



STEVE GREEN

Comunidad Performance at Vanderbilt Stadium

## Performance Artist Regina Jose Galindo Involves Nashville in the Creation of Her Latest Work, *Comunidad*

In November, CLAS hosted Guatemala's leading performance artist, Regina José Galindo, as our visiting resource professor in collaboration with Candice Amich (English) and Mel Ziegler (Art). Born in Guatemala City in 1974, Galindo began publishing poetry in the 1990s, but today is the most well-known member of a group of young women poets and artists who turned to provocative forms of body art in response to the amnesia of Guatemala's post-dictatorship culture. Her work explores the universal ethical implications of social injustice, racial discrimination, violence against women, and unequal power relations in today's society. Many of her works address the human rights violations perpetrated against women and the indigenous both during and after Guatemala's civil war. Galindo has received major international awards for her work, including the Golden Lion award at the 2005 Venice Biennale for *¿Quién puede borrar las huellas?* (*Who Can Erase the Traces?*) and *Himenoplastia* (*Hymenoplasty*). *¿Quién puede borrar las huellas?* was composed in 2003 in protest of General Efraín Ríos Montt's recently announced presidential candidacy. Wearing all black, Galindo walks barefoot from Guatemala's Constitutional Court to the National Palace, carrying a white basin of bright red human blood. Every few paces she dips her feet into the bowl, leaving the trace of her bloody footprints and memorializing the dead left in Ríos Montt's wake. In *Himenoplastia*, Galindo undergoes reconstructive hymen surgery, which is forced upon victims of sex trafficking to recreate their virginity.

In a more recent performance, *La Verdad* (*The Truth*), Galindo reads from the testimonies of Maya Ixil women who witnessed atrocities committed by the army during the civil war. Seated at a small table at the Centro Cultural de España in Guatemala City, Galindo reads from transcripts of the April 2013 trial charging Ríos Montt with acts of genocide while a dentist periodically anesthetizes her mouth. She continues reading as her speech becomes increasingly slurred and inaudible over the duration of the seventy-minute performance. In *Looting*, a dentist drills holes in Galindo's eight molars and fills them with gold mined in Guatemala, which is later extracted in Germany and displayed as art.

Galindo was in residence at Vanderbilt from November 6–16. During her time on campus, she worked closely with senior art students, provided critical feedback to their work, led Candice Amich's graduate seminar and graduate students on their own performance pieces, and delivered a powerful public lecture on her art. The highlight of her residency was the creation of a new performance piece titled *Comunidad*, which brought together over one hundred Latino and other residents

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### Recent Brazil Initiatives

Brazilian alumni and CLAS recently established a **Vanderbilt-Brazil Advisory Board** to strengthen the ties that connect Vanderbilt to Brazil and raise the profile of Vanderbilt in Brazil. The founding members of the Advisory Board are leaders in their respective fields and are committed to building Vanderbilt's reputation as an innovator in the field of Brazilian Studies. They are: Luis Paulo Rosenberg (Chair), Virgilio Almeida, Claudio de Moura Castro, Ibrahim Eris, Mauro Benevides Filho, Jorge Jatobá, Francisco "Chico" Mussnich, Ricardo Pratesi, Maria Regina Soares de Lima, Tom Trebat, and James Wright. Members of the new board were welcomed at the Alumni Reception in São Paulo on October 14, 2016.

Our annual **Brazil Week** was a great success! The week began with a lecture by Vanderbilt alumnus James Wright (FIA) and Professor of History Marshall Eakin on "Brazil after Dilma." On Monday, CLAS hosted a reception to welcome forty of Wright's executive MBA students who were in residence at Vanderbilt for the week. Other activities included the annual futebol game, a screening and discussion of Eduardo Coutinho's *Ultimas Conversas*, and a talk by Edilza Sotero (Brown University), "Mulheres em Movimento: Women, Displacement and Action in the Flows of the African Diaspora."

New this year was a program to host **FIA undergraduate students at Vanderbilt** for the week. Eight Brazilian students were paired with Vanderbilt students, attended classes, and participated in Brazil Week activities. The visiting students were also treated to a tour of the Nashville Entrepreneur Center, accompanied by Turner Family Center for Social Ventures Director Mario Avila and CLAS staff. The week ended with a churrasco and capoeira presentation by Grupo Balança Capoeira Nashville, Gilman Whiting (African American and Diaspora Studies) and the Vanderbilt Capoeira Club. (*Cont. on Pg. 3*)

# Center for Latin American Studies

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Elementary School  
Stephanie Knight, Center for Applied  
Second Language Studies

Edited by Avery Dickins de Girón

## DIRECTOR'S CORNER: EDWARD F. FISCHER

The Provost has formed a new working group to develop an international strategy for the university. Ingrid Wuerth and I are chairing this initiative, and our goal is to support your work more effectively, and we welcome your advice and suggestions. Our broad charge is to look for ways to facilitate international research and to raise Vanderbilt's global profile. This involves lowering barriers to international collaborations by faculty—making it easier to do work abroad. But we also want to look for ways to make our Nashville campus more international—our faculty, students, and physical plant never fail to impress visitors, who then become our most effective ambassadors.

At a recent alumni reception in São Paulo, Marshal Eakin, Nicolette Kostiw, and I met several generations of impressive Vanderbilt alumni and visiting scholars. We had graduates from A&S, Owen, and Peabody; former recipients of FIPSE/CAPES and Humphrey fellowships; and a couple of previous visiting professors. It was invigorating to hear them speak with such fondness and passion for Vanderbilt; and it is amazing to see these Vandy graduates using their education to make their country and the world a better place. Events like these remind us of the life-changing impact we have on our students and the importance of our teaching mission. It also brought home to me the importance of having more international students and visiting scholars on campus

in Nashville, both to enliven things here with greater diversity of perspectives and to increase our profile and impact in countries around the world.

We have an exciting series of events lined up for this academic year, including five conferences and a performance artist who will involve the Vanderbilt and Nashville communities in the creation of a new work. Last year we sponsored over 160 events on-campus and off-campus, from visiting speakers to majors conferences and teacher workshops. The vibrancy of our community depends on our meeting at such events, and we hope to see you at one soon.

**CLAS Fulbright FLTA for 2015-16**, Diogo Oliveira do Espirito Santo, created a series of three online instructional modules for Portuguese called *Say 33*. The modules were originally created for healthcare professionals, faculty and students, but undergraduates and others wanting to learn Portuguese have found them useful. Check out *Say 33* at: [canvas.instructure.com/courses/1004674](http://canvas.instructure.com/courses/1004674)

### Join us for weekly Portuguese tables!

This year, *batepapo* is led by doctoral student in Spanish and Portuguese Jacob C. Brown, and is held on Friday evenings at SATCO.

## CLAS Welcomes Nicolette Kostiw as New Assistant Director

Nicolette Kostiw has been appointed as the new Assistant Director of CLAS, and will serve as Director of Graduate and Undergraduate Studies and as FLAS Coordinator. Kostiw received her Ph.D. in History from Vanderbilt University, with a specialization in Brazil. Her research examines the end of slavery in Rio de Janeiro, looking specifically at the ways in which former slaves and their children navigated the country's transition into the post-emancipation era through the analysis of legal records. She uses this transitional period to focus on changing notions of race, class,

gender, and childhood. She will teach the Introduction to Latin American Studies and Introduction to Brazilian Studies courses, advise LAS students, and coordinate our summer awards. Before joining CLAS, Nicolette was the Research Coordinator for the Preschool Development Grant (PDG) project at the Peabody Research Institute at Vanderbilt. This grant allocated \$70 million dollars to the State of Tennessee from the U.S. Department of Education for the expansion and enhancement of Pre-K education and services in Nashville and Memphis.





## Brazil Initiatives (Cont.)

Last March's **Festa Junina** boasted a huge turnout from the Brazilian community for an evening of music and dancing from North-eastern Brazil. Portuguese instructor Benjamin Legg and CLAS Assistant Director Nicolette are working on plans for Festa Junina in 2017. The event will again be in collaboration with Fisk, and their Fulbright Foreign Language Teaching Assistant (FTLA), Joseline Caramelo Afonso. Twenty-five Fisk students are currently studying Portuguese.

The **Brazil TIPS group**, "A Multidisciplinary Approach to Assessing Healthcare in Brazil," has initiated its Undergraduate Research Fellows program for a project. Five undergraduate students will be selected to participate in the group's research

project on identifying causes and consequences of limitations in health care provision in Brazil. Fellows will design their fellowship according to their interests, which may include traveling to Brazil, working with Vanderbilt faculty in a survey lab, data analysis, and participating in international research meetings. The group will soon conduct a series of focus groups in Brazil on stigma and cognitive interviews for the healthcare satisfaction survey they are creating for their project in Rocinha, Rio. Led by Marshall Eakin, members of the TIPS group are: Tim Sterling, Liz Zechmeister, Jessica Castilho, Celso Castilho, Troy Moon, Jane Landers, Ted Fischer, Catherine McGowan, Peter Rebeiro, C. William Wester, Paula Covington, and Aaron Kipp.



## First Vanderbilt Students Enroll in CASA Cuba Program

In March 2016, a group of Vanderbilt faculty and administrators traveled to Cuba to see Vanderbilt's newest study abroad site first hand and meet with representatives from our partner institutions in the Consortium of Advanced Studies Abroad (CASA) which include Brown, Cornell, Columbia, Dartmouth, Johns Hopkins, Northwestern, University of Pennsylvania, and Harvard. William Luis, Cynthia Cyrus, Susan Barone, and CLAS Director Ted Fischer spent several days in Havana where they toured the Casa de las Américas, met with students, and participated

in the inaugural opening of the program. The consortium plans to establish new study abroad sites in Latin America and beyond over the

course of the next two years. Fall 2016 is the first semester that Vanderbilt students have had the opportunity to participate in the CASA Cuba program. Two students, Mathew Pendo and Hanna Roenfan, are spending their fall semester in Havana.

Vanderbilt's Global Education Office oversees student recruitment and program admission. Requirements include the completion of SPAN 3303 (or demonstration of intermediate level Spanish), a 2.75 cumulative GPA, the completion of at least two semesters at Vanderbilt, and good academic standing.



PHOTO: JORGE ROYAN

## Mexico's Consul General Visits Vanderbilt

Francisco Javier Díaz de León, the new Consul General for Mexico based in Atlanta, visited campus on September 11 to meet with representatives from Vanderbilt and Tennessee State University to explore future educational and cultural exchanges between universities in Tennessee and Mexico. Díaz spoke highly of the Mexico-related research going on at Vanderbilt, including art history, entrepreneurship projects, the work of LAPOP and the various scholars examining immigration issues. "The future of the United States is intricately linked to that of Mexico, and vice versa," said CLAS Director Ted Fischer. "We are bound by our close geography; Mexico is one of our principal trading partners; and we have millions of Americans of Mexican descent living here. We look



forward to working with Consul General Díaz to increase academic exchanges and cultural events, to do the sort of soft diplomacy that

enriches our campus and increases understanding between our two countries."

—Liz Entman

## Marshall Eakin Receives 2016 Alumni Education Award

Professor of History and CLAS Director of Brazilian Initiatives Marshall Eakin received the 2016 Vanderbilt Alumni Education Award. The Alumni Association Board of Directors selected Eakin for his significant contributions to educational programming as a speaker for Commodore Classrooms and

the Vanderbilt Travel program.

Board member Tim Warnock, BA'84, presented the award to Eakin during a surprise visit to a Latin American Studies class on April 5. Lauren Benton, dean of the College of Arts and Science, Joel Harrington, Centennial Professor of History, Jane Landers, Gertrude

Conaway Vanderbilt Professor of History, Graham Stewart, associate vice chancellor for alumni relations, Cary Allyn, director, Vanderbilt Travel Program, Lauren Duncan, alumni board member, and CLAS staff were also in attendance.

This is the second time Eakin has received the Alumni Education Award, a testament to his long history of supporting educational programs for the Alumni Association. Eakin began teaching at Vanderbilt in 1983 and became the faculty director of the Ingram Scholarship Program in August 2009. He has taught a wide variety of courses in history and Latin American studies at all levels from first-year to Ph.D. students. He is the recipient of two Fulbright-Hayes fellowships, multiple grants and numerous teaching and advising awards.

The Vanderbilt Alumni Association Board of Directors has chosen a faculty member for this honor each year since 1982. He was given a cash prize and a silver tray.

—VU Press



(L-R) Dean Lauren Benton, Lauren Duncan, Marshall Eakin, Joel Harrington, Jane Landers, Cary Allyn, and Tim Warnock

## Social Venture Founded by CLAS Director Ted Fischer Wins \$15,000 Prize

NutriPlus, a social venture founded by Ted Fischer, director of Latin American Studies and professor of anthropology, has won a Stephan Schmidheiny Award from the VIVA Trust in the Social Innovation category. The award, a \$15,000 prize to benefit the winning project, recognizes enterprises that have produced significant improvement in people's lives. More than 500 projects competed in 2016.

NutriPlus produces a peanut-based pediatric nutrition therapy called Mani+ for the benefit of the 50 percent of Guatemalan children who suffer from malnutrition. "It is an honor to receive this recognition on behalf of all of the students and colleagues who have worked on this project over the years," said Fischer. "There is far greater demand for our life-saving Mani+ product than we can meet in Guatemala—malnutrition is endemic across large parts of the country. We will use the award money to buy a new mixer and increase our capacity."

Mani+ is unique because it's sourced and produced right in Guatemala. It's a truly farm-to-table approach that not only addresses a grave humanitarian need for those who consume it but also provides economic opportunities for the farmers and technicians who produce it—and ultimately for the vendors who will sell it. The Mani+ program is the result of years of interdisciplinary research by Vanderbilt anthropology, business, nursing, biological sciences and education students and faculty. And this year, Mani+ has shared its talent with Vanderbilt in return: Lead nutritionist Miguel Cuj, himself a Maya born and raised in the highlands, began a master's program in Latin American Studies at Vanderbilt this fall. "We have exposed our students to global health and international experiences working on this project in Guatemala, and it is beautiful that it has also helped us recruit some of the best talent to attend Vanderbilt for their advanced studies," said Fischer. "This two-way street illustrates the remarkable impact Vanderbilt



has had in Guatemala."

NutriPlus' cofounder is local philanthropist and music business leader Steve Moore, founder of Middle Tennessee nonprofit The Shalom Foundation and former Country Music Association CEO. The foundation's Guatemala City headquarters houses Vanderbilt's Guatemala field office.

The VIVA Trust was founded by Swiss industrialist Stephan Schmidheiny to bring business and philanthropy together to promote sustainability and equality in Latin America through innovation and entrepreneurship.

—Liz Entman



## Landers Receives Prestigious ACLS Digital Extension Grant

A project directed by Jane Landers (History) to preserve endangered African and Afro-descended slave records has been awarded an American Council of Learned Societies (ACLS) Digital Extension Grant for \$150,000. “Enhancing the Ecclesiastical and Secular Sources for Slave Societies Digital Archive: A Project to Add Context, Improve Technology, and Strengthen Collaborative Networks” is among five projects to receive this grant, which is funded by The Andrew W. Mellon Foundation. This year’s grantees were selected from a highly competitive field of nearly 100 applications across the humanities and humanistic social sciences.

“Each of the countries whose African history we are tracking still struggles with the legacy of slavery and its political, economic and social consequences,” Landers said. “In each there is great scholarly and popular interest in African history and heritage, and each of the modern nations in which ESSSS teams work must respond to this interest in defining national identities in multicultural societies.”

The Ecclesiastical and Secular Sources for Slave Societies database (ESSSS) was launched in 2003 with an initial grant from the National Endowment for the Humanities. Intensive work in Cuba and Brazil resulted in the digital capture of ecclesiastical records of more than 750,000 individuals during the first three years

of the project. The focus was on Africans and Afro-descended individuals, but the Catholic Church also recorded Europeans, indigenous and Chinese individuals in the same books. Documents preserved among others include 16th-century black baptisms, marriages and burials from the Cathedral of Havana.

A series of additional grants from the British Library Endangered Archives Programme, the Historic St. Augustine Research Institute, and the Diocese of St. Augustine have enabled the ESSSS team to expand its preservation efforts to new churches and archives in Colombia, Brazil, Cuba and St. Augustine, Florida. The St. Augustine church records are the oldest for the nation, dating to the 1590s. The ESSSS archive now holds approximately 600,000 images documenting approximately 4 to 6 million individuals.

The ESSSS project trains local archivists and students at each of its sites in digital preservation. Many are themselves Afro-descended and often live in impoverished communities with few other educational opportunities. Since 2003, several generations of Vanderbilt graduate students and graduate students from Canada, Brazil, Cuba, Colombia and Florida also have worked on the ESSSS project, and some are now incorporating their own students into new ESSSS projects.

Jean and Alexander Heard Library staff



members have provided significant assistance to the digital archive and website. Members of the project team in addition to Landers are Clifford Anderson, director for scholarly communications at the library; Paula Covington, Latin American and Iberian bibliographer and senior lecturer in Latin American studies; Dale Poulter, coordinator of search and core services at the library; Kara Schultz, doctoral candidate in Latin American and Atlantic history; and Angela Sutton, lecturer in history.

In addition to the ACLS Digital Extension Grant, Landers has received other grants this year in support of the ESSSS project:

- National Endowment for the Humanities Digital Enhancement Grant, \$225,000, 2016-2018
- Mellon Faculty Fellowship in Digital Humanities, \$20,000, 2016

## Vanderbilt, Minpaku Scholars Join To Study Forced Resettlement During Spanish Conquest

Vanderbilt University has signed an affiliation agreement with Minpaku, Japan’s National Museum of Ethnology and one of the largest anthropological research institutes in the world, to facilitate a series of symposia and lectures centered on the effects of the Reducción General de Indios, which was a massive forced-resettlement program imposed by the Spanish colonial government on the indigenous people of the Andes in 1570. It moved more than a million indigenous people from small agricultural settlements into planned towns, and remains one of the largest programs of compulsory urbanization ever undertaken.

The agreement will link scholarship exchange projects led by Vanderbilt’s Steven Wernke and Akira Saito, professor of anthropology at Minpaku. Wernke shares a two-year



(L-R) Professor Akira Saito, Minpaku Director-General Ken’ichi Sudo, Associate Professor Steven Wernke, and Deputy Director-General Nobuhiro Kishigami

NEH Digital Humanities grant with Brown University historian Jeremy Mumford to develop online tools to crowdsource a comprehensive basemap of the Reducción General, and an online gazetteer to collate information about these towns and the jurisdictional entities that

were used to administer them. Saito is the recipient of a five-year grant from the Japan Society for the Promotion of Science to host a series of workshops, symposia and conferences on the Reducción and other forced-resettlement projects throughout history, to culminate in the production of two edited publications, in English and Spanish. The inaugural international symposium in this series was hosted at Vanderbilt in November, with support from the College of Arts and Science.

The signatories were Provost and Vice Chancellor for Academic Affairs Susan Wentz, Dean Lauren Benton of the College of Arts and Science, Minpaku Director-General Ken’ichi Sudo and Deputy Director-General Nobuhiro Kishigami. The signing in Japan on Feb. 8 was witnessed by Wernke and Saito.

—Liz Entman

# Vanderbilt Hosts Workshop on Distance Learning for Indigenous Latin American Languages

Administrators and faculty from Latin American Studies centers from around the country gathered at Vanderbilt in March 2016 for the Workshop on Sustainable Partnerships for Latin American Less Commonly Taught Languages (LCTLs) through Distance Learning. The conference was sponsored by the Centers for Latin American Studies at Vanderbilt and the University of Utah, and the Consortium of Latin American Studies Programs (CLASP).

“Vanderbilt and the University of Utah share a commitment to the broader project to support the creation of viable, sustainable, and high quality instruction in LCTLs through course-sharing using distance learning technologies,” said Rebecca Horn, Associate Professor in the Department of History and director of the Center for Latin American Studies at the University of Utah. She and CLAS Executive Director Avery Dickins de Girón co-organized the workshop. “Given the precarious nature of funding for instruction in indigenous and other LCTLs, there has been great interest among area-studies centers in developing partnerships that allow sharing of instructors and students across universities,” said Dickins de Girón, who is also Chair of the Language Committee for CLASP. “Distance learning technology offers us a viable means to do this, but there are still

many challenges to establishing collaborations, as well as practical questions regarding technology and pedagogy.” Workshop sessions illustrated successful course-sharing models, explored available technologies, addressed the challenges of distance learning pedagogy for language courses, and offered various models for institutional partnerships. Vanderbilt’s partnership with Duke and the University of Virginia was highlighted as an example of a successful distance learning partnership during the workshop. With this collaboration, Vanderbilt offers K’iche’ Mayan courses to students at Duke and UVa through a digital interface, and in turn, Vanderbilt students are able to study Haitian Creole and Tibetan on campus. Workshop participants were invited to observe a live K’iche’ class with students from all three universities.

Mohamed Abdel-Kader, Deputy Assistant Secretary of International and Foreign Language Education with the U.S. Department of Education’s Office of Postsecondary Education, delivered the keynote address and spoke with



workshop participants about challenges facing language instruction for less and least commonly taught languages. Abdel-Kadar received his M.Ed. from Vanderbilt in 2003.

Faculty and administrators from Yale, Columbia, Duke, Tulane, Florida International University, Ohio State University, UCLA, University of North Carolina, University of New Mexico, University of Arizona, Michigan State University, University of Wisconsin-Madison, University of Wisconsin-Milwaukee, and the Committee on Institutional Cooperation attended the workshop.

## Conference Addresses Prospects for Peace in Colombia

In March 2016, scholars from Colombia, Canada and the United States gathered at Vanderbilt University for the “Historical Conflicts and the Prospects for Peace in

Colombia” conference. Organized by Lesley Gill and Jane Landers, the event was intended to coincide with the signing of the peace agreement between leaders of the leftist rebel army, the Frente Armada Revolucionaria de Colombia (FARC) and the Colombian government president after almost 50 years of war.

The first half of the day-long conference focused on Colombia’s history, and afternoon panels addressed current issues. Session topics included: Colombia and the Atlantic World in

the Colonial Era, Colombia in the 19th Century, Remapping Power on Colombia’s Extractive Frontiers, Violence, Displacement, and the Struggle for Human Rights. The workshop was followed by a reception in Special Collections Vanderbilt’s Library. LAS Bibliographer Paula Covington welcomed workshop participants and showed off Vanderbilt’s impressive collections of Colombianiana from Manuel Zapata Olivella and J. Leon Helguera. The conference was sponsored by the Center for Latin American Studies, The Circum-Atlantic Studies Seminar of the Robert Penn Warren Center for the Humanities, the Department of Anthropology, the Department of History and the Jean and Alexander Heard Library.





## Blair Professor Tom Verrier Directs Bands in Latin America

Tom Verrier has both deepened and broadened his ties to Latin America by directing bands in Costa Rica, Colombia, and Panama in particular. Verrier was appointed Consultor Artístico for the Dirección General de Bandas—Ministerio de Cultura, Costa Rica, and has been an invited director with the following musicians:

- Banda de Conciertos de Alajuela, Costa Rica
- Invitado, Banda de Conciertos de Cartago, Costa Rica
- Orquesta Caucana de Vientos, Popayán, Colombia
- Latin American Music Workshop, Escuela Angel Maria Herrera, Penonomé, Panamá
- Banda de Conciertos - Gendarmeria Nacional Argentina, Buenos Aires, Argentina
- Banda de Conciertos de Puntarenas, Costa Rica



- Orquesta Del Mar, Sistema Nacional de Educación Musical, Ministerio de Cultura y Juventud, Costa Rica
- Orquesta Dominicana de Vientos – Festiband de la Republica Dominicana.
- Orquesta Guatemalteca de Vientos, Guatemala
- National Youth Band of Panama, Latin American Music Workshop, Panamá

Verrier is currently working on a project between the University of Costa Rica and Blair, which will bring two Costa Rican student musician students to Vanderbilt for a semester residency. Verrier will team-teach the master of music in band conducting program in band conducting. As part of this project, masters candidate Juan Carlos Meza will complete a study residency with him at the Blair School in November 2016. He is also working with State Department (U.S. Embassy in Bogota) on a project titled, “Banding Together—Bandando Juntos” to support cultural and musical interflow. The project will create a concert band comprised of both university student musicians from the U.S. and from Colombia that will tour the Colombia giving concerts, master classes, and lessons to young musicians participating in that country’s rich tradition of community youth bands.

## Vanderbilt Director of Jazz Ryan Middagh Brings the Music of Latin America to His Students



*Jazz Camp in Manizales*

In June, a jazz quartet from the Blair School of Music visited Colombia through the Centro Colombo Americano Jazz collaboration program supported by the U.S. Embassy. Blair’s Director of Jazz Studies, Ryan Middagh, led the quartet, which included Blair senior David Rogers, sophomore Nic Townsend, senior Chase Coffee, and recent graduate Jordan Nunnelee. The musicians performed, taught workshops, and participated in jam sessions with local musicians in the cities of Medellín, Manizales, and Pereira. Middagh also performed at a jazz festival in

the Dominican Republic in August. While there, he worked with students at the conservatory and performed with local musicians. Most recently, Middagh was invited back to Colombia by the U.S. Embassy to perform in Bogotá and at a jazz festival in Cartagena.

Middagh incorporates the musical and cultural knowledge he gains in these exchanges into his teaching at Blair. In preparation for the Blair Big Band’s Cuban Fire Concert that took place on October 8, Middagh’s students received dance lessons for salsa, cha-cha, and bachata. Ingram Hall was turned into a salsa

club during the concert, and Jose Sibaja joined in as a special guest.

Since 2007, the Centro Colombo Americano jazz collaboration program has promoted cross-cultural understanding and international dialog between U.S. and Colombian jazz artists. CLAS is collaborating with the Centro Colombo Americano, Tennessee State University, the Tennessee Latin American Chamber of Commerce, and other organizations to host an international summit in Nashville in February 2017.

## FACULTY PROFILE

### Andrew Dustan

Andrew Dustan joined Vanderbilt in 2014 as assistant professor in the Department of Economics. His research focuses on development economics, the economics of education, and labor economics in Latin America. Dustan is particularly interested in the mechanisms, both personal and institutional, involved in school choice among students in Latin America, as well as issues of governance in public education.



His current project focuses on improving education in Peru. The research is a collaboration with the Peruvian Ministry of Education's PRONIED, which aims to improve educational infrastructure, and Innovations for Poverty Action (IPA), a research and policy NGO focused on financial inclusion through developing relationships between stakeholders to improve education in Peru. As part of the project, Dustan also works with Cuna Mas, a national program implemented by the Ministry of Development and Social Inclusion (MIDIS) aimed at improving early childhood development within high-poverty areas.

Dustan received his B.A. in economics and Spanish from the University of Oklahoma. As an undergraduate Spanish major, he studied abroad in Puebla and interned through the Universidad de las Américas teaching English. While working in Puebla's public schools, he learned first-hand about the shortcomings of Mexico's educational system, which were

connected to a lack of economic infrastructure locally and statewide. Motivated by this experience, he completed a second major in Economics and then later a M.A. in economics from Miami University in Ohio. His decision to pursue a Ph.D. in agricultural and resource economics at the University of California-Berkeley was driven by the opportunity to work with Dr. Alain de Janvry and Dr. Elisabeth Sadoulet, prominent scholars of economic development in Latin America. As a doctoral candidate, Dustan conducted fieldwork in Guatemala, investigating the features of the coffee cooperative industry and its governance. However, his primary focus became an in-depth study of school choice among high school students in Mexico City and whether attending an elite school mattered to eventual student outcomes. Some of his findings were recently published in an article co-authored with de Janvry and Sadoulet: "Flourish or Fail? The Risky Reward of Elite High School Admission in Mexico City" for the *Journal of Human Resources*.

Dustan works primarily with master's students in the Graduate Program in Economic Development (GPED) and teaches economic development seminars. He is proud of the program's accomplishments and the diverse array of students it attracts from around the world. He has enjoyed getting to know Nashville with his family and recently became a parent for the third time.

## LIBRARY NEWS

*Contributed by Paula Covington, Latin American and Iberian Bibliographer and Senior Lecturer in Latin American Studies*

Our focus this summer has been on increasing both digital and physical access to Vanderbilt's unique Colombian collections. Thanks to assistance from the NRC grant we are able to begin to respond to the requests from Colombians and other researchers to make more of this material available digitally. A number of researchers are also visiting us to use these collections, having become aware of them via our internet presence.

Dean's Fellows, Tiago Albuquerque Maranhão and Brad Wright, both doctoral candidates in history, added digital content to the Manuel Zapata Olivella Collection this spring. Many ethnographic interviews and metadata on Afro-Colombians and indigenous from all regions of Colombia were added along with essays and an online exhibit on topics ranging from health to Wayúu culture to street theater. The "Campus Curates" exhibit is on display in the library until March 2017 and features their work. The interactive component can be viewed in the gallery.



Viviana Quintero, a doctoral candidate from the University of Wisconsin, also worked diligently this summer on the ethnographic collection, making transcriptions, digitizing audio portions, and helping to identify gems in the collection.

She completed her thesis on Zapata Olivella in May. Abraham Liddell, doctoral candidate in history, has been working to increase digital access to the Zapata Olivella Voz de los Abuelos project, a series of interviews of unlettered elderly (abuelos analfabetos) regarding their traditions, folkways, and beliefs.

It was wonderful to welcome a host of Colombianists here for a conference in the late spring in anticipation of the long awaited peace agreement. This was a great opportunity to showcase our Colombian collections, especially the Helguera Colombiana: a reception

was held in Special Collections with an exhibit of many of its treasures. Several Colombians had worked here using the collection in the spring and a number of conference attendees from U.S. and Canadian institutions have plans to return for in-depth research based on their initial exposure to the broadsides, early newspapers, pamphlets, and manuscripts.

This fall we are fortunate to have two more Library Dean's Fellows, Jorge Delgado and Fernando Varela, who are working on adding digital content to the Helguera Collection of Colombiana. They are reviewing early 20th century Colombian pamphlets and digitizing key sources on a wide range of topics such as: the Panama Canal and secession, literature, border disputes, mining, race, and presidential messages. They will be writing essays on key themes that highlight the documents essays on selected themes and creating an online exhibit of significant materials relating to the chosen themes.

The recent increase in scholarship on Manuel Zapata Olivella and the upsurge in visiting scholars using the Colombiana are further testimony to the value of these digital projects!



## CLAS WELCOMES NEW FACULTY

**Jada Benn Torres** is assistant professor of anthropology and a molecular anthropologist. She received her M.S. and Ph.D. from the University of New



Mexico and comes to Vanderbilt from the University of Notre Dame. In her research, Benn Torres explores the biogeographical ancestry of several communities throughout Caribbean, identifying West African origins and examining the role of admixture in the formation of contemporary

African Caribbean populations. Her new project expands this line of research to other populations of African descent in the Caribbean and South America. A second area of her research focuses on women's health disparities, in which she combines molecular anthropology with molecular epidemiology in order to understand how genetic ancestry and variation may influence the distribution of diseases across populations.

**Corey Brady** is assistant professor in teaching and learning. He received his Ph.D. from the University of Massachusetts-Dartmouth and comes to Peabody from Northwestern University's School of



Education and Social Policy. Brady develops and designs educational technology, and previously worked in industry, leading the design and development of Texas Instruments' TI-Navigator system (2001-2006). His current focus is on mathematical and computational modeling, learning

environments that foster representational fluency and expressivity, and on activities that promote collaborative and collective learning for classroom groups. A former classroom teacher for middle and high school students, Brady works extensively with teachers to support the implementation of participation-based learning in real classrooms and conducts a number of workshops and presentations in Mexico and Latin America.

**Benjamin Legg** is our new senior lecturer in Portuguese and Brazilian Studies from Brown University. His research focuses on the presence of the United States in discussions of Brazilian national identity in the twentieth century, as well as questions of gender and sexuality in Brazilian literature, cinema and popular music, Brazilian popular music trends, and discussions of race relations in Brazil.



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**Noam Lupu** is associate professor of political science and the new associate director of LAPOP. Lupu received his M.A. and Ph.D. from Princeton University and comes to Vanderbilt from the



University of Wisconsin-Madison. His interests include comparative political behavior, representation, Latin American politics, political parties and partisanship, and class and inequality. His research examines how contexts condition mass attitudes and behavior, and how these and other factors

shape democratic representation. Lupu's current project examines the effects of inequality, violence, and corruption on political attitudes and voter choice, and inequalities in democratic representation around the world.

**Jose Sibaja** is associate professor of trumpet in the Blair School of Music. A native of Costa Rica, Sibaja studied at the New World School of the Arts



and at the University of Miami in Gilbert Johnson's studio, and has a passion for both classical and popular music. He has held positions in the Miami Symphony, the Sinfonietta de Caracas, and the Orquesta Sinfónica Venezuela, and has performed as soloist with the Springfield Symphony, Orquesta Sinfónica Venezuela, and Orquesta Sinfónica Nacional de Costa Rica. He appears in more than 150 commercial recordings with artists such as Celia Cruz, Gloria Estefan, and Alejandro Sanz, and has toured with Ricky Martin. As a teacher and clinician, he has been a visiting professor at conservatories in Venezuela, Finland, Singapore, and Poland, and has presented concerts and master classes throughout the world. At Vanderbilt, he will take over the trumpet position in the Blair Brass Quintet and will work closely with Blair's burgeoning jazz program.

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**Brent Savoie** is instructor in clinical radiology and radiological sciences in the School of Medicine.



Savoie is a physician and legal scholar with more than a decade of experience working with rural health programs and conducting health and human rights research in Guatemala. Savoie holds a J.D. from the University of Virginia and a B.A. and M.D. from Vanderbilt.

Savoie was the recipient of the prestigious Michael B. Keegan Traveling Fellowship that led him to Guatemala to study rates of pediatric parasites in rural areas, and eventually to found the Primeros Pasos clinic in Quetzaltenango. The clinic serves communities in a region with limited access to health care, and is the site of numerous service learning programs for Vanderbilt undergraduate and professional students. Savoie is the president of the Inter-American Health Alliance (IAHA), and has long collaborated with CLAS on programs in Guatemala in his former role as a regional faculty affiliate.

## Faculty News

**Robert Barsky** (French and Italian) published two books in 2016. On the legal side, *Undocumented Immigrants in an Era of Arbitrary Law* was published by Routledge Law, and on the literary side, his new novel is called *Hatched*, published by Sunbury Press. This summer he was a visiting professor at the University of Edinburgh's Institute for Advanced Studies in the Humanities, where he started work on a new book for Cambridge UP on first encounters between representatives of host and home countries.

**Celso Castillo** (History) just published his new book, *Slave Emancipation and Transformations in Brazilian Political Citizenship* (Pittsburgh, 2016) that probes the wide-ranging effects of the process on abolition on popular political practice and the racial borders of national belonging. It follows an edited volume Castillo co-organized in Brazil, *Tornando-se Livre* (EDUSP, 2015), and two-prize winning articles published in 2010 and 2013, respectively. Currently, he is writing a book on antislavery, race, and theater in the Atlantic world, focusing on the dramatic representations of *Uncle Tom's Cabin*.

**Tom Dillehay** (Anthropology) was awarded the Nacionalidad Diplomática de Gracias, granted by the President and Congress of Chile. He also received a Doctor Honoris Causa from the Universidad Nacional de Trujillo, Peru and a Doctor Honoris Causa from the Universidad de San Sebastián, Chile.

**Earl E. Fitz** (Portuguese, Spanish, Comparative Literature) has contributed the essay "Indigenous American Literature: The Hemispheric Perspective" to the edited volume, *The Routledge Companion to Native American Literature*. His book *Machado de Assis and Female Characterization: The Novels* has been reissued in paperback by Bucknell University Press.

**Jane Landers** (History) took a team including Professor Kathleen Deagan (University of Florida), Professor David Wheat (Michigan State University), and Vanderbilt graduate students Kara Schultz and Abraham Liddell to Cape Verde to do research on the oldest African slave trade to the Americas in August. She presented a number of talks on her research in early 2016, including: "The Challenges and Significance of Digitally Preserving the Oldest

## Faculty News cont.

Records for Africans in the Americas," American Historical Association in Atlanta; "Forgotten Rebels of Saint Domingue," Program in Latin American Studies and Department of History at Johns Hopkins University; "Slave Conspiracies and Racial Anxiety in 17th Century Cartagena," at the Southeastern Council of Latin American Studies in Cartagena, and "The Ecclesiastical and Secular Sources for Slave Societies Digital Archive: Biographical Sources for Cuba," "El comercio de esclavos a Cuba: Nuevas perspectivas de investigación, Casa de África, Oficina del Historiador de la Ciudad in Havana. Landers is the U.S. Representative, UNESCO International Scientific Committee of the Slave Route, for 2015-2019.

**Terry Maroney** (Law) has been selected for the 2016-17 class of academic fellows at Stanford University's Center for Advanced Study in the Behavioral Sciences, a preeminent residential program that brings together scholars from a diverse range of disciplines "to confront the problems of the day" in a collaborative setting. Maroney will be in residence at Stanford during the 2016-17 academic year as one of 38 fellows and one of only three representing the field of law.

**Mitchell Seligson** (Political Science), Centennial Professor of Political Science and founder of the Latin American Public Opinion Project (LAPOP), won the Alexander Heard Distinguished Service Professor Award, which recognizes scholarship that "increases and informs our understanding of the problems confronting contemporary society" and "pays tribute to faculty members who seek and propose solutions to the issues that confront humanity."

**Liz Zechmeister** (Political Science) was elected vice president of the American Political Science Association's section on Elections, Public Opinion, and Voting Behavior. She recently published a piece on "Terrorist Threat, Male Stereotypes, and Candidate Evaluations" in *Political Research Quarterly*. During the 2016 election season, her work on this topic has been cited in the *Washington Post*, *Boston Herald*, the *Wall Street Journal*, *New York Magazine*, *El Mercurio*, *Folha de S. Paulo*, and other media outlets.

## VANDERBILT WELCOMES THREE HUMPHREYS FELLOWS FROM LATIN AMERICA AND THE CARIBBEAN FOR 2016-2017



**Rolando Guzman Martinez**, from El Salvador, is a professor at the University of El Salvador where he focuses on teaching English as a second language and coordinates the School of Arts and Sciences' Committee of the Administration of the Academic Personnel Career that evaluates teachers' performance. His previous work includes the creation and publication of two series of textbooks for English language instruction for 7th and 8th grade classes that are currently being used in public schools in El Salvador. Mr. Guzman Martinez is focused on improving the quantity and quality of bilingual speakers in El Salvador via improved teacher training. During his Humphrey year, he wants to focus on research-based pedagogical practices for teaching English as a foreign language, ways to increase motivation among teachers, methods of action research, the use of instructional technology in ELL (English Language Learner) classrooms, and reflective teaching. He intends to apply his knowledge and skills to coordinate an in-service teacher-training program for junior high and high school English teachers as well as improve the ELL aspect of his university's blended learning teaching modality in El Salvador upon his return after the Fellowship.



**Geohanna Noel Matheus**, of Venezuela, is a professor at the University of Los Andes. She directs the Psychology Research Center where she works with medical students to improve patient-doctor relationships and healthier ethics, coordinates medical education, and manages the evaluation programs. Her previous work includes creating a psychosocial program for pediatric oncology patients. As a psychologist, Matheus is interested in the ethics of care of cancer patients and what can be done at medical schools to train future and current medical professionals about this topic. During her Humphrey year, she is looking forward to studying leadership skills, psychological intervention programs, behavioral research at the National Cancer Institute, and

organizational partnership design in order to develop an educational healthcare ethics program upon her return to Venezuela. Through this development, she will connect resources to improve the education of undergraduate and medical students on doctor-patient relationships and improve standards of healthcare.



**Margaret Campbell**, from Jamaica, is the Principal of St. George's College, an all-male high school. As the first female appointed to this position, her attention is drawn to the academic gender imbalance in Jamaica and has led her to become interested in studying factors influencing educational outcomes for males. Ms. Campbell has previous experience teaching mathematics and writing modules for effective school leadership. During her Humphrey year, she wants to study instructional leadership, education administration, program evaluation, and equity in education with respect to gender and disabilities so that she can make practical recommendations for schools in Jamaica that will improve educational quality and effectiveness for all students.

*The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late Senator and Vice President and his life-long commitment to international cooperation and public service. The program brings accomplished educational leaders from developing nations and emerging democracies to the United States for an academic year to study, gain related professional experience, build their leadership capacity and foster mutual understanding. The program provides a basis for lasting ties between US citizens and the Fellows while strengthening the global exchange of knowledge and expertise. Humphrey Fellows are selected based on their potential for leadership and their commitment to public service in either the public or the private sector.*



## Vanderbilt University Press Announces New Series: Performing Latin American and Caribbean Identities

Vanderbilt University Press is pleased to announce the launch of the book series, *Performing Latin American and Caribbean Identities*, a forum for scholarship that recognizes the critical role of performance in social, cultural, and political life. Geographically focused on the Caribbean and Latin America (including Latinidad in the United States) but wide-ranging in thematic scope, the series highlights how understandings of desire, gender, sexuality, race, the postcolonial, human rights and citizenship, among other issues, have been explored and continue to evolve. Books in the series will examine performances by a variety of actors, with under-represented and marginalized peoples getting particular (though not exclusive) focus. Studies of spectators or audiences are equally welcome as those of actors—whether literally performers or others whose behaviors can be interpreted that way. In order to create a rich dialogue, the series will include a variety of disciplinary approaches and methods as well as

studies of diverse media, genres and time periods.

*Performing Latin American and Caribbean Identities* is designed to appeal to scholars and students of these geographic regions who recognize that through the lens of performance (or, what may alternatively be described as spectacle, ceremony, or collective ritual, among other descriptors) we can better understand pressing societal issues. Select volumes are intended for broader commercial appeal.

Series Editor is Kathryn Bishop-Sanchez, Professor in the Department of Spanish and Portuguese at the University of Wisconsin, Madison. She is the author of *Creating Carmen Miranda: Race, Camp and Transnational Stardom*, and co-editor of *Performing Brazil: Essays on Culture, Identity and the Performing Arts*. She is also an editor of the journal, the *Luso-Brazilian Review*.

Authors interested in submitting proposals for consideration should contact Kathryn Bishop-Sanchez at [kathryn.sanchez@wisc.edu](mailto:kathryn.sanchez@wisc.edu) or Beth Kressel Itkin at [beth.itkin@vanderbilt.edu](mailto:beth.itkin@vanderbilt.edu).

Regina Jose Galindo

(Continued from page 1)

of Nashville and Vanderbilt students to take part. Galindo's vision for the work was to show a vulnerable body supported by the community. Participants formed a block in the middle of the Vanderbilt Stadium and carefully passed Galindo's inert body among their uplifted arms for forty minutes. The performance served as a moving experience for all of those who took part and was the artist's first work to involve such a large number of people. It was followed by a celebratory lunch on the Studio Arts Center's patio.

Throughout the month of November, videos of Galindo's work, including *¿Quién puede borrar las huellas?*, *Confesión, Tierra*, and *La Verdad*, were exhibited in the Art Department's gallery Space 204. A gallery of her work is available online at: [reginajosegalindo.com](http://reginajosegalindo.com)

## New Latin American Studies Titles from



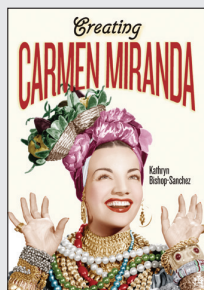
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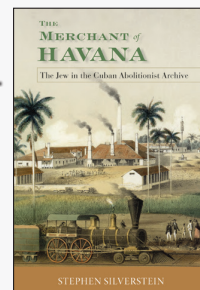


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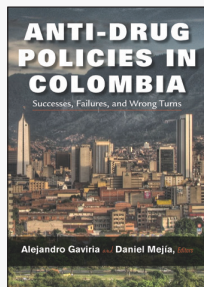
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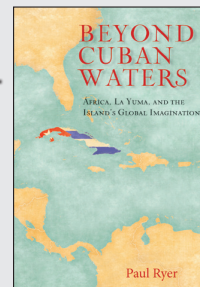


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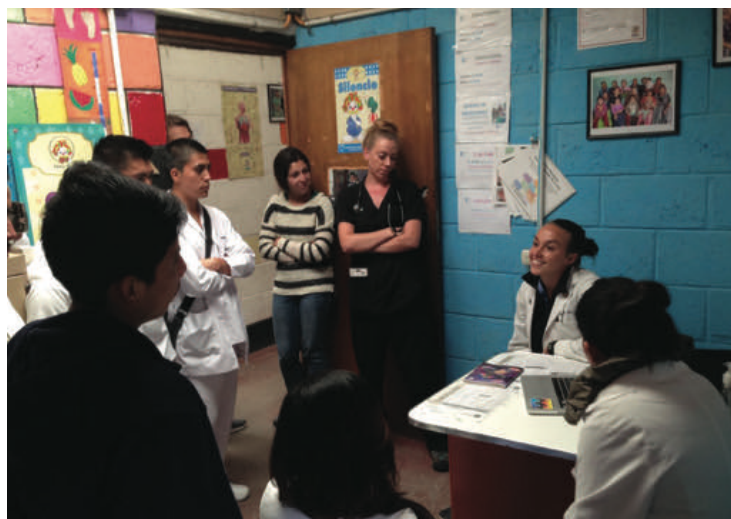
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## CLAS and VUSN Collaborations Continue to Grow

CLAS and Vanderbilt's School of Nursing have continued to develop programs and coursework on relevant issues in Latin America for nursing students. Again for the 2016–17 academic year, CLAS is supporting Spanish language instruction for six pre-specialty nursing students who will participate in inter-professional experiences in Central America through Project Pyramid. **Mariá Paz Pintane** (Spanish and Portuguese) provides instruction in grammar and vocabulary, and introduces them to Latin American cultures and customs to prepare them to successfully engage with staff and providers at their partner sites.



In March, **Noah Dassel** developed a video on prevention of Zika in Spanish while in Ecuador with a team of School of Nursing and School of Medicine faculty in partnership with the Center for Contemplative Justice. He plans to translate the video to other languages as well. In August, midwifery student **Kristen Burns** conducted a needs assessment for Wuqu' Kawoq. The clinic is one of CLAS's partners in Guatemala, and is currently working on a project to identify barriers to obstetrical referral for indigenous women in a very remote area of Guatemala.

Last spring, CLAS Executive Director Avery Dickens de Girón gave a lecture to students in Enhancing Community & Population Health III (N5305) on the importance of distinguishing

service learning from medical tourism and sustainable global health initiatives. The Global Health Journal Club also invited her to talk about midwifery practices in Guatemala to enhance their cultural awareness and build competency in caring for the global communities.

## Medical Students Spend a Month in Latin America Learning about Health Systems and Disparities

Three Vanderbilt medical students spent October in Latin America to engage in month-long clinical rotations. As part of their rotation, they will work alongside physicians, nurses, and clinical officers to learn first-hand about

health conditions, health systems, and health disparities particular to the region. These month-long clinical rotations are part of the School of Medicine's Global Health Integrated Science Course (ISC) in which students' clinical experiences are supplemented by didactic global health online modules, which have a focus

on foundational sciences, and distance mentoring provided by the Vanderbilt Institute for Global Health.

Students return from these courses with a love of Latin American culture, a greater insight on health conditions and issues of social justice in the region, and a renewed passion for medical work, as noted by **Perrin Considine** (MD, '16) upon her return from Copán, Honduras in February 2016:

*"My time in Copán was one of the most meaningful experiences of medical school for me. The opportunity to experience a different medical culture and take part in patient care in the LMIC [low- and middle-income country] setting has reminded me what a privilege it is to get to be a part of the medical profession."*

In October 2016, four students traveled to three locations for their rotations:

- **Keslie Riemenschneider**: Hospital Escuela Oscar Danilo Rosales Argüello, a teaching hospital in León, Nicaragua
- **Elizabeth Sherrill** (med student, ISC) and **Kristen Smith** (nursing student, FGHL): Primeros Pasos Clinic, a rural pediatric clinic in Quetzaltenango, Guatemala
- **Tom Klink**: Child Family Health International's intensive beginner Spanish and healthcare rotation, in Quito, Ecuador

—Elizabeth Rose

## Global Health Nicaragua Course

In summer 2016, the Global Health Nicaragua course brought together medical and nursing students to study chronic disease on campus and in Nicaragua. Led by Dr. Neerav (Nick) Desai (Assistant Professor of Adolescent Medicine) and Dr. Ben Smallheer (Assistant Professor of Nursing), the course covered global health ethics and sustainability, Nicaraguan history, and Nicaragua's current system of healthcare delivery, with a specific focus on prevalent chronic diseases in the Nicaraguan population including hypertension, cardiovascular disease, obesity, nutrition, and diabetes. In addition to participating in didactic sessions, the class also emphasized weekly break-out sessions into "education" and "service" small groups. The education groups, which included Obesity/Nutrition, Cardiovascular Disease, and Diabetes, were tasked with the responsibility of designing innovative, culturally-cognizant methods of educating Nicaraguan locals about the specifics of their disease processes and were responsible for the administration of screening tests (e.g., a finger-stick blood test to examine blood glucose levels). The service groups, which included Eyeglasses, Supplies, and Journal Club, worked to secure donated eyeglasses and medical supplies for the trip to Nicaragua, and identified a primary article from contemporary clinical research with updated recommendations for the treatment of hypertension which informed discussions with health care providers in Nicaragua. CLAS supported Spanish language instructional sessions led by Charles Geyer, doctoral student in Spanish & Portuguese, in preparation for the trip.



## GLOBAL HEALTH (cont.)

In July, the students and instructors traveled to Nicaragua for eight days. While in Granada, the class worked alongside two local primary care physicians at Clínica Alabama, which is a small yet high-impact clinic established by the University of Alabama. In Managua, the class rotated through Nicaragua's National Ophthalmologic Hospital (CENAO), which hosted the group's Journal Club as well as eyeglass distribution service. Students presented their experiences in a poster session on campus on September 23, 2016.

### Central American Cancer Control Leadership Forum

The Vanderbilt Ingram Cancer Center was a lead partner for the first-ever Central American Cancer Control Leadership Forum Sept 7–9 in Antigua, Guatemala. Douglas Morgan, M.D., M.P.H., of the VUMC Division of Gastroenterology, Hepatology, and Nutrition and VICC served on the organizing committee for the event sponsored by the National Cancer Institute Center for Global Health. The forum was designed to work with the Ministries of Health to advance their national cancer control plans. Cancer is an emerging global health priority—66% of cancer will occur in low-middle income countries such as Guatemala, Honduras, Nicaragua, and El Salvador (the Central America-4). Expected are 1.7 new cancer cases and 1 million cancer deaths in Central and South America, with the leading cancers including lung, breast, cervix, colorectal, liver, and stomach. Dr. Morgan, along with colleagues from Vanderbilt and Central America, have research initiatives related to point-of-care screening and diagnostic technologies for gastric cancer, chemoprevention trials, cancer registration, and molecular epidemiology. The transition of health problems from infectious diseases to global cancer and chronic diseases underscores the need for cancer informatics, new biomarkers, and novel technologies for the CA-4 LMICs.

## 2016 SUMMER AWARDS

**CLAS awards nearly \$100,000 for summer research and language study in Latin America each year through Foreign Language and Area Studies fellowships, Simon Collier Awards, and Tinker Field Research Grants. In 2016, CLAS awarded funding to 20 students from a variety of disciplines (see p. 16-17 for Tinker grantees).**

### Simon Collier Travel Awards

A historian of Chile with an expertise in Argentine tango, Simon Collier served as a former director of Vanderbilt CLAS and was chair of the Department of History. Simon Collier Travel Awards fund student research in Chile and Argentina, as well as other projects on cultural arts elsewhere in Latin America. Ranging from \$500 to \$2,000, these awards are available to both undergraduate and graduate students enrolled at Vanderbilt.

**Cory Weaver**, a first year student in Latin American Studies, was the recipient of a Simon Collier Travel Award in 2016. Weaver conducted research in various locations in Argentina on the historical significance of Black Argentines. He worked primarily in the National Archive of Buenos Aires to confirm census data from the early nineteenth century. In the archive, he also acquired several novel documents that will be an important component of his research and inform his thesis. Being in Argentina also allowed him to connect with scholars and activists working on Afro-Argentine issues. This provided invaluable insight into

the status of contemporary scholarship and political movements surrounding Afro-Argentine movement in Buenos Aires.

### Foreign Language and Area Studies Fellowships

CLAS receives funding from the Department of Education to support FLAS fellowships for intensive studies of Portuguese or Latin American indigenous languages abroad. Both graduate and undergraduate students are eligible to receive FLAS fellowships, and they must be U.S. citizens or permanent U.S. residents. In 2016, CLAS awarded FLAS fellowships to nine students: Vanderbilt undergraduate **Jasmine Williams** and LAS M.A. students **Caleb Hayes** and **Lynsey Sharp** along with ASU student **Mary Catherine Driese** received funding to study K'iche'; University of Arizona student **Emily Ellis** was awarded a fellowship to study Kaqchikel; LAS M.A. student **Heather Ewing** and Vanderbilt undergraduates **Jasmine Chaparro** and **Garrett Richards** received funding to study Brazilian Portuguese; and Penn State doctoral student **Chris Valesey** received funding to study Nahuatl.

## Graduate Certificate in LAS

**T**he Center for Latin American Studies offers a graduate certificate in Latin American Studies for doctoral and professional students. The certificate allows students to document their regional specialization and encourages them to study outside of their disciplinary specialization. Requirements include: 1) 12 credit hours in coursework on Latin America, with at least six hours coming from outside the home discipline, 2) demonstrated conversational or reading proficiency in Spanish, Portuguese,

or an indigenous Latin American language, 3) participation in a minimum of five extracurricular activities sponsored by CLAS. CLAS awarded graduate certificates in Latin American Studies to four students in 2016: **Emma Banks** (Anthropology), **Kellie Cavagnaro** (Anthropology), **Alan Adame** (IEPM), and **Elizabeth Clark** (ELL). For more information on the graduate certificate program, see [as.vanderbilt.edu/clas/graduate-programs/certificate.ster](http://as.vanderbilt.edu/clas/graduate-programs/certificate.ster)

## CLAS Graduate Student Roundtable Highlights Diversity in Latin America

**F**our summer awards recipients presented their research at the CLAS Graduate Student Roundtable on September 21. All of the presentations focused on minority populations in Latin America that have been poorly

documented, including Afro-Argentines, Afro-Mexican, rural dwellers, and women, with the goal of increasing their visibility. Presenters were Cory Weaver (LAS), Melanie Forehand (Spanish and Portuguese), Chelsey Dyer

(Anthropology), and Elsa Mercado (Spanish and Portuguese). CLAS will host another Graduate Student Roundtable in the first weeks of the spring 2017 semester.

## CLAS Welcomes New M.A. Students

**M**iguel Cuj is from Guatemala and has a research focus on the relationship between chronic malnutrition and chronic disease in rural areas of his country.

In addition, he is interested in the social and cultural characteristics of rural populations in Latin America, especially Central America, in



Cuj

regard to social issues surrounding hunger. Miguel holds a degree in nutrition from the Universidad de San Carlos in Guatemala, which was supported by the Maya Educational Foundation scholarship program. Miguel has also served as a fellow in the Tobacco Control Fellowship program of the Cardiovascular Surgery Unit of Guatemala (UNICAR) and has worked in nutrition projects with Save the Children Guatemala and Conferencias de Iglesias Evangélicas de Guatemala (CIEDEG). In the last three years he has led the nutritional program for Mani+ (see p. 4). Miguel is a native speaker of Mayan K'iche', speaks Spanish, and is studying K'iche' at Vanderbilt.

**Andrea Delgado**, a native of Massachusetts of Chilean-Peruvian descent, graduated magna cum laude from Harvard College in 2015 with a B.A. in romance languages and literatures (Latin American Studies)

and a minor in archaeology. After spending an undergraduate semester abroad at the Pontificia Universidad Católica del Perú in Lima, Peru, she wrote her senior honors thesis on representations of Inca stone in twentieth-century Peruvian works of literature, photography, and advertisements. In addition to a fascination of the Andes, Andrea has a passion for archaeology: she has excavated at the ancient Moche ceremonial site of San José de Moro on the north coast of Peru and has



Delgado

conducted ethnographic-archaeological research on undocumented Central American migration with the Undocumented Migration Project (UMP) in Chiapas, Mexico. She spent the last year working at the Harvard University David Rockefeller Center for Latin American Studies (DRCLAS) Brazil Office in São Paulo, Brazil, and continued to travel. At CLAS she hopes to focus on Andean anthropology and further explore connections between the discipline of archaeology and its many uses in the present.

**Jessica Fletcher** is from Morgantown, West Virginia, and attended West Virginia University (WVU) where she earned a B.A. in history with minors in Spanish, Latin

American Studies, and professional writing and editing. At WVU, she researched race, slavery, and the law in order to better understand how slaves influenced and shaped the legal sphere in the nineteenth century, travelled abroad to study in Oaxaca, Mexico, and tutored students in Spanish. Following



Fletcher

graduation, she served as an English teaching assistant at the Universidad de Salamanca in Spain where she worked in their Department of Translation and Interpretation. Jessica co-taught with English professors, led independent lessons and tutorials, and improved her Spanish by travelling and engaging in cultural events across Spain. Her academic, abroad, and teaching experiences motivated her to develop her skills as a language educator, and when she returned she began teaching Spanish with the West Virginia Department of Education. As an elementary school Spanish teacher, she integrated language and culture into school leadership programs. At Vanderbilt, Jessica looks forward to gaining a strong foundation in regional languages and cultures, learning Portuguese, and continuing her research on the intersection of legal history and race in Latin America.

## Owen Student Spends Summer In Guatemala Working on Social Enterprise Initiatives

**J**aime Rincon is a second-year MBA student in Owen. After gaining experience in the financial industry at Bancolombia, he developed a passion for social enterprise and is pursuing that interest at Vanderbilt. Rincon is a member of the Board of Directors of the Turner Family Center for Social Ventures, and received a fellowship from the Turner Family Center to work on social enterprise initiatives with Pomona Impact in Guatemala for summer 2016. Pomona Impact is a social investment fund in Central America created five years ago to invest in profitable companies with a measurable social impact. It has a portfolio of 16 companies such as fair-trade coffee growers (RUNA), luxury handicrafts made by indigenous people (Wakami), and micro-finance companies (Credilikeme). Because Pomona Impact is still a start-up, Rincon had

the opportunity to engage in projects with different scopes. He assessed the financials of proposed investment, which allowed him to sharpen his financial skills; worked in the strategy of Pomona's co-working space (Impact Hub in Antigua); and created a business plan and a financial model for a Business Incubator, one of Pomona's strategic future investment.

Jaime also leads the Latin Business Association with Julia Iyo this year. They are organizing a week-long celebration of Latin America starting March 13. They will also host the Latin Case Competition that week, which is the only case competition in the country focused on Latin America. Five teams of business students from across the country will travel to Vanderbilt in March to compete in the final round.





# Volunteers Around the World: Vanderbilt Chapter in Guatemala

In May 2016, eleven Vanderbilt undergraduate students participated in a two-week medical outreach trip to the Lake Atitlán region through the campus chapter of Volunteers Around the World (VAW). This



nongovernmental organization is devoted to improving the standard of living for communities with limited access to medical treatment, medication, nutritional security, clean water, and health education. VAW Medical Outreach runs mobile medical clinics in Albania, Dominican Republic, Guatemala, Panama, Peru, and Thailand.

For five days, the students volunteered in clinics in Santa Clara La Laguna, Santa María Visitación, Panajachel, and others. They assisted staff with taking blood pressure and blood glucose levels, shadowed and assisted doctors during their patient consultations, and helped distribute medications prescribed by the doctors. The students also participated in an Education Day at an elementary school in San Juan La Laguna, during which they conducted several activities about dental hygiene and sneezing, and distributed hygiene packs (with a toothbrush, toothpaste, and dental floss) they collected through donations prior to the trip. While in the Atitlán region, they

stayed with families in San Pedro la Laguna and were fully immersed in the local culture and language. To conclude the trip, the students traveled to Antigua, where they visited La Hospital Nacional Pedro de Betancourt, a free of charge regional hospital, met with Pomona Impact, and met with a physician who practices Mayan natural medicine. Tiaira Bester, trip participant, commented, "Being provided with the opportunity to immerse myself into a new culture while providing a service that everyone deserves allowed me to realize that there's a cause bigger than you and me in life. It's also nice to be able to put a second language to use & connect with a family outside of yours." Prior to the trip, CLAS Executive Director Avery Dickins de Girón prepared the group for their trip with a talk on the culture and history of Guatemala. The group looks forward to another year of recruitment, planning, and fundraising for their next medical outreach trip in May 2017.

## STUDENTS IN THE NEWS

**Caissa Revilla Minaya** received an award from the Society of Anthropological Sciences to present her paper, "Ontological Variation and Individual-Level Perspectives in an Amazonian Community" at the 2016 society meetings.

Three Vanderbilt students received a Fulbright award to spend the 2016–2017 year in Latin America:

- **Kyle Harper**, M.A. Latin American Studies (2016): Research grant, Brazil
- **Keitlyn Alcantara Russell**, Ph.D. candidate in anthropology: Research grant, Mexico
- **Grace Fuscoe**, HOD/Spanish/Economics (2016): English teaching assistantship, Mexico

Three anthropology students **Dani Sheridan**, **Taylor MacDonald**, and **Theresa Miller** presented the results of their original research at the **Undergraduate Research Fair** in September 2016. Working under the mentorship of **Professor Tiffany Tung**, they analyzed bioarchaeological samples to produce new knowledge about different dimensions of diets and health in the Wari' empire and after its collapse, with implications for understanding social-political dynamics. Their posters demonstrated their research findings:

- **Dani Sheridan**: Provincial life during and after the collapse of the Wari Empire: A stable isotope analysis of diet at Qasa Pampa, Peru
- **Taylor MacDonald**: Documenting dietary effects of imperial collapse: Bioarchaeology and stable isotope analysis at Huari, Peru
- **Theresa Miller**: Childhood diets at empire's end: A stable isotopic study of terminal Wari burials from Cheqo Wasi, Ayacucho, Peru

## Alumni News

After many years working on issues in the Middle East and South Asia for the Army, **Colonel Samuel Kyle Simpson II** (M.A., 2002) is getting back to studying and building relationships with our hemispheric partners as a student at the Inter-American Defense College in Washington, D.C.

CLAS held our annual alumni event in São Paulo on October 14. **Luis Paulo Rosenberg** hosted the lunch with Vanderbilt's Office of Alumni Relations.

On campus, our Latin American Studies Alumni Reception took place on October 21, following a talk by CLAS Director Ted Fischer and LAPOP Director Liz Zechmeister: "Research Meets Reality in Latin America."

The Vanderbilt Alumni Association will take four alumni trips to Latin America in 2017: *Cuba: Revolution to Evolution* led by Rebecca VanDiver (March), *Discover the New Colombia* led by Frank Robinson (May), *The Galapagos Islands* led by Alistair Sponsel (June), and *The Natural and Cultural Wonders of Chile* (November).

## 2016 Summer Research Awards: Tinker Field Research Grants

Funding from the Tinker Foundation and the College of Arts and Science supports graduate summer research projects. Awards are for up to \$2,000 each and support travel expenses related to field research for graduate students conducting pre-dissertation research in Latin America. This award is not intended for advanced dissertation research, but rather to support initial hands-on field research and the development of independent research projects. CLAS awarded 10 Tinker Field Research Grants to the following students for summer 2016.

**Jorge E. Delgadillo Núñez**, a second-year Ph.D. student in history, conducted archival research in Guadalajara. His trip was intended to explore various possible dissertation topics and determine their viability. Delgadillo's research interests revolve around the history of African-descended people in colonial Mexico. Having studied seventeenth-century Guadalajara before, his original intention was to look for documental sources in the Historical Archive of the Archdioceses of Guadalajara and the Historical Archive of the Royal Court of Guadalajara. However, the archival findings proved richer than expected, opening new paths of inquiry.

**Chelsey Dyer**, a first-year Ph.D. student in anthropology, carried out fieldwork in Bogotá with the nonprofit organization Witness for Peace. The primary aim of the trip was to develop a project for her dissertation



research that examines the intersection of the United States and Colombia. She conducted fieldwork throughout the city of Bogotá, exploring areas populated primarily by tourists and contrasting their conditions with areas populated by locals. In addition, she worked with the two-person team of Witness for Peace and learned about their work. She returned with a variety of future research questions regarding the role of United States in solidarity tourism

in Colombia, specifically with Witness for Peace, and the role that it plays in informing United States citizen's social consciousness and inspiring social action.

**Melanie Forehand**, is a third-year Ph.D. student in Spanish and Portuguese. After the Mexican Revolution, the idea of a European-Indian mestizo became the dominant ideology for a national identity in Mexico. While scholars have studied the exclusion of Afro-descendants from the historical narrative of Mexico, little has been said of the post-revolutionary mural's role in creating a national identity that fails to recognize the contribution of the country's African heritage. Forehand's project studies



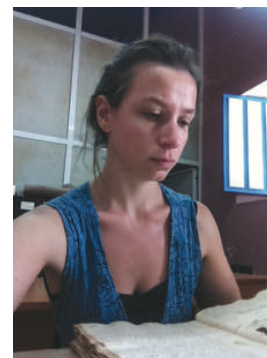
how the government-commissioned murals from the 1920s and 1930s have fomented a specific vision of Mexican national identity. In support of her research, she conducted fieldwork in Mexico City and Guadalajara, where she visited museums, historically black towns, state archives, the Africa in Mexico week conference, and the archives of the Consejo Nacional Para Prevenir la Discriminación (ONAPRED). The results of her fieldwork and research suggest that the theme of miscegenation of mestizaje in Mexican murals have contributed to the silencing and marginalizing of Afro-culture.

**Amanda Ketner** is a second-year M.Ed. candidate in international education policy and management. She spent her summer designing, conducting, and analyzing a program evaluation for a special education initiative run by a local NGO called Un Mundo in the Cangrejal River Valley in Honduras. Given the lack of services provided by the Honduran government for the education of students with special needs in rural areas, this program is addressing the educational



and developmental needs of 56 students in eight communities in the river valley. To determine the impact of the program on its various stakeholders, she traveled to each of the communities to conduct interviews, observations, and surveys with the teachers, parents, and educational specialists involved. It was an excellent opportunity to hone her mixed methods skills, improve her Spanish, and learn more about the educational system in Honduras.

**Fernanda Bretones Lane**, a third-year Ph.D. candidate in the History Department, conducted field research in Cuba for her dissertation "Empire and Liberation in the Caribbean: Cuba and Jamaica the Age of Revolutions" (provisional title). Bretones Lane spent two weeks in Havana, where she attended the 48th Annual Meeting of the Association of Caribbean Historians and consulted



archival materials housed at the Archivo Nacional de la República de Cuba. She spent the rest of her five weeks in Santiago, working at the local archive, the Archivo Histórico Provincial de Santiago de Cuba. The goal of her research trip was to collect information from 18th- and 19th-century documents regarding the topics of contraband, slavery, and abolition, to determine the feasibility of her dissertation project.



## 2016 Summer Research Awards (cont.)

**Rosemary Lieske**, third year Ph.D. student in anthropology, had initially planned to spend summer 2016 in El Salvador conducting a series of field tests at Ciudad Vieja to identify household areas, an essential exercise for determining the practicality of



carrying out her long-term research goals and designing a research project. However, due to an increase in violence in the area in March, archaeological work was halted, and she was not granted permission to test at Ciudad Vieja. Instead, she adjusted her plans to find out if carrying out a project in the area was even possible under the conditions at the time. During her trip to El Salvador, Lieske worked at the National Museum of Culture analyzing the ceramic sequence for the site, met with several government officials, designed a security plan, and worked out housing and travel logistics.

**Caroline Martin**, second-year M.Ed. student in international education policy and management, conducted exploratory field research for a development nonprofit in the rural community of Chuscada in the Chinandega municipality of Nicaragua. The nonprofit partners with the district Ministry of Education to construct and develop a new K–12 school, with the goal of providing a quality education option to students and families in this community for the first time, and serving as a model for the Chinandega district. The purpose of her research was to identify the major challenges for this project, as well as promising opportunities for collaboration between primary stakeholders. Accompanied by community members, Martin conducted interviews with parents, students, teachers, and members of the Ministry of Education who had a direct influence on the Model School project. Interviews were tailored for each group of stakeholders, but all addressed key themes: defining the purpose of the project and what success would look like, rating and describing current satisfaction with the project and

ideas for improvement, and describing major challenges faced that pertain to the school project.

**Elsa S. Mercado**, second-year Ph.D. student in Spanish and Portuguese, devoted her summer to interviewing women about their experiences in rural Jalisco, Mexico. She was most interested in recording their memories of the Christian War and storytelling traditions surrounding religion; however, the interviews took a life of their own. The woman that she spent the most time with,



“Mamá Eva,” touched on topics of the collective memory, the Mexican Revolution, the Christian War, religion/mysticism, women’s role, and the quotidian. The goal of the interviews was to give voice to women who have historically been silenced from history and literature, by documenting their accounts and thus including their essential



perspectives and roles they played in historical narratives. All of the women interviewed by Mercado are elderly and one suffered a stroke this summer, so Mercado’s research was time-sensitive. She hopes to show the large hole in the canon through a combination of interviews, transcription, and interpretation.

**Kadiri J. Vaquer Fernández** is a third-year Ph.D. in Spanish and Portuguese. There is a parallel between the embargo in Cuba and section 27 of the Merchant Marine Act, also known as the Jones Act, to which Puerto Rico is subordinated. Both countries have been subjected to forms of economic domination. The embargo placed on Cuba by the United States restricts trade and travel and therefore is commonly held responsible for “blocking” the country’s economic development. Although amendments have been made, a very small amount of American products make it to the country, and even fewer people have the resources to buy them, not to mention the travel limitations that remain. In the case of Puerto Rico, section 27 of the Merchant Marine Act, prohibits the possibility of Puerto Rico being able to trade with other countries and consequently develop a more autonomous economy. Contrary to what occurs in Cuba, in Puerto Rico there is an excessive amount of American products, which makes it difficult for the small businesses and locally produced goods to compete. Vaquer Fernández proposes that both policies reveal a colonial dynamic that would prove Lola Rodríguez de Tió’s iconic verse: “Cuba y Puerto Rico son de un pájaro las dos alas” (Cuba and Puerto Rico are two wings of the same bird) as current, accurate and relevant.

**Antonio Villaseñor-Marchal**, a first-year Ph.D. student in anthropology, traveled to Arequipa, in Peru to conduct bioarchaeological fieldwork in the southern Peruvian highlands at the site of Santa Cruz de Tuti, now known as Mawchu Llacta. As part of a large team of archaeologists and local workers, his goal at Mawchu Llacta was to assist in the excavation of key areas of this massive Spanish colonial reduction town. In particular, he was tasked with assisting in the excavation of any burials that were located throughout the site.



## 2016 Portuguese Language and Brazilian Culture in São Paulo

The Portuguese Language & Brazilian Culture program is a six-week, Foreign Language and Area Studies (FLAS)-eligible immersion program run by Tulane and Vanderbilt. The 2016 program was directed by Becky Atencio, associate professor of Brazilian cultural studies at Tulane, and was attended by 25 students from across the country. Four Vanderbilt students received FLAS fellowships to attend the program: Heather Ewing (LAS/M.P.H. candidate); Jasmine Chaparro (undergraduate major in Spanish and Portuguese and Biochemistry), and Garrett Richards (undergraduate major in LAS).

Students took courses at the Pontifícia Universidade Católica de São Paulo (PUC-SP) with professors hired by CET Academic Programs. Language classes had under ten students and met four mornings a week for four hours of intensive language seminars. Students also met twice a week for three hour lectures with PUC-SP professors to discuss the current political context of Brazil, including topics such as the history of slavery

and modern economic reform. In addition, instructors organized visits to museums and plays, and students had enough free time to also explore the city on their own. During the six-week program, students lived in homestays with families (for graduate students) or in an apartment with Brazilian university students



(for undergraduates) in the neighborhood of Perdizes, where PUC-SP is located and also near to the popular neighborhoods of Vila Magdalena and Pinheiros.

Heather Ewing, who is pursuing a dual degree in LAS/MPH, will use her proficiency in Portuguese to study tuberculosis in Rio

de Janeiro next year. She summed up her fieldschool experience:

“My favorite part about the summer program in São Paulo was the opportunity it provided to explore the city. Upon arrival, the program coordinators gave all of us bilhete unicos, which are rechargeable cards that can be used on the city’s trains, buses and even for renting a free bike. Having that card gave me freedom to easily and inexpensively get from one side of the city to the other and explore restaurants, museums, and in my case, yoga studios along the way. Most days after class was over, a friend and I would hop on a bus to Vila Magdalena, a neighborhood about 20 minutes from our classrooms at PUC-SP. We typically took a yoga class each afternoon, which turned out to be an amazing way to learn Portuguese, and then went out for dinner before returning home to our host families. Having the freedom to explore the city made me feel at home in São Paulo and gave me lots of opportunities to practice my Portuguese outside of class.”

## 2016 Mayan Language Institute

The Mayan Language Institute is hosted each summer in Guatemala by Tulane and Vanderbilt and offers students from around the country the opportunity to immerse themselves in the study of K’iche’ or Kaqchikel Mayan. Vanderbilt is one of the few universities in the country to offer courses in K’iche’. However, students at Duke, UNC, and UVA are now able to study the language through Vanderbilt’s distance learning initiative that virtually connects classrooms at Vanderbilt to those at these institutions.

Rusty Barrett (University of Kentucky) directed the K’iche’ program in 2016, while Judie Maxwell (Tulane) led the Kaqchikel course. Students spent the first week together in Antigua, with K’iche’ students moving to Nahualá for the remaining five weeks of the program, where they lived with host families. Seven students attended the K’iche’ program in 2016: Emily Ellis (University of Arizona), Amber Hall (Duke), Caleb Hayes (Vanderbilt), Heather Sands (UNM), Lynsey Sharp (Vanderbilt), James Tandy (University of Kansas), and Jasmine Williams (Vanderbilt). Ellis, Hayes, and Williams were recipients of FLAS

fellowships administered by CLAS.

Classroom lessons and guest lectures touched on cultural themes the students encountered living in Nahualá, which included myths of the mountains, Nahualá history, the economics of weaving, and Maya midwifery. The students made excursions and visited the cradle of K’iche’ civilization, Q’umark’aj, and engaged in local social events such as weddings and sports with their host families and friends.

Caleb Hayes (M.A. candidate, LAS) describes his field school experience:

“Attending the K’iche’ Maya school allowed me a chance to return to the country after I first went in 2014, but in an amazing new project. I began to study K’iche’ last year at Vanderbilt, but actually spending every day alongside a family and meeting native speakers of the town’s markets or rural areas was a huge and novel experience. It changed the way I saw Guatemala as a whole by learning some about indigenous beliefs and aspects that are tied into the fabric of the country’s modern, as much as distant, history. Lastly, I was also able to stay with my family for a short time after

the language school and I will always appreciate their kindness and hospitality, as well as willingness to teach me dances and songs of Nahualá.”

### LATIN AMERICAN AND CARIBBEAN STUDENTS ASSOCIATION

Sebastian Meyer and Gabriel Camargo-Toledo are leading LACS for the 2016–17 year. The student organization kicked off October with their Fiesta Latina, featuring dance lessons and local band Revolucion. Students were treated to salsa, bachata, merengue, cumbia, samba, and Latin alternative. The monthly series of cooking classes continues this fall, with Brazilian food the focus of the October class. The organization is planning a conference for spring 2017. For more information or to join LACS contact [sebastian.a.meyer@vanderbilt.edu](mailto:sebastian.a.meyer@vanderbilt.edu) or [gabriel.n.camargo-toledo@vanderbilt.edu](mailto:gabriel.n.camargo-toledo@vanderbilt.edu).



## Sonia Nazario Engages Audiences at Vanderbilt, Casa Azafrán, and Martin Luther King High School

CLAS and the Peabody College Department of Teaching and Learning welcomed Pulitzer Prize-winning author Sonia Nazario to Nashville March 29-30. Nazario is an award-winning journalist best known for *Enrique's Journey*, her story of a Honduran boy left in Honduras when his mother emigrated to the United States, and the perilous trip he embarked upon to find her. Published as a series in the *Los Angeles Times*, *Enrique's Journey* won the Pulitzer Prize for feature writing in 2003.

Through a powerful lecture featured in the Peabody Dean's Diversity Lecture Series, Nazario shared the challenging journey she experienced alongside Central American migrants,

such as riding La Bestia, that informed her book. She spoke to a full house of Vanderbilt faculty and students in the Wyatt Rotunda, and tied the themes from *Enrique's Journey* to current issues regarding immigration. Later that day, Nazario gave a community talk at Casa Azafrán, and the following day she gave a presentation to students at Martin Luther King Magnet High School.

Nazario, who grew up in Kansas and in Argentina, has written extensively from Latin America and about Latinos in the United States. She has been named among the most influential Latinos by *Hispanic Business Magazine* and a "trendsetter" by *Hispanic Magazine*. Her recent humanitarian efforts to provide lawyers for unaccompanied migrant children led to her



selection as the 2015 Don and Arvonne Fraser Human Rights Award recipient by the Advocates for Human Rights. She was also named a 2015 Champion of Children by First Focus and a 2015 Golden Door award winner by HIAS Pennsylvania.

## Hillsboro High School Teachers Use LAPOP Data for Project-Based Learning

CLAS has partnered with the International Baccalaureate (IB) Diploma Programme at Hillsboro High School for the last six years to strengthen their curriculum. IB is an in-depth, rigorous approach to education with international standards centered on holistic



learning, communication, and international mindedness. In July, a group of Hillsboro High teachers participated in an externship at Vanderbilt, in which they worked with LAPOP staff to develop new material for their program. Dr. Mariana Rodríguez (LAPOP) introduced Adrian Bahan, Shelly Wilkinson, Paul Troy, and Emarie Elliotte to the innovative methods LAPOP uses to collect public opinion data, and to the System for Online Data Analysis (SODA) where LAPOP houses its reports on individual attitudes, evaluations, and experiences. CLAS Teacher Advisory Board member Stephanie Knight also worked with the teachers to explore techniques to enhance cross-curricular learning through games.

The product of the externship was the creation of new project-based learning curriculum using LAPOP data from various countries in Latin America. The new curriculum is designed to challenge students to interpret the relevance and complexity of data, and can be used in math, history, and language classrooms. It will be implemented by the teachers through a unit on social justice in February 2017, and upon completion of the unit, the high school students will present their final projects at Vanderbilt.

Most recently CLAS has established a new formal partnership with the Nashville School of the Arts to promote awareness and knowledge of Latin America among teachers and students.

## Institute for Coffee Studies Symposium

In February, CLAS and the Institute for Coffee Studies hosted a workshop and symposium on coffee in collaboration with Barista Parlor Golden Sound. Daniel Reichman, Bradley Wilson, Tom Eisenbraun, Bart Victor, and Ted Fischer participated in the roundtable and discussed the rise of

Third Wave coffee and the impact it has had on producers around the world. Nashville has emerged as a center of the Third Wave movement, and the ICS is working to promote a better understanding of what this means for farmers.



## Vanderbilt Hosts Collaborative K–16 Summer Institute Focused on Brazil



In June, Vanderbilt University hosted the second year in a four-year series of Summer K–16 Institutes on Brazil in collaboration with the University of Georgia and Tulane University. This year's institute, entitled “Somos Nós: Diverse Brazil,” brought educators from Tennessee, Georgia, Texas, Indiana, Florida, and Pennsylvania to Nashville to participate in a week-long institute. The agenda included presentations, films, and engaging activities to enhance educators' knowledge of diversity in Brazil, Brazilian

history, and the Portuguese language, as well as current events, culture, education, music, and cuisine in Brazil.

Vanderbilt's faculty expertise in all things Brazilian was showcased throughout the institute. Marshall Eakin, professor of history renowned for his work on nationalism and nation building in Brazil, discussed the history of race in Brazil, as well as current events including the impeachment of the president, the Zika virus, and the Summer Olympics. African American and Diaspora Studies' Gilman Whiting had all of the educators up and moving during an interactive capoeira session. Ana Christina da Silva, professor in Peabody's Department of Teaching and Learning, led and facilitated daily curriculum building sessions. Scholars from partner universities were featured as well; teachers participated in a session with Megwen Loveless (Tulane) on

incorporating engaging Portuguese activities and games in the classroom and received introductory Portuguese classes with Lunara Gonçalves (UGA).

Workshop participants used the resources and knowledge they gained through the institute to develop curriculum units, which they presented to the group on the final day of the institute. The richness of the knowledge produced through the week was apparent in the creative new curricula they developed: lesson plans for using capoeira to teach geometry, a guide for introducing Brazil and Portuguese in a Spanish classroom, and a university-level unit on the intersectionality of identity. CLAS offered travel scholarships to a few teachers in exchange for a finalized version of their unit plan, and all of these resources are available through the CLAS online curriculum resources.

### FALL 2016 PROFESSIONAL DEVELOPMENT WORKSHOP SCHEDULE

**Thursday, September 22:** Finding Diverse Voices Through the Americas Award, Washington, D.C.

**Friday October 8:** Black Resistance and Negotiation in Latin America: Runaway Slave Communities, University of Alabama at Birmingham

**Friday, October 21:** Street Art Stories: Murals in Mexico and Nashville, Cheekwood Botanical Garden

**Wednesday, November 16:** Fire and Rain: An Exploration of Rainforests and Volcanoes in Latin America, Vanderbilt University

**Friday, November 18–Saturday, November 19:** 125 Years of Zora Neale Hurston, Tuskegee University

For more information about upcoming workshops and to register, visit: [vanderbilt.edu/clas/teacher-workshops](http://vanderbilt.edu/clas/teacher-workshops)

## A Hands-On Workshop in Artisanal Dyeing and Weaving

In April, CLAS offered a bilingual professional development workshop for educators titled “From Guadalajara to Nashville: A Hands-On Workshop in Artisanal Dyeing and Weaving.” Geared toward art and Spanish teachers, this workshop introduced teachers to the natural dyeing and weaving processes used by indigenous peoples in Mexico and Guatemala. Fátima González Solano and Jessica López Sánchez from the Center of Art, Architecture, and Design at the Universidad de Guadalajara led sessions that allowed teachers to get their hands wet exploring natural dyeing techniques and the use of natural materials to modify the pH of dyes to achieve different colors and shades. Tennessee Technological University Professor Carol Ventura discussed cochineal history and production in Oaxaca, Mexico, and Vanderbilt's Mareike Sattler shared the cultural

history of traditional Maya weaving and gave a backstrap weaving demonstration.

Teachers left the workshop with a starter kit of basic materials needed to implement a standards-based lesson plan on natural dyes, which was developed by CLAS and tailored

for elementary or middle school students. Participants also received a copy of Carol Ventura's book *Maya Hair Sashes Woven in Jacaltenango, Guatemala*.

Following the workshop, González Solano and López Sánchez spent a day at Percy Priest Elementary school with

Lisa Finelli and Alma Paz-Sanmiguel to share the process that weavers in Latin America use to create natural fibers and dyes from materials found in the environment. Students interacted with the materials, explored the processes in both English and Spanish, and made keepsake bracelets adorned with the CLAS logo.





## CLAS Announces New Culture Boxes

For many years, CLAS has offered traveling “culture boxes” available for K–12 teacher checkout. As a part of our educational outreach initiatives, these culture



boxes allow students to have a stimulating, hands-on experience with cultural artifacts from different countries in Latin America. This summer, CLAS Outreach Coordinator Lisa Finelli updated the existing culture boxes and created seven new boxes. We now have boxes for Peru, Honduras, Mexico, Guatemala, Ecuador, Colombia, Cuba, and Brazil. These new culture boxes not only come with a user-friendly catalog of the materials in each box, but also a variety of country-specific curriculum resources and lesson plans. Request one online today at: [vanderbilt.edu/clas/outreach/culture-boxes](http://vanderbilt.edu/clas/outreach/culture-boxes)

Joy Guss of Bellevue Middle School checked out the Guatemala culture box in September and had this to say: “The box made Guatemala come to life for our students. I’ve done many projects with our students and this was by far my favorite. It was so educational and empowering for our Hispanic student population. One comment from a student was the epitome of this: “This is the first doll I’ve ever seen that looks like me.”

### CLAS CURRICULUM RESOURCES NOW ALIGNED WITH ACADEMIC STANDARDS

Teachers who seek high-quality teaching resources and lesson plans may find CLAS curriculum resources more accessible and user-friendly than in the past. Not only is the system streamlined to allow teachers to search materials by country, grade level, subject area, topic, film or workshop, but many of the individual resources have been updated to include clearly stated academic standards, learning objectives, related content areas, procedures, and evaluation. All resources are free to use and are available online at [vanderbilt.edu/clas/outreach/curriculum-resources](http://vanderbilt.edu/clas/outreach/curriculum-resources)

## External Evaluation Program

In accordance with our designation as a National Resource Center, CLAS maintains an extensive evaluation program that provides ongoing feedback on the center’s impact and programming. Now in place for six years, our program is led by Dr. Xiu Cravens, a higher education monitoring and evaluation expert at Peabody College. Cravens works closely with CLAS staff and an education graduate student intern to create, implement, and improve evaluation protocols. Amanda Ketner served as evaluation intern for the 2015-16 academic year, and did an excellent job refining our assessment tools and providing feedback through reports. The evaluation team produced 20 documents providing analyses, summaries, and recommendations for CLAS programming, focusing on the core target audiences of NRC funding and the program priorities.

Each of the six professional development institutes CLAS offered was evaluated with surveys comparing pre- and post-workshop teacher knowledge on the topic, measuring educators’ comfort level with using the materials specific to the training objectives,

and collecting feedback about the workshop delivery. This year the Peabody team worked to improve both the survey design for the K-16 professional development workshops and the statistical analyses of the results. For example, more information on schools was gathered as a continued effort to provide training for teachers from a wider diversity of schools, especially schools with disadvantaged student populations. Results show positive and statistically significant results in every workshop in terms of satisfaction, usefulness of materials provided, and introduction of new content.

Each workshop reached a more diverse group of teachers, particularly by increasing the number of teachers from public schools with minority and low-income students, and there was a wider range of grade levels represented this year. In addition to the surveys, the team conducted qualitative case studies at Hillwood High and Meigs Middle School with teachers who had previously participated in CLAS workshops to gauge the medium and long-term knowledge transfer and impact of teacher training on classroom teaching.

Through observations, interviews, and checking of student work, the case studies identified CLAS training elements that were conducive to pedagogical application and some of the challenges teachers face in integrating LA-related content into the current structure.

Evaluations were carried out for six of the 150 CLAS events offered in AY 2015-16, which were strategically selected based on topic or audience. In addition to brief interviews, this year the Peabody team implemented a short paper-pencil survey at the end of each event to gauge outreach, knowledge gained, and user-friendliness of the forum. Results show that respondents reported that the events enhanced their knowledge in the LA region and helped them connect with other individuals with common interests. Results also indicated an increase in the diversity of participants from various academic disciplines and from institutions outside of Vanderbilt.

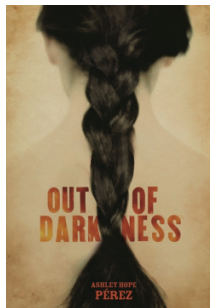
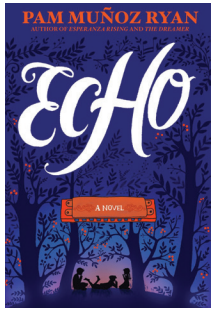
CLAS thanks you for your participation in our surveys and other evaluation protocols.

## 2016 Américas Award Winners Announced

The 2016 Américas Award for Children's and Young Adult Literature was awarded to *Echo* by Pam Muñoz Ryan (Scholastic Press, 2015) and *Out of Darkness* by Ashley Hope Pérez (Carolrhoda Lab, 2015). Honorable mention went to Duncan Tonatiuh for *Funny Bones: Posada and His Day of the Dead Calaveras* (Harry N. Abrams, 2015) and Matt Tavares for *Growing Up Pedro: How the Martinez Brothers Made It from the Dominican Republic All the Way to the Major Leagues* (Candlewick Press, 2015).

The awards were presented to the authors at a ceremony at the Library of Congress in Washington, D.C., on September 22. CLAS Outreach Coordinator and Américas Award Co-coordinator Lisa Finelli and CLAS Bibliographer Paula Covington attended the ceremony, along with Gabriella Ra'anán from Vanderbilt's Office of Federal Relations. Students from the Oyster Adams Bilingual School in Washington presented a Reader's Theater interpretation of the award-winning title *Echo*.

In addition to the ceremony, CLAS and Tulane University hosted the annual professional development workshop for educators that accompanies the ceremony. This year's workshop, called "Finding Diverse Voices through the Américas Award," was a collaboration with D.C. nonprofit Teaching for Change. The workshop featured 2016 commended title author Alma Flor Ada who discussed "The Power of Story," and explored the ways teachers can invite their students and families to become authors themselves—authors of authentic self-published books. Katrina Dillion, educator and curriculum specialist from the University of New Mexico's Latin American and Iberian Institute, explored the importance of diverse voices in the classroom, and 2016 Américas Award winner Ashley Hope Pérez shared teaching resources for her book *Out of Darkness*.



To learn more information about the Américas Award, as well as information from this year's ceremony and workshop, visit [clasp-programs.org](http://clasp-programs.org).

Twelve commended titles were selected this year by the committee:

- *A Handful of Stars* written by Cynthia Lord. Scholastic Press, 2015
- *Dream Things True: A Novel* written by Marie Marquardt. St. Martin's Griffin, 2015.
- *Drum Dream Girl: How One Girl's Courage Changed Music* written by Margarita Engle and illustrated by Rafael López. Houghton Mifflin Harcourt Books for Young Readers, 2015.
- *Enchanted Air: Two Cultures, Two Wings: A Memoir* written by Margarita Engle and illustrated by Edel Rodriguez. Atheneum Books for Young Readers, 2015.
- *Finding the Music/En pos de la música* written by Jennifer Torres and illustrated by Renato Alarcão. Lee & Low Books, 2015.
- *Island Treasures* written by Alma Flor Ada and illustrated by Antonio Martorell and Edel Rodriguez. Atheneum Books for Young Readers, 2015.
- *Maya's Blanket/La manta de Maya* written by Monica Brown and illustrated by David Diaz. Lee & Low Books, 2015.
- *My Tata's Remedies/Los remedios de mi tata* written by Roni Capin Rivera-Ashford and illustrated by Antonio Castro L. Cinco Puntos Press, 2015.
- *Salsa: Un poema para cocinar/A Cooking Poem* written by Jorge Argueta, illustrated by Duncan Tonatiuh, and translated by Elisa Amado. Greenwood Books, 2015.
- *The Jumbies* written by Tracey Baptiste. Algonquin Young Readers, 2015.
- *The Lightning Queen* written by Laura Resau. Scholastic Press, 2015.
- *Two White Rabbits* written by Jairo Buitrago and illustrated by Rafael Yockteng. Greenwood Books, 2015.

## New Maymester Course in Brazil

Sixteen students had the opportunity to spend May 2016 in southern Brazil studying geology and ecology through a new Maymester course—Volcanoes, Rainforests, Caves, and Beaches in Brazil (EES 3865). Led by Malu Jorge (Earth and Environmental Sciences/Biological Sciences) and Guil Gualda (Earth and Environmental Sciences), students learned to use field methods to study geological processes related to the breakup of Gondwana into today's continents of South America and Africa some 130 million years ago.

The latter half of the course focused on tropical ecology, rainforest diversity, and conservation and management practices in the Brazilian Atlantic rainforest that extends along Brazil's coastline south of São Paulo. Students visited a variety of areas in the states of Santa Catarina, Rio Grande do Sul, and São Paulo, including Farol de Santa Marta, Serra Geral, Florianópolis, Alto Ribeira Cave District, and Ilha do Cardoso. Their experiences were recorded in a blog: [brazilmaymester.blogspot.com](http://brazilmaymester.blogspot.com). The course will be offered again in May 2018.





## *LAPOP Invited to Lecture at 200th Anniversary Celebration of Argentine Declaration of Independence*

Vanderbilt's Latin American Public Opinion Project (LAPOP) added a new trophy this summer to its long list of accolades. It was invited to address the Encuentro de las Américas: Escenarios y perspectivas en los Bicentenarios Americanos at the celebration of the 200th anniversary of the Republic of Argentina's declaration of independence. Sponsored by the Andean Development Corporation (CAF), the event took place in San Miguel de Tucumán, where the Congress of Tucumán declared the United Provinces of South America independent from Spain in July 1816. The celebration was organized by the government of the Province of Tucumán, which had created a Bicentennial Council for the event. LAPOP received the invitation from Dr. Julio Saguir, Secretario de Estado de Gestión Pública y Planeamiento of the Province of Tucumán. LAPOP was represented at the event by LAPOP Founder and Senior Advisor, Centennial Professor of Political Science Mitchell Seligson.

Seligson, one of only two U.S.-based academics to lecture at the event, spoke on the panel entitled "The State of Democracy: The Challenges to Come." He addressed two topics: 1) How strongly Argentines believe in the democracy they had founded two centuries ago, and 2) The perceived trustworthiness of the government of the United States (i.e., the one that helped inspire not only the Argentine declaration of independence, but the federal

system of government enshrined in the Argentine Constitution).

To address these issues Seligson presented results from LAPOP's 2014/15 AmericasBarometer. In response to the first topic he compared results from national surveys in 27 other countries in the Americas, and found that Argentines had the second highest support for the classic Churchillian conception of democracy, meaning support for the notion that "Democracy may have its problems, but it is better than any other form of government." This result is presented in the graph to the left, which shows mean degrees of support for democracy on a 0 to 100 scale for each country in the 2014/15 AmericasBarometer. The dots indicate the estimated average degree of democratic support, and the gray bars indicate the confidence interval around that estimate. The chart shows that support for democracy is highest among the public in Uruguay, followed closely by Argentina.

While this first set of results likely pleased the audience, the data about the second topic caused an audible stir. Seligson displayed a graph based on a representative sample of citizens (i.e., 1,500 individuals from each of



22 countries in the Americas) who were asked how trustworthy they thought the government of the United States was. As can be seen in the graph to the right, the average degree of trust in the U.S. government is lowest in Argentina: just 32 degrees on the 0 to 100 scale. When shown this result that Argentines scored dead last in the Americas, cheers and applause broke out, indicating a pride in Argentine negative feelings about the government of the USA. This reaction may have been fueled in part by nationalism surrounding the Bicentennial celebration, yet the applause also underscored the extent to which the AmericasBarometer survey took an accurate reading on the pulse of Argentine public opinion.

## *Black Resistance and Negotiation in Latin America Colloquium on "Runaway Slave Communities" with University of Alabama, Birmingham*

CLAS partnered with the University of Alabama at Birmingham (UAB) to host the Black Resistance and Negotiation in Latin America Colloquium on "Runaway Slave Communities" on October 7–8. Twenty-one speakers representing various disciplines and hailing from 11 universities and four different countries generated new ideas on black identity and struggles for survival and justice throughout the Americas in the cradle of the civil rights

movement. The colloquium was organized by Vanderbilt alumnus John Maddox, assistant professor of Spanish at UAB, and Graciela Maglia from Pontificia Universidad Javeriana, Instituto Caro y Cuervo, Colombia. William Luis (Spanish) delivered the keynote address recognizing the historical importance of the Afro-Cuban testimony, *Biography of a Runaway Slave*, by maroon Esteban Montejo on its fiftieth anniversary. Representatives of San Basilio

de Palenque, Colombia gave a second keynote on Afro-Colombian culture, and Vanderbilt's Jane Landers presented a paper. The colloquium was complemented by a workshop for K–12 Spanish teachers on the African Diaspora in Latin America, including Afro-Hispanic music, literature, and culture. Teachers from Alabama, Georgia, and Tennessee attended the workshop.

## CLAS 2016–2017 EVENTS

### September 6

First Tuesday Lunch Series with Leonard Folgarait, Benjamin Legg, and Jose Sibaja

### September 8

GPED Forum presents Carolina Avalos Burgos "Conditional Cash Transfers in El Salvador: Policy Evaluation of Comunidad Solidario Rural"

### September 11–16

Brazil Week

### September 21

Latin America Trivia Night

### September 22

Americas Award Ceremony and Teacher Workshop; Washington, D.C.

### September 23

Talk by Alex Nading (Anthropology, University of Edinburgh) "Mosquitoes, Microbes, and Toxic Chemicals in Global Health: The View from Medical Anthropology"

### September 26

Talk by Doug Morgan and Charlotte Buehler Cherry (MIGH): "Research, Service, and Career Opportunities in the Central America LMICs, from Genomics to GIS"

### September 29

Talk by GPED Alumni Professor Amelia Lucena (Central University of Venezuela) "Low Income Housing Programs in Latin America: Evaluation Ex-Post focus on the housing program implemented in Honduras"

### September 30

BSRG presents "Slave Emancipation and Transformations in Brazilian Political Citizenship: a book presentation by Celso Thomas Castilho"

### October 1

CLAS Table on Cuba in the Global Villages

### October 1

LACS presents Fiesta Latina

### October 4

First Tuesday Lunch Series: Corey Brady, Beth Conklin, and Noam Lupu

### October 5

The Religion in the Arts and Contemporary Culture program at Vanderbilt Divinity presents roundtable with Latin American Artists Jairo Prado, Yuri Figeroa, Julie Sola

### October 6

Concert by Blair Big Band: Cuban Fire Suite (and salsa dance club) at Ingram Hall

### October 7–8

Colloquium: Black Resistance and Negotiation in Latin America: Runaway Slave Communities; University of Alabama at Birmingham and Teacher Workshop

### October 10

Department of Art presents a Lecture by Maria Magdalena Campos-Pons and Neil Leonard

### October 11

Nashville Public Library and CLAS present the Amazing Twins Puppet Show at MLK High School

### October 14

São Paulo Alumni Reception

### October 21

Teacher Workshop, Street Art Stories: Murals in Mexico and Nashville with Leonard Folgarait; Cheekwood Botanical Gardens

### October 21

Reunion 2017 Talk by CLAS Director Ted Fischer and LAPOP Director Liz Zechmeister: "Research Meets Reality in Latin America"

### October 21

LAS Alumni Reception

### October 24

Public Talk by Katrina Dodson "Clarice Lispector Translated: A Conversation with Katrina Dodson, Translator of The Complete Story" moderated by Prof. Earl Fitz

### October 27

Circum-Atlantic Studies Seminar talk with Pablo Gómez (University of Wisconsin, Madison), "The Experiential Caribbean" and David LaFevor (University of Texas, Arlington), "The Slave Ship Cicerón and the Arguelles Affair"

### October 27

Ecclesiastical and Secular Sources from Slave Societies Digital Humanities Panel

### October 29

Día de los Muertos Festival at Cheekwood

### November 1

First Tuesday Lunch Series with Mariza Soares de Carvalho, Jada Benn Torres, and Jane Landers

### November 6–16

CLAS Visiting Resource Professor Regina José Galindo in residence

### November 9

Public Lecture by Regina José Galindo

### November 10

Lecture by George Lovell "The Archive That Never Was: State Terror and Historical Memory in Guatemala"

### November 10

American Society for Ethnohistory Reception hosted by CLAS

### November 12

Regina José Galindo's performance of "Comunidad" in Vanderbilt Stadium

### November 14

Talk by Matthew Restall "Cortés' Tiger"

### November 16

Teacher Workshop: Volcanoes and Rainforests in Latin America with Malu Jorge and Guilherme Gualda; Vanderbilt University

### November 18–19

Teacher Workshop with Tuskegee University: 125 Years of Zora Neale Hurston with Tiffany Patterson; Tuskegee University

### December 6

First Tuesday Lunch Series

### January 19

Latin American Photo Images Competition Reception

### January 23

Vanderbilt History Seminar presents Beth Conklin, "Rethinking Cannibalism: The Interplay of Sensation and Emotion in an Amazonian Ritual"

### January 26

CLAS Graduate Student Roundtable

### February 22–24

Global Pathways Summit (Vanderbilt, Tennessee State University, and Centro Colombo Americano)

### March 16–18

InDigital II Conference

### March 30–31

Extractivism Workshop

## LAPOP RECOGNITION

In spring of 2016, LAPOP was awarded a new **Cooperative Agreement from USAID** in support of the public opinion research in the Americas, in particular the AmericasBarometer regional survey project.

In fall of 2016, LAPOP welcomed new **Associate Director Noam Lupu** to the research institute.

LAPOP is currently conducting fieldwork for its latest round of the **AmericasBarometer**, which will include national surveys in over 20 countries across the Americas. LAPOP is also working in Nepal, and has been expanding its geographic focus via this project and collaborations with other faculty on campus.

Recently, LAPOP **Director Elizabeth Zechmeister** was awarded a TIPs grant in order to support LAPOP's expansion into new cross-disciplinary collaborations on survey-based research within and outside the Americas.

## OBITUARY

**Werner Baer**, who taught at Vanderbilt from 1965–1974, passed away in April 2016. A specialist in Brazilian developmental economics, he devoted his scholarship to understanding the challenges of industrialization, infrastructure and public policy in the development process. His books, *The Development of the Brazilian Steel Industry* (1970) and *Industrialization and Economic Development in Brazil* (1965), shaped the field, while his *The Brazilian Economy: Its Growth and Development*, now in its sixth edition and published in English, Portuguese, and other languages, has long been the most widely read text on Brazil's economy. At the time of his death, Baer was still teaching at the University of Illinois and working on his latest book.