

Latin American Studies Center News



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Provost Destler and Chilean Minister of Education, Yasna Provoste Campillay

UMD enhances collaborative agenda with Argentina and Chile

In mid-August, Dr. William W. Destler, Senior Vice President for Academic Affairs and Provost, and Saúl Sosnowski, Associate Provost for International Affairs and LASC Director, visited Argentina and Chile. The main purpose of the visit was to follow-up on current linkages with institutions of higher learning and to explore areas for new collaborative efforts.

In Buenos Aires, Provost Destler met with Dr. Norma González, Executive Director, Fulbright Argentina to review the educational landscape of

the country. A conversations with Daniel Malcolm, then Secretary of Higher Education Policies in the Ministry of Education and former Rector of the Universidad Nacional San Martín, marked the first of several high-level meetings. A very productive exchange of views with Drs. Tulio del Bono, Armando Betranou, and Angela Meinvielle of the Secretariat of Science and Technology (SECyT) led to a signing of an agreement by UM President Mote and SECyT's del Bono. Among other aspects, the meeting has generated closer cooperation with

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The University of Maryland, College Park

LASC Certificate: What do students say?

Gustavo Saguier Meza

The Certificate in Latin American Studies appealed to me because of its interdisciplinary nature, its professional and friendly staff and faculty, and my own curiosity. I thought it would help me to analyze topics from different and broader perspectives, and I was right.



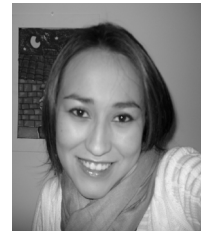
The Certificate nicely complements the B.A. in Economics I also earned at the University of Maryland. Current events and trends in Latin America –and everywhere else- do not happen in a vacuum, but in dynamic historical, social, political, cultural and economic contexts. These contexts have direct impact on the region's economy: From the nationalization of the energy sector in Bolivia by its Aymara president to the multibillion remittances of mostly-poor Latin American migrant workers from around the world to their home countries, with its intended and unintended consequences.

Since I graduated in May 2004, I worked for the Paraguayan government at the Ministry of Finance, the local chapter of Friends of the Earth (an international environmentalist NGO), and I recently joined

the World Bank at the Paraguay Country Office. In all these diverse instances, the Certificate in Latin American Studies has greatly helped me to put situations into context, to understand events beyond facts or numbers, to read and understand the fine print. In brief, the Certificate in Latin American Studies delivered what I thought it would, sound interdisciplinary background and up to date and comprehensive information for any discipline related to the region.

Jamie Lorena Salazar

When I first came to Maryland I was uncertain of what path my studies were going to take. I started as a psychology major, but after taking Latin American Issues II with Dr. Merediz my interest took a different direction. I decided to pursue a degree in Government & Politics, focusing my studies in the Latin American Region. The Certificate Program that the Latin American Studies Center offers was the key to find my true passion and help me realize what do I really wanted to study.



The staff as well as the faculty of the Center have enriched my college experience significantly. I have had the chance to take classes and work with renowned professors such as Dr. Edy Kaufman in the field of conflict management in Latin America.

The certificate has allowed me to know more about my culture, my history and the current events that surround my people. The various classes have taught me from ancient pre-Columbian history to post-cold war events in Latin America. I have been able to explore and research various topics such as Afro-Colombian displacement from which I got to write an article in the Center's newsletter.

I am extremely happy that academic programs like the Latin American Studies Certificate exist at the University of Maryland, not only because of the opportunity that this provides to guide and focus people with broad majors, such as Government & Politics, but also the great support and encouragement that the faculty and the center provide to students like me.

LASC Executive Committee

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Argentine institutions by UM faculty of Argentine origin.

Dr. Destler also visited Instituto Tecnológico de Buenos Aires (ITBA), considered the best private school of engineering, the Universidad de Buenos Aires and held extensive talks at various research centers of the Universidad Nacional San Martín (UNSAM). These included the Instituto Sábató and the National Commission on Atomic Energy CNEA), Instituto de Investigaciones Biotecnológicas (IIB), currently headed by the just elected member of the National Academy of Sciences, Carlos C. Frasch; the Facultad de Ciencia y Tecnología and with researchers involved in a wide range of projects that address environment issues and biotechnology.

The Council of Rectors of Private Universities, under the auspices of its president, Dr. Horacio O'Donnell, Rector of UCES (University of Business and Social Sciences), hosted a dinner in Destler's honor, an occasion that provided an excellent opportunity to learn about the challenges and opportunities available with a select number of private institutions.

Particular noteworthy were visits to CIPPEC (Center for the Implementation of Public Policies Promoting Equity and Growth) a major NGO, and extensive discussions with Santiago Gallichio and Alejandra Svetaz of Fundación, Red Interamericana para la Democracia and Instituto de Gobernanza.

The visit to Chile benefited greatly from the advice and support provide by Denise Saint-Jean, Executive Director of Fulbright-Chile. In Santiago, Drs. Destler and Sosnowski met individually with the chairs/directors of the Universidad Mayor's academic departments. The meetings at this leading private university were followed by a very productive and promising exchange of views with the Minister of Education, Yasna Provoste Campilay (see photo) and, subsequently, with Dr. Ricardo Reich Albertz, General Coordinator of the Ministry's "Programa de Mejoramiento de la Equidad y Calidad, MECESUP2." At the Universidad de Chile they were welcomed by Dr. Jorge Las Heras, Rector, and by Teresa Iriarte, Director of International Relations.

At the Universidad de Chile's Facultad de Ciencias Físicas y Matemáticas, Dr. Destler spoke about



recent trends in engineering education and highlighted the unique offerings of UM's Clark School of Engineering and of related academic programs. A lunch hosted by Prof. Francisco Brieda, Dean of Engineering, which also included several senior faculty, exchange programs and curricular issues were discussed and plans for follow-up collaboration were advanced. A meeting with Jorge Hidalgo, Dean of Philosophy and Humanities, and with his Associate Dean, Bernardo Subercaseaux, followed. In the port city of Valparaíso, meetings were held at the Pontificia Universidad Católica with Rodrigo Navia (Dean, Economics, a frequent visitor to College Park), Fernando Alvarado (Director, International Cooperation), and with two UM alumni who teach in the Facultad de Economía, Matias Berthelon and Diana Krueger.

Before leaving Chile, Drs. Destler and Sosnowski met with most of the Fulbright scholars selected for graduate study in the US, several of whom plan to come to UM. Follow-up visits by UM faculty and the Dean of Engineering are planned for Summer 2007.

Patricio Poblete (Director of the School of Engineering and Science), Francisco Brieda (Dean of the School of Physic Sciences and Mathematics), Provost Destler and Dr. Saúl Sosnowski

2007-2008 Post-Doctoral Fellowship Competition

We are pleased to announce the competition for residential fellowships for Fall 2007 and Spring 2008. For the current round, the Center will particularly welcome proposals that address issues focusing on culture and democracy, governance and civil society, literature and ethnicity, and migration from Asia to Latin America.

For further information and applications contact us or visit our website at www.lasc.umd.edu

Ethnocartography among Indigenous Peoples in Venezuela

by Stanford Zent and Egleé L. Zent

The Venezuelan Constitution of 1999 opened a new chapter in the struggle for land rights, officially recognizing for the first time the collective ownership by indigenous peoples of their traditional and ancestral lands. In 2001, the new policy was enacted through passage of a law that stipulates that lands be demarcated as a first step toward the eventual granting of communal property titles. To this end, later that same year, a National Commission was created. Before this new legislative phase, a few ethnic groups had already demarcated their lands. However, in the last five years an explosion of community-based mapping and land demarcation projects started among various groups. Land security and rights over ancestral territories comprise a primary aspiration for many of the country's indigenous groups; 21 land titles have been handed out so far but only to individual communities, and hence they cover rather small and discontinuous tracts of land. Furthermore, the restricted terms and conditions written into the titles signify that they may have actually lost rather than gained ground in terms of their unfettered

territories, to date no such titles have been approved. As a result of this record, some indigenous representatives recently expressed their rejection of the titles and the current land policy, and some of them even accused the government of deception. Although the Demarcation Law assigns the responsibility for planning, executing, supervising, and financing the demarcation work to the Ministry of Environment, scant resources have been made available and the government has not actively implemented any programs or activities to fulfill this goal. Instead, many indigenous communities and organizations carry out this task, sometimes with the help of scientists or technical assistance provided by NGO's. These pages describe one such project that was conducted between September 2001 and August 2006 and involved collaboration among Eñepa and Jodí Indian communities and a research group based in Caracas at the Instituto Venezolano de Investigaciones Científicas (IVIC). The project also aimed to produce a comprehensive account of the groups' respective ethno-cartographies; namely, to encompass the cultural construction of landscape in its multiple aspects, including geo-referenciation of ancestral lands and borders, classification and nomenclature of landscape units, occupation patterns and use of the space, environmental knowledge and symbolic representations associated with places, mythical-historical narratives of the people and their surroundings, and local theories about the relationships among people, biological world, supernatural deities and cosmos.

The Eñepa and the Jodí

These indigenous groups inhabit a region dominated by tropical forests in the Venezuelan Guayana. The Eñepa are about 4,000 persons distributed in 40 communities; the Jodí number about 900 persons concentrated in ~25 communities. While neighbors, and there is little doubt that they have been living in the Western Guayana for hundreds if not thousands of years, both ethnic groups are very different culturally: the Eñepa are affiliated with the Caribbean linguistic family and the Jodí are speakers of an independent language. To a certain degree, both have succeeded in maintaining their autochthonous

Jodí taking GPS wave points

Photo by Eglee and Stanford Zent



right to use or assign the resources on their lands. Although the law contemplates the recognition of (larger) tribal or ethnic group-based, communal

culture and habitat, although they have been experiencing various changes in the last few decades and exhibit internal variation with respect to the acculturation level within and among particular communities. Over a hundred years ago, the Eñepa started to migrate from their homeland in the Upper Cuchivero north and westward, approaching Creole settlements in the savannas on the southern bank of the Middle Orinoco, and therefore have a relatively long history of economic interchanges with the regional Creole towns. By contrast, until 1969 the Jodí were totally isolated and unknown to the Western world, and their culture and technology exhibited no Western influence. During the next thirty years, however, half of the Jodí population has been settled in two settlements, San José de Kayamá (a Catholic mission located in Upper Cuchivero, Bolívar State) and Caño Iguana (a Protestant mission until February 2006 and now a military base, situated in the Upper Ventuari, Amazonas State). Both settlements have a diverse history of contacts and influences. The Eñepa are classical Amazonian horticulturalist-hunters who depend on manioc and other cultivated products for most of their diet, supplemented by various wild resources gained through hunting, fishing and collection. By contrast, the most traditional Jodí are primarily hunter-gatherers with a diet based on game animals, wild fruits, honey and weevils, and secondarily depending on small gardens of plantain, maize and other cultivated plants.

Self-demarcation and Ethno-cartography of Eñepa and Jodí Habits

The idea for the ethno-cartographic project came from some Jodí leaders from San José de Kayamá, who in July 2001 sought our help to demarcate their territory. In September we traveled to Kayamá and held several community meetings with both the Jodí and the Eñepa, co-residents of that community, who upon our arrival also expressed interest in demarcating their territory. The meetings aimed 1) to clarify the extent of interest and expectations of everyone in the community with regard to their invitation; (2) exchange information and perceptions; (3) define the scope, objectives and methods; (4) determine roles and responsibilities, and (5) formulate a general work plan. Consensually we agreed on the following: 1) we would serve as technical advisors and teachers while the Jodí and Eñepa would be data collectors and processors; 2) maps would be prepared to include

at least the following information: territorial boundaries, settlements (former and current), gardens (old and new), natural resources, sacred sites, ancestral areas, topographical features (mountains, hills, rivers, lakes, rapids) and local toponymy; 3) compile all oral information relevant to land claims; 4) chose two coordinators for each ethnic group to receive initial training and then assist in training others and coordinating the local work teams, and 5) training would be given in GPS machine operation, recording of georeferenced field data, computerized data processing, vernacular alphabet use and



transcription of oral traditions. Another important component of the method included drawing mental maps through a collective effort in which groups of youth and elders, men and women, were brought together, provided with large sheets of paper and colored pencils, and asked to draw a map depicting their land and all the noteworthy features and landmarks that they could remember. The mental maps were intended to serve throughout the mapping process as mnemonic devices, stimulus material and permanent references for field data collection. The authors were responsible for designing the data collection formats and electronic databases, supervising the training program, reviewing the recorded data and correcting any errors or problems in the databases, monitoring the whole working plan, and producing the interim and final maps. Eñepa and Jodí work teams were organized on a voluntary basis to carry out the data collection and processing. The first training was held at IVIC in December 2001. The on-site training and data collection was initiated at Kayamá the following month. The project in Caño Iguana began in May 2002 and included

Eñepa editing their final map

Photo by Eglee and Stanford Zent

the presence of two experienced members of the Kayamá project team who made the journey to Iguana for the sole purpose of assisting in the training. The work in both locations continued intermittently, adapted to the schedules and rhythms of the local work teams and according to the travel availability of the team from IVIC, until October 2005. In all, the personnel from IVIC made thirteen on-site visits to either Kayamá or Iguana during the four-year period, each lasting 2-3 weeks, and three training sessions were held at IVIC. The results of the field mapping were quite impressive, covering the length and breadth of the territories recognized by the different communities, as indicated by the number of GPS waypoints recorded by each group: ~2000 for the Eñepa, >2000 for the Jodí-Iguana, and >3000 for the Jodí-Kayamá. The maps were prepared in Arc-View by digitizing official base maps, correcting these using Landsat and Radar images, importing the GPS points in the form of different layers, and writing in the place names in the appropriate spots. The final versions included detailed depictions

of rivers and mountains and their corresponding place names, a variety of plant and animal communities or locations represented by different icons which were based on native artwork, a

number of cultural features such as house sites, gardens, trails, and sacred sites, and the land borders. Another important component was the recording and documentation of different types of cultural and historical data to better understand the relationship between people and the land. These included narratives of personal, family, residential and community histories; kinship, marriage and other aspects of social organization; traditional ecological knowledge and behavior, especially in regards to natural resource use and management; ethnogeographical classifications and vocabulary; customary law regarding land ownership, use and defense; notions

of property rights; mythology and oral history of the genesis and evolution of the earth, humankind and the cosmos; sacred places and their meanings; ritual practices; ecocosmvision and environmental ethos; and wellness/sickness beliefs and practices. The methodology of this phase consisted of semi-structured and open-ended interviews, and the recording of life histories of >90 individuals. The data collected throughout this phase was vital to prepare the socio-anthropological and historical reports required to apply for the land title and, moreover, form much of the basis of the present analysis. In August 2006, the final maps and reports were printed and the full set of documents needed to make the title applications were completed and handed in to the National and Regional Demarcation Commissions.

Preliminary Observations and Conclusions

From an ethnocartographic perspective, the construction of maps of the land areas occupied by the Jodí and Eñepa carries significance beyond merely obtaining the desired documentary results, the map and the land title. The most significant result can be identified in the process of mapmaking and its effect on the people who have carried it out. This can be seen at various levels:

1. The consciousness-raising of individuals;
2. The stimulation or recreation of biocultural values and ethos through the retelling, discussion and documentation of their oral history and sense of belonging to a particular environment consisting of land, biota, spirit beings, and the cosmos.
3. Training and skill-building in the use of mechanized information technologies, which enhances their capacity to preserve their traditions.

This study may have some implications for the demarcation of lands of indigenous peoples in Venezuela:

1. Land is not simply a bi-dimensional space which provides the physical conditions for biological and cultural survival. As a cultural construction interwoven and embedded into various aspects of daily life (resource management, social relations, spirituality, morality, etc.), it provides a guide map for living in a particular way.
2. The relationship between people and the land is mediated by cultural tradition and this heritage is reflected in the corresponding land demarcation and map production.
3. Notable differences in settlement pattern, territoriality, geocosmvision, environmental ethics and toponymy between different groups.



Ethnic map detail
Photo by Eglee and
Standford Zent

UMD launches Diplomado in University Teaching in Ecuador

by Roberta Lavine and James Greenberg

A team of professors from the University of Maryland collaborated with the UTE (Universidad Tecnológica Equinoccial) to offer a Diplomado in University Teaching during fall semester in Quito, Ecuador. The project is the most recent collaboration undertaken as part of a UM initiative in educational leadership in Latin America. This Diplomado is the first program of its kind in Ecuador.

The Diplomado is a major step forward, building on collaborations in teaching and learning over the past 15 years such as the Teaching Portfolio Project in Ecuador, Chile, and Peru. These ideas have been supported by a variety of units at the University including the Center for Teaching Excellence, the Department of Spanish and Portuguese, the Latin American Studies Center, and the Office of International Programs, and the School of Languages, Literatures, and Cultures. The current Diplomado model is based on the research, experience, and material gathered and developed by the Center for Teaching Excellence of the University of Maryland, and CODEU (a consortium of universities in Ecuador), which carries out the university textbook program -- first started as a USAID project in 1991 -- and the ongoing Academic Support Program for Teaching Excellence.

The Diplomado provides current and future Ecuadorian professors from all disciplines with extensive background and hands-on experience in topics relevant to the transformation and improvement of instruction in institutions of higher education. Approximately 30 professors are currently participating in the program. The Diplomado consists of 240 contact and virtual hours with emphasis on the following goals:

- to teach professors how to create, use, and evaluate Teaching Portfolios;
- to learn new methods and techniques for promoting active learning in the classroom;
- to explore alternative approaches to cur-

riculum development and methods of self-assessment and evaluation;

- to incorporate new technologies in the teaching-learning process;
- to become aware of existing competencies and standards of quality for accreditation and to become involved in all steps required to achieve both national and international accreditation.



The UM professors included Dr. James Greenberg (College of Education and CTE.), Dr. Roberta Lavine (Spanish and Portuguese and Education) Dr. Steven Selden (Education Policy and Leadership) and Dr. Robert Yuan (Cell Biology and Molecular Genetics). They were joined by Dr. María Inés Solar from the University of Concepción, Chile and Cesar Escontini from the CONESUP in Ecuador. The Diplomado sessions, which began in September, were launched with a special guest lecture by Dr. Saul Sosnowski, Associate Provost for International Affairs and Director of the Latin American Studies Center at the University of Maryland.

Response from the Ecuadorian professors in the program has been most gratifying.

Greenberg and Lavine are currently exploring additional opportunities to collaborate on similar programs in Latin America.

Roberta Lavine and James Greenberg (middle) and Ecuadorian participants

LASC Director Saúl Sosnowski and Mirta Kupferminc hold Exhibit in Buenos Aires, Argentina

Saul Sosnowski, Associate provost for International Affairs and Director of the Latin American Studies Center, and Mirta Kupferminc, Argentine artist, assembled an innovative exhibit titled “Borges and the Cabala: Paths to the Verb” that combines Sosnowski’s texts and Kupferminc’s paintings to convey Borges’ perceptions on the Cabala. The Exhibit was inaugurated in Buenos Aires, Argentina on July 4th, 2006 at the Recoleta Cultural Center. The exhibit comprises a book that displays Kupferminc’s paintings and Sosnowski’s texts and is conceived as a journey through the concepts and texts in the book.

Here is an excerpt from the introduction to the book by Sosnowski:

This is no just a book, though it also is a book. To define it or even to describe it as an “object,” is correct, and precise; it is also insufficient.

It is imperative to underscore fundamental differences when “Borges” and Kabbalah are joint. Differences as radical as those that separate the mystic who walks a path mined with the choice of life and death, of reason and insanity, from the writer which is inhabited by the pleasure he draws from playing with similar motifs. To speak of “Kabbalah” is to

enter the sacred space of Jewish mysticism, rooted and codified in principles and age-old practices; it is to launch from and to arrive at the Text, the Torah: the origin of the universe, a nation’s chronicle and guide, the key to a people’s history and the hidden secret that holds every version of the future.

Nothing is gratuitous -Borges also knew it-in a divine test in which nothing is left to chance. Nothing can be deemed superfluous -this we also learned from Borges -even when we only face a literary artifice and recognize the limits of our inevitably human imagination.

In joining “Borges” and “Kabbalah”, it is imperative to recognize and accept the distance that separates faith and theology from literature and art, the Kabbalist from those who indulge in exercises to mark the passage of time. Only then, when cognizant of the difference, imagination will be empowered to reveal alternate views of the world; then it will make inroads into sobering chronicles of the Diaspora; then, armed with its own irreverent heterodoxy, it will question, provoke, break through falsehood an point to paths and options that may not be less atrocious (perhaps, no less festive) than those we had awaited.

Saúl Sosnowski and Mirta Kupferminc



The University of Maryland and the Tec de Monterrey Form a Sister Libraries Partnership

by Patricia Herron

In 2005 the Association of College & Research Libraries endorsed a declaration encouraging institutions to develop sister library partnerships in other countries in order to help U.S. librarians learn, understand, and better serve their own communities. The initial focus of this declaration has been to encourage U.S. librarians to form partnerships with Mexican libraries.

Librarians at the University of Maryland have embraced the opportunity to collaborate with their colleagues in Mexico. Last year a group of four College Park librarians: Maggie Cunningham, Zaida Díaz, Lily Griner, and Patricia Herron, along with Patricia Verdines, a CLIS PhD student on leave from the Tecnológico de Monterrey (Tec) in Mexico where she is an engineering professor, collaborated with librarians from the Tec in a conference on academic library user education.

The conference, which was a year in the planning, took place April 11 – 13, 2005 at the Tec de Monterrey, in Monterrey, Mexico and featured various presentations by Mexican and U.S. librarians centered on the topic of designing library instructional programs and Web tools for students and faculty at academic institutions. The presentation abstracts and power point slides can be viewed at the conference Web site: <http://www.lib.umd.edu/MCK/monterrey2005.html>

A few months after the visit, in June of 2005, a formal Sister Libraries partnership between the Tec and the University of Maryland libraries was signed by the Dean of the UM Libraries, Charles Lowry and the Director of the Tec de Monterrey Library, Miguel Angel Arreola González.

Propitiously, the UM Libraries were scheduled to host an important conference on library user education, LOEX (Library Orientation Exchange) in April 2006. This seemed an excellent venue for continuing the Sister Libraries partnership, so the UM librarians invited the librarians from the Tec to travel to Maryland to attend the conference, to



TEC librarians, Cecilia Barragan, Eloisa Puente and Lily Griner (UMD Librarian).

visit the campus and its libraries, and to formally introduce the partnership to the library faculty at Maryland. Two of the librarians from the Tec received funding and were able to make the trip: Cecilia Barragán, who is currently Coordinator of User Education at the Library of the main campus of the Tecnológico de Monterrey and Eloisa Puente who is a business information specialist and the Manager of the EGADE Library (EGADE is the Tec's Graduate Business School.)

The Tec librarians and the Sister Libraries program were introduced at a luncheon at McKeldin Library. Eloisa and Ceci made presentations in which they described their University (<http://www-cib.mty.itesm.mx/>), their libraries, and the services they offer. They spoke of their interest and excitement at participating in the Sister Libraries Program and proposed ideas for moving the partnership forward.

Discussions are now underway to consider ideas for collaboration. Areas of mutual interest to the two libraries include resource sharing, business, science, and engineering information services, preservation, and special collections, with a focus on expertise in grants and digitalization.

UMD joins Maryland Partners of the Americas: Brazil Travel Study Program

The University of Maryland's travel-study program with Brazil, under the coordination of Talaat Shehata, president of Maryland Partners of the Americas, is one of the many ways diversity is promoted on campus.

began in August 2006. Maryland Partners of the Americas and the Office of International Programs hosted the Brazilian students, and organized a travel-study course for them in Environmental Science and Resource Management

this past Summer.

They hosted ten Brazilian students and one official for two weeks on the College Park campus and at research stations in the area. The next two weeks were comprised of traveling to Delaware, Maryland, and Virginia.

The second part of the travel course will take place in Brazil, during Summer 2007. It will include UMD faculty, undergraduates, and graduate students in instruction and research. This part of the program will add tropical biology and issues of land and water resources management to the curriculum.

Attendees will visit Guanabara Bay and other estu-

aries, the Atlantic rain forest, coastal mangroves, and agricultural and forestry systems, all located in Rio de Janeiro. The finale of the trip will be a visit to the Amazon River. Other academic components include lectures and presentations by Brazilian scientist and professors.

Shehata has been the president of Maryland Partners of the Americas for four years. Partners of the Americas was developed in 1964 during the Kennedy Administration as a subsection of the Alliance for Progress program. The program was designed to increase assistance between the U.S., Latin America, and the Caribbean.



Talaat Shehata (OIT) and Leticia Goulas (LASC) accompanied by participants

The 12-year old travel-study program is based on tropical ecology and resource management, involving campus and several universities in Rio de Janeiro, Brazil. Maryland is a great place to study because of its range of nearby geography and its short distance from Washington, D.C. and the Chesapeake Bay. Brazil is unique for its ecosystems, mineral reserves, endangered species, rain forest, and culture.

The basic exchange involves campus hosting ten Brazilian students with up to three faculty members during the Summer. Ten College Park students are then able to study in Brazil the following summer. The first part of the program

LASC Faculty Profile

Jorge Aguilar Mora Department of Spanish and Portuguese



Born in Mexico, Jorge Aguilar Mora did his Ph.D. studies in Linguistics and Literature in El Colegio de México. In Paris, he did post doctoral studies at the École Pratique des Hautes Etudes. He has taught in several capacities at different universities in México, Puerto Rico, US, France and Ecuador. He is a Professor of Spanish and Portuguese within the School of Languages, Literatures, and Cultures, epitomizes excellence in every aspect of the faculty role. He exemplifies multiple facets of literary scholarship. He is a "brilliant and prolific" novelist and poet, a prize winning literary critic, newspaper columnist and translator. He has published five novels, four volumes of poetry, five books of literary criticism and 60 scholarly articles. He then draws on his experiences to serve as a role model for students. He describes his pedagogy as follows, "I never tell my students to do what I do nor to think what I think. I try to show them how I do it, to show them how I read and think." Persuaded that "literature is a privileged way to know ourselves and the world," he attempts to teach students to analyze the ways literary texts incorporate philosophical, historical, cultural and psychological perspectives. Undergraduate and graduate students in the school describe his classes on Latin American civilization and on modern Latin American literature as "and unmatched intellectual adventure." As one student commented, "What a voyage! Ripping from the pages of a famous essayist the hidden stories of History and uncovering the silence of unsaid words was the beginning of the literary adventure Professor Aguilar -Mora introduced me to."

Mary Kay Vaughan Department of History



Mary Kay Vaughan, professor of history, writes about culture, gender, education and state formation in twentieth century Mexico. She joined the University of Maryland-College Park History Department in 2000. Her *Cultural Politics in Revolution: Teachers, Peasants, and Schools in Mexico 1930-1940* (Arizona, 1997) won the Herbert Bolton Prize for best book in Latin American history and the Bryce Wood Award for the best book in English in Latin American studies in 1997. She has recently coedited *The Eagle and the Virgin: Cultural Revolution and National Identity in Mexico, 1920-1940* (Duke, 2006) and *Sex in Revolution: Women and Gender in Mexico, 1920-1940* (Duke, 2006). She is currently working in a biography of a gay Oaxacan artist who grew up in Mexico City in the 1940s and 1950s. She teaches courses on colonial and 20th century Latin America, Mexico, women, gender, and aesthetics in Latin America. Last summer in Oaxaca, she hosted two Latin Americanist graduate students who participated in an institute on modern Mexican history .

Visit our website at: <http://www.lasc.umd.edu>



We encourage you to contribute to our Web Calendar of Latin America-related events in the Washington, D.C. area. Please send pertinent information regarding place, date, and time, as well as the title of the event and a brief description, to: lasc@umd.edu



Briefly Noted

- During the past Summer, UMD Study Abroad offered four very successful programs for Latin America in Costa Rica, Mexico, Puerto Rico and South America. The program in South America was quite innovative, comprising three countries, Argentina, Brazil and Uruguay, and focusing on a comparative perspective of contemporary politics of globalization and democratization. The program was led by Dr. Patricio Korseniewicz, Associate Professor of Sociology at UMD, and Dr. William C. Smith, Professor of International Studies at the University of Miami.

- For Winter 2007, Study Abroad is offering programs in Belize, led by Dr. Lee Hellman, Professor of Life Sciences at UMD and focusing on Mayan culture, tropical rainforest and coral reefs; in Chile, organized by Johnna Schmidt, and Vivianne Salgado, Director and Faculty Director respectively, of the Jimenez Porter Writer's House at UMD, offering students a glance at literature, democracy and social change under the newly elected presi-

dent and in Costa Rica, coordinated by Dr. Steven Cohan, Coordinator of the Landscape Management Program, will provide the students the opportunity to experience another culture while studying the relationship between the country's agroecosystems and the surrounding environment.

- In November 28th LASC hosted Professors Eglee Zent and Stanford Zent, from Venezuela, for a presentation on their work with Venezuelan Indigenous groups, on a project that envisions the demarcation of territory for these populations.

- Also during November LASC and the Department of Spanish and Portuguese hosted Maria Guardado, Salvadorian political activist and Randy Vazquez, film producer, to present and discuss their documentary "The Maria Guardado Story," that tells Maria's story as a political activist in El Salvador, her imprisonment and exile. The event drew a large audience that engaged in an interesting discussion with the presenters.



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