated in the literature. Finally, the Andean variety presents a clear preference for the usage of *saber* compared to the Coastal variety. This suggests that the presence of Quichua in the Andean region may play a role in this prominence due to its own comparable structure with the verb *yachana* ('saber', 'to know') and its uses.

FABIOLA FERNÁNDEZ-DOIG (Whitten)
Ph.D. Student, Spanish & Portuguese

HISTORICAL PRESENT FRAMING DIRECTLY REPORTED SPEECH IN ORAL DISCOURSE IN LAMBAYEQUE, PERU

I'm deeply grateful because being a Whitten fellow allowed me to explore the rural area of Lambayeque, Peru and conduct 71 local interviews. I explore how does the Historical Present (HP) pattern in relation with the directly reported speech. The present tense use with past function is used to move the perspective of the speaker to a moment in the past (NGLE §23.6 a).



This phenomenon gives more vivacity and actuality to the event (Gil y Gaya 155). The Historical Present (HP) is also called Narrative Present, and, according to the NGLE could be, in Spanish, influenced by semantical and lexical types of verbs (§23.6j). This phenomenon was studied before in oral Spanish. The emphasis was in Conversational Historical Present (Wolfson 1978), narrative structure associated with complicating action (Schiffrin 1981), persona and number (Dunn 1998; Iwasaki 1993), lexical aspect (Van Ess-Dykema 1984; Dunn 1998), gender (Guerrero 2011), and retelling discourse (Bonilla 2011). The relation between HP and direct quotation is related to move the perspective of the speaker to the moment of the narration, and to add more theatrical features (Wierzbicka 1974 272). Wierzbicka (1974) mention that "the person who reports another's words by quoting them, temporarily assumes that the role of other person and for a moment behaves in accordance with this counter-factual assumption" (272). In other hand, "quotative or quotation devices is a grammatical device of presenting information from a source other than the speaker himself" (Rhee 2016, Terrasche 2013). In this study, we center in "the verb used to frame directly reported speech" (Blackwell and Fox Tree 2012). We argue that the verbal form that frame directly and reported speech is preferred used in historical present.



NEW COURSE

LIFE IN THE ANDES: TOPICS IN QUECHUA LANGUAGE AND CULTURE 1
LAST 395



SPRING 2019 MW 3:00-4:20

**The future is behind you...
(Come find out why!)**

Life in the Andes (LAST 395 CRN 40709)
Need info? Contact Carlos Molina-Vital at cm5@illinois.edu

Learn about the culture and people in Andean Ecuador, Peru, and Bolivia. Find about their worldview, history, religion, their struggles and contributions to our world.

Class materials in English! No prerequisites!

This seminar-style class offers a survey of the Andean culture based on the Quechua people in the Southern Andes (Peru and Bolivia). However, we will also include other Andean Regions, particularly the Central Peruvian Andes, and the highlands and lowlands of Ecuador.

The class provides an introduction to the worldview of the Quechua people based on their cultural practices, ancient and current history, and their language.

Course Goals

1. Examine different topics in the history, culture, and language in the Southern Andes (Ayacucho, Cuzco, and Bolivia).
2. Offer some insights beyond the Southern Andes, specifically the Ecuadorian Highlands and Lowlands and their social organization and current issues.
3. Become familiar with the challenges the Andes, an extreme region, places in the life of the Quechua people, and how they came up with suitable solutions.
4. Practice a critical view of the development of the Andean nations and their relationship with modernity and tradition.
5. Understand some of the main features of the Quechua language family and vocabulary in order to facilitate their access to different cultural products in the Southern Andean region.
6. Engage in research and discussion of specific cultural topics to expand one's own knowledge of the Andean region and people.

CLACS SUMMER FELLOWS RESEARCH NOTES

LUKE PLUTOWSKI (Lemann)
PhD Student, Political Science

REASSESSING THE STRATEGY AND EFFECTIVENESS OF CLIENTELISM WITH EVIDENCE FROM BRAZIL

During summer 2017, I conducted preliminary dissertation research on political clientelism for four



weeks in São Paulo, Brazil. With the help of a Graduate Summer Research Fellowship, I was able to conduct an original survey with around 600 students, interview several politicians and other political actors, and make connections that I will rely on when I return to the field this fall.

My research focuses on the electoral effects of clientelism, the repeated exchange of goods and services for political support between political parties and ordinary citizens. I am interested in assessing how voters react to information about a candidate's tendency to use clientelist strategies to win elections. Much of the political science literature on this topic assumes that parties give rewards to voters in exchange for their support because it is a relatively cheap and easy way to win them over. However, the literature also frequently underscores that there is a strong societal norm against the purchasing and selling of votes in most countries around the world today. If there is such a strong bias against vote buying, how do clientelist candidates continue to win elections?

I hypothesize that voters do not evaluate all types of clientelism equally, and that their attitudes toward politicians that use clientelist strategies depends on what type of electoral rewards they provide. As I discovered through interviews while in Brazil, much of what local politicians do, in campaign season or out, is servicing individual constituent requests and doing favors for their supporters. I predicted that this type of clientelist politics would be viewed much differently than a politician simply handing out cash or a basket of goods to convince people to vote for them. That prediction was backed by a survey experiment I conducted with a student sample, which showed that respondents were significantly less likely to support a hypothetical candidate when they learned that the candidate gave out baskets of free food to his supporters, but not when the candidate offered special services to his supporters.

VIVIAN E. PRESIADO (Tinker)
Ph.D. Student, Curriculum and Instruction

LANGUAGE AND LITERACY PRACTICES IN SCHOOLING OF CHILDREN IN MIGRANT SENDING COMMUNITIES IN JALISCO

It was a cool May morning as I walked to my first day observing in a 4th grade classroom in Mazamitla, Jalisco. Roosters crowed as I strolled past a gentleman reading a newspaper and drinking his "leche caliente. Jairo looked up from his notebook as I approached the school's entrance, "Maestra, le escribí una historia y hice dibujos," he said as he handed me a stack of papers. I had just met him and writing was his way of welcoming and connecting with me.

My research interests flourished from what many say, "research is me search." I'm a Chicana born to Mexican immigrants right here in Illinois and my first encounters with deficit ideologies pertaining to Mexican schooling emerged from my own experiences as a student and educator. Research about diverse learners has indicated that U.S. educators often wrongly assume that students of Mexican descent and their families are uninterested in "official" academic and prestigious forms of literacy (Teague, Smith, & Jiménez, 2010; Murillo, 2010). This study aimed to document educational experiences of Mexican children from both urban and rural areas in Jalisco that send families to receiving communities in the Midwest.

My overall findings on school-based literacies aligned with previous descriptions on the teaching of literacy that emphasized form and meaning. What differed from previous research was that reading comprehension was highlighted over writing and math development was also a goal in Jalisco's educational growth plan for the 2017-2018 school year. An unexpected discovery was the presence of student returnees and the challenges experienced by all stakeholders to adjust, connect, and support each other. The data collected highlighted many aspects of the schooling of Mexican children. Teachers would benefit to know that, similar to U.S. schools, teachers and students are guided by a set curriculum, rigorous evaluations, and most importantly that students and families are constantly engaged in reading and writing practice.

I would like to thank CLACS for their generosity that allowed me to develop my craft as a novice researcher in an unforgettable manner.

LEMANN INSTITUTE GRADUATE FELLOWS RESEARCH

Created by a gift from Jorge Paulo Lemann, the Lemann Graduate Fellowship supports the work of graduate students at the University of Illinois at Urbana-Champaign conducting research on Brazil. The Lemann Fellowship provides support for one semester, one academic year, or one semester and a period of summer research in Brazil.

Created in memory of Werner Baer, thanks to gifts from the family of Professor Baer's sister, Marianne Kilby, and from Jorge Paulo Lemann, the Werner Baer Fellowship supports social science doctoral work on Brazil. The Werner Baer Fellowship provides support for incoming Brazilian doctoral students whose studies engage Brazil in the social sciences, and for doctoral students of any nationality and from any academic department conducting social scientific dissertation research on Brazil.

WERNER BAER DOCTORAL FELLOWS

LENORE E. MATTHEW
School of Social Work

WORK/FAMILY BALANCE IN THE INFORMAL ECONOMY:
A PHENOMENOLOGY OF INTERSECTIONS BETWEEN
INFORMAL EMPLOYMENT AND UNPAID CARE

This study employs a phenomenological approach and in-depth interview data gathered from 27 informally employed working mothers in Salvador, Brazil. The purpose of this study is to understand the experience of intersecting work/family care roles, as lived by informally employed working mothers. To this end, the study aims to capture the ways in which employment in the informal economy and the demands of unpaid family care intersect one another, and unpack how informally employed working mothers and navigate this intersection.

RENATO SCHWAMBACH VIEIRA
Agricultural and Consumer Economics

THREE APPLIED MICROECONOMICS ESSAYS IN THE
EVALUATION OF BRAZILIAN PUBLIC POLICIES

This project employs impact evaluation microeconomic tools to examine three different Brazilian public policies: the efficiency of transit fare subsidies in major metropolitan areas, the outcomes of affirmative action policies adopted by Brazilian federal universities in the 2000s, and the impacts of fare-free public transportation for the elderly on the travel behavior of the policy beneficiaries.

GUILHERME MARQUES DE AMORIM
Economics

Incoming Doctoral Student in the Department of Economics, 2017.

LEMANN INSTITUTE GRADUATE FELLOWS

THAÍS REZENDE DA SILVA DE SANT'ANA
History

BETWEEN NATURE AND NATION: MANAUS AND THE
MAKING OF MODERN BRAZIL

Using Manaus as a site of inquiry, this project will examine how the capital of Amazonas state both shaped and was shaped by the peoples, landscape and economy of the Brazilian Amazon from 1892 to 1940. By moving beyond "boom and bust" narratives about Manaus, this research seeks to show that an analysis of "change over time" in Brazil must pay equal attention to political, economic, social, environmental and cultural issues.

KELLY NORELL SENTER
Political Sciences

IS MUNICIPALITY 'EMANCIPATION' OVERRATED? AN
ASSESSMENT OF THE CAUSES AND CONSEQUENCES OF
SUBNATIONAL FRAGMENTATION IN BRAZIL

Does decentralization improve public goods provision and enhance political participation? Many international, government and civil society organizations believe it achieves these goals. However, research on the subject has failed to provide strong supportive evidence. By focusing on subnational fragmentation, my work rigorously assesses whether smaller units—the result of any process of decentralization—are better equipped and motivated to meet demands for public services and encourage participation.

JOHN-BEN SOILEAU
Anthropology

THE FOREST, THE TREES, OR THE PEOPLE: THE
QUILOMBOLIZATION OF AN AMAZONIAN PEASANTRY IN A
POST-NGO ERA OF "SUSTAINABILITY"

The Amazon contains the most federally-titled quilombos in Brazil. In a region where environmentalists, the State, and corporate actors vehemently contest land and its proper function, quilombos have become key decision makers about the usage of the vast forests they legally own. Based on ethnographic fieldwork since 2012, this dissertation examines how quilombo land titles have become a form of environmental governance.

JUAN ANDRÉS SUAREZ ONTANEDA,
Spanish and Portuguese

PERFORMING THE DIASPORA IN BRAZIL: THE BLACK
EXPERIMENTAL THEATER AND ITS SEARCH FOR A RACIAL
LANGUAGE IN MID-TWENTIETH CENTURY IN RIO DE JANEIRO

This research project inquires into the performance methods used by Abdias do Nascimento (1914-2011) and the cultural institution he founded, the Teatro Experimental do Negro (Black Experimental Theater), in mid twentieth-century Rio de Janeiro. The purpose of this project is to analyze how Nascimento used musical and theatrical performances to develop a language to discuss race and discrimination in post-World War II Brazil.



COMMUNITY ART PROJECT

COLORED VOICES OF THE WORLD

by Patricia León, Art Education and Gonzalo Pinilla, Art History



The main purpose of the Colored Voices of the World Project was to engage Dr. Preston L. Williams Elementary School community in a collective artistic creation providing a space and time to strengthen human relationships by integrating not only the school's community but most importantly the surrounding Urbana community through an integral social activity.

The project Colored Voices of the World began with a shared idea of community engagement and participation. The project became at the same time a document that witnessed the integration of the school's community into the social and cultural history of this region. Additionally, this project was a turning point in our artistic and pedagogical practices, demanding from us and from the participants a lot of effort and extra time beyond family environment. The project Colored Voices of the World also established a righteous routine that became an essential part of our life during its completion period. By implementing collaborative venues in

offer an open share symbolic and physical space for creating different levels of engagement. We set out our goals of working together through collaboration and passing on our skills and ideas about art practice to the school community. But the results after each workshop went beyond our expectations. In the end, the resulting mural artwork was a model and a method of social integration. It represented a true integration between parents and children through artistic efforts. The final mural public presentation took place in August, 2018. As stated in the project's goals, the final artwork solidifies a cross-cultural experience in Urbana and inserts the collaborative art practice into public consciousness.

Working with the students' partners was very important throughout the project. Thanks to the support from the Urbana Arts Grants Program, Michaels store and Los Dos Reales restaurant we had access to a wide variety of materials to use during the workshops and the production of the actual mural. These funds were also

We wholeheartedly believe that the integration of communities through art reflects new social realities and provides spaces for dialogues about cultural belonging, and community building. We also believe that through the development of this project, we helped to integrate the arts within the City of Urbana, creating a sense of place and identity with the purpose of promoting art and culture.

As a part of the project's promotional plan a complete photographic record was produced. It will serve as documentation for the school and for the City of Urbana Arts Program as well. In addition, a web page was designed showing the many phases of the workshops series and the development of each stage of the project until its completion. Finally, a design for a calendar was produced illustrating the mural.

By connecting ourselves to a social environment, the project both enrich the lives of all who participated, as well as allow the artists to



Students and parents participants of the Project painting on the Mural surface



Students and parents participants of the Project painting on the Mural surface



Participants of the Project painting on the Mural surface

which diverse opportunities for artistic expression are possible, the project helps to revitalize the public role of art as a site of community building and cultural dialogue. It also helped to promote a cross-cultural experience that reinforces the significance of strong social ties in a diverse cultural environment, such as at Dr. Preston L. Williams Elementary School in Urbana.

Drawing and painting workshops were based on social commitment and collaboration. These workshops reflected around shared experiences and communal life. Listening to the children was important and promoting their ideas was fundamental. We were able to recognize how this kind of basic projects and social practices are really necessary. These types of projects promote cultural values within Urbana community and

fundamental to support the transportation of all of the materials and the organizing artists.

Dr. Preston Williams Elementary School with assistance of Dr. Preston Williams Elementary School's coordinator Nohemi Campos offered the required strategic support to develop the project and were allowed to stay and use the school's space as needed. CLACS provided us with all the printing and publicity materials the project required to promote and disseminate the information about the workshops. As part of the project, CLACS has agreed on supporting the design and printing of a calendar presenting the final mural. This promotional piece will allow promoting this kind of significant extra academic activities students undertake in our community.

engage in community collaborations that promote dialogue and mutual understanding. The strategic articulation of our project into the community's life provided an opportunity to consider issues of identity, cooperation and creativity.

Project Web Link: <https://colored-voices.tumblr.com/>

Colombian Artists
Luis Gonzalo Pinilla
Patricia León

HIGHLIGHTS 2017-2018 OUTREACH

The Center for Latin American and Caribbean Studies 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.

In addition, 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-16 Educators Workshops, Summer Language program for high school students, and Hispanic Heritage Month Celebrations, among others. CLACS Outreach typical holds five types of programs:

- Higher Education Programs
- K-14 Educational Programs
- K-14 Summer Programs
- Community Programs
- Co-Sponsored Programs

CLACS OUTREACH PROGRAMS HAVE BEEN MADE IN PARTNERSHIP WITH:

EXTERNAL PARTNERS

- Parkland College
- PC Migrant Education Program
- Urbana Arts Council
- Urbana, Champaign, and Mahomet Public Libraries
- National Museum of Mexican Art
- International Prep Academy
- Dr. Williams Elementary School
- Urbana School District 116
- The Art Theater

UNIVERSITY OF ILLINOIS PARTNERS

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

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, 6:45pm / 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, 8:15pm

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 [@CLACSatUIUC](https://www.facebook.com/CLACSatUIUC) [@CLACS_at_UIUC](https://www.instagram.com/CLACS_at_UIUC)

LAF 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.



2017 HISPANIC HERITAGE MONTH CELEBRATION

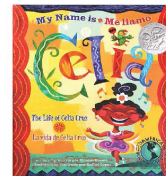
Saturday October 14

2:30 – 4:00 pm

The Urbana Free Library

Agenda

2:30 - 4:00 pm	Display tables: information about Latin America, crafts, art, traditional dresses Craft activity tables for children
2:30- 2:35	Welcome/ Bienvenidos/ Pasaykamuy
2:35- 2:45 PM	Trilingual Storytelling (Quechua-English-Spanish): "Klivilinapa chitachankuna" / "Clavelina's little lambs" / "Los corderitos de Clavelina"
2:45- 3:00	Learn to dance Salsa, Bachata and Merengue. <i>Illini Ritmo y Sabor*</i>
3:00- 3:20	Bilingual Storytelling: "My Name Is Celia: The Life of Celia Cruz" / "Me llamo Celia: la vida de Celia Cruz"
3:20-3:30 pm	Dance Salsa, Bachata and Merengue with Salsa Caliente
3:30-3:45 pm	Performance: <i>Timbalú salsa band**</i> Latin boogaloo, classic salsa, and Cuban timba
3:45- 4:00 pm	Craft: Mola (art from Panamá)



2017-2018 OUTREACH



October 8, 2017
 MAJORS AND MINORS FAIR FALL 2017. Kasia Szremksi, Amy Firestone (CLACS alumna), Carlos Molina -Vital



October 25, 2017
 ICU: OIIR INTERCULTURAL DIALOGUE SERIES. ILLINOIS ABROAD: STUDENTS' EXPERIENCE IN BRAZIL
 Sponsored by Office of Inclusion and Intercultural Relations -International Education, Illinois Abroad and Global Exchange, La Casa Cultural Latina, Center for Latin American and Caribbean Studies, and Department of Spanish and Portuguese

ILLINOIS Center for Latin American and Caribbean Studies

"CHINCHANO"
 Free Concert

Juan Pastor, drums and percussion
 Stu Mindeman, piano
 Matt Ulery, bass
 Rich Moore, alto saxophone
 Tito Carrillo, trumpet

February 15, 2018 - 7:00 pm
 1030 Music Building Auditorium
 1114 West Nevada Street, Urbana.

Chinchano is Juan Pastor's Modern Instrumental Jazz Group that fuses the traditional North American jazz harmonic palette with exciting rhythmic concepts drawn from central and South America. this distinct sonic brand is revealed through not only the original compositions, but also in the unique drums/percussion setup that

This event is Co-Sponsored by:
 Department of Spanish and Portuguese
 Center for Global Studies

February 15, 2018
 FREE CONCERT BY CHINCHANO
 Chinchano is Juan Pastor's Modern Instrumental Jazz Group that fuses the traditional North American jazz harmonic palette with exciting rhythmic concepts drawn from Central and South America.



February 16, 2018
 The University of Illinois Title VI International & Area Studies Centers presentation of joint and individual programs for Educators and K-12 students at the Urbana School District 116 Winter Institute

ILLINOIS Center for Latin American and Caribbean Studies

A FILM ABOUT PERU, DANCE AND IDENTITY

April 6, 2018
 Latin American & Caribbean Film Night: "SOY ANDINA"
 A documentary film about Peru, dance, and identity
 Screening of the film followed by a Q&A with Director Mitchell Teplitsky

Global Career Series: UN & International Organizations

Interested in careers in United Nations and international non-profit organizations?

Come listen to recruiters and professionals from United Nations and non-profit organizations working internationally to learn about resources and advice for working in this field.

Thursday, April 26
 3:00-6:00 p.m.
 Illini Union Ballroom (2nd Floor), 1401 W Green St.

* This event is co-hosted by Area Study Centers and Illinois Model United Nations.

ILLINOIS CAREER CENTER

April 26, 2018
 Global Careers: Careers at UN and International Organizations
 Panelists who used to work or are currently working in this field will be invited and related resources will be shared. Hosted by the Career Center. Co-hosted by the International Area Study Centers and Illinois Model United Nations.

COMMUNITY OUTREACH

LATIN AMERICAN FILM FESTIVAL 2017

Nine Latin American films were presented at the Art Theatre

- The Clan. Argentina, 2015
- The Second Mother. Brazil, 2015
- The Club. Chile, 2015
- Rosa Chumbe. Peru, 2015
- Made in Cuba. USA/Cuba, 2016
- Chavela. USA, 2017
- Dolores. USA, 2017
- Santa Sangre. Mexico/Italy, 1989
- Book of Life. USA, 2014

FILM SCREENINGS WITH DIRECTOR Q&A

- April 6, 2018. Latin American & Caribbean Film Night: "SOY ANDINA"
A documentary film about Peru, dance, and identity
Screening of the film will be followed by a Q&A with Director Mitchell Teplitsky
- April 12, 2018. Quechua Film Night "The Eyes of the Journey / Los ojos del camino / Ñampa ñawinkuna". Q&A with the director and award winning filmmaker Rodrigo Otero Heraud, and the protagonist, Hipolito Peralta Ccama.

FREE CONCERTS

CLACS has organized and sponsored three free concerts

- "Alberto Rojo". April 6, 2018.
- "Chinchano". April 12, 2018.
- "Sonia de los Santos" concert. February 17, 2018 (Co-sponsored with the Krannart Center)

URBANA ARTS GRANT

CLACS co-sponsor the Colored Voices of the World project organized by Gonzalo Pinilla and Patricia León. The project was also supported by a grant from the Urbana Arts Council.

HISPANIC HERITAGE MONTH CELEBRATIONS

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

INTERNATIONAL OUTREACH COUNCIL (IOC)

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

- Title VI Centers K-12 Outreach presentation, Urbana School District 116, February 2018
- International Careers Workshop Series
- 2018 International Week- Tuscola MS visit to the University of Illinois

SPANISH STORY TIME

Since 2006 CLACS has organized Spanish Story-Time at the Urbana Free Library which features the presentation of children's stories in Spanish and English.

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 to Professors Carlos Molina-Vital and Raquel Goebel and students for your participation at these programs.



Timbalú band presentation as part of the Hispanic Heritage Month celebration, Urbana Free Library.



Alberto Rojo performance



Chinchano band performance



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



K-16 PROFESSIONAL DEVELOPMENT 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 culture. With the support of faculty, graduate students and partners we have offered the following workshops:

ONE-DAY PROFESSIONAL DEVELOPMENT TEACHERS WORKSHOPS:

October 7, 2017

"DAY OF THE DEAD HISTORY & ART WORKSHOP"

Presented in partnership with the National Museum of Mexican Art .

February 17, 2018

"SONIA DE LOS SANTOS"

Presented by Sonia De Los Santos and her band: Martín Vejarano, Sinuhé Padilla, Elena Moon Park and George Sáenz. Organized in partnership with the Krannert Center.

April 19, 2018

"THE ART OF OAXACAN ALEBRIJES"

Presented by Carlos Orozco of the Puech Ikots artists' collective in Oaxaca. Organized in partnership with La Casa Cultural Latina and CLACS.



October 7, 2017

Latin American Educators Workshop: "Day of the Dead History & Art Workshop"

Educators learn about the history, traditions and art of Day of the Dead, the origins of celebrations in various regions of Mexico, as well as the imagery and symbolism of the day. The session includes a workshop on making mini ofrendas (altars).



February 17, 2018

Professional Development: Special Presentation for Educators and Librarians by Sonia De Los Santos: An artist's journey in creating culturally relevant songs for families. Presentation and brief workshop on the Mexican Traditional dance-the zapateado.



April 19, 2018

Latin American Educators Workshop: "The Art of Oaxacan Alebrijes". Carlos Orozco presented on the cultural significance of alebrijes, including a showing of samples of the art. Includes a discussion of the Puech Ikots collective itself. Participants create their own alebrije.

CLACS SUMMER WORKSHOPS 2018

SUMMER 2018 LATIN AMERICAN EDUCATORS WORKSHOP

"MODERN ANDEAN POINTS OF VIEW: THE ANDES AND THEIR PEOPLE"

JUNE 4-8, 2018

This one-week Professional Development Teachers Workshop focused on the Andes and their people. By learning about the ancestral and current views and practices of the Andean people, educators will be able to see how cultural diversity is the result of careful balance between community needs and careful use of natural and cultural resources

The workshop was led by Carlos Molina-Vital (Quechua Instructor), and Miguel Huanca (Aymara Instructor)

The workshop covered the topics:

- (i) The linguistic diversity of the Andean region
- (ii) the syncretism its culture offers between modern and Pre-Columbian beliefs
- (iii) the social organization of indigenous people and the notions of solidarity and extended family as community
- (iv) the solutions that Andean people offer to problems like climate change and the risks of uncontrolled economic growth. We will also provide suggestions and models for class preparations, particularly for those in bilingual programs

Activities supported with authentic audio/written/visual materials (lyrics, music, films, etc.). Daily extracurricular cultural activities including: overview of traditional and contemporary Andean music; Learning a traditional Quechua song; Preparation of traditional Andena food; Visit to the Peruvian collection at the Krannert Art Museum. Films and discussion: *Túpac Katari (Film)*; *Even the Rain (Film)*; *Chuquiago (Film)*.



Prof. Huanca presentation 'Celebrations and Representing the Other: Masks, carnival, and Identities in Modern Peru and Bolivia'



Preparation of Andean food: Cooking potatoes and fava beans in a dirt oven.

3RD HIGH SCHOOL SUMMER BRIDGE-PORTUGUESE

By Raquel Goebel, Director of the Portuguese Language Program, Instructor

JUNE 4-15, 2018

The Summer of 2018 started with a great opportunity for local high school students to learn more about the language and culture of Brazil. The Summer Portuguese Bridge Program, a two-week language camp, offered students the possibility of experiencing a new language while having fun. The camp was sponsored by CLACS with the collaboration of the Portuguese Program, and was funded by the U.S. Department of Education. The activities proposed took place at the University of Illinois during the first two weeks of June. The camp offered Portuguese classes to students free of charge. The activities proposed were designed to promote language learning using a communicative approach. Students were encouraged to express themselves in the target language while discussing everyday topics or practicing with real-life scenarios. During recess, students played traditional Brazilian games such as Peteca, and worked on arts and crafts projects that incorporated cultural elements into the curriculum, such as painting. The classes promoted community building, fostering friendships and stimulating curiosity. It was a great experience and we hope to see students coming back for more opportunities for fun and learning!



3rd High School Summer Bridge-Portuguese participants' activity the UI Quad.

COLLABORATION WITH PARKLAND COLLEGE

PARKLAND COLLEGE LATINO CLUB VISIT TO THE NATIONAL MUSEUM OF MEXICAN ART

CLACS organized a visit to the National Museum of Mexican Art in Chicago for Parkland's Latino Club. On May 5, 2018 fourteen Parkland students visited to the NMMA Chicago where they attended a presentation led by museum educators on "Arte Diseño Xicágo"



Parkland College Latino Club visit to the National Museum of Mexican Art, Chicago. May 5, 2018

SUMMER 2018 MIGRANT FARMWORKER EDUCATION PROGRAM

CLACS co-sponsored and helped lead the K-12 Parkland College Migrant Education Programs at UI campus. With CLACS support, Gonzalo Pinilla, (PhD student, Art History) developed and led a Photography project for K-8 students. The program met weekly on Fridays during the month of July. The project encouraged children to explore their own innate means of artistic expression and the creative impulses that connect them to a set of gestures and attitudes used by their Latin American ancestors. It also motivated children to emulate the immediate vision of the world with disregard for the conventions of art making, fostering at the same time their own specific cultural identity.



Week 1: Camera construction



Week 2: Painting with light



Week 3: White-Black Frames



Week 4: Album creation

WHAT'S YOUR NAME?

WORDS AND PHRASES IN Q'ANJOB'AL, CHUJ, AND K'ICHE'

DR. KORINTA MALDONADO, ANTHROPOLOGY/AMERICAN INDIAN STUDIES, AND DR. RYAN SHOSTED, LINGUISTICS



What is Your Name? is little booklet that is the result of a collaborative project with the ESL classes taught by Katie Hutchinson and Joycelyn Davila of Urbana High School during the Spring Semester of 2018. The idea of the booklet arose from conversations with the teachers and their Maya students on the need to create educational material that could be useful to Maya students who are learning English and to their teachers, who are interested in speaking Q'anjob'al and other Mayan languages. There is a great need to understand the socio-cultural background and languages of Maya students, and we wanted to help, so we embarked on this collaboration.

Students, teachers, and friends from the University of Illinois at Urbana-Champaign decided to start compiling words and phrases. We worked with the students to translate lists of words and phrases from English to their native languages: Q'anjob'al, Chuj, and K'iche'. Some students worked on illustrations for the text, and others helped with the critical job of typing the texts for the booklet. By the end of the semester, students took home an eleven-page booklet they produced in class to share with their families and communities. This collaboration was initiated in the Fall of 2017 with the Digital Story Telling workshop (Dr. Paredes and Dr. Maldonado) workshop and continued with the Maya Greetings Booklet (Dr. Shosted and Dr. Maldonado) and we hope that it contributes to the building of a committed and long-term sustainable relationship with the communities of the Champaign area. We are grateful to the Center for Latin American and Caribbean Studies for its support throughout these scholarly and community-engagement endeavors.

2018-19 UPCOMING EVENTS

Summer Graduate Research Fellowship Applications Due February 11th

47th Annual Midwest Conference on Andean and Amazonian Archaeology and Ethnohistory
March 2nd-3rd

Inagural Quechua Innovation and Teaching Initiative Workshop
March 15th - 16th

Latin American Film Festival
April

4th Annual High School Portuguese Bridge Program
Summer 2019

Latin American Educators Workshop: Mesoamerica
Summer 2019

LAST 395: Archaeology Field School in Peru
Summer 2019

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