



Center for Latin American Studies

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CLAS Celebrates the Centenary of Manuel Zapata Olivella with an International Conference

In honor of the centenary of the birth of renowned Afro-Colombian novelist, Manuel Zapata Olivella (1920–2004), the Library and CLAS co-hosted a long-anticipated international conference this spring, “Celebrando el Legado de Manuel Zapata Olivella en su Centenario.” Vanderbilt is fortunate to have the Afro-Hispanic collections of both Manuel and Delia Zapata Olivella. The preservation and digitization of these much sought-after resources is a joint effort of the CLAS and the University Libraries, and will provide open access to many of the papers. These include unpublished literary manuscripts, the World Congresses of Black Culture, radio programs on Afro-Hispanic folklore, ethnographies, and Delia’s collection of African dance traditions and performance arts.

The conference, hosted by CLAS virtually April 8–10, brought together prominent scholars from Colombia and the US to focus on themes of race, political activism, culture, literature, and the performance arts. The upside of moving to a virtual event was that it was attended by over 150 people from 12 countries representing more than 80 educational institutions. Some of the scholars plan to travel to campus next year to use the Zapata Olivella papers.

Attendees were welcomed by **Valerie Hotchkiss**, university librarian and professor of English; **Dr. André Churchwell**, vice chancellor for equity, diversity and inclusion and chief diversity officer; and **Ted Fischer**, Cornelius Vanderbilt Professor of Anthropology and director of the CLAS. **Edelmira Massa Zapata**, daughter of Delia and niece of Manuel, introduced a dance performance that opened the conference with a lively pace. Edelmira is the founding director of the Fundación Instituto Folclórico Colombiano Delia Zapata Olivella, and the dance she choreographed was based on a work by Manuel, *Fábulas de Tamalameque*. The morning continued with a panel discussion on

the holdings of Manuel and Delia at Vanderbilt and in Colombia presented by **Diana Restrepo** (Directora of Colombia’s Biblioteca Nacional), **Paula Covington**, and **Mauricio Tovar** (Archivo General de la Nación in Bogotá). The day closed with a discussion by **Marío Henao Restrepo** (Director Editorial de las obras de Manuel Zapata Olivella) and filmmaker **Marino Aguado** on the making of his documentary, “Zapata, el gran putas.”

Over the following days, panels addressed a range of literary, historical, and political topics and future needed research and scholarship. Edelmira Massa Zapata shared memories of her young life with Delia and Manuel, a fitting tribute for the final day of the conference.

The program, panels, and logistics were largely organized by Paula Covington and **William Luis**, who also introduced the panels. Thanks also go to the host committee and to **Colleen McCoy**, who coordinated the virtual aspects of the conference. Other participating scholars from Vanderbilt included **Jane Landers**, Gertrude Conaway Vanderbilt Professor of History; **Emanuelle Oliveira-Monte**, associate professor of Luso-Brazilian and Afro-Brazilian literature; and **Viviana Quintero Márquez**, doctoral candidate in Latin American history.

Manuel Zapata Olivella, known throughout Latin America as the “Dean of Black Hispanic writers,” was also a playwright, folklorist, anthropologist, and physician. Professor William Luis describes Manuel as “the most important Afro-Hispanic narrator of the 20th century. He adds, “Manuel Zapata Olivella has received well deserved recognition for his focus on the people of African descent, not only in the history and society of Colombia, but also in the Americas as a whole.”

Paula Covington, Latin American and Iberian Studies Librarian and Senior Lecturer of Latin American studies, helped Vanderbilt acquire Manuel Zapata Olivella’s



papers, and those of his sister, Delia Zapata Olivella. The collection has become one of Vanderbilt’s most visited special collections and the website, which contains a portion of the materials, is being used widely by researchers and students in many countries. “There is such widespread research interest in these Afro-Hispanic sources that our goal is to digitize these collections to make them openly accessible to scholars.” She also noted the diversity of Manuel’s interests is reflected in the collection, so that it is being used by students and scholars in many different disciplines (e.g., literature, history, anthropology, politics, music, performance arts, and African American Studies).

Since Vanderbilt’s acquisition of the collection, CLAS and its graduate students—working with the library—have played a large role in promoting access to this collection. Resources relating to the burgeoning field of Afro-Hispanic research are rare and this collection is one of the library’s most visited distinctive collections. Students have worked as Library Dean’s Fellows to create research essays with accompanying documents for the website which receives about 500 users a month. Topics range from Manuel’s World Congresses of Black Culture to his ethnographic interviews on African and indigenous traditions and his street theater projects.



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Edited by Avery Dickins de Girón

DIRECTOR'S CORNER: EDWARD F. FISCHER

This has been a tough year. Our community thrives on the sort of social and intellectual interactions that have become difficult, and yet we have adapted in ways that are inspiring. Reading over our Year in Review, I am always struck by how much CLAS staff, faculty, and students do, and this year it is all the more poignant given the trying circumstances. To give you a sense of how we have adapted, I offer a few examples:

Colleen McCoy has led our move into the Zoom universe, adapting our outreach efforts to this new environment. For example, she organized a virtual workshop for postsecondary educators at HBCUs on “Interdisciplinary Approaches to Teaching Diversity in the Caribbean Basin” that featured Jane Landers and Frank Robinson. She is also leading a vibrant, monthly educator book club, coordinating the Américas Award competition, and has doubled our digital resources for teachers on our website.

Paula Covington worked with William Luis to organize and host a conference to celebrate the centenary of Manuel Zapata Olivella, noted Afro-Colombian novelist, anthropologist, folklorist and

physician. The Vanderbilt Library holds Zapata Olivella’s extensive archive, and Paula and CLAS have been working over the last years to digitize this treasure trove and make it more widely available.

Alma Paz-Sanmiguel made sure the Center’s move and daily operations went smoothly—and that the students and bills get paid on time!—as well as reworked the annual Latin American Images photo competition for the pandemic environment.

Avery Dickins de Girón, in addition to teaching LAS 4901 with Paula Covington and a course in Nursing, has used this year—and an external grant she received—to build out the Latin American Garden with signage, fencing, and paths. She has set up an accompanying website, accessible through QR codes on the signs, that provides botanical, historical, and cultural context for students and educators.

It has not been easy, nor perfect, but it is inspiring to see how our colleagues have found ways to pursue our mission of teaching, research, and outreach in this age of COVID-19.

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MZO Centenary (Cont. from page 1)

Students have also helped organize disparate segments of the collection, create metadata for the website, link and describe Manuel’s 1500 audio files to add to the website, and create an online guide to the entire collection. This has resulted in two successful grants for the preservation and digitization of all audio files and a current proposal for digitization of the entire collection to make it openly available on the internet for scholars in Colombia and other parts of the world.

These research projects have given graduate students research skills and helped lead them toward careers in academia. They have been grateful for their research experience and expressed that it has directly helped them toward future career opportunities. They include: Fernanda Bretones, Assistant Professor of History, University of Florida; Gretchen Selcke, Director of Latino and Latina Studies, Vanderbilt; Bradley Wright, PhD candidate, Public History, MTSU; Andrea Delgado Galvez, Law student, Emory and Executive Online Editor, *Emory Law Journal*; Tiago Fernandes Maranhão, PhD candidate, History, Vanderbilt; Andrea López, PhD candidate, Spanish; Viviana Quintero Márquez, PhD candidate, History, Vanderbilt; and, currently,



Erin Straight, Genevieve Arnold, and Alex Allison, M.A. candidates in Latin American Studies, Vanderbilt; John Maddox, Associate Professor, University of Alabama at Birmingham.

The conference was hosted by the Center for Latin American Studies, The Jean and Alexander Heard Libraries, and the *Afro-Hispanic Review*. A selection of the papers is planned for publication in a special issue of the *Afro-Hispanic Review*. Pending permission of presenters, recordings of the sessions will be made available on the conference website at as.vanderbilt.edu/clas/mzo-conference/

–Contributed by Paula Covington

CLAS to Merge with Latino and Latina Studies to Become the Center for Latin American, Caribbean, and Latinx Studies

As of Fall 2021, CLAS will merge with Latino and Latina Studies to become the Center for Latin American, Caribbean, and Latinx Studies (CLACX). Ted Fischer, Cornelius Vanderbilt Professor of Anthropology, will step down as Director of CLAS after leading it since 2002, and Celso Castilho, Associate Professor of History, will take over direction of the new center.

During the past 20 years, CLAS has become one of the top programs in the country. Under Fischer's leadership, the center gained designation as a comprehensive National Resource Center in 2006, and has received four NRC/FLAS grants, as well as Tinker Field Research grants, since then. The center brought in \$7.5m in external funding, seeded several now-permanent faculty positions across the university, and established joint programs with every college and school through its One Vanderbilt in Latin America strategy.

Other achievements include establishing successful AY and summer programs in K'iche' Mayan, instituting a graduate certificate program that has enrolled over 200 PhD and professional students, providing close to \$100k a year to support graduate student field research, and enhancing the Library's Latin American and Caribbean collections through book purchase trips to fairs in Latin America and developing open access for researchers to Vanderbilt's unique Latin American collections. Fischer recognized "the amazing research of our faculty and students as a constant source of inspiration, and the impact our programs have had in the community as a powerful reminder of the importance of this work." With NRC funding, CLAS has built an extensive K-12 and public outreach program, grounded in strong partnerships with the Library of Congress, the Frist Art Museum, Cheekwood, Nashville Opera, Nashville Children's Theatre, MNPS, as well as ongoing collaborations with minority-serving institutions,

including Meharry, Tennessee State, and Tuskegee. Remarking that it has been an honor to serve as Director of the center for these many years, Fischer says he "looks forward to seeing the center continue to thrive in its new iteration."

The Center for Latin American, Caribbean, and Latinx Studies will build on the existing infrastructure to institute a research mission bound up with advancing equity and inclusion. "It is an absolute honor to lead CLACX," said Castilho, who will promote a broad and interdisciplinary research agenda, focus on curriculum-building in our regional and international partnerships, and deepen Vanderbilt's relationship with the Latinx community in Nashville. As the center embarks upon this intellectual project, it will bring together Latin American, Caribbean, and Latinx studies and reflect on the multi-directional movements of people, culture, and capital across the Americas and beyond. Castilho envisions the new center as a way to "position Vanderbilt as a leader in the articulation of new and transformed fields of study that bring to bear fresh perspectives on questions related to labor, education, immigration, health, and citizenship, among others."

Guided by an experienced and cohesive staff from both CLAS and Latino and Latina Studies, and with strong support from the administration, CLACX will embark on several critical research and curricular initiatives in AY 2021-22. The center will house a three-year Mellon Postdoctoral Fellow with a research and teaching focus on Latinos/as in the US south. A formal job announcement is forthcoming in the fall, and the position will be open in terms of topic and discipline. CLACX will also integrate the Latin American and Latinx studies undergraduate curriculum under a joint major, with the likelihood of developing several, coexisting tracks of geographic and/or thematic specializations.

CLAS Has Moved!

After more than 15 years, the center said goodbye to Buttrick Hall in December and moved its offices to Garland Hall in the midst of the pandemic. We look forward to seeing you in 220 Garland once everyone is back on campus. Our mailing address is 2301 Vanderbilt Place; PMB 1804; Nashville TN 37235-1804.



Brazil Week

CLAS moved our annual Brazil Week activities online for 2020, which allowed for greater participation by people from across the country and internationally.

The week began on September 8 with a panel discussion, “Brazil’s Response to COVID,” which included **Antonis Rokas** (Biological Sciences), **Jessica Castilho** (Medicine), and faculty affiliate Gustavo Goldman (Molecular Biology, USP). The panelists discussed the unique challenges presented by COVID-19 in Brazil with **Marshall Eakin** (History) moderating.

Earl Fitz (Portuguese) and **Allison Schachter** (Jewish Studies) shared their expertise on 20th century Brazilian novelist Clarice Lispector. Their panel, “Clarice Lispector: From Brazil to the World,” focused on the broad-reaching influence and legacy of Lispector.

Ben Legg (Portuguese) led a cooking class on making two classic Brazilian desserts, *brigadeiros* and *beijinhos*. CLAS circulated an ingredient list prior to the virtual course so that participants could make the desserts in their home kitchens.

The week ended with “A Comparative and Interdisciplinary Discussion on Race in Brazil.” CLAS faculty affiliate **Rhonda Collier** (Tuskegee University) discussed Brazil’s adoption of affirmative action policies and quotas in the early 2000s, recognizing the ongoing challenges to the full realization of these policies today and the limited scope of African, indigenous, and Afro-Brazilian history in public school education. LAS alumnus **Demetrius Murphy** (UCLA) compared



the Black Lives Matter movement in Brazil and the United States through an analysis of tweets and the hashtags #blacklivesmatter and #vidasnegrasimportam, noting that tweets about João Pedro were directed at an international audience in contrast to those about George Floyd. **Celso Castilho** (History) discussed the Salvador Escravista project led by scholars in the state of Bahia, in which

slave-owning histories made invisible over time are mapped on important city sites. **Jane Landers** (History) spoke about Vanderbilt’s historical connections to Brazil and studies of race, focusing on the FIPSE-CAPES exchange that brought over 50 Brazilian students to Vanderbilt and the resulting long-term networks.



Jardín Etnobotánico de Oaxaca, México

Latin American Images Photo Competition 2021

CLAS hosted its annual Latin American Images Photo Competition virtually this year, with winners announced on February 2 via Zoom.

Alma Paz-Sanmiguel organized the event, as she has done for the past seven years. Photos from this year and previous competitions will be part of the 2021 AmericasBarometer Report put together by LAPOP.

Vanderbilt students, faculty, staff and visiting scholars were invited to submit their favorite original photo taken during previous trips to Latin America. CLAS received 20 submissions representing 11 countries. Paula Covington, Ted Fischer, Avery Dickins de Girón, and Colleen McCoy served as this year's judges.

First place was awarded to **Genevieve Arnold** (LAS) for *Jardín Etnobotánico de Oaxaca, México*, second place to **Kai Gardner** (IEPM) for *Andean Flamingos*, and third place to **Megan Skaggs** (IEPM/LAS) *Dancin' in the Streets*. The People's Choice Award, based on the number of "likes" received on social media, went to **Gabriela Oré Menéndez** (ANTH) for *Productos de mi tierra*, which garnered over 390 likes on Facebook.



Productos de mi tierra (Peru)



Dancin' in the Streets (Guatemala)



Andean Flamingos (Bolivia)

Haiti Week 2021

CLAS hosted its fifth annual Haiti Week February 9–11 and featured Haiti's culture and the study of Kreyòl at Vanderbilt. Over 164 people attended the week of virtual programs.

It kicked off with a professional development workshop for K-12 educators "Teaching Haiti with Music and Carnival." Led by **Danielle Dorvil**, doctoral student in Spanish and Portuguese, and **Alex Allison**, MA student in Latin American Studies, the workshop explored Haitian culture, history, and language through the music and traditions of Carnival. Program attendees received an Educator Resource List to further their study and classroom incorporation of Haiti.

The following day, Vanderbilt doctoral student **Nathan Dize** (French) and **Vanessa K. Valdés** (The City College of New York – CUNY; PhD Spanish, Vanderbilt) discussed the art of literary translation, sharing the opportunities and challenges within the field. Their talk focused on the need to translate

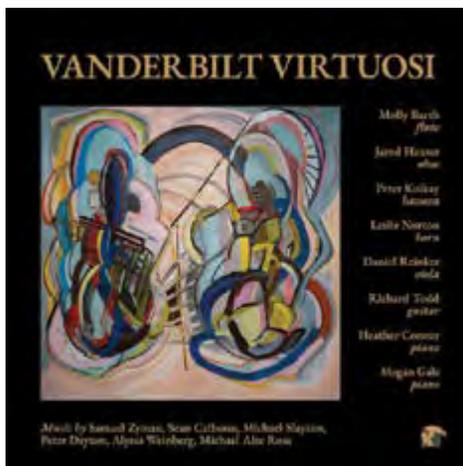
Haitian novels, and highlighted their collaboration on Dize's translation of *The Immortals* by Makenzy Orcel, which is part of the Afro-Latinx Futures SUNY series edited by Valdés.

Haiti Week concluded with a faculty roundtable discussion, "Race and Revolution," with **Brandon Byrd** (History), **Jesus Ruiz** (Latin American Studies), **Jane Landers** (History), and moderator **Tiffany Patterson** (African American and Diaspora Studies). Panelists shared perspectives on race within both modern and colonial Haiti.

Haiti Week 2021 was supported by the Department of History, Department of Spanish & Portuguese, Department of French & Italian, the Bishop Joseph Johnson Black Cultural Center, African American and Diaspora Studies, the Student Center for Social Justice and Identity, the Vanderbilt Caribbean Students Association, and the Curb Center. Video recordings of both panel discussions are available on YouTube and accessible through the CLAS website. (vanderbilt.edu/clas/videos)

Blair School of Music Hosts International Festival of Bands

Tom Verrier, Director of Vanderbilt's Wind Ensembles, organized an international virtual concert: ¡BLAIR! Festival Internacional de Bandas on the evening of April 9. Ensembles based in Argentina, Colombia, and Costa Rica live-streamed their performances, showcasing the rich regional traditions of wind band music. The concert was webcast by the Asociación Pro-Bandas, an international association of wind band conductors based in Peru. It opened with welcoming comments from Dean Frank Candelaria, and featured inspiring music from La Banda Municipal de Mar del Plata (Argentina), La Banda Sinfónica de Sabaneta (Antioquia, Colombia), La Banda Sinfónica de Tocancipá (Cundinamarca, Colombia), and La Banda de Conciertos (Banda Nacional) de San José (Costa Rica). The program concluded with the Vanderbilt Wind Symphony, which performed several different musical traditions from Peru, Cuba, Venezuela, and Colombia, and featured faculty soloists **Molly Barth** (flute) and **Jose Sibaja** (trumpet).



Molly Barth Collaborates with Alumni on 'Vanderbilt Virtuosi' Album

Vanderbilt Virtuosi, an album of works composed and performed by faculty and alumni of Vanderbilt Blair School of Music, was released on the Blue Griffin label in February. **Molly Barth**, associate professor of flute, spearheaded the two-year project, drawing upon the great wealth of performing talent at Blair to showcase the stylistic range of faculty and alumni composers writing contemporary chamber music for wind instruments. The album resulted from a Vanderbilt Research Scholar Grant awarded to Barth in 2019.

Recording wind instrument performances in the Martha Rivers Ingram Center for the Performing Arts last June during the early days of the pandemic presented new challenges, according to Barth. "We stood quite far apart from each other," Barth said, "which makes hearing one another more of a challenge. We wore masks to limit the spread of aerosols, which makes the visual cues necessary to play music precisely together less apparent. That said, the feeling of camaraderie and unity was more profound than ever."

– Contributed by Bonnie Ertelt

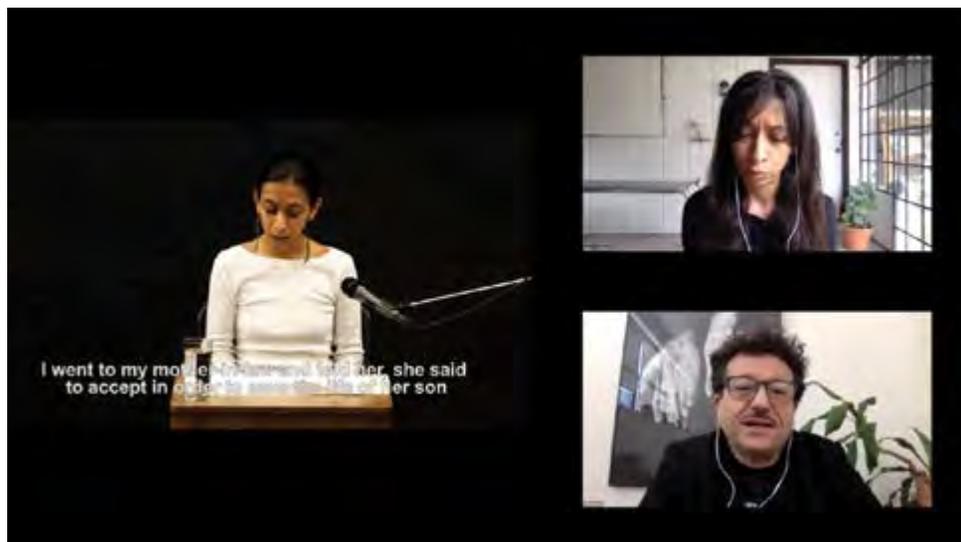
Engine for Art, Democracy and Justice Launches “Living in Common in the Precarious South(s)” in partnership with Fisk University, the Frist Art Museum, and Millions of Conversations

**ENGINE FOR ART
DEMOCRACY
& JUSTICE EADJ**

In Fall 2020, **María Magdalena Campos-Pons** (Cornelius Vanderbilt Professor of Fine Arts) launched the 2020-2021 Engine for Art, Democracy and Justice program in the Department of Art. This year's program featured trans-institutional partnerships among Vanderbilt University, Fisk University, Frist Art Museum, and Millions of Conversations.

Campos-Pons's vision of creating a forum of interdisciplinary reach under thematic rubrics was co-curated with invited scholar **Marina Fokidis**, who is the founder and editor of the arts and culture journal *South as a State of Mind*. The resulting program “Living in Common in the Precarious South(s),” a series of webinars and artist interventions, mapped complex and intimate connections between the interplanetary South and the Southern United States.

In tracing these intersections, “Living in Common in the Precarious South(s)” brought together knowledge and insights from several Center for Latin American Studies faculty. Gertrude Conaway Vanderbilt Professor of History and founder of the Slave Societies Digital Archive, **Jane Landers**, served as respondent for a webinar addressing the racist history of monumentation and the future of anti-racist practices of memorialization and historicization. Assistant Professor of



English **Candice Amich** moderated a webinar panel focused on the role of embodiment and performativity in practices of collective resistance to globalized forms of oppression and disenfranchisement. Cornelius Vanderbilt Professor of Anthropology **Ted Fischer** moderated a panel featuring Associate Professor of Global Public Health **T.S. Harvey** that examined love as an essential component of revolutionary social change. **Bárbara Navaza**, a Ph.D. student in the anthropology department, provided simultaneous Spanish-language translation for each webinar.

The Fall 2020 program also featured artists and curators from Latin America, including the Chilean poet and artist **Cecilia Vicuña**; **Octavio Zaya**, Executive Director of the Cuban Art Foundation and director of the bilingual arts magazine *Atlántica*; and **Pablo Lafuente**, Artistic Director of Rio de Janeiro's

Museum of Modern Art. Guatemalan performance artist **Regina José Galindo**, who was a CLAS Visiting Artist in Residence in 2016, participated in Episode 6, addressing performativity as a practice of resilience, resistance and transcendence.

Spring 2021 programming for “Living in Common in the Precarious South(s)” featured a new sound performance by Vanderbilt Assistant Professor of Digital Art and New Media **Alejandro Acierto** at the Fine Arts Gallery on April 1. Acierto's performance was discussed during a webinar on April 7, and included Associate Professor of Flute **Molly Barth**.

The Engine for Art, Democracy and Justice was founded by Campos-Pons in 2018. Webinars and artist intervention videos are accessible on the EADJ website: vanderbilt.edu/eadj.

—Contributed by Kira Braham

Science in Latin America Series

CLAS worked with **Antonis Rokas** (Biological Sciences) and the Vanderbilt Evolutionary Studies Initiative along with our faculty affiliate, Gustavo Goldman (Universidade de São Paulo), to start a new lecture series, **Science in Latin America**. The first talk, "Evolution and Genetic Formation of Brazilians," took place in January and featured leading Brazilian geneticist and physician **Sérgio D.J. Pena** (Universidade Federal de Minas Gerais). Attended by over 50, the talk explored the process of genetic admixture in the Brazilian population over the past five centuries.

The second talk, "The Amazon Nears a Tipping Point: The Urgent Need of a Novel Standing Forest Bioeconomy" coincided with Earth Day in April and addressed climate change. The discussion featured renowned climate scientist **Carlos Nobre**, who studies the deforestation of the Amazon and its broader effects on the Earth. In the talk, he presented

his recent research on the "savannization" of the Amazon forest, and how global warming, regional deforestation, and forest fires accelerate it. In addition to his research on climate change, Nobre founded the Amazon Third Way Initiative and Project Amazonia 4.0 to develop a "standing forest, flowing rivers" innovative bio-economy for the Amazon, based on adding value to the forest's products and harnessing its immense biological and biomimetic assets.

After the Fire: The African Collection at Brazil's Museu Nacional: On March 10, CLAS and the TIPs Initiative for the Study of Slave Societies hosted a virtual public talk by **Mariza de Carvalho Soares** (Universidade Federal Fluminense in Rio de Janeiro). She shared her expertise curating the Kumbukumbu collection, which was lost in the fire that destroyed most of the Museu Nacional in Rio in 2018. Watch her presentation here: youtube.com/watch?v=dPUNgweFgGA

CLAS Director **Ted Fischer** gave an overview of the contemporary coffee industry and the role of small growers for the Wond'ry in September: "**Coffee Talk: Third Wave Coffee, Maya Farmers, & the Creation of Value.**"

In October, CLAS hosted a virtual conversation between LAS faculty **Candice Amich** (English) and **Carwil Bjork-James** (Anthropology), "Disruptive Acts: New Books on Latin American Art and Politics." The panel, moderated by **Celso Castilho**, focused on their recent book publications: *Precarious Forms: Performing Utopia in the Neoliberal Americas* (Amich) and *The Sovereign Street: Making Revolution in Urban Bolivia* (Bjork-James). Each author presented a critical analysis of the other's publication and engaged the audience in discussion.

Video recordings of these events are available at: vanderbilt.edu/clas/videos

New Books from Vanderbilt University Press



History and Modern Media | John Mraz

Reality in Movement | Maarten van Delden

The Restless Dead | Cristina Rivera Garza | Translated by Robin Myers

José Martí's Liberative Political Theology | Miguel De La Torre

Cyborgs, Sexuality, and the Undead | M. Elizabeth Ginway

Resisting Extractivism | Michael Wilson Becerril

Living Quixote | Rogelio Miñana

Sex, Skulls, and Citizens | Ashley Elizabeth Kerr

Jaguars' Tomb | Angélica Gorodischer | Translated by Amalia Gladhart

Manifold Destiny | John Tofik Karam

Francisco de Paula Brito | Rodrigo Camargo de Godoi | Translated by H. Sabrina Gledhill

Delivering Health | Lydia Z. Dixon

Food, Texts, and Cultures in Latin America and Spain | R. Climent-Espino & A. M. Gómez-Bravo, eds.

In Search of Providence (Updated Ed.) | Patricia Foxen

Iberian Empires and the Roots of Globalization | I. del Valle, A. More, and R. S. O'Toole, eds.

FORTHCOMING

Toxic Loves, Impossible Futures | Irmgard Emmelhainz

Borges | Julio Premat | Translated by Amanda Murphy

Centenary Subjects | Shawn McDaniel

Rite, Flesh, and Stone | D. García-Donoso & A. Córdoba, eds.

The Reinvention of Mexico in Contemporary Spanish Travel Writing | Jane Hanley

When a Robot Decides to Die and Other Stories | Francisco García González | Translated by Bradley J. Nelson

NEW IN PAPERBACK

Hierarchy, Commerce, and Fraud in Bourbon Spanish America | Ruth Hill

Deviant and Useful Citizens | Mariselle Meléndez

Higglers in Kingston | Winnifred Brown-Glaude

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Portuguese Instruction for Tuskegee Students Expands

Since 2017, CLAS has collaborated with Tuskegee University to expand Latin American Studies and language instruction. CLAS Executive Director **Avery Dickins de Girón** and **Rhonda Collier**, VU alumna and Director of Tuskegee University's Global Office, have led these efforts, which are funded through our federal NRC grant. This year, we formalized the arrangement in a MOU signed by both Vanderbilt and Tuskegee.

Beginning-level Portuguese instruction continued at Tuskegee for the 2020-2021 academic year, building off a 2019 pilot program. Offered in a virtual synchronous format, the two semesters of instruction (Portuguese 101 and Portuguese 102), increase Tuskegee's existing language offerings beyond Spanish and French. Vanderbilt's **Benjamin Legg** (Portuguese) led the initial course and continued to provide support for curriculum adaptations. **Angela Rodriguez Mooney** taught both courses this year, which enrolled six students. She is currently developing the syllabus for Portuguese 201, which we will offer at Tuskegee beginning Fall 2021. Mooney received her Ph.D. in Spanish & Portuguese from Tulane University and teaches Spanish at Texas Women's University; she is co-founder of the U.S. chapter of the Lusophone Women's Collective, *Mulherio das Letras*.

The courses are housed under Tuskegee's Department of Modern Languages and Tuskegee's Office of Distance Education and Online Learning provides pedagogical and technical support. As part of the broader CLAS-Tuskegee initiative, Collier is developing a course on Afro-Brazilian History, Culture, and Literature and opportunities for Tuskegee students to travel to Brazil.

CLAS Continues to Offer Medical Spanish and Cultural Content for Vanderbilt Nursing and Meharry Medical Students in Fall 2020

Now in its fourth year, the Medical Spanish and Central America Seminar is offered to Vanderbilt nursing students and Meharry Medical College students. This year, the class included 8 VUSN and 5 Meharry students. They delved into medical vocabulary, practiced intake exams and patient interviews, and learned about the history and culture of Central America, focusing on issues of health and access to care. **Chalene Helmuth** (Spanish) and **Avery Dickins de Girón** (LAS) co-teach the seminar.

This effort is part of a larger CLAS initiative to support inter-professional learning and provide medical Spanish to health sciences students. For seven of the Nursing students, the seminar is part of the mandatory Community Health course for pre-specialty students. Led by **Manola McCain** (Nursing), the group met virtually with Primeros Pasos staff to develop a needs assessment for communities in Guatemala's Palajunoj Valley. The students presented the results of their project to Primeros Pasos in April, and then at Vanderbilt in June.

Improvements to the Latin American Garden Encourage Visitors

This academic year, Avery Dickins de Girón worked to implement improvements to the Latin American Garden thanks to a grant she received from the Stanley Smith Horticultural Trust. Established in 2017, the Latin American Garden features over 50 species of culturally significant plants from the region. The species housed in the garden reflect CLAS' particular strengths in Mexico, Central America, Brazil, and the Black Atlantic. The garden is in bloom from May through October.

Funds from the grant supported the construction of a new fence around the garden to formalize the space. Grant funds were also used towards the purchase of permanent name plates for the plants, each of which has a QR code that links to a database housed within the CLAS website. Undergraduate **Lilly He** created the QR codes and conducted research on several of the plants. **Colleen McCoy** oversaw the creation of educator resources and videos, as well as the re-organization of the website for greater ease of navigation.

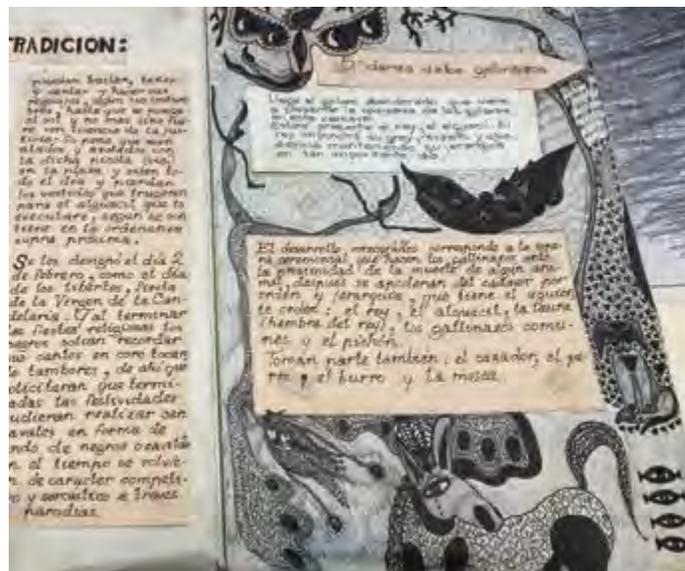
Vanderbilt's landscape architect **James Moore** designed paths to the garden from the parking lot and sidewalk on 31st Avenue South, which will eventually link to the Walk and Roll Loop that is part of the Future VU initiative. New signage welcomes visitors and provides a brief introduction to the garden; **Shelby Pendowski** in Facilities designed the signs with input from the CLAS team.

The improvements to the garden will allow students, faculty, and the public to take self-guided tours of the garden. CLAS suspended in-person tours for school groups and classes due to COVID-19, but hopes to resume these soon.

For more: as.vanderbilt.edu/clas/garden



Despite the pandemic, the library has been busier than ever and remained open this academic year. Research assistance, consultations with students and faculty, and research-related courses and class sessions were conducted via Zoom. Materials were scanned and sent electronically to students residing in many parts of the world and a pick-up service outside the building was available, though students could come in and check out books. The library also programmed links in our catalog to thousands of copyrighted e-books in Hathi Trust currently made accessible during COVID. Despite the inability to travel to book fairs and take the usual book buying trips to Latin America, we selected and added many books to the library via our traditional vendors in Latin America. We also purchased more Latin American related e-books published in the US and UK than in the past.



We wrote a successful grant to the Delmas Foundation in New York to organize and process the Delia Zapata Olivella Collection. This funding allowed us to hire an individual familiar with Colombian culture and fluent in Spanish, **Sara Lee Burd**. She has made great progress with the collection since December. Our goal is to have the collection completely organized and processed so that we can apply for a grant to digitize the collection along with the Manuel Zapata Olivella Collection (MZO).

This collection is a wonderful complement to MZO since its focus is on the performance arts, especially capturing African and Afro-Hispanic dance and music traditions. Delia worked closely with her brother, Manuel, but also was a pioneer in her own right, investigating traditions and customs throughout Colombia, interviewing, and studying communities in all regions, from Wayuu indigenous to coastal Afro-Colombians. She focused particularly on performance arts, recording and preserving African and slave dance traditions and calling attention to the ways in which dance and music could transform the lives of marginalized black Hispanics, many subjected to racism and living in poverty.

Delia traveled and planned a wide range of projects (e.g., performances, street theater, ethnographies, national radio programs,

conferences, and productions through the national institutes of anthropology and folklore), and published, taught, preserved, and dispersed Afro-Hispanic music, choreography, and folklore. In the 1950s, she led an African dance troupe throughout Europe, Africa and Asia where they participated in presentations, seminars, and conferences; the collection contains images and reviews of Delia's reception in many countries. She studied dance in the United States in the 1960s, with an emphasis on African traditions, and later was principal choreographer for the Institute of Popular Culture, Cali, and served eighteen years as director of the program in dance and theater at Antonio Nariño University in Bogotá. The Colombian government awarded her the Order of Merit in 1997. Delia was largely responsible for black identity becoming an integral component of Colombian popular culture.

The collection supports research and curricular development at Vanderbilt in history, anthropology, Spanish, Latin American Studies, African American Studies, digital humanities, and the Blair School of Music. It has already attracted visiting scholars doing dissertation research on Latin American and African performance arts.

—Contributed by Paula Covington, Latin American and Iberian Bibliographer and



Mayan Language Institute Goes Virtual in 2020

Hosted by Tulane and Vanderbilt in partnership with Antigua-based Proyecto Lingüístico Francisco Marroquín, the Mayan Language Institute provides six weeks of immersion in K'iche' and Kaqchikel Mayan. It is the only intensive program in the United States for the study of these languages, which are two of the most widely spoken Mayan languages. Approximately 1 million people speak K'iche' and 500,000 people speak Kaqchikel. Due to the growth of the Central American population in the United States, there has been a greater need nationally for speakers of Mayan languages, especially for educators, health service providers, and in immigration courts.

Due to the COVID-19 pandemic, MLI took place virtually in 2020. Despite the unexpected shift to online programming, enrollments hit an all-time high with 16 K'iche' students and 10 Kaqchikel students. Program faculty, local teachers, and administrators of the program pivoted rapidly, adapting pedagogy and complementary cultural experiences to deliver a robust online language program. **Hannah Palmer**, Program Manager for Special Programs in Tulane's Stone Center for Latin American Studies, worked with US-based faculty and local partners in Guatemala and maintained close contact with students to ensure that the MLI was successful. **Judie Maxwell** (Tulane University) trained Guatemalan instructors in Zoom, and **Juana Cecilia**

Ixch'umiil García (Proyecto Lingüístico Francisco Marroquín) coordinated the purchase and distribution of laptop computers to Guatemalan instructors—in the middle of a strict lockdown in Guatemala—and handled all on-site payments.

The K'iche' program was directed by **Mareike Sattler**, who teaches academic-year K'iche' for Vanderbilt, University of Virginia, and Duke University. **Malcolm Miguel Botto** (Brigham Young University) and **Ignacio Caraval** (Kansas University) provided instruction in collaboration with instructors based in Nahualá led by **Manuel Tahay**; **Nela Petronila Tahay Tzay**, **Silveria Yamanik Guarchaj Ixmata**, and **Juan Marcelino Gómez**, and **Pascual Roberto Tahay**. CLAS awarded FLAS fellowships to Vanderbilt master's student **Lorely Chavez** (LAS and MPH), undergraduate **Caroline Osborn** (University of Virginia), and doctoral student **Joanna Beltran** (CUNY) to attend the K'iche' program.

Judie Maxwell (Tulane University) and **Ambrocía (Ixnal) Cuma Chavez** led the Kaqchikel program. Guatemalan-based instructors included **Edy Rene Guajan** (Lajuj B'atz'), **Magda Silva Sotz Mux** (Ixmamey), **Gonzalo Ticun Quel** (Aq'ab'al), **Marco Antonio Gauján Cristal** (Mokchewan), and **Byron Vinicio Socorec Yucuté** (Oxlajuj B'atz'). Students enrolled in the MLI came from institutions across the country.

CLAS Welcomes New Students



Genevieve Arnold is originally from Lexington, KY, where she graduated from the University of Kentucky with a BA in Linguistics and a BA in Spanish in 2018. Her undergraduate studies took her abroad to

Latin America and Europe, and after graduating she moved to Spain to teach English. At Vanderbilt, Genevieve is pursuing an MA in Latin American Studies and studying K'iche' Mayan, which will allow her to continue to investigate the complex relationship between the languages and cultures of Latin America that she discovered during her undergraduate career.



Erin Straight is from Wolcott, New York and she obtained her undergraduate Bachelor of Arts degree in International Relations and Spanish from the University of Rochester in 2017.

After serving as an AmeriCorps City Year member and working for the Council on International Educational Exchange in Boston, she moved to Assis, Brazil in 2019 to work as a Fulbright English Teaching Assistant. At Vanderbilt, she is honing her Portuguese language skills and her knowledge of Latin American politics and social entrepreneurship.

Summer in Brazil Intensive Portuguese Language Program Enrolls 28 Students in 2020

Tulane University's Stone Center for Latin American Studies and CLAS collaborated again to host the "Summer in Brazil: Portuguese Language and Culture" immersion program in 2020. This six-week intensive academic program is eligible for students with Foreign Language and Area Studies fellowships, and is offered in partnership with CET Academic Programs at the Pontifícia Universidade Católica de São Paulo (PUC-SP). Due to the COVID-19 pandemic, Summer in Brazil took place virtually in 2020, yet it enrolled 28 students from institutions across the country. Students

took advanced or intermediate Portuguese language courses taught by CET faculty.

Christopher Dunn (Tulane) taught PORT 6130: Contemporary Social Issues in Brazil class and **Megwen Loveless** (Tulane) oversaw language instruction in collaboration with CET partners **Mariana Jansen** and **Giselda Pereira**. Vanderbilt master's student **Isaac Schlotterbeck** (LAS and MPH) and doctoral student **Brayan Serratos** (Spanish and Portuguese) received FLAS fellowships from CLAS to attend the program.

Hannah Palmer, Program Manager for Academic Programs in Tulane's Stone Center for Latin American Studies, worked closely with **Hector Cruz-Feliciano**, Director of Latin American Programs at CET, to coordinate Brazilian staff and the transition to online learning. **Súlia Folli**, Resident Director at CET Brazil organized Brazilian faculty, designed orientation, and hosted extracurricular events. The latter included a group of Brazilian students (Brazilian Buddies!) who paired with students enrolled in Summer in Brazil to create a more interactive virtual experience.

2021 Summer Research Awards and FLAS Fellowships

CLAS awarded four Summer FLAS fellowships for 2021 for the study of Portuguese and Kaqchikel:

- **Tobias Houghton**, an undergraduate major in Engineering at Vanderbilt will study Portuguese through the Summer in Brazil program. Houghton plans to study water resource engineering and infrastructure in graduate school.
- **Margaret Kelly**, a doctoral student in Spanish and Portuguese at Vanderbilt, deferred a summer FLAS fellowship awarded in 2020. She will use funding to attend this year's Summer in Brazil program.
- **Alexandra Sanchez**, a doctoral student in History at Vanderbilt, will study Portuguese at the Summer Intensive Portuguese Institute hosted by the University of Wisconsin-Madison. Her dissertation will provide a comparative study of abolition in the Spanish Caribbean and Brazil.
- **Alexandria Herrera**, a doctoral student in History at Penn State University will study Kaqchikel Mayan. Herrera's dissertation will analyze STI medical research conducted by United States and Guatemalan doctors, scientists, and politicians from a feminist perspective.

With funding from the **Tinker Foundation** and Vanderbilt's School of Arts and Science, CLAS awarded four Field Research Grants for pre-dissertation study in Latin America:

- **Karen Amorim de Melo** (Spanish and Portuguese) to conduct research on Brazilian Afrofuturism through artist interviews and an examination of visual works and performances in São Paulo.
- **Michaela Peterson** (Earth and Environmental Sciences) to study how climate change impacts white-lipped peccaries (*Tayassu pecari*) and other frugivores in the Brazilian Pantanal, a unique and threatened ecosystem in Mato Grosso do Sul, Brazil.
- **Lilly Quach** (Earth and Environmental Sciences) to examine how land use changes that decrease the habitat of mammals affect biodiversity in the Serra da Bodoquena National Park and surrounding regions in Mato Grosso do Sul, Brazil.
- **Milton André Ramos Chacón** (Spanish and Portuguese) to conduct archival research in the state of Tlaxcala and in Mexico City on Tlaxcalan-mestizo historian Diego Muñoz Camargo.

Due to the ongoing pandemic in Latin American countries, Tinker Field grant recipients may defer the use of their funding.

Summer Funding Opportunities through CLAS

CLAS offers the following sources of funding for summer language study or research: Foreign Language and Area Studies fellowships, Tinker Field Research Grants, and Simon Collier Travel Awards. CLAS issues a call for applications each December and announces award recipients in February. For more information on CLAS funding opportunities, visit as.vanderbilt.edu/clas/graduate-programs/financial-aid/student-summer-awards

- **Foreign Language and Area Studies Fellowships (FLAS):** CLAS receives funding from the U.S. Department of Education to support summer FLAS awards for intensive studies of Portuguese or indigenous Latin American languages. Fellowships provide up to \$5000 for tuition expenses and a stipend of \$2,500. Any graduate or undergraduate student who is a U.S. citizen or permanent U.S. resident with interest in these languages is eligible to apply.
- **Tinker Field Research Grants:** CLAS receives \$10,000 from the Tinker Foundation annually to support graduate student summer research. The grant is matched by funding from Vanderbilt's College of Arts and Science, and targets students conducting pre-dissertation or master's thesis research in the Spanish and Portuguese speaking countries of Latin America. Awards are for approximately \$2500 each and are intended to support travel expenses related to summer research. Since 2009, CLAS has supported over 80 students with Tinker funding.
- **Simon Collier Travel Award:** A historian of Chile with an expertise in Argentine tango, Simon Collier was director of Vanderbilt CLAS and Chair of the Department of History. Simon Collier Travel Awards preferentially fund research in Chile and Argentina, but may also be used elsewhere in Latin America. These awards are available to both graduate and undergraduate students.

Congratulations to **Elvira Aballi Morell**, right (Spanish) and **Terren Proctor**, far right (Anthropology) for receiving graduate teaching awards for 2020. Aballi Morell received the Award for Excellence in Teaching in a World Language, and Proctor received the Outstanding Graduate Student Teaching Award.

Gloria C. Perez-Rivera (Anthropology) received a writing fellowship in the Centre for Ethnography at the University of Toronto. She presented "Gota a Gota – Drop by Drop: Forced Displacement, Financialization, and Life in the Aftermath of Conflict" as part of the Centre's Winter 2021 Speakers Series.



Congratulations to our 2021 Graduates!

Alex Allison graduated in May 2021 with a master's in LAS. His thesis, entitled "For Too Long We Have Known Violence, Now We Want Peace": The Struggle to End Armed Conflict in the Colombian Department of Chocó," shed new light on the role of Afro-Colombian communities in the civil war and its aftermath. Following graduation, Alex will work in Vanderbilt's Special Collections at the Heard Library in preparation for digitization of the Manuel Zapata Olivella collection. See cover article for more on this important Afro-Colombian collection.



Alex Allison working on MZO collection

Megan Skaggs will complete her dual degree in MA in LAS/IEPM in Summer 2021. Following graduation, Megan will join Financial Health Network as a Program Associate. In this role, she will assist corporations and



Right: Megan Skaggs presents to Hendersonville HS Spanish class

financial service providers to build platforms and services to expand access to financial health and wellness.

Isabel Acosta, a double-major in LAS and Neuroscience, plans to pursue a career in mental health services.

Allison Booher, a Latin American Studies major and Neuroscience minor, wrote an honors thesis titled: "Sociocultural Themes at the Intersection of Indigeneity and Outbreak: Understanding the factors contributing to health inequities among three indigenous groups during epidemics from 1990 to the COVID-19 pandemic." Allison will attend medical school at Dartmouth in Fall 2021.

Stacy Horton, a double-major in Cinema & Media Arts and LAS, with minors in Anthropology and Sociology, plans to move to New York after graduation to pursue social documentary filmmaking focused on Latin America.

Congratulations to **Calvin Beck**, **Jessica Kaplan**, **Carlota Martinez-Don**, and **Sael Soni** for obtaining a minor in LAS, and to **Jasmin Norford** for graduating with a minor in Brazilian Studies.

Recent LAS Alumni

Sagen Eatwell completed his degree in May 2020 and his thesis was entitled, "Combating Discrimination Through Education Policy: A New Assessment Tool for Guatemala's Bilingual Education Program."

Undergraduate students with majors/minors in Latin American Studies:

- **Alexa Bussman**, a triple-major in Economics, Political Science, and Spanish with an LAS minor, recently launched NovelHand.com, a project examining global humanitarian issues and activism.
- **Rasul Dent**, a double-major in Spanish & Portuguese and Computer Science with an LAS minor, is pursuing a career in translation/interpretation.
- **Kelsey Donohue**, a Political Science major with an LAS minor, will attend law school.
- **Emily Gonçalves**, a double-major in Economics and Math with an LAS minor, is an Analyst at Alliance Bernstein in Nashville.
- **Ryan Grawe**, a double-major in Economics and Political Science with an LAS minor, will spend 2021-2022 in Brazil as a Fulbright English Teaching Assistant Fellow.

- **Morenike Idibapo**, a Medicine, Health, and Society major with a Brazilian Studies minor, plans to go to medical school.
- **Meredith Lischer**, a double-major in Economics and Spanish with an LAS minor, intends to pursue an MBA degree.
- **Lucille Matz**, an Economics major with an LAS minor, completed her degree in May 2020.
- **Elissa Quon**, a Medicine, Health, and Society major with an LAS minor, completed her degree in May 2020.

2020 Graduate Certificates in Latin American Studies:

- **Hayle Austin** received a Masters in Education with an emphasis on Higher Education Administration and remains in Nashville to work with Teach for America.
- **Emma Banks** completed her PhD in Anthropology and joined the faculty at Tennessee State University as a Mellon Fellow. Her dissertation was entitled, "Rising from the Ashes: Remaking Community Around Conflict and Coal"
- **Hannah Carlile** completed a Masters in Education with an emphasis in International Education and Policy Management while serving as Miss Alaska USA 2020.

- **Colleen Flynn** received a Masters in Business Administration with a concentration in international studies and entrepreneurship.
- **Melanie Forehand** completed her PhD in Spanish with specialization in Mexican Studies. Her dissertation was entitled, "The Parables and Parabolas of Spanish Civil War Exiles in Mexico."
- **Michael Johnston** received a Masters in Divinity and was awarded a Founders Medal from the Divinity School. He plans to pursue a PhD in Anthropology.
- **Elianys Martínez Rodríguez** received a Masters in Education with an emphasis in International Education and Policy Management.
- **Harriett Myers** received a Masters in Public Health and will work as a Communicable Disease Investigator for the Metro Nashville Public Health Department.

27 affiliated graduate students with an emphasis on Latin America completed their studies and received degrees in 2020.

Alumni News

Carmelina Espantay Serech de Rodríguez (Ph.D. Anthropology 2018) was appointed Guatemala's Vice-Minister of Bilingual and Intercultural Education in March.

Sagen Eatwell (MA in LAS/IEPM 2020) is currently working for the VUMC Children's Hospital as a researcher. He is part of a team that focuses on health coaching interventions for Spanish-speaking families and learning how COVID has affected social determinants of health among new parents and children.

Jessica Fletcher (MA 2018) is a third year Vanderbilt PhD student in History, studying nineteenth-century Atlantic World, Latin American, and Caribbean history. She is interested in connections across race and slavery, law, and imperial subjecthood and citizenship in the Americas.

Caleb Hayes (MPH 2015/MA 2017) is a Clinical Research Associate in the Pathology Department at St. Jude Children's Research Hospital working on Global Pathology and Laboratory Medicine projects mostly centered in Central America.

Ashley Larson (MA 2014) is the Special Collections Public Services Librarian at The Claremont Colleges Library. She also serves as the subject librarian for the Romance languages. In both roles, Ashley teaches information and primary source literacy, and connects researchers to library collections.

Kevin McDonald (BA 1978) is partner at the investment banking firm McDonald Lehner (Boston & Albuquerque) and continues to work in Latin America. The firm recently arranged the sale of a company in Costa Rica (a manufacturer of architectural hardware) to Assa Abloy of Sweden.

Michael Register (BA 1980) is the Managing Director of Highgate Hotels responsible for business development in the CALA (Caribbean and Latin America).

Jose Marrero (MA 1993) is the Director of Special Projects and Instructor of Applied Leadership and Communication in the Economic Development Department of Columbus Technical College, GA. Jose is among the few who have been awarded the Presidential Service Badge, for his service at the White House ONDCP years ago.

Daniel Rojas (MA 2014) is a Senior Advisor in Social Policy for the Ministry of Finance in the Chilean Government.

Summer K-12 Institute Hosts 81 Educators Online

The June 2020 summer teacher institute *Central America: People and the Environment* was the second in a four-year series in collaboration with the University of Georgia and Tulane University, and the first institute to be held virtually. The four-day program highlighted diverse topics related to Central America and trained teacher participants in Instructional Conversations (IC) pedagogy, pioneered by faculty in UGA's College of Education. Teachers worked together in virtual breakout groups to develop shared, subject-specific IC lessons based on institute content and corresponding to grade appropriate educational standards. Attendees also explored ways of integrating digital tools and technologies to facilitate and improve education via online platforms.

The institute commenced with an in-depth exploration of IC strategies with IC Team Leaders **Paula Mellom**, **Rebecca Hixon**, and **Jodi Weber** (University of Georgia), creating a foundation of shared framework for curriculum development throughout the week.

University of Georgia faculty members **Julie Velásquez Runk** and **Nicole Gottdenker** explored their work on the impact of environmental changes with "Zoonotic Disease and Deforestation in Panama and Central America," noting the opportunities and challenges which arise from collaborative, community-driven research. Their discussion focused on their recent research on Chagas disease, which is endemic to Latin America. Participants learned that in Panama, *Attalea*

butyracea palm trees are the preferred habitat of the Chagas disease vector, and proximity of these palms to human dwellings is linked to increased risk of transmission.

Quint Newcomber (University of Georgia) introduced participants to the developmental process of sustainable environmental systems in his presentations: "Biological Corridors: Restoring and protecting the functional integrity of rural communities and natural ecosystems in Costa Rica" and "UGA Costa Rica: A case study of sustainability in rural Costa Rica." Newcomber shared his experience as director of the University of Georgia's campus and program in Costa Rica from 2005–2016, where he established a carbon offset reforestation program.

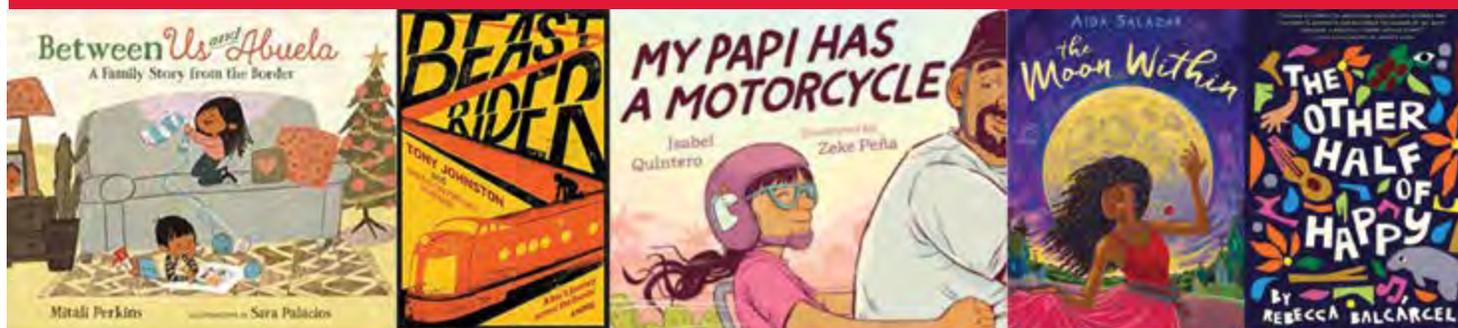
The institute also featured presentations by **Amy Ross**, director of the Latin American and Caribbean Studies Institute (LACSI) at University of Georgia, and **Paul Duncan**, assistant director. Ross examined perspectives on the intersection of human rights and the environment throughout Guatemala's modern history. Duncan concluded the institute with the presentation "Central American Ethnobotany: Learning About the Region and its Cultures through Plants," sharing his expertise as the supervisor of LACSI's Latin American Ethnobotanical Garden.

The Stone Center for Latin American Studies at Tulane University will host the 2021 summer institute June 14–25. Due to COVID-19, it will also be a virtual program.

Américas Award presents to National Humanities Alliance and the Consortium of Humanities Centers and Institutes

On behalf of the Consortium of Latin American Studies Programs (CLASP), **Colleen McCoy** (Vanderbilt) and **Denise Woltering Vargas** (Tulane University) presented to the National Humanities Alliance and the Consortium of Humanities Centers and Institutes on May 17, sharing the history and impact of the Américas Award for Children's and Young Adult Literature.

In dialogue with **Jonathan Elmer**, director of the College of Arts and Humanities Institute at Indiana University, McCoy and Woltering-Vargas explored the nearly three-decade legacy of the book award, including the partnership with the Library of Congress, the collaborative programming and curricular resource development across institutions and other world area centers, and the emphasis on recognizing culturally authentic and engaging literature with potential for classroom use. The discussion also highlighted the evolution of children's literature, noting the increasing number of diverse books now published.



2020 Américas Award

The 2020 Américas Award for Children's and Young Adult Literature was awarded to *Beast Rider*, written by **María Elena Fontanot de Rhoads** and **Tony Johnston** (Amulet Books, an imprint of Abrams, 2019) and *Between Us and Abuela*, written by **Mitali Perkins** and illustrated by **Sara Palacios** (Farrar Straus Giroux, 2019). *My Papi has a Motorcycle*, written by **Isabel Quintero** and illustrated by **Zeke Peña** (Penguin Young Readers Group, 2019), *The Moon Within*, written by **Aida Salazar** (Arthur A. Levine Books, 2019), and *The Other Half of Happy*, written by **Rebecca Balcárcel** (Chronicle Books, San Francisco, 2019) were recognized as Honorable Mention titles.

The awards were presented virtually by the Consortium of Latin American Studies Programs (CLASP) and the Hispanic Division of the Library of Congress on October 12. Authors Johnston, Perkins, Salazar, and Balcárcel, and illustrator Peña shared the inspirations and creative processes behind their respective titles. The ceremony also featured remarks by **Suzanne Schadt**, Chief of the Hispanic Division of the Library of Congress, **Maria Thurber**, reference librarian of the Hispanic Division, and **Denise Wolter-ing-Vargas** (Tulane University) and **Colleen McCoy** (Vanderbilt CLAS), the coordinators of the Américas Award.

In addition to the award ceremony, CLASP held a public book talk featuring author **Mitali Perkins** on October 5 to highlight *Between Us and Abuela*. Perkins explored the cultural and historic context for the title, as well as tips for classroom incorporation. Both events can be viewed on the CLAS website (vanderbilt.edu/clas/videos).

The Américas Award review committee selected nine commended titles for 2020:

- *Along the Tapajós* written and illustrated by Fernando Vilela and translated by Daniel Hahn. Amazon Crossing Kids, New York, 2019.
- *A New Home* written and illustrated by Tania de Regil. Candlewick Press, 2019.
- *Caravan to the North* written by Jorge Argueta. Groundwood Books, 2019.
- *Freedom Soup* written by Tami Charles and illustrated by Jacqueline Alcántara. Candlewick Press, 2019.
- *Fuego Fuego/ Fire, Little Fire/ Tit, Tichin* written by Jorge Argueta and illustrated by Felipe Ugalde Alcántara. Piñata Books, 2019.
- *Planting Stories: The Life of Librarian and Storyteller Pura Belpré* written by Anika Aldamuy Denise and illustrated by Paola Escobar Harper. HarperCollins Publishers, 2019.
- *Soldier for Equality: José de la Luz Sáenz and the Great War* written and illustrated by Duncan Tonatiuh. Abrams Books for Young Readers, 2019.
- *The Other Side: Stories of Central American Teen Refugees Who Dream of Crossing the Border* written by Juan Pablo Villalobos. Farrar Straus Giroux, 2019.
- *Titanosaur* written by Dr. José Carballido and Dr. Diego Pol and illustrated by Florencia Gigena. Orchard Books, New York, and Imprint of Scholastic Inc., 2019.

The Américas Award is sponsored by the Consortium of Latin American Studies Programs and coordinated by Vanderbilt's Center for Latin American Studies and Tulane's Stone Center for Latin American Studies. The award recognizes children's and young adult books that authentically and engagingly portray Latin America and the Caribbean, with a specific emphasis on potential for classroom use. The award also receives support from Florida International University, Stanford University, The Ohio State University, UNC-Duke Consortium in Latin American Studies and Caribbean Studies, University of Florida, University of New Mexico, University of

Texas at Austin, University of Utah, and the University of Wisconsin-Milwaukee.

CLASP thanks the 2020 Review Committee: Patricia Austin, Connie Sharp (Committee Chair), Luciano Marzulli, Christi Moraga, and Maria Thurber.

For more information about the Américas Award, including related teaching resources, visit claspprograms.org.

Fourth Annual Global Read Webinar Series

Area studies centers from various world regions continued hosting the Global Read Webinar Series, a monthly event for educators, parents, and students that takes place each spring. Each sixty-minute webinar features the author of an award-winning book and gives guidance for incorporating the book into the classroom.

The Américas Award kicked off the series on January 12 and featured Aida Salazar, author of 2020 Américas Award Honor Title *The Moon Within*. Written in verse, this novel is artfully presented and accessible, and is a must read for all gender identities. Salazar forefronts menstruation, helping to normalize what is still considered taboo in the 21st century. She simultaneously reminds us that we are a small part of something much greater. *The Moon Within* is written for grades 4 and higher.

Other Spring 2021 webinars were hosted by the South Asia Book Award, the Middle East Book Award, the Africana Book Award, and the Freeman Award. All webinars are open to educators, free of charge, and available online for classroom use. More than 200 people registered for the 2021 series and received the video recordings, which are available here: internationalizingsocialstudies.blog

Coronavirus and Latin America Summer Webinar Series



Patricia Garcia and Maika Maria Dorantes Moguel

To explore the impact of the global pandemic throughout Latin America, CLAS and the Stone Center for Latin American Studies at Tulane University organized a webinar series titled *Coronavirus and Latin America* in Summer 2020.

The 3-part series kicked off on May 18 with *The Response from Venezuela and Costa Rica*, featuring leading scholars from Tulane University’s Center for Inter-American Policy and Research. Executive Director **Ludovico Feoli** and Richard Greenleaf Visiting Professor **Francisco Rodríguez** discussed the implications of migration policies, economic systems, and the larger effect on communities. The conversation was moderated by Tulane University PhD candidate **José Nico Cabrera-Schneider**.

In June, the series brought in recent alumni of Vanderbilt’s Hubert H. Humphrey Fellowship Program for a webinar on *Coronavirus and Latin America: Education in Mexico and Argentina*. **Patricia Garcia**, former Executive Director of Misiones Rurales Argentina, and **Maika Maria Dorantes Moguel**, supervisor of primary education for the Secretary of Public Education in Yucatán, examined the opportunities and challenges for both government and non-government educational organizations in response to COVID-19, particularly in rural areas. **Nancy Dickson**, Humphrey Fellowship Program Director, moderated the panel and collaborated with Colleen McCoy to organize the event.

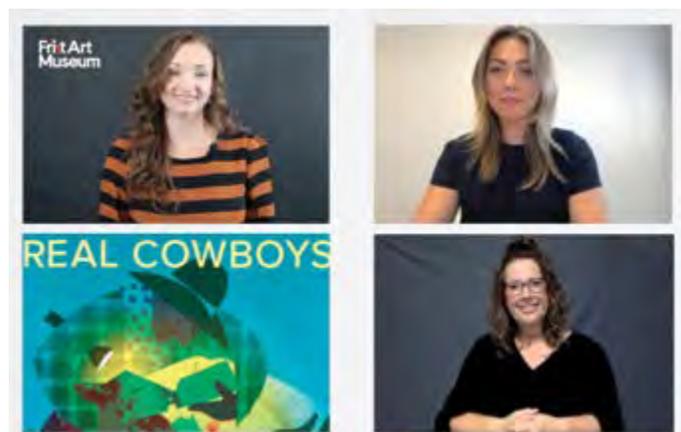
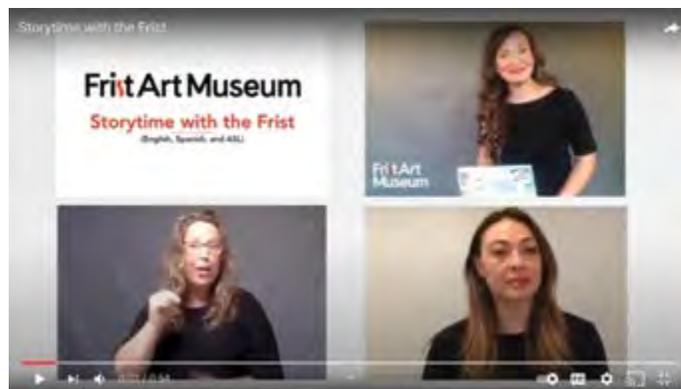
The series concluded in August with *Policy Effects on Human Rights in the Northern Triangle*, which focused on the impact of COVID-19 on human rights in Central America. Participants heard from **Noah Bullock** and **Oswaldo Lapuente**, both of Cristosal, a human rights organization working in El Salvador, Guatemala, and Honduras. Discussion topics included food sovereignty, as well as government, community, and hospital responses to the pandemic. The conversation was moderated by Cabrera-Schneider.

CLAS Supports Frist Museum Trilingual Online Storytime

In response to COVID-19, the Frist Art Museum transferred its monthly Storytime program to a virtual format in April 2020 with support from CLAS. Each online event presented a children’s book simultaneously in English, Spanish, and American Sign Language translations, and reached 4,053 virtual participants through nine online programs to date. Book selections for Storytime center around Frist Museum exhibition themes with deliberate intent to feature inclusive and diverse authors, illustrators, or characters.

“CLAS is proud to partner with the Frist for Trilingual Storytime, a program which continues to increase accessibility to children’s literature in our Nashville community and beyond,” said CLAS Outreach Coordinator **Colleen McCoy**. “The impact doesn’t end with the event itself—additional related activities engage readers with the story, increasing content retention and enhancing classroom use.”

The Frist Art Museum received an Award of Excellence from the Tennessee Association of Museums on March 17 for the virtual Trilingual Storytime program, recognizing its creativity and resourcefulness.



Around the World in 80 Stories

CLAS collaborated with the Nashville Children’s Theatre (NCT) to support a new production, *Around the World in 80 Stories*, which is available to educators as a video streaming performance on the NCT website. Created for grades K-4, the performance engages young viewers in a literary race around the globe as the main character

explores multicultural folklore from Chile to Japan. 883 MNPS second graders saw the production.

CLAS also provided supplemental curricular materials to help educators further examine the Chilean story with their students, as well as a Spanish translation of the complete performance’s script.

Interdisciplinary Approaches to Teaching About Diversity in the Caribbean Basin

Colleen McCoy and **Avery Dickins de Girón** worked with the International Studies Consortium of Georgia and the Latin American and Caribbean Studies Institute at the University of Georgia to present a full day virtual symposium in November, “Interdisciplinary Approaches to Teaching About Diversity in the Caribbean Basin.”

The symposium began with a welcome by **Margaret Venable**, president of Dalton State College, followed by an overview of the program by organizer **Raj Shasti**. Vanderbilt’s **Jane Landers** (History) presented “The Rise of the Multicultural Caribbean: Interdisciplinary Approaches to Teaching and Learning” and **W. Frank Robinson** (History) discussed “Ethnicity, Race, Class, and Nationality in the Contemporary Caribbean.”

Continuing through the afternoon, the program featured the panel discussion “Collaborative Teaching Between Georgia and Martinique: History, Theater and Music” with **Jennifer Palmer** (University of Georgia), **Dominique Rogers** (University of the Antilles), and **Emily Sahakian** (University of Georgia), and concluded with “Caribbean Literature and Culture” by **Lesley Feracho** (University of Georgia).

Nearly 50 educators attended the symposium, representing nine Minority Serving Institutions and several other higher education institutions across the country. The symposium received positive feedback in the post-event survey; 100% of the participants indicated that the workshop achieved the goal of helping them learn more about interdisciplinary approaches to teaching about diversity in the Caribbean Basin, with 95% of educators reporting that they would integrate the content shared into their courses.

“I teach a course on the History of the African Diaspora; the presentations and resources will be invaluable,” noted one participant.

The International Studies Consortium of Georgia includes Abraham Baldwin Agricultural College (ABAC), Albany State University, Andrew College, Clayton State University, Columbus State University, Dalton State College, Fort Valley State University, Georgia Highlands College, Gordon State College, Middle Georgia State University, South Georgia State College, University of North Georgia.

Metro Nashville Public Schools and CLAS Continue Partnership to Support Educators

In continued collaboration with Metro Nashville Public Schools (MNPS), CLAS provided professional development and educational resources to local K-12 educators throughout the year. Since January 2019, CLAS has worked with nearly 500 teachers in partnership with the MNPS Office of English Learners.

In July 2020, CLAS Executive Director **Avery Dickins de Girón** joined teachers from two MNPS programs, Students with Interrupted Formal Education (SIFE) and Recently Arrived English Learners (RAEL), to examine Central American languages, culture, history, and emigration. Educators in these programs also explored anthropological perspectives and tools for teaching diverse classrooms during the session. In ongoing support of both programs, Dickins de Girón provided feedback for the teachers’ project goals, development, and progress in their Professional Learning Community meetings in October and February.

In November, Dickins de Girón joined 100 MNPS teachers at the *English Learners Virtual Fall Forum* as a Community Partner Town Hall panelist, in collaboration with the Metro Nashville Police Department, Catholic Charities, Metro Nashville Office of Family Safety, and Conexión Américas. The panelists also engaged in a Q&A session with participants. In December, she gave a professional development session on Central American history, culture, and education for MNPS Career and Technical Education teachers representing a variety of disciplines, including Agriculture, STEM/Engineering, Business, Networking, and Marketing.

CLAS supported **Tatiana Paz-Lemus**, who recently graduated from Vanderbilt with a PhD in Anthropology, to work with a group of SIFE teachers at Margaret Allen Middle School. The educators are interested in understanding ethnographic methodologies and how they can apply them toward the creation of new classroom curriculum in order to better engage their Central American students. Paz-Lemus shared her knowledge of Central America and anthropological fieldwork through monthly meetings with the group.

Colleen McCoy regularly provides curricular materials to MNPS educators and administrators, and CLAS helps provide connections to indigenous language interpreters.

Teaching and Understanding Women’s Activism in the Face of Violence

In April, CLAS partnered with Tulane to host 23 education students and 14 educators for the professional development workshop “Teaching and Understanding Women’s Activism in the Face of Violence.” The program featured **Parker Benedict** and **Amalia Rubin**, the creators of the ongoing curricular project *She Stands Up*. In the workshop, they used the *She Stands Up* lesson plans to explore gender-based violence, femicide, and activism related to such violence in Latin America and beyond. Participants engaged in example classroom activities and discussions on the complexity of social movements and the art of activism.

“I really appreciated the data and evidence-based richness of the materials, it makes

it very ready to use,” said one educator. “I came away with a greater understanding of the breadth of these movements in Latin America, and plenty more to study.”

She Stands Up was first created as a capstone project for Georgetown University’s Center for Latin American Studies, in collaboration with the Consortium of Latin American Studies Programs. In 2020, Benedict and Rubin received curriculum development grants from Vanderbilt CLAS to support the continued development of the resources and website; Colleen McCoy served as their advisor for the expansion of the project.

To access teaching materials and for more information, visit shestandsup.org.

CLAS Collaborates with Cheekwood to Present Virtual Programming for their Annual Día de los Muertos Celebration

CLAS and Cheekwood celebrated el Día de los Muertos online in October 2020, continuing to engage educators and the general public with the holiday.

The virtual celebration lasted a week and kicked off on October 26 with the K-12 teacher workshop “Teaching Day of the Dead,” which featured an interactive presentation by **Diana Ruggiero** (University of Memphis). Ruggiero shared her strategies for incorporating themes of Day of the Dead across a range of grade levels and disciplines, and educators participated in activities to use in their own classrooms, explored a related lesson plan, and shared best practices for teaching the holiday traditions.

Throughout the week, Cheekwood shared a variety of multimedia projects on their website, including instructions for various art activities, a guide to local entertainers, food vendors, and artisans, and a time lapse recording of the creation of a traditional altar and *tapete* in the Frist Learning Center.

Cheekwood also featured CLAS administrator **Alma Paz-Sanmiguel** and local performer **Rachel Rodriguez** in the October episode of its Learning Lab series. The video focused on the significance of altars for the holiday, as well as the role of music in remembering those who have passed.

To provide additional resources for the digital

classroom, CLAS created the Day of the Dead Educator Toolkit, which includes the recording of the workshop, the video “5 Ways to Celebrate Day of the Dead” with Diana Ruggiero, an in-depth booklet (available in both English and Spanish), a set of non-fiction articles for young readers, a list of related books available to borrow from CLAS, and other curricular materials.

Each year, CLAS works closely with Cheekwood to plan the festival and provide educational materials for attendees, and **Colleen McCoy** serves on the festival’s advisory board. All digital resources mentioned above are available through the CLAS website. (vanderbilt.edu/clas/dia-muertos)

Educator Book Club

The CLAS Educator Book Club transitioned to virtual meetings in April 2020 and continued to meet throughout the summer and academic year. Members of the club critically consider the depiction of Latin American, Caribbean, and Latinx cultures in children’s literature, and discuss strategies for incorporating diverse books in the K-12 classroom.

This academic year, K-12 educators from Davidson, Wilson, Williamson, and Hamilton Counties, as well as a pre-service teacher from Vanderbilt’s Peabody College of Education, participated in the monthly meetings. Club members represented a variety of disciplines including English, Spanish, Math, English Language Learning, and Counseling.

In collaboration with the Stone Center for Latin American Studies at Tulane University, CLAS featured author **Rebecca Balcárcel** and her middle grade novel *The Other Half of Happy* (2020 Américas Award Honor Title) in May 2020. Other discussions focused on the following titles: *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz, *Echo* by Pam Muñoz Ryan, *Beast Rider* by María Elena Fontanot de Rhoads and Tony Johnston, *Mexican Gothic* by Silvia Moreno-García, *Clap When You Land* by Elizabeth Acevedo, *Dear Haiti, Love Alaine* by Maritza Moulite and Maika Moulite, *Efrén Divided* by Ernesto Cisneros, and *The Book of Unknown Americans* by Cristina Henríquez.



ReadWorks Collaboration

Since 2017, CLAS has partnered with ReadWorks, a nonprofit organization dedicated to improving reading comprehension for K-12 students. Home to the largest library of curated nonfiction and literary articles in the United States, ReadWorks provides open access to content, curriculum, and training to educators. To help mitigate the digital divide in reading achievement during COVID-19, ReadWorks launched a new offline mode, making it possible for students to complete assignments at home, regardless of access to Wi-Fi.

During the last four years, more than 90,375 teachers in 37,718 schools across the country engaged with the content produced by CLAS, and more than 275,000 students received CLAS content as part of an assignment.

This year, CLAS produced new content focused on Latin American medicinal plants, now providing nearly 90 articles to the public through ReadWorks. All articles are available on readworks.org.

2020-2021 Humphrey Fellows

Juanita Cadle is a Special Education Officer for the National Resource Centre for Inclusive Education (NaRCIE) in Belize. In this role, she conducts Comprehensive Educational Assessments for children with special needs, provides teachers with appropriate recommendations on teaching strategies, approaches, and accommodations to support their students, and conducts on-going school visits to monitor students' progress. Ms. Cadle also provides professional development to teachers, so they are equipped with the best practices possible to increase their students' success. Prior to working in special education, Ms. Cadle worked as a general education teacher in government schools throughout Belize. During her teaching career, she served as a sign language teacher for the deaf and translated for the parents of deaf students, a Special Olympics volunteer, and as a Spanish interpreter to assist Spanish-speaking parents.



Ms. Cadle established her background in education at University of Belize, followed by a Master's in Special Education at the University of North Florida. During her fellowship year, she hopes to gain more knowledge in planning and implementing teacher training programs for special education educators. She aims to use this knowledge to design and develop coordinated special education programs that will give educators in Belize an opportunity to study and enhance their skills in the country. Furthermore, she is focused on giving voice to persons with disabilities, addressing the social injustices in connections with special education, and improving training sessions for students with disabilities.

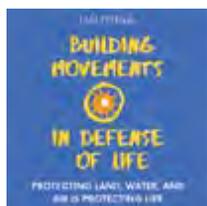
Karen Legrand Méndez is a consultant for UNESCO-Guatemala, where she is responsible for the workshop delivery and methodology at the MALALA Center, and for the Health and Wellbeing Program for young indigenous women throughout Guatemala. In previous positions, Ms. Legrand worked as a consultant for Asociación Ixoqib MIRIAM, where she researched social auditing and compensation for survivors of violence, especially women.



Ms. Legrand obtained her background in psychology at Universidad de San Carlos de Guatemala, and obtained a Master's degree in Community Counseling at Universidad del Valle. Ms. Legrand plans to gain knowledge in human development counseling and community development during her time in the Humphrey Program. She plans to become an agent of change for organizations and communities in Guatemala, specifically for women and young women at risk due to teen pregnancy, poverty, violence, and homelessness.

The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late senator and vice president and his lifelong 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 U.S. 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.

CLAS Partners with Witness for Peace to Support Bilingual Film Festival



CLAS worked with graduate student **Chelsea Dyer** (Anthropology) to sponsor a bilingual film festival with Mutual Aid Media and School of the Americas Watch. The festival, *Building Movements in Defense of Life: Protecting Land, Water, and Air is Protecting Life* celebrated World Water Day, and took place March 20–21.

The two-day festival featured the films *La Lucha Sigue*, *Invasion*, *L'eau Est La Vie (Water is Life): From Standing Rock to the Swap*, and *Women Warriors*, all highlighting true stories of resistance to industrial capitalism. Each screening was followed by a live discussion panel on Zoom with the films' protagonists. The films were viewed by 2017 people, and over 1000 individuals attended the discussion panels.

Learn more about the program: mutualaidmedia.com/film-festival

Abraham Liddell Guest Lectures at Harpeth Hall

In January, Vanderbilt PhD candidate **Abraham Liddell** (History) served as a virtual guest lecturer for two Harpeth Hall classes studying Afro Latin America. Liddell shared his research on the early colonial transatlantic slave trade to Latin America and the Caribbean, exploring its impact on the development of Afro Latinidad across the world. Following the presentation, Liddell engaged the high school students in a Q&A session and discussion of their own studies of the history of Afro Latin America.

CLAS Thanks Our Outstanding Graduate Assistants: Kai Gardner and Sofia Ludwig

Kai Gardner is a first-year M.Ed. student in International Education Policy and Management. Kai has contributed to evaluation projects for CLAS programs and conducted needs assessments with local K-12 educators to inform future curriculum development. He has also created new educational resources, including ReadWorks articles, Spanish translations of all Culture Box guides, and materials for Nashville Children's Theatre, and assisted with the Manuel Zapata Olivella International Conference in April. Prior to coming to Vanderbilt, Kai was a Spanish teacher at STEM Preparatory High School in Nashville and a corps member of Teach for America. He earned an M.Ed. in Instructional Practice from Lipscomb University in 2019, where his research focus was in Heritage Language Instruction and Literacy.

Sofia Ludwig is a first-year dual degree masters student in Public Health and International Education Policy and Management. Ludwig has developed several new curricular resources for the CLAS outreach program, including a project-based learning unit focused on Latin American indigenous languages, a set of instructional materials for plants in the Latin American Ethnobotanical Garden, and an educator resource list on Central American languages, culture, history, and emigration. She has also provided support for the Guatemala Scholars Network as part of her work with CLAS. Prior to starting her graduate education at Vanderbilt, Sofia obtained her B.A. at the University of Wisconsin-Eau Claire where she studied Spanish, Latin American Studies, and Teaching English as a Foreign Language. She has studied abroad in Spain and participated in a teaching internship program at the Universidad Popular Autónoma del Estado de Puebla.

CLAS Welcomes New Faculty to Vanderbilt



Felipe Barrera-Osorio is an Associate Professor of Public Policy, Education and Economics in the Department of Leadership, Policy, and Organizations. The main objective of his research is to study the effects of

educational policies in developing countries. This agenda intersects development economics and the economics of education. He is part of a new generation of development economists who aim to test the effects of different school- and system-wide education policies. The premise of this evidence-based agenda is to formulate clear hypotheses about why a policy may work, create an intervention that can test the idea, measure and evaluate the impacts of the intervention, and, if successful, scale up the intervention. "I'm interested in knowing, for instance, if programs like conditional cash transfers will induce households to acquire more education, or if having options available, like charter schools, has a positive impact on student learning." Barrera-Osorio comes to Vanderbilt from Harvard Graduate School of Education, where he taught courses in microeconomics for educators and in educational policy interventions in developing countries. Before that, he was a senior economist for the World Bank's Human Development Education Network and deputy director of the Fedesarrollo, a nonprofit policy research center in his native Bogotá, where he studied Colombian education, poverty and social protections. He earned bachelor's

and master's degrees in economics from the Universidad de los Andes in Colombia and a doctoral degree in economics from the University of Maryland, College Park.



Guillermo Toral is Assistant Professor of Political Science. He works in the fields of comparative politics and political economy, with a regional focus on Latin America and a substantive focus on issues of development,

governance, and corruption. His research agenda centers on relationships among state actors (politicians, bureaucrats, and anti-corruption agents) and how they shape public service delivery and human development. He is writing a book on the political logics of patronage, distinguishing the strategic uses that local politicians in Brazil make of public employment and how those uses impact government accountability and the quality of public services. He earned his PhD in Political Science from MIT in 2020. Prior to joining MIT, he spent several years working on education policy and human development programs at the World Bank in Washington DC and across Latin America. His recent paper in *Journal of Politics* addresses how voters in Brazil react to information about the quality of local schools: Taylor Boas, F. Daniel Hidalgo, Guillermo Toral (2020). "Competence versus Priorities: Negative electoral responses to education quality in Brazil."



Dean **Lorenzo (Frank) Candelaria** joined Vanderbilt University in 2020 with a mission to focus on the professional education of highly talented young musicians with an exceptional capacity and motivation

to shape our increasingly diverse and complex global century. He holds the Martha Rivers Ingram Dean's Chair in the Blair School of Music and is Professor of Musicology.

A recipient of the American Musicological Society's prestigious Robert M. Stevenson Prize for outstanding scholarship on the music of Spain and Mexico, Candelaria is an award-winning author, teacher, and widely engaged speaker on topics ranging from plainchant to mariachi music to arts education and the 21st-century student demographic. Recent books include *The Rosary Cantoral*, *American Music: A Panorama*, and *Listening to Music*, 9th edition. He is currently writing *Music in Early Mexican Catholicism* (under contract with Boydell & Brewer).

A native of El Paso, Texas, Candelaria is a first-generation, Mexican American college graduate. Following a year of study with the celebrated Russian violinist Victor Danchenko at the Cleveland Institute of Music, he completed his undergraduate degree in musicology at the Oberlin Conservatory where he also studied violin, viola, and the Chinese erhu.

He received his Ph.D. in musicology with highest honors from Yale University, specializing in Renaissance music while pursuing a performance career with groups including Walt Disney World's Mariachi Cobre and the Grammy-nominated Mariachi Sol de México. With the support of a Fulbright fellowship, he conducted nearly two years of groundbreaking archival research on Catholic plainchant and liturgy in Spain.

Candelaria held professorships at the Yale Institute of Sacred Music and at the University of Texas at Austin, and later served as an Associate Provost at the University of Texas at El Paso (UTEP). In his role as Dean of the School of the Arts at SUNY Purchase, Candelaria created "Pathways to Purchase," an exciting campaign of upward social mobility that focused on recruiting, retaining and graduating first-generation college students through thematic arts-and-humanities programming. Candelaria currently serves on the National Council on the Humanities for a term expiring in 2024.

Ted Fischer Receives The Harvie Branscomb Distinguished Professor Award

CLAS Director Ted Fischer was honored with the Harvie Branscomb Award at the Spring Faculty Assembly in April. The award recognizes the overarching contributions of a faculty member in creative scholarship, inspiring teaching and service to students and the university. Fischer, Cornelius Vanderbilt Professor of Anthropology, joined the faculty in 1996 after earning his doctorate at Tulane University. His research focuses on indigenous Maya communities in Guatemala and Latin America, and his extensive publications have garnered more than 3,000 citations and established him as a leading expert in his field. He is a passionate educator who has taken scores of undergraduate students to conduct fieldwork in Guatemala, where they develop a compassionate view of the world that draws on numerous disciplines and perspectives. The award was established in 1963 to honor retiring Chancellor Harvie Branscomb.



Jonathan Hiskey

Jonathan Hiskey is Professor of Political Science and a faculty fellow of the Latin American Public Opinion Project. His research focuses on the role local politics play in the formation of democratic citizenries across the emerging democracies of Latin America. Jon also holds a courtesy appointment in the Department of Sociology.



His most recent book, co-authored with Mason Moseley, *Life in the Political Machine* (Oxford University Press 2020), explores the ways in which subnational "dominant-party enclaves" in Mexico and Argentina shape the political attitudes and behaviors of their citizens. The work highlights the pernicious role that such uneven political landscapes can have in efforts to consolidate and deepen democracy. A concurrent line of research concerns the political implications of migration for sending communities across Latin America, analyzing the political lives of those individuals with connections to a migrant network and the role they play in community politics. Hiskey's work on these topics has appeared in such journals as the *American Journal of Political Science*, *British Journal of Political Science*, *Comparative Politics*, *Comparative Political Studies* and the *Latin American Research Review*. Many of his recent presentations have focused on asylum seekers from Central America's Northern Triangle and the local push factors that are encouraging emigration to the United States; he has also served as an expert witness and country expert. In 2014, a report he authored in LAPOP's AmericasBarometer *Insights* was incorrectly cited by the Department of Homeland Security, which led him to write an affidavit against the detainment of women and minors seeking asylum.

Jon teaches courses on comparative politics, Latin American politics, politics of global inequality, and refugees in Nashville, and was recognized as an outstanding teacher with the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching in 2017. He has trained numerous graduate and undergraduate students, and has served on over 30 dissertation committees. In addition, Jon served as a Faculty VUceptor for the Vanderbilt Visions program for seven years, has mentored

undergraduate students in Vanderbilt's summer research program, and serves as a faculty advisor for the Ingram Scholars Program. In his home department, he was Director of Undergraduate Studies from 2019-2020, and Director of Graduate Studies from 2008-2001, and 2014-2019.

Jon has spent significant time conducting research in Mexico, and relays that one of his most memorable—and heart-wrenching—moments of fieldwork was an interview several years ago with a Mexican government official in the state of Michoacán who described in detail the extent of control that drug traffickers had established over his state in 2014: *One aspect of that interview that has stayed with me to this day was his description of the state's 'extortion fee' price list that had been established for avocado farmers in the state—that is, how much farmers had to pay to the cartel in order to be allowed to harvest their crop. I'll never forget him saying with a very pained, wry smile that as bad as it might sound to have an extortion price list, it was actually better than it had been in previous years when no such "price list" existed, so farmers never knew what they might have to pay or if they would suffer the consequences if they could not afford the fee. This detail, along with many others shared during the interview, brought into clear focus for me what it meant for a state to have essentially surrendered to these types of organizations while at the same time maintaining a facade of a functioning state. Having lived in the neighboring state of Jalisco in 1997–1998 with my wife and three kids (ages 5, 3, and 6 months at the time), and experienced the incredible hospitality, warmth, and kindness of so many people during that year, the fact that this region is currently caught in the midst of such a horrific, violent conflict is particularly saddening.*

When asked how he began his career in Latin America and Political Science, Jon explains that he took a gap year (before there was such a thing) after graduating from high school. He travelled the United States with a two-month Greyhound bus pass that allowed him to go to all parts of the country, ending up in Lake Tahoe where he worked maintenance at a ski lodge at night, and spent his days skiing. During those travels, he visited a friend in El Paso and they crossed the border to visit Juárez, which was his first visit to Mexico. He was struck by the great disparity



between the two sides of the border and that image, and a desire to understand it, began his lifelong interest in Latin America. A year later he began his undergraduate studies at UNC-Chapel Hill and describes being fortunate enough to take a class with Lars Schoultz, who became the first of many mentors. In graduate school, Jon received a FLAS to study Portuguese, which he will use in a new research project that includes Brazil.

Jon obtained his PhD in Political Science from the University of Pittsburgh. His dissertation, *Does Democracy Matter? Electoral Competition and Local Development in Mexico* was honored with the Gabriel A. Almond Award, which is given by the American Political Science Association for the best dissertation in comparative politics. Prior to that, he received a MA in International Studies from Florida International University and completed his undergraduate work at UNC-Chapel Hill, majoring in International Studies and Spanish. Throughout his career as a graduate student, Jon received a number of prestigious awards to support his research, including an Inter-American Foundation Dissertation Field Research Fellowship, a Fulbright Doctoral Dissertation Field Research Fellowship, a Heinz Latin America Social and Public Policy Fellowship, and a Foreign Language and Area Studies Fellowship. He joined Vanderbilt's faculty in 2005, after teaching at the University of California, Riverside, and was promoted to Professor in 2020.

In addition to his professional accolades, Jon is about to celebrate his 30th anniversary with his wife, Lynn. Their four children are now all in their twenties.

Jon has been an important contributor and active member of CLAS, participating in our professional development activities for K-16 educators and serving on the CLAS Steering Committee.

Congratulations to **Candice Amich** (English) for receiving The Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching for 2020.

María Magdalena Campos-Pons (Art) was featured on *PBS News Hour* for her performance work in the “Promise, Witness, Remembrance” exhibit honoring Breonna Taylor. The exhibit featured artists from across the country in an exploration of the symbols that uphold ideologies of the United States, the contemporary moment, gun violence and police brutality, their victims, and their legacies.

Celso Castilho (History) was elected vice-president/president of Conference of Latin American History (CLAH), which is the largest and oldest association of Latin American history in the US. He was one of nine faculty from across Vanderbilt selected for the 2021 cohort of Chancellor Faculty Fellows. This group is composed of highly accomplished, recently tenured faculty from a wide variety of disciplines and areas of expertise. Castilho’s co-edited book, *Press, Print and Power in Imperial Brazil* will come out Summer 2021: unmpress.com/books/press-power-and-culture-imperial-brazil/9780826362278.

Anna Castillo (Spanish and Portuguese) was promoted from Visiting Assistant Professor to Tenure-Track Assistant Professor.

The Museum of Archaeology, Anthropology, and History at the Universidad Nacional de Trujillo launched a new series honoring foreign archaeologists, *Arqueología y Vida – Peruanistas del Siglo XX*, with the first volume dedicated to “distinguished researcher and dear friend, **Tom Dillehay**” (Anthropology). Dillehay was noted for his important contributions to South American and Peruvian history and his ability to inspire young archaeologists.

Jon Hiskey (Political Science) was promoted to Professor, and his new book, *Life in the Political Machine: Dominant-Party Enclaves and the Citizens They Produce*, is now out from Oxford.

Jane Landers (History) received an Achievement Award from Nashville’s Metro Historical Commission for obtaining the UNESCO Slave Route designation for Fort Negley. She is serving as the Chair of the Committee on International Historical Activities for the American Historical Association from 2021–2024. Jane continues her work on the International Initiative for the Study of Slave Societies, funded with a Vanderbilt Initiative Award since 2019.

Noam Lupu (Political Science) is launching a new podcast, *Agora*, with the support of CLAS. *Agora* is a podcast about new ideas that can help make sense of what’s happening in Latin America today. In each episode, hosts Agustina Giraudy and Noam Lupu talk to leading social scientists about their innovative research and what it tells us about the region’s past, present, and future. Episodes will begin streaming in Summer 2021 on Apple and Spotify; more information here: agorapodcast.com.

Norbert Ross (Anthropology) co-founded the Salvadoran NGO ACTUEMOS!, that seeks to empower and support marginalized groups in El Salvador through community engagement and projects. During the pandemic, he has worked to support youth education and families through psycho-social workshops, food and income assistance, and through a Vanderbilt Strong grant that provided computers, tablets and internet service for children to participate in online school.

CLAS welcomed **Jesús Ruiz** to the CLAS community. A recent graduate of Tulane University, Jesus received an ACLS Emerging Voices fellowship in 2020 to conduct his post-doctoral research on the Haitian Revolution. Ruiz was awarded a Ford Foundation Postdoctoral Fellowship from the National Academy of Sciences; the postdoc will be hosted by the Department of History and Jane Landers will serve as mentor for the 2021-2022 academic year. Ruiz taught LAS 2101 in Spring 2021.

Vesna Pavlović’s (Art) Vanderbilt University Press has published her photographic work: *Vesna Pavlović: Stagecraft* (2021).

Mitchell Seligson (Political Science), LAPOP’s founder and senior advisor, was awarded with the WAPOR’s Helen Dinerman Award. This award honors significant contributions to survey research methodology, in memory of Helen Dinerman’s scientific achievements over three decades of public opinion research. Over the past 46 years, Dr. Seligson’s contributions have had far-reaching and significant effects on the quality and availability of public opinion data, and have shaped investigations and survey methodology. His most significant contributions include:

- The development of numerous open-source public opinion databases; “The Seligson Political Culture Survey Archive” contains surveys conducted between 1975 and 2005. The open source archive can be accessed here: vanderbilt.edu/lapop/Seligson-Archive.php
- Launching the AmericasBarometer, which contains nearly 300,000 individual interviews from 34 countries in the Americas from 2004 to the present; under his leadership the data were made available free of charge
- Significant influence on the ways we measure and understand corruption and crime victimization, tolerance, populism, support for democracy and democratic practices, and community participation
- Training scores of doctoral students at the University of Pittsburgh and Vanderbilt

Benigno Trigo (Spanish and Portuguese) was awarded the Gertrude Conaway Vanderbilt Chair in the Humanities.

Congratulations to our LAS faculty who received **COVID-19 Innovation Teaching Awards** from the College of Arts & Science for creating safe, productive, and engaging teaching:

- Anna Castillo (Spanish)
- Lori Catanzaro (Spanish)
- Beth Conklin (Anthropology)
- Gilbert Gonzales (Medicine, Health, and Society)
- TS Harvey (Anthropology)
- Carolina Palacios (Spanish)
- Vesna Pavlović (Art)
- Mariano Sana (Sociology)
- Steve Wernke (Anthropology)

Online collaborative platforms lead to advances in archaeological survey of the Andes

Advances in big data technology and digital analytics are transforming the field of archaeology, generating new discoveries and conclusions about ancient civilizations. In February 2020, the *Journal of Field Archaeology* devoted a special edition to the impact of large data and emerging approaches to computational and spatial archaeology.

When combined with the traditional “pick and trowel” approaches to archaeology, big data analysis has produced novel insights. While archaeological data sets may be smaller than those typically viewed as “big data,” they provide an opportunity for a bird’s-eye analysis of trends and patterns that might not have otherwise been possible.

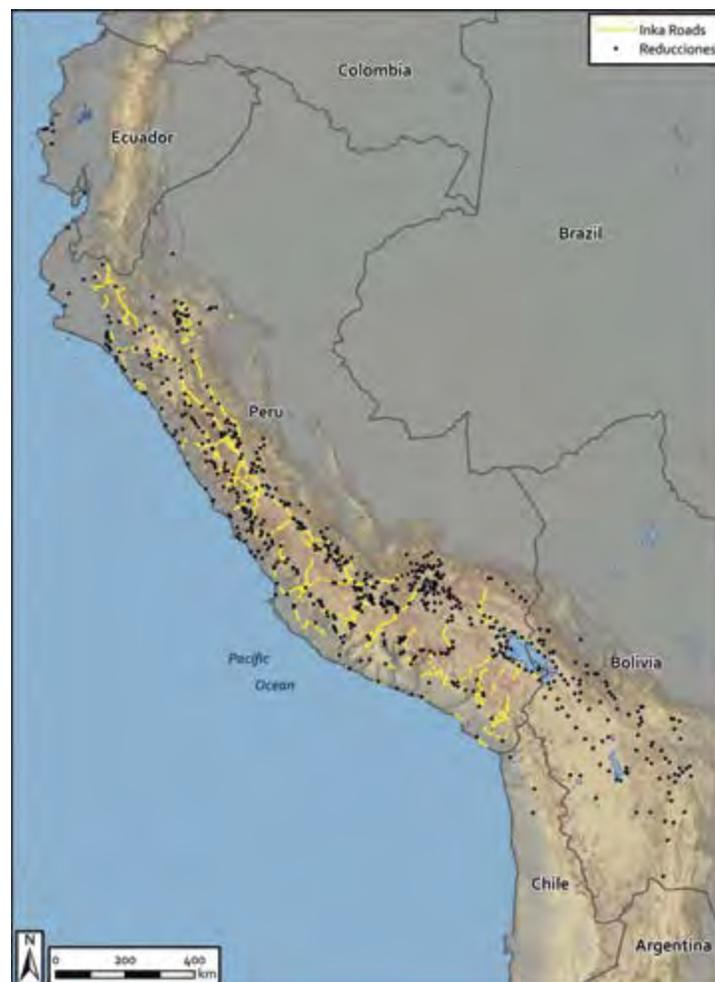
One such study, “Interregional Archaeology in the Age of Big Data: Building Online Collaborative Platforms for Virtual Survey in the Andes,” led by Vanderbilt anthropology professor **Steven Wernke**, with Parker VanValkenburgh of Brown University and Akiro Saito of the National Museum of Ethnology in Japan, has brought a fresh perspective to the forced resettlement of more than a million Indigenous Andeans by Spanish colonizers in the 1570s.

The researchers developed two online databases to collect and track information from locations of interest in the Andes. The first database—Linked Open Gazetteer of the Andean Region (LOGAR)—is designed to collect primary documentary source information about geographic places. The second—Geospatial Platform for Andean Culture, History and Archaeology (GeoPACHA)—uses satellite and aerial imaging to allow international research teams to discover and document archaeological sites over very large areas.

Using these tools, Wernke and his colleagues were able to create a comprehensive basemap of colonial towns built during mass resettlement. Their map revealed an interesting pattern in the distribution of colonial towns, known as *reducciones*. They found that the distribution and concentration of the *reducciones* mirrored those of the Inca, particularly when they analyzed roads and other forms of infrastructure. The research team was able to conclude that the Spanish conquerors directly imitated the Incas’ infrastructure in an attempt to govern the Peruvian territory. They credit the combination of new digital methods and data analysis tools with their ability to draw these conclusions.

In January 2021, Wernke and VanValkenburgh were featured in an article on *ArsTechnica*, which highlighted the impact of big data sets and digital assets in the field of archaeology. Wernke highlighted how archaeology increasingly deploys advanced technologies in combination with traditional excavation- and survey-based field methods to broaden and deepen our understandings of past human societies.

“Archaeologists generally think of field-collected data as the gold standard, and we tend to be very bound to that standard. We tend to think of people as the main instrument of observation as archaeologists,” Wernke explains in the *ArsTechnica* interview. “What we’re trying to do is not in any way to replace that or claim that what we’re doing is somehow better. We’re trying to complement that approach with these new tools for turning old imagery into things that we can put online and search systematically.”



Map showing close relationship between the distribution of *reducciones* and documented segments of the Inka royal road network. (Wernke et al. 2020)

Wernke further discusses that a digitized approach allows archaeologists to get a clearer macro-perspective of the civilizations they study. He advocates for archaeologists to take a balanced approach—incorporating new technologies while not abandoning traditional techniques, and working closely with host communities. “Archaeologists tend to specialize geographically, and they tend to get to know a place intimately. I’m a big advocate for that,” Wernke said. “Yet we now also know if we’re only on the ground, we’re missing several levels of forces that were acting on humans in the past, forces that are acting on us presently. We’re trying to link these things together. We’re not trying to displace one with the other.”

Wernke and VanValkenburgh’s research, including information on the online collaborative databases, was published in the *Journal of Field Archaeology* in February 2020, with follow-up in *ArsTechnica* in January 2021.

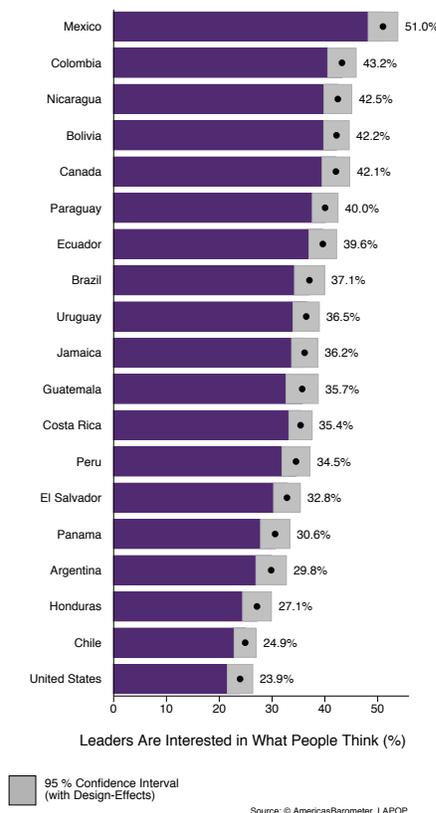
—written by Evan Curran

Representation in the Americas: Perceptions of External Efficacy in the 2018/19 AmericasBarometer

How well-represented do citizens feel and what factors influence these evaluations? In one of LAPOP Lab's recent Insights reports, Kaitlen Cassell provides some answers. External political efficacy is a measure of political representation that can provide important insights into the health of the relationship between political elites and their constituents. There is a lot of variation in levels of external efficacy across countries, and political context seems to shape how well-represented citizens feel. Countries that experienced recent elections tend to have more efficacious individuals, while countries that are experiencing economic or political hard times tend to have less efficacious individuals.

Individual-level factors also influence external efficacy. In the Latin America and Caribbean region, highly educated individuals, for example, are least likely to believe that politicians are interested in what they think. At the same time, citizens with positive evaluations of leaders and the political system, and those who actively engage in their community, tend to feel higher levels of external efficacy.

Read the full Insights report [here](#), and check out the rest of the Insights series [here](#).



Launch of Data Playground

The LAPOP Lab recently announced a new interactive data analysis tool, the Data Playground. It allows users to explore data from the AmericasBarometer, LAPOP's core project, for every country in which the lab has conducted interviews between 2004 and 2019. The new tool is particularly useful for those who do not have access or the training to use advanced statistical software programs. It allows users to calculate descriptive statistics for a single variable, visualize cross-country comparisons, and conduct cross-tabulations.

Available for free in English and Spanish, the Data Playground can be accessed here: vanderbilt.edu/lapop/interactive-data.php

New Spotlights series

The LAPOP Lab expanded its Insights series with a new type of report called Spotlights. These reports provide quick snapshots of survey items from the AmericasBarometer across countries and time. Each report takes a look at a single survey question to compare cross-country response distributions, provides an overview of regional trends across survey rounds, and describes differences among socioeconomic and demographic groups. Available for free in English and Spanish, the Spotlights series can be accessed here: vanderbilt.edu/lapop/spotlights-series.php

Launch of 2021 AmericasBarometer

The LAPOP Lab launched the 2021 round of the AmericasBarometer in January. The round will include 22 countries of the Americas and, due to the constraints of the pandemic for conducting in-person activities, data will be collected using phone-based surveys.

On June 23, 2020, **Kaitlen Cassell** defended her dissertation on individuals' receptiveness to the content of populist messages (i.e., populist frames). To address this question, she uses framing theory to situate populist rhetoric in a broader comparative framework, permitting substantive comparisons between what is unique about populism and what is unique about other ways of viewing the relationship between the people and the elites in elections of national-level political candidates in five countries: Italy, Mexico, Brazil, Colombia, and Spain. Her committee was co-chaired by Liz Zechmeister and Mitch Seligson, along with committee members Larry Bartels, Jon Hiskey, and Kirk Hawkins (BYU).

2021 Annual Conference

LAPOP Lab will host its third annual conference, "The Public and Democracy in the Americas" from October 20–23, 2021. The LAPOP Lab is preparing to host a virtual conference (online) like the one organized in 2020 if travel and in-person meetings are not possible due to the ongoing COVID-19 pandemic.

The 2021 conference is coordinated by the LAPOP Lab at Vanderbilt University and ITAM. It will blend presentations of LAPOP Lab research findings with scholarship that uses the AmericasBarometer to generate important insights into public opinion and democracy. The objective is to facilitate dialogue over the project, research, and democracy in the region.

Both works-in-progress and recently published research that use data from the AmericasBarometer are eligible. Undergraduate and graduate students may only submit proposals for a poster session. Presentations may be given in English or Spanish, but proposals in Portuguese are also welcome.

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