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A Tribute to Sibby Whitten

Latin American Visualities



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### OUR MISSION



The Center for Latin American and Caribbean Studies serves students and faculty from across the University of Illinois campus, along with communities from across Illinois and the Midwest, by promoting innovative research, specialist teaching and public awareness of the Latin American region: its histories, present challenges and complex connections to the United States and other parts of the world.

Established in 1965, we are an interdisciplinary unit within the College of Liberal Arts and Sciences. The Center for Latin American and Caribbean Studies offers interdisciplinary degree programs at the undergraduate and graduate (M.A.) levels, along with one of the leading Quechua language programs in the United States.

In 2009 the Center has been home to the Lemann Institute for Brazilian Studies.

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 Paula Carns, Literatures and Languages Library  
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## LETTER FROM DIRECTOR

by Dara Goldman, Director CLACS

As of August 2011, it has been my great honor and privilege to serve as Director of the Center. I take the reigns from Andrew Orta, who was an exemplary leader of CLACS for several years. He stepped down as Director in order to take on the role of Head of his home department (Anthropology), but he continues to be a vital member of the CLACS team. I am greatly indebted to him, not only for his exceptional stewardship of the Center, but also for his support through this transition.

We are in an exciting period of growth as well as an era of new challenges as we forge a path for Latin American Studies in the 21st Century. Our faculty affiliates are producing cutting-edge research in an array of disciplines and earning well-deserved promotions and accolades for their scholarship (see pp. 4, 7-8, 13). The Lemann Institute for Brazilian Studies, inaugurated in 2009, continues to grow and enhance the overall mission of the Center (pp. 7-8). Through the efforts of the Institute, U of Illinois has also become the new institutional home of the Brazilian Studies Association and will be hosting the bi-annual conference in Sept 2012. This past summer, we also organized and hosted the Summer Andean Languages Institute, which offered multiple levels of both Quechua and Aymara, along with engaging students in discussion with leading scholars in Andean linguistics about their current research (p. 13). In collaboration with American Indian Studies, we have continued to sponsor the Center for Advanced Studies Initiative on Sovereignty and Autonomy in the Western Hemisphere, which examines the intersections of language, culture, indigeneity, and self-representation with negotiations of power, identity, and space p. 5). Through these and other activities, we are solidifying our role as a leading center for Latin American Studies in the US.

At the same time, the Center continues to grow and explore new and productive ways to realize our core

mission. First and foremost, you may notice the new look of the newsletter. Following the recommendations of the newsletter committee, the Center commissioned a new design for our annual missive. We are also in period of significant milestones. In 2009, we celebrated 100 years of Latin American History at the University of Illinois. In Fall of 2013, we will be celebrating the 50-year anniversary of the Center. Details will follow, but we are planning a series of events that will highlight the historic achievements of the Center along with our current contributions and plans for the future. We are also pursuing new avenues of inquiry and additional resources to support new and old endeavors alike. We are leading an initiative, for example, to explore how the deeply rooted knowledge of area studies specialists can speak to issues of global concern. We are working with the other area studies centers, for example, to build a cluster of activities in Spring 2012 around the relationship between social movements and political change in the respective regions of the world we study. We are hoping this will serve as a pilot program for a larger initiative that will showcase the value of area studies in the changing global landscape.

In August 2011, the Center lost a treasured member of our community: Dorothea "Sibby" Scott Whitten. Sibby was a research associate of the Center for more than forty years. Over the course of her career, she produced extensive work—often in collaboration with her husband Norman Whitten, Professor Emeritus of Anthropology and former director of the Center—on art and artists from indigenous Andean communities. Her contributions greatly enhanced our understanding of these artists and their work, especially in the case of women healers. Moreover, given her long-standing devotion to Latin American studies, she was a highly valued mentor, collaborator, and curator. We extend our deepest condolences to Norm as well as Sibby's extended network of family and friends. She will be missed.



At the same time, we would like to honor her ongoing legacy and contributions to the field. Consequently, as a tribute to her life's work, we are dedicating this issue of the newsletter to Latin American Visual Cultures. In addition to our regular news and updates, you will find pieces devoted to the Latin American Film Festival (p. 6), and to the most recent addition to the Latin American Visualities series, a lecture by Shinpei Takeda (p. 11). Of course, we are also honored to present a tribute to Sibby, detailing her passions and accomplishments (pp. 9-10). Finally, tucked amongst the other items, you will find references to the many ways in which visual cultures cut across our teaching, research, and public engagement activities—whether in the titles of Tinker Workshop presentations, the description of arts and dance activities conducted through Spanish Story Time, or Amy Firestone's description of how contemporary indigeneity is portrayed in current advertising campaigns that purport to address the linguistic and cultural diversity of their clients in Perú.

So, enjoy. If you have any questions, would like more information, or would like to get (more) involved with any of the Center's activities, please do not hesitate to contact us. In the meantime, we hope to involve all of you in CLACS' "golden anniversary" in Fall 2013!

Un saludo muy cordial,



## CENTER ADMINISTRATION & STAFF 2011



**Dara Goldman,**  
*Director CLACS*

*Room 201A, ISB  
(217) 333-3182  
degoldma@illinois.edu*

Dara E. Goldman is an Associate Professor of Spanish, specializing in contemporary Caribbean and Latin American literatures and cultures, gender studies and cultural studies. She is the author of *Out of Bounds: Islands and the Demarcation of Identity in the Hispanic Caribbean* (Bucknell Univ. Press, 2008) and is currently completing a manuscript on Latina lesbian narratives. She has also published numerous articles on how Caribbean identities are represented in contemporary literature and film. Professor Goldman has served as director of the Center for Latin American and Caribbean Studies and also holds appointments as Affiliate Faculty in several campus units, including the Center for Global Studies, Gender and Women's Studies, the Program in Jewish Culture and Society, Latina/Latino Studies and the Unit for Criticism and Interpretative Theory.



**Angelina Cotler,**  
*Associate  
Director CLACS*

*Room 206, ISB  
(217) 333-8419  
cotler@illinois.edu*

Angelina Cotler, Associate Director of the Center for Latin American and Caribbean Studies has a Ph.D. in Sociocultural Anthropology from the University of Illinois. Her research interests cover women's movements, microfinance programs, and the role of NGOs. Currently serves in the executive committee of the Consortium of Latin American Studies Programs (CLASP) and the executive committee of the Peru Section in the Latin American Studies Association (LASA).

Angelina Cotler received the 2011 Chancellor's Academic Professional Excellence award in April 2011.



**Mary Arends  
Kuenning,**  
*Director Lemann  
Institute for  
Brazilian Studies*

*Room 300, ISB  
(217) 333-2724  
marends@illinois.edu*

Mary Arends-Kuenning is Interim Director of the Lemann Institute for Brazilian Studies and Associate Professor in the Department of Agricultural and Consumer Economics at the University of Illinois. She is an economic demographer who focuses on household decisions. Her research areas include children's schooling and child labor, household consumption, and international migration. She began doing research on Brazil in 1992 as part of her dissertation at the University of Michigan. Her work on Brazil has been published in *World Development*, *Journal of Family and Economic Issues*, and as book chapters. This work is often cited in World Bank and United Nations publications and by researchers.



**Clodoaldo Soto,**  
*Quechua  
Instructor CLACS*

*Room 205 ISB  
(217) 244-4709  
s-soto3@illinois.edu*

Sixto Clodoaldo Soto, from Huanta-Ayacucho, Perú has been the Quechua instructor since 1990 at the Center for Latin American and Caribbean Studies. He is a native speaker of Quechua and Spanish and has published dictionaries and a grammar book on Ayaqucho Quechua; his pedagogical grammar *Quechua Manual de Enseñanza* is widely known and has been translated into German as *Rimaykullayki*. He has also written a *Functional Quechua Dictionary*, which is available at the CLACS website.



**Alejandra  
S-Seufferheld,**  
*Outreach Coordinator*

*Room 202 ISB  
(217) 244-2790  
amsseu@illinois.edu*

Alejandra S-Seufferheld, Outreach Coordinator of the Center for Latin American and Caribbean Studies, coordinates CLACS outreach programs and events for the educational community (K-12 schools, colleges and libraries), civic organizations and the general public. She also coordinates the CLACS's Foreign Language and Area Studies (FLAS) Fellowships program. Alejandra, a native of Argentina, obtained a Master of Architecture from the University of Illinois.



**Gloria Ribble,**  
*Secretary CLACS*

*Room 201, ISB  
217-333-3182  
ribble@illinois.edu*



## CLACS HIGHLIGHTS 2011

### LECTURE SERIES

THURSDAYS AT NOON  
101 International Studies Building

The CLACS LECTURE SERIES takes place in an informal, friendly, and supportive setting where graduate and undergraduate students and faculty share any aspect of their academic research. Our aim is to involve both faculty and students, encouraging them to participate and share their work.

The 2011 Lecture Series included the following lectures among others:

#### SPRING 2011

Angharad Valdivia, Professor of Media and Cinema Studies.

The Chilean Earthquake: "The Failure of New Media and the Endurance of Radio Technology"

John Tofik Karam, Assistant Professor Latin American /Latino Studies Program, De Paul University: "Anti-Semitism from the Standpoint of its Muslims Arab Victims in a South American Border Zone"

Rudi Colloredo-Mansfeld, Anthropology, University of North Carolina Chapel Hill: "Rafael Correa's Multi-Colored Shirt"

Jo-Marie Burt, Associate Professor Political Science, George Mason University: "Guilty as Charged: The Fujimori Trial and the struggle against impunity in Peru"

Terry McCoy, CLACS Affiliated Research Scholar: "The 2011 Latin American Business Environment – Has the

### LATIN AMERICAN TEACHERS WORKSHOP

The 2011 Latin American Teachers Workshop was held on April 26. More information at page 17.



CLACS Lecture Series

#### FALL 2011

Jeffrey Gould, Professor of History, Director of the Center for Latin American Studies, Indiana University: "Marxism and Liberation Theology: Notes from Morazan"

John Collins, Associate Professor of Anthropology, Queens College, CUNY: "Futures Entombed: Properly Historical Subjects, Living Human Treasure, and the Materialization of Heritage in a Brazilian World Heritage Zone"

Peter Smith, Distinguished Professor of Political Science, UC San Diego: "The Alliance for Progress: Social Science and Hemispheric Hegemony"

Eduardo F. Coutinho, Distinguished Lemann Visiting Professor: "Comparative Literature in Brazil: Aspects and Problems"

### LATIN AMERICAN FILM FESTIVAL

The 2011 Latin American Film Festival was held at the Art Theater from Sept 23-29. More information at page 6.

## FACULTY NEWS

• Irene Small, Assistant Professor of Art History, was awarded with a Creative Capital / Andy Warhol Foundation Arts Writers Grant in 2011 to work on the book *Hélio Oiticica: Folding the Frame*.

• Luisa-Elena Delgado, Associate Professor of Spanish, received an honorable mention at the Illinois Program for Research in the Humanities' annual award reception for her article "The Sound and the Red Fury: The Sticking Points of Spanish Nationalism," published in the *Journal of Spanish Cultural Studies* (2010).

• Marcela Raffaelli, Professor of Human and Community Development and Silvia Koller (Universidade Federal do Rio Grande do Sul) received a grant in the amount of \$328,359 from the Jacobs Foundation (Switzerland) to fund their research project entitled "Understanding street children in Latin America to improve intervention." The study will be conducted in Fortaleza and Porto Alegre, Brazil.

• Peter Goldsmith, Associate Professor of Agricultural and Consumer Economics, was named a Fellow of the International Food and Agribusiness Management Association.

• Ericka Beckman's book "Capital Fictions: Writing Latin America's Export Age (1870-1930)" is forthcoming from the University of Minnesota Press.

Congratulations to promoted Faculty Associate Professor with Indefinite Tenure

- Marcelo Bucheli, History and Business
- Ellen Moodie, Anthropology

Full Professor

- Alejandro Lugo, Anthropology
- Lisa Lucero, Anthropology

## “SOVEREIGNTY AND AUTONOMY IN THE WESTERN HEMISPHERE”: A CAS INITIATIVE FOCUSES ATTENTION ON INDIGENOUS EXPERIENCES IN LATIN AND ANGLO AMERICA

by Nils Jacobsen, Department of History

Since the fall of 2009, a group of faculty members, students and visiting scholars has held interdisciplinary discussions, workshops and lectures on our campus on issues of sovereignty and autonomy in the western hemisphere, with the generous sponsorship of the Center for Advanced Studies, the Center for Latin American and Caribbean Studies, and the Center for American Indian Studies. We have focused on the experiences of indigenous peoples in Latin America, the United States and Canada from the colonial era to the era of the reassertion of indigenous rights since the 1960s. In every meeting we made sure that we considered cases from both Latin America and Anglo-America. Certainly, cultural, political, social and economic experiences of indigenous peoples in the Western hemisphere cannot be buttonholed into a simple juxtaposition of the two sub-regions defined by colonial and post-colonial state structures. Yet Anglo-American and Latin American indigenous peoples and scholars for far too long have not shared insights and programs, and this initiative hopes to contribute to overcoming that lack of dialogue.

We have designed each semester’s program around specific themes. Thus in the fall of 2010, our events focused on the legal and political positioning of Indians in the Americas under colonialism and the nation-state. We discussed a seminal US Supreme Court case limiting the treaty rights of Indian peoples in the US, the ambiguity of Canadian laws on First Nations, and the diverse Spanish and Portuguese legislation regarding citizenship, taxation and land rights for indigenous peoples in Mexico, Central and South America. In Spring 2011, we focused on “indigeneity,” a concept that helps to explore the ongoing efforts by Native Americans to decolonize their identities, politics and cultures. Rudi Collaredo Mansfield (Anthropology, UNC Chapel Hill) presented a paper on “Avenues of Autonomy: Street Protest, Self Determi-

nation and Ethnogenesis” in Ecuador; Tiya Miles (History, University of Michigan) presented a fascinating case of “Race, Gender, and Nationalism(s) in the Native South” about anti-bellum slavery on a plantation owned by Seminole Indians; Frederick Hoxie and Nils Jacobsen (History, University of Illinois) compared “Indigeneity and Liberal Ideology in North America and the Andes;” Gilberto Rosas (Anthropology, University of Illinois) chaired a roundtable on “Comparative Indigeneities,” with case studies by William Girard (Political Science, University of California at Santa Cruz), Mireya Loza (Latina/o Studies, University of Illinois), Korinta Maldonado (Anthropology, University of Texas at Austin), Isabel Scarborough (Anthropology, University of Illinois) on indigenous struggles in the US, Mexico and Bolivia. The capstone event was a conference on “Sovereignty and Autonomy and Indigeneity in the Western Hemisphere with lectures on cases from Canada, the US, Chile and Bolivia, culminating in a sweeping keynote address by Rodolfo Stavenhagen (El Colegio de Mexico) on “Indigeneity and New Visions of the Nation State in Latin America.”

During the current semester, we explored “Literature and the Arts: Individual Identities and Hemispheric Dilemmas.” We were treated to readings of Native American poetry by Heid E. Erdrich (Turtle Mountain Band of Ojibway) and Inés Hernández-Avila (Nez Perce/Tejana) putting beautiful words to emotions and struggles of Indians from the Pacific Northwest to Guatemala. Together with Emilio del Valle Escalante (Maya K’iche), Erdrich and Hernández-Avila discussed the challenges faced by contemporary indigenous poets. Another event with J. Kehaulani Kauanui (American Studies Program and Anthropology, Wesleyan University and host of an Indian News radio program in Connecticut), Paul DeMain (CEO and Managing Editor, Indian Country Communications, Inc.) and Karla Palma (College of Media,

University of Illinois) highlighted the promise of Indigenous media to play a crucial role in the future of Indigenous peoples’ political, cultural, and social fortunes in Latin America and the United States.

During the spring semester of 2012 the initiative will focus on environmental and resource issues for Indigenous peoples in the Western hemisphere, with events on the impact of genomics research on Native Americans, struggles over resources – from petroleum to fishing rights – on indigenous territories, and the multifaceted meanings of corn for indigenous farmers in the Americas. The noted Aymara sociologist and Indian rights activist Silvia Rivera will discuss the latest confrontations between Indians and the government in her native Bolivia, as well as her pioneering production and dissemination of visual media to advance indigenous rights.

Our intense discussions over the past several semesters have taught us how Indians throughout the Americas have faced similar challenges over the past 500 years of colonialism and nation-state arrogation of powers, resources and rights. While each Indian people has faced specific challenges, both the nature of colonialism and European-style nation-state formation and deeply shared cultural Native American affinities suggest greater hemispheric commonalities of their struggles than scholars and activists used to imagine. The initiative has helped to highlight these commonalities and to visualize the tantalizing perspective of hemispheric networks of scholarship and activism on indigenous rights.

For upcoming events of this initiative please consult the Center for Advanced Studies website at <http://www.cas.illinois.edu/Home/Default.aspx>, and the CLACS Weekly News.

# 2011 LATIN AMERICAN FILM FESTIVAL

## Raising Awareness, One Movie At A Time

by Amanda Ciechanowski, Undergraduate Student in Spanish

Nothing could be more pleasant than waiting for the Latin American Film Festival to begin. With catchy Latin music playing, people all around me were tapping their feet, clapping, and even singing aloud. The air was alive with chatter, Spanish and English alike. Everyone seemed united by a sort of excitement, an appreciation for what this really was: a celebration of Latin American cinema and culture.

Angelina Cotler, Associate Director of the Center for Latin American and Caribbean Studies and the organizational genius behind the event, created the festival in 2007 to increase the exposure of Latin American cinema in the United States. In her interview with WILL, she revealed “the idea behind this project is to offer to the local community a venue to enjoy some of the best productions of [the] region.” This was the fourth year of the Latin American Film Festival and because of its ever-growing success, Cotler plans to continue it in the future.

The lineup, shown over seven days at the end of September, provided a diverse selection from Latin American countries with some of the most robust film industries. The six films included: “También La Lluvia” (Spain/France/Mexico), “Contracorriente” (Colombia, Peru), “Divã” (Brazil), “Dos Hermanos” (Argentina), “El Traspatio” (Mexico), and “Mistura” (Peru). A great deal of effort goes into the selection process. Months before the festival, Cotler screens numerous

movies to make her final selection, hoping to incorporate a variety of genres and countries of the region. Depending on the availability of distributors in the United States, the countries represented in the event change every year. This year’s films featured the uncanny intersection of filmmaking and protests for water rights in Bolivia (También la lluvia), a man confronting his life and sexuality following the unexplained death of his lover (Contracorriente), the complexity of the epidemic of dead female bodies discovered along the US-Mexican border (Traspatio), the bittersweet and convoluted voyage that ensues when a woman decides to reexamine her life (Divã), the love-hate relationship between a brother and sister after the death of their mother (Dos Hermanos), and a documentary about the increasingly popular culinary festival in Lima (Mistura). These films wonderfully showcased the array of issues, genres, and styles that characterize contemporary Latin American cinema. Having won multiple prizes and distinctions, they also represent some of the best offerings from the region.

The festival did not just appeal to those familiar with Spanish and Portuguese; in fact, there was a much wider audience. Some of the attendees I spoke to during the festival had never studied either of the cultures but they were still able to appreciate the movies because of English subtitles. Additionally, at the first screening of each movie, a faculty affiliate of

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

## 2011 Latin American Film Festival

September 23-29

**ONE WEEK ONLY!**  
the Art Theater  
120 W. Churest  
Downtown Champaign  
www.theart.com

**Daily Schedule**

<b>También La Lluvia/Even the Rain</b> (Spain, France, Mexico, 2010) 102 mins. Best Actor Film, Best Cinematography Film Festival 2010 Special Entry to the Oscars 2011 Friday, Sept 23, 8:00 pm / Saturday, Sept 24, 8:00 pm / Sunday, Sept 25, 8:00 pm / Thursday, Sept 29, 6:00 pm	<b>Divã / In Therapy</b> (Brazil, 2009) 90 mins. Cannes Brazil Grand Prize 2009; Best Actress Miami Brazil Film Festival 2009 Best Film Saturday, Sept 24, 8:00 pm / Sunday, Sept 25, 8:00 pm / Thursday, Sept 29, 8:15 pm
<b>Contracorriente / Underrow</b> (Peru, Colombia, 2009) 100 mins. Carreras Film Festival 2009; Best Film Sundance Film Festival 2009; Audience Award Saturday, Sept 24, 7:00 pm / Monday, Sept 26, 8:00 pm / Wednesday, Sept 28, 8:15 pm	<b>El Traspatio / Backyard</b> (Mexico, 2010) 112 mins. Ariel Awards Mexico 2010; Best Cinematography; Best Director Chicago Film Festival 2010; Best Documentary; Best Acting Friday, Sept 23, 8:15 pm / Sunday, Sept 25, 6:00 pm / Tuesday, Sept 27, 6:00 pm
<b>Dos Hermanos / Brother and Sister</b> (Argentina 2010) 102 mins. Columbus 2010 Audience Award Saturday, Sept 24, 9:10 pm / Monday, Sept 26, 8:15 pm / Wednesday, Sept 28, 6:00 pm	<b>Mistura / The Power of Food</b> (Peru, 2010) 98 mins. International Family Film Festival 2011 Best Short Foreign Documentary Saturday, Sept 24, 6:00 pm / Sunday, Sept 25, 6:00 pm

The Latin American Film Festival is made possible with the support of the Department of Spanish, Italian and Portuguese, Lemann Institute for Brazilian Studies, Department of Anthropology, Unit for Criticism and Interpretive Theory, European Union Center, Media and Cinema Studies, Latina Studies, Office of Vice President for Institutional Advancement of Parkland College, don't Pipe Show, and CCC-STAAS Digital Media.

the Center gave a short introduction to set the context for the film to follow.

Although most of the crowd was associated with the University, there were plenty of community members present. The local couple sitting behind me during Mistura was simply looking for a nice way to spend their Sunday afternoon. Additionally, many university students were encouraged to go to the film festival as part of their classes; some even had assignments based on it.

No doubt the Latin American Film Festival provides powerful insight into the cinematic weight of Latin America. More importantly, it allows students, teachers, and community members alike to realize that the themes portrayed in the films—love, family, money, and violence—are universal, ultimately debunking many of the misrepresentations associated with the Latin American region.



## LEMANN INSTITUTE FOR BRAZILIAN STUDIES NEWS

by Mary Arends-Kuenning, Associate Professor Agricultural and Consumer Economics and Director, Lemann Institute for Brazilian Studies

The past year was one of big changes for the Lemann Institute. Dr. Mary Arends-Kuenning took over as Director, replacing Dr. Joseph Love. Dr. David Fleischer resigned as Program Coordinator, and a search is currently underway for his replacement. The largest association of Brazilian scholars, the Brazilian Studies Association (BRASA) moved its Secretariat to the University of Illinois. BRASA is now administered through the Institute. The next biannual conference of BRASA will be held on the University of Illinois campus in September 2012. These changes present challenges, but the Institute staff is enthusiastic about emerging opportunities for scholars of Brazil.

Dr. Joseph Love, the founding Director of the Institute, retired in July after serving two years. Joe was instrumental in securing funding for the Institute and established its procedures and mission. During Joe's tenure, to highlight a few of his many accomplishments, the Institute sponsored three international conferences, awarded 14 graduate student fellowships and 9 faculty fellowships, supported the Portuguese Language Director position currently held by Ms. Nola Senna, and provided funding for hiring Prof. Jerry Davila, who will occupy the Lemann Chair in History starting in the 2012-13 academic year. In addition, dozens of undergraduates were awarded semester or short-term stays in Brazil through Study Abroad and the College of Business. Joe also committed the Institute to a five-year sponsorship of BRASA. Finally, Joe started a book series in order to

publish classic Brazilian works on society and culture in English. The first book will be *Dialectic of Colonization* by Alfredo Bosi.

Dr. Mary Arends-Kuenning started as Interim Director in August 2011. She is Associate Professor in the Department of Agricultural and Consumer Economics. Her research focuses on the economics of the household in Brazil, focusing on decisions about education, child labor, and durable good consumption. In her tenure as Director, she plans to reach out to faculty members and graduate students who are not in the traditional fields associated with Brazilian Studies to increase the breadth of research expertise affiliated with the Lemann Institute.

Dr. David Fleischer, the Institute Coordinator, left to take a position at the Inter-American Foundation in Washington, DC. David handled the administration of the Institute very capably while providing leadership to initiatives on sustainability. He was instrumental in the effort to bring BRASA to the Institute. Dr. Angelina Cotler has taken on responsibilities in the Lemann Institute in addition to her responsibilities in CLACS. A new Coordinator should be in place by January 2012.

Assisting the Institute with the administration of BRASA are research assistants Marcos Cerdeira and Marilia Correa. Marcos is a second-year student in the Master's program in Latin American studies with

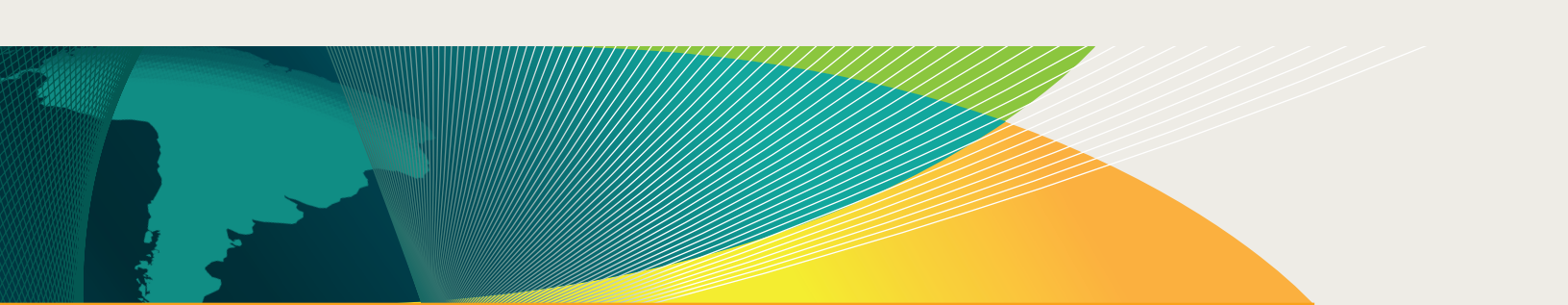
interests in Brazilian history. Marilia is a first-year student in the Master's program in Latin American Studies.

Nola Senna, the Portuguese language director, joined the University of Illinois in 2010. She led the effort to completely revise the Portuguese curriculum, including updating all the existing courses as well as creating new courses to satisfy the demands of a highly dynamic and global job market. Nola's efforts to reach out to the undergraduate students are paying off. The number of students taking PORT classes (language and non-language) increased by 60% in one year, with a view to increase enrollments even more in Spring 2012 as the Department offers more courses and time options.

Six graduate students were named as Lemann Graduate Fellows for the 2011-12 academic year. They are Marcelo Boccato Kuyumjian, DMA Program in Jazz Studies, Vivian Carla Felicio, Ph.D. Program in Curriculum and Instruction, Narlan Matos Teixeira, Ph.D. program in Brazilian Literature, Carla da Silva, Ph.D. Program in Portuguese Studies, and Euler P.G. de Mello, Ph.D. Program in Economics.

Four faculty members were awarded Lemann Research Grants, and two were awarded Lemann Collaborative Research Grants. The recipients of the Research Grants were Carla Santos, Associate Professor, Department of Recreation, Sport, and Tourism; Ryan





Shosted, Assistant Professor, Department of Linguistics; Irene Small, Assistant Professor, School of Art and Design; and David Wright, Associate Professor, Department of English. The recipients of the Collaborative Research Grants were Jose Cheibub, Department of Political Science, who works with Fernando Limongi of the University of São Paulo and Tania Ionin, Department of Linguistics, who works with Elaine Grolla of the University of São Paulo.

The Institute sponsored 23 lectures about Brazil during the 2010-11 academic year. These lectures covered the fields of Political Science, Anthropology, Literature, Economics, History, Linguistics, Portuguese, and Environmental Sciences. A highlight was a lecture by Lemann Distinguished Visiting Scholar Roberto Da Matta about the cultural meaning of animals in Brazil. Dr. Da Matta spent two weeks in residence at the University.

On November 19 and 20, 2010, the Lemann Institute and the Lemann Exchange Program hosted an international conference titled, "The Regional Impacts of National Policies in Brazil" in Porto de Galinhas, Pernambuco, Brazil. Twenty-eight scholars from Brazil, Argentina, the U.S. and Europe participated. It was

cosponsored by the Federal University of Pernambuco and the (State) University of Sao Paulo. The papers will come out as a volume published by Elgar next year.

The papers presented at a conference sponsored by the Lemann Institute in April 2010 have come out in print. The Economies of Argentina and Brazil: A Comparative Perspective, edited by Werner Baer and David Fleischer, was just published by Edward Elgar Publishers.

The Institute welcomes Dr. Eduardo De Faria Coutinho, the Lemann Distinguished Visiting Professor for the 2011-12 academic year. Dr. Coutinho is Professor of Comparative Literature at the Universidade Federal do Rio de Janeiro (UFRJ). At Illinois, he is teaching a graduate seminar in Brazilian literature in the Fall 2011 semester and will teach another course about cultural identity in Brazilian and Spanish-American essays in the Spring 2012 semester. Accompanying Dr. Coutinho during his stay here is his wife, Dr. Maria Lucia Coutinho, who is Professor of Psychology at UFRJ.

## THE LEMANN INSTITUTE BECOMES THE HOME OF THE BRAZILIAN STUDIES ASSOCIATION (BRASA)

In July 2011, the Lemann Institute increased its presence among Brazilianists by becoming the home of the world's largest scholarly association devoted to Brazilian Studies (BRASA). BRASA is an international, interdisciplinary group of scholars who support and promote Brazilian studies in all fields, especially the humanities and social sciences. Its mission is to promote Brazilian studies around the world, and particularly in the United States. Started in 1992, BRASA currently has more than 600 members in the U.S., Brazil, Europe, and many other Latin American countries.

The Lemann Institute is the home of the BRASA website and administrative files. Responsibilities include maintaining records, collecting dues and conference fees, maintaining information on the website, and sending out a weekly digest, BRASA-net. Lemann Institute Director Mary Arends-Kuenning is serving as Interim Executive Director for BRASA. She is assisted by research assistants Marcos Cerdeira and Marilia Correa.

The University of Illinois will host BRASA's 11th International Congress from September 6 to 8, 2012 on campus. The primary venues will be Levis Faculty Center and the Alice B. Campbell Alumni Center. The Congress program will include academic panels, invited speakers, workshops, plenary sessions, and cultural activities.

Already, University of Illinois faculty, staff, and students are planning events to coincide with the BRASA Congress. These events will include musicians, capoeira (Brazilian martial arts), and a reception. The Chair of the local programming committee is Prof. Luciano Tosta of the Department of Spanish, Italian, and Portuguese. There will be opportunities for volunteers to help with the Congress.

BRASA's website is located at [www.brasa.org](http://www.brasa.org). The email address is [brasa-illinois@illinois.edu](mailto:brasa-illinois@illinois.edu), which can be used to ask questions or to post information to be included in the BRASA-net digest.



Lemann Institute "5x Favela" film presentation and discussion with Cacau Amaral, film Director. November 2011. Photo Credit Nola Senna



## A TRIBUTE TO SIBBY WHITTEN

by Rachel Corr and Michelle Wibbelsman, in consultation with Norman Whitten



Sibby Whitten. Photo Credit Spurlock Museum

Dorothea “Sibby” Scott Whitten, whose life-long work on ethnoaesthetics, gender and indigenous cosmology in Amazonian and Andean Ecuador influenced many generations of scholars, died August 8, 2011. This year would have been her forty-first year as Research Associate in the Center for Latin American and Caribbean Studies.

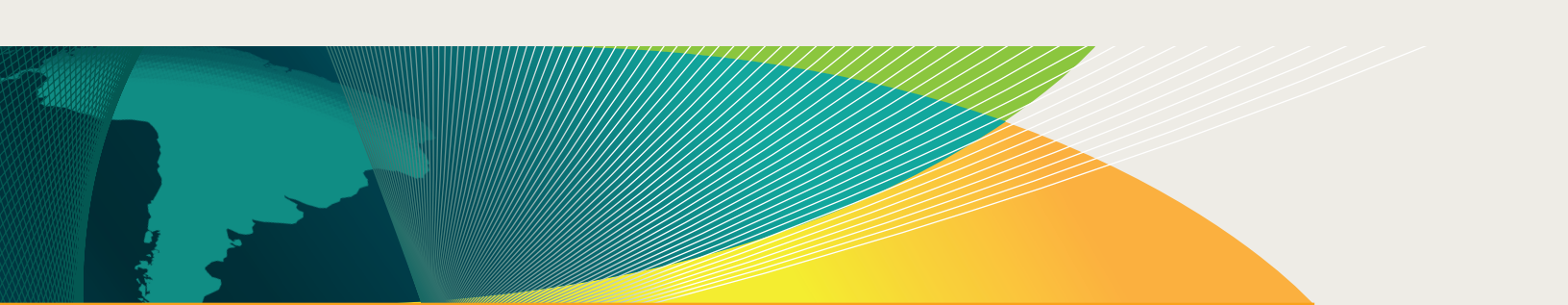
Her interest in ethnoaesthetics began in 1963 when she first visited Ecuador. Beginning in 1968 she and her husband, Norman Whitten, spent from three to 13 months at a time working with Afro-Ecuadorian, Canelos Quichua, Achuar Jivaroan and highland Quichua indigenous communities in Ecuador every year until 2008.



“Sustaining Life.” Photo Credit Spurlock Museum

Sibby’s work explored the transformative powers of indigenous Amazonian women as master potters and visionaries whose ceramic creations draw on profound mythohistories and contemporary indigenous politics to mediate the interpretation of shamanic imagery. Visionary female ceramic artists are usually related by kinship or affinity to powerful male Canelos Quichua “healers.” Sibby’s involvement, field research, and publications brought special attention and access to the realm of women and the influence they exert through the beautiful objects they create and the imagery they communicate. She also worked with Tigua artists in highland Ecuador whose slice-of-life paintings capture the intricacies and multilayering of cultural expression and political transformation in the Andes. Sibby’s ethnoaesthetic approach provides unique insights into central Amazonian and Andean indigenous concepts of power, reflectivity and stewardship of life, considered integral to people’s representations and nurturing of their ecological, social and spiritual existence.





Reflecting on their joint research, her husband, Norman Whitten, added these remarks:

“During 1986-1987, as we were engaged in sustained research with the Canelos Quichua and Achuar Jivaroan peoples of Amazonian Ecuador, Sibby began a synthesis of our cumulative work on mythohistory and ethnoaesthetics, seeking ways to present the complexities of indigenous thought and imagery in Spanish and English prose to communicate to broad audiences. She took the lead in curating two major exhibitions entitled “Causáunchimi! (We Are Living!)” shown in the Art Gallery of the Museum of the Banco Central in Quito, and the Municipal Building in Puyo, Ecuador (1987). Her lead work on our joint imagery and ethnoaesthetics project resulted in two books in English, a major exhibition at the Krannert Art Museum at the University of Illinois in Urbana (1988), other gallery exhibitions, and an educational tour of south-central Illinois by two Amazonian potters (1992), Estela Dagua and Mirian Vargas. She later led in designing a permanent exhibition also entitled “Causáunchimi! We Are Living!” at the Spurlock Museum of the University of Illinois and a temporary exhibit there, “Rain Forest Visions” (2006). The pivotal document, which Sibby first developed in Ecuador in 1986, became, by 1988, the well-illustrated art book, *From Myth to Creation: Art from Amazonian Ecuador*. Without her design of this work our subsequent endeavors probably would not have attained the level of competence that we think we have achieved together.”

Sibby became a Curator of the Spurlock Museum of the University of Illinois at Urbana-Champaign in 2000, where she worked with staff on a number of projects ranging from gallery design to image selection, text writing, and object selections, all focused on South American cultures, societies, art and aesthetics. She and Norman were pivotal to the establishment of a unique, permanent, ethnographically-grounded exhibit at the Spurlock Museum with special attention to the artists who created the items on display.

In addition to *From Myth to Creation*, Sibby took the lead in another publication, the edited book *Imagery and Creativity: Ethnoaesthetics and Art Worlds in the Americas* (1993). Her latest publications are co-authored books with her husband and include *Puyo Runa: Imagery and Power in Modern Amazonia* (2008) and *Histories of the Present: People and*



“*Sounds of Spirits*.” Photo Credit Spurlock Museum

*Power in Ecuador* (2011), which is a critical ethnography based on fieldwork in Ecuador since the 1960s.

Sibby developed and directed a program of medical-care delivery for indigenous people with whom they were working, and for many others who sought out the Whittens for help with medical needs. The Whittens established Sacha Runa Research Foundation in 1976 to support this medical-care program, now in its thirty-fifth year of operation as a non-profit organization in the service of more than thirty-eight communities of Pastaza Province.

Sibby and Norman’s partnership as an academic team and their sustained collaboration with the indigenous people among whom they lived and worked stand as a model of engaged, cooperative scholarship that has inspired generations of researchers and contributed to empowering indigenous artists. Above all else, students and colleagues who worked with the Whittens will always be indebted to Sibby for her generosity and hospitality, whether in Urbana or in Ecuador, as a kindness that shaped our professional and personal lives.

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Whitten, Norman E., Jr. and Dorothea S. Whitten  
 2008 *Puyo Runa: Imagery and Power in Modern Amazonia*. Urbana: University of Illinois Press.  
 2011 *Histories of the Present: People and Power in Ecuador*. Urbana: University of Illinois Press.

### Amazonian Quichua poem-song by Michael Uzendoski Sumak Sumak Sibby (Beautiful Sibby)

1. Sumak sumak sumak Sib-by (Beautiful beautiful beautiful Sibby)  
 Dorothea Scott Whitten warmi-mi (A Dorothea Scott Whitten Woman)  
 Sinzhi muskuk warmi ashkangui-mi (A Strong dreaming woman you are)  
 Dorothea Scott Whitten warmi-mi (Dorthea Scott Whitten woman)
2. Sumak sumak sumak Sib-by (Beautiful beautiful beautiful Sibby)  
 Sisa cuenta rikurin-gui (You look like a flower)  
 Sisa shina shayarin-gui (You stand like a flower)  
 Sumak sumak sumak Sib-by (Beautiful beautiful beautiful Sibby)
3. Kanda yapa iyari-sha (Thinking of you so much)  
 Wakanaya wakanaya-mi (Makes us want to cry)  
 Kanpa kilkana maki-mi (your writing hand)  
 kunan samanara ushan-lla (now it can just rest)
4. Sumak sumak sumak Sib-by (Beautiful beautiful beautiful Sibby)  
 Wiñay wiñaylla kawsan-gui (Just live eternally)  
 Ñukanchira cuirari-sha (taking care of us)  
 Ñukanchira rikusha-lla (just looking after us)
5. Sumak sumak sumak Sib-by (Beautiful beautiful beautiful Sibby)  
 Wiñay wiñay kawsangui-lla (Just live eternally)  
 Ñukanchira llakisha-mi (Loving us)  
 Wiñaykama kawsanga-pák (to live eternally)
6. Sumak sumak sumak Sib-by (Beautiful beautiful beautiful Sibby)  
 Dorothea Scott Whitten warmi-mi (A Dorothea Scott Whitten Woman)  
 Sinzhi muskuk warmi ashkangui-mi (A Strong dreaming woman you are)  
 Dorothea Scott Whitten warmi-mi (Dorthea Scott Whitten woman)



Canelos Quichua storage jar and drinking bowl for manioc brew. Photo Credit Spurlock Museum

## LATIN AMERICAN CULTURAL VISUALITIES

by Pilar Egüez Guevara, Anthropology Ph.D.



Shinpei Takeda's presentation. October 2011

### Shinpei Takeda's Participatory Photography at the Intersection of Art and Ethnography

Shinpei Takeda, a Japanese contemporary artist based in Tijuana, Mexico gave a campus lecture on October 13th as part of the Ibero Latin American Visualities Speaker Series organized by the Center for Latin American and Caribbean Studies and the School of Art and Design. Takeda's most recent project based on ethnographic fieldwork with Japanese atomic bomb survivors living in cities of North and South America provided insights regarding his methodological approach.

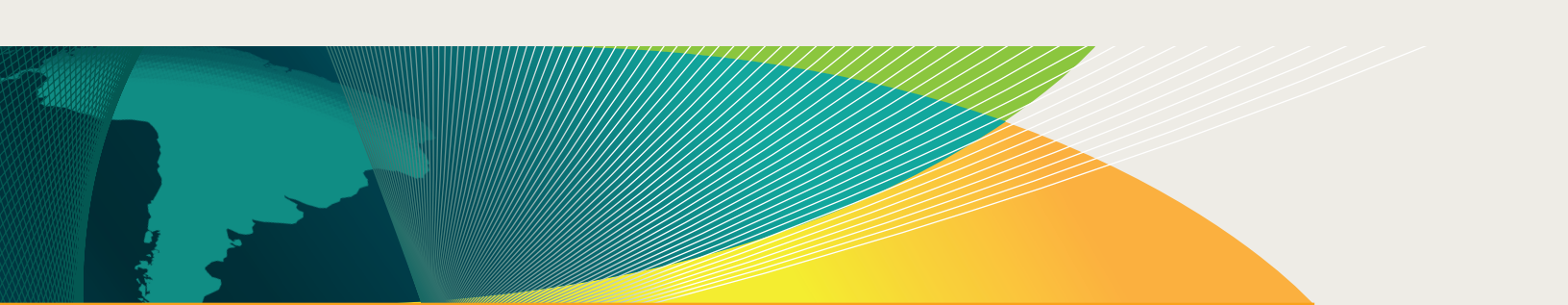
Takeda is the founder of The AJA Project, a non-profit organization that works with displaced children and youth transnationally in Thailand, South and North America. He uses participatory photography as a tool for empowerment and community building. Takeda has explored and used ethnography as a versatile tool in projects that creatively combine activist, artistic and social work. As an independent artist without formal training in anthropology or direct ties to academia, Takeda's work can provide valuable insights to expand the boundaries of anthropological method and practice consistent with what other cultural critics and artists have done in the past.

In 1993, the renowned Cuban-American anthropologist Ruth Behar called attention to the work of Marlon Riggs and Gloria Anzaldúa as proponents of innovative and unconventional ways of creating cultural representations or "anthropological stories" (Behar 1993: 83). Behar wrote at a moment of awakening in anthropology more broadly to questions of reflexivity increasingly deemed as crucial ethical and methodological issues. A reflexive academic practice was part of a broader movement for de-colonization in the social sciences and humanities. Anthropologists used to rely exclusively on the "Other"—peoples living in far away lands—as their object of study since the discipline's early years under the umbrella of British and American colonialism. The exceptions to this trend by "native" (feminist, of color, Third World) anthropologists were largely invisibilized (See Barnett 1961, Rosaldo 1993, Behar and Gordon 1995, Harrison and Harrison 1999). The "reflexive turn" during the 1980's and 1990's, entailed first gazing away from the colonized "Other" and back to the "Self"—the anthropologist—to reflect upon her/his own subject position and the complex relations of power involved in producing knowledge about socially and culturally different peoples. In addition to transforming the content of anthropological narratives, the work of artists and writers like Anzaldúa and Riggs is also appealing to anthropologists for the possibilities that art opens to diversify the format of ethnographic narrative, or in Behar's words, to "create new languages for writing culture" (Behar 1993: 86). Telling stories about culture in the form of artistic, media, literature or other creative means expands the audience of who can access this kind of knowledge. This move is relevant in the discipline even today. Although Gloria Anzaldúa, Zora Neale Hurston, Renato Rosaldo and others were a major inspiration for some truly creative anthropological texts over the course of three decades, American anthropology continues to be largely directed to an academic readership. A third aspect which Behar and other Latina and Latino anthropologists highlight from the work of "native" intellectuals like Anzaldúa and Briggs is that their projects constitute in themselves a social and political endeavor of collective affirmation, and not merely an individual academic exercise of self-reflection and knowledge production.



Barrio El Progreso pstcards series. Photo Credit Shinpei Takeda





Barrio El Progreso postcard series. Photo Credit Shinpei Takeda

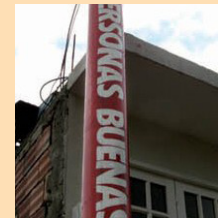
(The Latina Feminist Group 2001) These scholars use several forms of creative expression and reflection as instruments in their simultaneously intellectual, social and political projects. This implies that their research agendas are aligned with existing social and political agendas aiming towards the transformation of gender, racial, sexual, class, national, or other forms of inequality. In addition, this methodology transforms the relations between researcher and researched, defined not by the anthropologist's project –the need to produce knowledge-, but rather, by a mutually rewarding political praxis which serves the interests and struggles of the subjects, while also contributing to the anthropologist epistemological endeavors.

Shinpei Takeda's work speaks to all of these innovative methodological aspects of a "post-colonial" anthropology. In particular, his participatory photography project with refugee children and youth proposes a radically different schema of ethnography. The San Diego based project he founded works with sister organizations in Bogota, Colombia and the Thailand-Burma border to provide training and resources for marginalized children and youth to take pictures of themselves and their everyday realities of away from home. The photographs become visual narratives and testimonies of broader processes of violence, war and displacement, while the youth, often represented as victims and silent subjects, become visible through self-authored representations. This methodology constitutes a radical and creative post-colonial anthropological intervention as it not only "translates" cultural stories using ethnography but also provides subjects with the ethnographic tools to define and control their own representations, activating processes of self-reflection, agency and social

participation. Children and youth's photographs are socialized and validated by their peers in classrooms, by their families and ultimately in the community through large-scale public exhibits shown in house or building walls. This theory/method (praxis) has the effect of multiplying the audience, which can reach to up to one million viewers with whom displaced children share their own personal visual-cultural narratives.

Takeda pushed the limits of ethnographic conventions of cultural representation even one step further. He created postcards of Barrio el Progreso, Colombia showing the photographic work by displaced children and youth hung on the outside walls of the barrio's houses. A postcard of a photo-exhibit by marginalized youth in a neighborhood of the outskirts of Bogotá, subverts the concept of the postcard as a conventional form of representation of a community and as a symbol of national "beauty", often invoked through romanticized images of static and timeless cultural objects, be it native people in traditional costumes, a famous landmark, a national hero, or a view of the city. Through this gesture, Takeda grants the artistic work and everyday life realm of marginalized communities the status of "beautiful" and "representative" effectively subverting conventional measures of aesthetic appreciation while stimulating the construction of positive community identities and a sense of national belonging. Beyond this aesthetic intervention, the postcard project had an instrumental value. Displaced youth in Barrio el Progreso used these postcards to communicate with resettled refugee youth in the United States and Burmese refugee youth in Thailand as part of a program to exchange their stories using photography and letters.

## Photos hung on the walls Phrases from letters of the participants



Besides 100 photos hung on walls, Takeda and his team painted and then photographed 15 light posts with phrases from letters the participants exchanged:

"Creo que debes ser un excelente amigo" /  
"I think you could be an excellent friend"

"Por favor puedes mandarme un poco de enchiladas y mole" /  
"Can you please send me a little bit of enchiladas and mole"

"Usted vive con guerra o sin guerra" /  
"Do you live with war or without war"

"Yo vivo muy feliz pero tambien me gustaria conocer tu pais" /  
"I am happy here but I'd also love to see your country"

These compelling ethnographic visual texts bring together elements that are deeply testimonial, social and political. They serve as an example of what ethnography in the service of and grounded in socially relevant projects can achieve. Recalling Behar's words in her 1993 historic article, activists and artists like Takeda continue to have a good deal to say to anthropologists. Takeda's work can and should help us rethink the ways in which we can "talk culture" by engaging in socially and ethically relevant research while pushing anthropological theory and method into new directions.

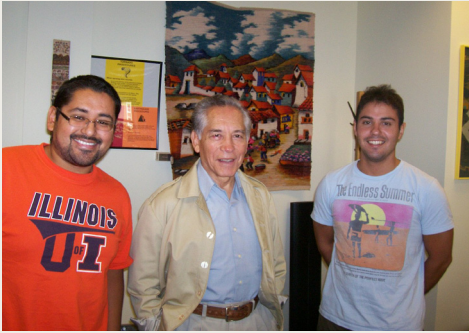
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## QUECHUA @ CLACS

by Sixto Clodolado Soto, Quechua Instructor



Professor Soto with two SALI students

The Quechua program at the Center for Latin American and Caribbean Studies has recently improved its academic services in order to better meet student demands. We are continuously committed to improving services for our students and offering opportunities that better meet their diverse needs. We now offer advanced Quechua courses, as well as online courses accessible to students interested in learning this language in the United States and abroad.

This academic year 2011-2012, we have also been able to share our classroom courses with students at other universities through voice and video using Skype™. These courses fulfill requirements for students who have been awarded FLAS grants in Quechua.

In order to offer students more opportunities to learn the languages and cultures of Quechua and Aymara-speaking communities, we organized the Summer Andean Languages Institute (SALI) from June 13 to August 5. The Center offered Quechua and Aymara courses at beginning and intermediate levels, and invited a group of well known scholars working in Andean Linguistics to deliver their research findings on synchronic and diachronic aspects of Andean languages.

These scholars are (in the order in which they presented):

- Bret Gustafson, Associate Professor Anthropology (Univ. Washington, St Louis). "The Contemporary Policy Relevance of Andean Indigenous Languages."
- Anna Maria Escobar, Associate Professor Spanish. "Social ecologies of Andean languages in the 21st century."
- Rodolfo Cerron-Palomino, Professor Linguistics. Universidad Católica del Perú. "Languages of the Incas."
- Thomas Turino (Music) and Kate Hateway. Workshop and performance charango.
- Norman Whitten, Professor Emeritus, Anthropology. "Social ecologies of Andean languages in the 21st century."

### SUMMER ANDEAN LANGUAGES INSTITUTE

SALI 2011: Intensive Summer Courses in Quechua and Aymara  
June 13- August 5, 2011

These scholars presented their latest investigations related to language contact, the socio-cultural reality of indigenous language speakers, and their linguistic and cultural interrelationships with the Spanish-speaking population after centuries of language contact, which led to the development of Andean Spanish, with its own linguistic characteristics. Students also had the opportunity to hear ethnographic information about the original inhabitants of the Republic of Ecuador (Whitten); and about Andean music played on the charango (a small string instrument about 66 cm long) and quena (a traditional Andean flute) (Turino. Kate Hateway).

As a result of her latest investigations, Professor Anna Maria Escobar presented data on the beginnings of revitalization and revalorization of Quechua and Aymara languages considered of low prestige. This new attitude of Quechua and Aymara speakers is spontaneously generated from within the communities, and has lately permitted the acceptance of indigenous languages within urban Spanish-speaking communities, which is changing the sociolinguistic reality of Peru.

Professor Cerrón-Palomino presented a reformulation of our traditional vision of the genesis and the development of the Inca civilization that, in aspects of language, was associated with Quechua only or with Aymara at best. However, thanks to onomastic studies particularly in regards to Inca institutional vocabulary and also based in Andean toponymy, now is possible to assert that before the use of the mentioned languages, the Inca ancestor use as their original language, Puquina; it can be asserted furthermore that Incas passed through a series of language acquisition and replacement beginning with Puquina, then Aymara and, finally, Quechua.



Rodolfo Cerron-Palomino presentation "Las Lenguas de los Incas"



James, Kate Hateway, Thomas Turino presentation "Workshop and Performance Charango"

## (NEW) LATIN AMERICAN CULTURAL REALITIES

by Amy Firestone, PhD candidate  
Spanish, Italian and Portuguese

In 2008, one of Peru's main telephone companies announced new customer service options for cell phones, including operator assistance in Quechua, the most widely spoken indigenous language in Latin America (8-10 million speakers) and in Peru. The service was publicized in TV commercials in Peru that featured two well-known Peruvian folklore singers speaking in Quechua and dressed in *polleras* (country skirts) standing inside a home full of artesanía 'handicrafts.' While this commercial showcases recent efforts to include new services for the indigenous language population of Peru, how do these new phone services and selling tactics reflect the linguistic and cultural realities of the Quechua-speaking population today?

In the last several decades, Quechua and Aymara speakers in Peru have been leaving rural communities moving to the capital, Lima, and to Andean capital cities (e.g. Arequipa, Huancayo, and Ayacucho) in search of greater economical and educational opportunities (Altamirano and Hirabayashi 1997). Also, in the 1980s and 1990s, many Quechua-speaking communities fled to cities to escape political violence in rural Andean communities from the *Sendero Luminoso* (Shining Path), a Maoist insurgent organization (Gorriti 1999). The new urban demographics have undoubtedly contributed to changes in culture and language dynamics in Peru.

In 2009, I traveled to the cities of Ayacucho and Arequipa, Peru with support from an Inter-American Foundation Grassroots Development Fellowship to carry out 15 months of doctoral ethnographic fieldwork on the vitality of Quechua language for youth.

### 'Press "1" for Spanish, "2" for Quechua, and "3" for Aymara': Native perspectives on new services available in Quechua in Peru



Downtown Huamanga, Ayacucho. Photo Credit Amy Firestone

I began my research in Ayacucho, a mid-sized Andean city, where an estimated 70% of the population speaks Quechua (Chirinos 2001).

In Ayacucho, I focus on a case study of four sisters, who are the first-generation born in the city. Their parents are Quechua-dominant farmers who travel between the city and the countryside to maintain the family farm. The sisters speak Quechua and Spanish frequently, and use both languages in cell phone conversations with their parents when they are away on the farm.

During one of my casual conversation with the sisters, we discussed the importance of Quechua in their daily lives, and the status of their language in Peru. The sisters immediately mentioned that they knew of a new cell phone service offered in Quechua. They said their mother, whose native language is Quechua and speaks little Spanish, has never called customer support in Quechua, because she is afraid to make mistakes when speaking to an operator.

The sisters urged me to call the operator in their presence and try out the new service in Quechua. They suggested that I say, "imanayllan kachkanki" 'How are you?' "Huk consultata munani" 'I would like to ask a question,' and "Ima punchawtaq qam triplicata?" 'What days can you triple your minutes?' So, I then called, and pressed "2," for Quechua and repeated to the operator the phrases above. The operator said, "aló" 'hello' in Spanish, and quickly hung up. Perhaps there were no operators available in Quechua during the hour we called, or maybe the operators got switched. The sisters were not surprised. They told me that they would not contact customer support in Quechua again, and as usual, they would speak to operators and other customer service representatives on behalf of their mother in Spanish. As I observed in Peru, Quechua-dominant parents are accustomed to having their bilingual children conduct service interactions in the city.



## ACADEMIC PROGRAMS NEWS

### CLACS MA in Latin American Studies

CONGRATULATIONS TO CLACS 2011 GRADUATES!!!

Katrina Deely, MA 2011

Thesis: "Cutting Class: Educator Perspectives on Teacher Absenteeism in Brazil." Advisor Bekisizwe S. Ndimande

Renato Lima, MA 2011

Thesis: "Dealing with plenty: Brazil in the era of surplus oil", advisor Professor J. A.. Cheibub, A. Orta

CLACS MA students 2011-12

Marcos Cerdeira  
Marilia Correa  
Daniel Duffy  
Rebecca Linares  
Ashley Owen



*Katrina Deely, Marcos Cerdeira, Renato Lima*



*Marilia Correa, Ashley Owen, Renata Linares, Daniel Duffy*

### FLAS Fellowships 2011-12

#### FOREIGN AREA LANGUAGE STUDIES FLAS Fellowship 2011-12

CLACS awarded fellowships to thirteen students for the Academic Year 2011-12, and five students for FLAS Summer 2011

CONGRATULATIONS TO OUR FLAS RECIPIENTS:

#### GRADUATE STUDENTS

- . Laura Buchholz, Library & Information Science, Quechua. (AY)
- . Cornelio Chaidez, Spanish, Italian, and Portuguese, Portuguese. (AY)
- . Dayna Cueva, Linguistics, Quechua.(AY)
- . Daniel Duffy, Latin American Studies, Quechua. (AY)
- . Douglas Fennig, Musicology, Portuguese. (AY,S)
- . Amy Firestone, Spanish, Italian, and Portuguese, Aymara. (S)
- . Jessica Hajek, Music, Haitian Creole. (S)
- . Veronica Mendez-Johnson, History, Portuguese. (AY)
- . Rebecca Linares, Latin American Studies, Quechua. (AY,S)
- . Leone Matthew, Political Science, Portuguese.(AY)
- . Erin McKenna, Recreation, Sport & Tourism, Portuguese. (AY)
- . Gaston Philipps, Spanish, Italian, and Portuguese, Quechua. (AY,S)
- . John-Ben Soileau, Anthropology, Portuguese.(AY)

#### UNDERGRADUATE STUDENTS

- . Huyen Le, Mechanical Engineering, Portuguese.(AY)
- . Tara McGovern, Anthropology, Quechua.(AY)

### Foreign Area Language Studies FLAS Fellowship

#### TITLE VI GRANT

The Center for Latin American and Caribbean Studies has again been designated a National Resource Center for Latin American Studies and awarded Title VI funding from by the U.S. Department of Education for the 2010-2014 grant cycle. With our consortium partner, the Center for Latin American Studies at the University of Chicago, we are proud to have retained this designation continuously since 1976.

FLAS Fellowships support graduate and undergraduate study in modern foreign languages in combination with area studies, international studies, or international or area aspects of professional studies.

FLAS Fellowships are administered by the University of Illinois National Resource Centers and are awarded competitively through an annual competition. Students from all departments and professional schools are encouraged to apply.

#### CLACS- FLAS LANGUAGES APPROVED

CLACS- FLAS fellowships may be used for the study of Quechua, or another Amerindian language, or Portuguese. Priority is given to the study of less commonly taught languages.

Under exceptional circumstances, advanced (or third-year) Spanish study may be allowed for graduate students.

FLAS Academic Year 2012-13 and Summer 2012, application deadline: Friday, February 10, 2012. For more information visit: [www.clacs.illinois.edu/academics/fellowships](http://www.clacs.illinois.edu/academics/fellowships)



## TINKER WORKSHOP

### On Pre-Dissertation Field Research October 28-29, 2011

#### LINGUISTIC ANALYSIS OF CATALAN, BASQUE, AND QUECHUA

Marianna Nadeu, Spanish, Italian and Portuguese  
"Stressed and Unstressed Full Vowels in Central Catalan"

Itxaso Rodriguez, Spanish, Italian and Portuguese  
"Contact-induced Phenomena in Gernika Basque: The Case of Dative Over-Marking"

Dayna Cueva-Alegría, Linguistics  
"The Role of the -m/mi Focus Marker and its Acoustic Correlates in Ayacucho Quechua Intonation"

Commentator: Danielle Thomas, Visiting Assistant Professor. Spanish, Italian and Portuguese.

#### VISUAL ARTS AND DANCE

Maria Dorofeeva, Art History  
"Misery, Alienation and "the Delinquent Gypsy" in the Art of Isidre Nonell and his Spanish Contemporaries"

Nibia M. Pastrana Santiago, Department of Dance  
"The Border-Body: History of Panamanian Women as Choreography"

Commentator: Isabel Molina, Associate Professor. Media and Cinema Studies; Director, Department of Latina/Latino Studies.

#### ECONOMIC RATIONALE

Leandro Rocco, Economics  
"Can Brazil Conciliate Reduction in Economic Inequality with Economic Growth?"

Daniel Duffy, Latin American Studies  
"No Soy Conformista: Examining Peruvian MicroEntrepreneurs' Necessity and Opportunity Motivations"

Commentator, Mahir Şaul, Professor. Anthropology

#### CAPUCHINS AND INSECTS

Elizabeth Mallott, Anthropology  
"Patterns of Travel Route and Feeding Site Use in White-Faced Capuchins (*Cebus capucinus*)"

Bill Wills, Animal Biology  
"Ecological Correlates of Body Size Variation in Social Insects"

Commentator: Surangi Punyasena, Assistant Professor. Plant Biology

#### CHANGES IN SPANISH CULTURE

Mario Lopez Gonzalez, Spanish, Italian and Portuguese  
"Learning to Use the Law during the Spanish Transition: New Family Structures in the Radio Drama *La Ley del Divorcio*"

Lujan Stasevicius, Spanish, Italian and Portuguese  
"From Catalogues to Circulation: The Presence of Latin American Novel in Madrid"

Commentator: Javier Irigoyen Garcia, Assistant Professor. Spanish, Italian and Portuguese

#### BILINGUAL AND INTERCULTURAL EDUCATION

Rebecca Linares, Latin American Studies  
"Giving Students the Tools to Participate: A Case for the Intercultural Bilingual Classroom"

Rejane Dias, Curriculum and Instruction  
"Teachers Perceptions on Bilingualism and Biculturalism: The Case of Brazilian Borderlands"

Commentator: Bekisizwe Ndimande, Assistant Professor. Curriculum and Instruction



*Lisa Burner's presentation*



*Tinker fellows: Rachel Storm, Carolina Arlota, Ida Salusky and Karla Palma*

#### THE ROLE OF THE STATE AND NGOs

Carolina Arlota, Law  
"Picturing the Public Advocacy in the Brazilian Supreme Court ("Supremo Tribunal Federal") after the Republic Constitution of 1988"

Ida Salusky, Psychology  
"Pathways to Womanhood: Changing Routes and Consequences for Dominican Haitian Adolescent Girls"

Karla Palma, Institute of Communication Research  
"The Storytelling of Two Different Worlds: The Subalterns and the Global Hegemony. A Study Case of the Community of Cuncumén and "Los Pelambres" Mine in Chile"

Rachel Storm, Educational Policy Studies  
"Institutionalizing Feminism(s): Radical Activism, State Power, and Constitutional Restructuring in Ecuador"

Commentator: Ellen Moodie, Associate Professor. Anthropology

#### LATIN AMERICAN LITERATURE

Lisa Burner, Spanish, Italian and Portuguese  
"El Lejano Chile": Stock Market Fever and the Colonization of the Chilean South

Laura Chinchilla, Spanish, Italian and Portuguese  
"Dark Places: Space and Criminality in Brazilian Crime Narratives"

Commentator: Dara Goldman, Associate Professor. Spanish, Italian and Portuguese

## FACULTY PUBLICATIONS

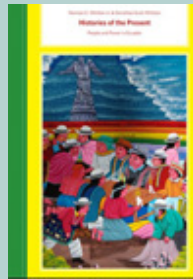
### Deviant and Useful Citizens: The Cultural Production of the Female Body in Eighteenth-Century Peru



*Mariselle Melendez*  
(author)

Publisher: Vanderbilt University Press, 2011

### Histories of the Present: People and Power in Ecuador



*Norman E. Whitten Jr. and Dorothea Scott Whitten* (authors)

Publisher: University of Illinois Press, 2011

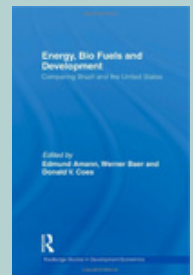
### Luso-American Literature



*Robert Henry Moser, Luciano Tosta* (editors)

Publisher: Rutgers University Press, 2011

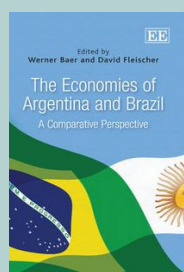
### Energy, Bio Fuels and Development: Comparing Brazil and the United States



*Edmund Amann, Werner Baer, Donald V. Coes* (editors)

Publisher: Routledge, 2011

### The Economies of Argentina and Brazil : A Comparative Perspective



*Werner Baer, David Fleischer* (authors, editors)

Publisher: Edward Elgar Publishing Ltd, 2011

### Quechua- Spanish- English Functional Dictionary



*Clodoaldo Soto Ruiz* (author)

Publisher: 30 Años de Lluvias Editores, 2011

## CLACS OUTREACH PROGRAMS

by *Alejandra S-Seufferheld*

### HIGHLIGHTS OUTREACH 2011

#### K-14 OUTREACH

#### 2011 Latin American Teachers Workshop Building Bridges: Incorporating Latin American Studies in the School Curriculum

Sixteen K-14 educators from 13 Central Illinois schools participated in the one-day professional development workshop. Participants received up to 7 CPDU credit hours.

The topics presented include:

- o How to incorporate "Spanish & Illinois" in the school curriculum
- o Learning about Hispanic Cultures/Languages in Digital Environments
- o Learning about Hispanic Worlds: Within and Beyond Stereotypes: From elementary to advanced levels
- o Online/ Library Latin American Teaching Resources
- o Examples of Latin American Topics in the School Curriculum : - Elementary Foreign Languages & Arts ; - Middle School and High School: Language Arts/ Foreign Languages



2011 Latin American Teachers Workshop  
Professor Quispe Agnoli online presentation



Through our outreach program the Center strives to increase awareness of Latin America and the Caribbean with activities directed across our campus, to K-14 educators and their students, businesses and other professionals, and the general public.

### School Presentations

The program School-to-Library Spanish Time started in 2008. In this program, school teachers and librarians bring children to the Library for bilingual (Spanish/English) storytelling and music.

CLACS presented "Passport to Latin America: Welcome to the colorful Latin American" to high school students.

CLACS also participated with bilingual storytelling, music and crafts in elementary schools programs including the Leal School's "Dia de Muertos Celebration", and Bottenfield Elementary School's "International Festival".

### CLACS Lending Library & Speakers Bureau

CLACS Outreach aims to assist K-16 teachers with materials and resources on Latin America and the Caribbean.

To request a Lending Library material visit:  
[www.clacs.illinois.edu/outreach/library/](http://www.clacs.illinois.edu/outreach/library/)  
 To request a speaker visit:

[www.clacs.illinois.edu/outreach/speakers/](http://www.clacs.illinois.edu/outreach/speakers/)



*Spanish Time at School. Spring 2011  
 K-3 students singing traditional Latin American songs*

### CHILDREN & COMMUNITY OUTREACH

#### Spanish Story Time

CLACS presented the Spanish Story Time bilingual program at the Urbana Free Library, at schools in Urbana, Champaign and Rantoul, as well as in programs for the community.

Since 2006 Spanish Story Time has been held at the Urbana Free Library the second Saturday of the month at 2:30 pm.

#### Hispanic Heritage Day

Since 2010 CLACS has organized the Hispanic Heritage celebration at the Urbana Free Library.

#### TAP Academy's Latin America Week

Since 2010, as part of the TAP Academy, during the Latin American week students learned about the Latin American languages, countries, people, diversity, celebrations, traditions and food.



*Hispanic Heritage Celebration. October 2011.  
 Children dancing tradicional Andean Music*

## CLACS ANNOUNCEMENTS

### SPRING 2012 events ... among others

#### Lecture Series

- Tuesday, February 7

Associate Prof. Clemencia Rodriguez (Communications) University of Oklahoma. "Disrupting Violence: The Production of Resilient Visual Culture in Embattled Colombia"

- Thursday, March 1

Associate Prof. Ariel de la Fuente (History), Purdue University. "Sex and Eroticism in Jorge Luis Borges's Literature"

- Thursday, March 29

Prof. Greg Grandin (History) New York University. "U.S.-Latin American Relations: The Failure of the Obama Doctrine"

#### 2012 JACS Conference

- March 1-3, 2012

Cities and Inequalities in a Transnational World ([www.cgs.illinois.edu/jacs2012](http://www.cgs.illinois.edu/jacs2012))

#### 2012 Latin American Teachers

##### Workshop

- March 31, 2012

Immigration and Migration to the U.S. and within Latin America ([www.clacs.illinois.edu/outreach/teachingresources/teachersworkshop/](http://www.clacs.illinois.edu/outreach/teachingresources/teachersworkshop/))

### FALL 2012

#### BRASA Conference

- September 6-8, 2012

(<http://brasa.org/congresses.html>)

#### 2012 Latin American Film Festival

- September 2012

(<http://www.clacs.illinois.edu/news/specialevents/>)

#### Tinker Workshop

- October 26-27, 2012

### FALL 2013

CLACS 50th Anniversary!

# ILLINOIS REVIEW FOR LATIN AMERICAN STUDIES

## CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

201 International Studies Building  
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(217) 333-3182 / fax (217) 244-7333  
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#### Center for Latin American and Caribbean Studies

201 International Studies Building  
910 South Fifth Street  
Champaign, IL 61820

Tel: (217) 333-3182

Fax: (217) 244-7333

clacs@illinois.edu

www.clacs.illinois.edu

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