

Latin American Studies Center News



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Venezuelans take the Capital's streets to express their political views

UMD Professor Kaufman Leads Citizen Diplomacy Workshops in Venezuela

UM Professor Edward Kaufman (Center for International Development and Conflict Management, Dept. of Government and Politics) was awarded a Fulbright scholarship to conduct action-research on conflict resolution at the Universidad Central de Venezuela (UCV), Caracas, during the past Fall semester. Together with the Dept. of Government and Politics and OIP, LASC hosted Professor Kaufman for a presentation on the first part of his

work in Venezuela (he'll return to UCV in the Fall). He provided the audience with both an overview of his work and the current political situation in the country.

Professor Kaufman's program with the UCV consisted of organizing workshops on Citizen Diplomacy and on Human Rights in International Politics which aimed at providing tools to reach

Agenda continued on page 3



The University of Maryland, College Park

LASC Certificate: What do students say?

Matthew Goldmark

I started my university career lost in options. Between introductions to Architecture, Physics, Shakespeare and Italian, proudly sits my first course in Latin American Studies. I entered the class two days late, stumbling into Professor Harrison's twenty-person class. I was terrified—after my hundred person lectures, what was I going to do in a discussion group led by the professor, herself? I remained silent that first day, listening to upperclassmen dialogue on literary texts and films. I quickly caught up with the group and began, if in a reserved fashion, to contribute. Professor Harrison has the distinction of being my first victim, patiently suffering through my first college research paper. I grew more focused over the following semesters. I filled my schedule with courses in Latin American literature and art history (subject areas that would eventually become my two majors). The Latin American Studies Center was flexible throughout the process, the curriculum allowing a student to follow his or her particular interests while satisfying the requirements.

However it has been during my senior year that I have seen the LASC as the resource it truly is, a place where a student has the support to develop into a focused scholar. In the fall, I was one of the first in a group of students to participate in Professor Merediz's course on Latin American Popular Culture. Professor Merediz delved into critical theory, one of the first times a professor trusted me with deeply intellectual texts. This last semester, in have been supported in an in-



dependent study on ambivalence in Latin American literature by a fantastic team of professors: professors Quintero-Herencia and Rodríguez-Santana. They have worked closely with me to form a curriculum informing my own research, a senior thesis. The Latin American Studies Center provided exactly what I needed, a path to lead an undergraduate with a chaotic love of knowledge into subject areas he truly loves.

Andrea Hernandez

When I first heard about the Certificate in Latin American Studies program in the second semester of my freshman year at Maryland, I knew immediately that was something I wanted to pursue. I wasn't quite sure what to major in at that point given my general interests in international affairs, politics and Latin American societies. It ended up being the perfect connecting piece in my undergraduate education; since I couldn't declare Latin American Studies as my major I was able to use the certificate program to complement my government and politics degree focusing on international relations. The courses offered within the certificate program were ideal in their scope. Not only did I gain in depth historical and governmental knowledge of a variety of nations, I was able to apply just about everything I learned within LASC to my government and politics coursework regarding Inter-American affairs and international relations in general. The study abroad opportunities at Maryland were also great in complementing this field of study; I was fortunate enough to travel to Cuba with the Maryland program which was an amazing educational and personal experience. Since graduating last spring, I've been working at the National Hispanic Medical Association, a health care advocacy organization in D.C. while studying for the LSAT and will be applying to law schools this fall. Although I'm not sure which legal field I'll ultimately end up in, my solid background in Latin American studies makes a career in international law one that I feel confident in pursuing.



consensus in an attempt to stop the growing threat of violence among opposing political parties during the elections that took place in December 2006. He conveyed to the audience that the workshops brought together representatives from local NGOs dedicated to conflict management, as well as university professors and graduate students, including four from the Armed Forces. The groups addressed primarily the need to open spaces for dialogue among the opposing parties, finding common ground and building consensus in order to prevent physical violence before, during and after the presidential elections. The participants also discussed other relevant world topics, including cultural relativism or the universality of human rights, the threat of terror, the use of torture, and the effectiveness of international sanctions and humanitarian aid. He pointed out that the workshops were very timely and that throughout the election period the situation remained peaceful.

In terms of the political situation prevailing in Venezuela, Kaufman suggested that it is important to consider if the long-term structural factors can prevail over the current predicaments and, specifically, what is the role of an individual in shaping history, in this case that of President Hugo Chávez. His coming to power was not an accident but the expected outcome of a highly polarized socio-economic situation, exacerbated by the oil wealth and the corrupt ruling elite. His last re-election by a large 63% popular support – even while the European Union found significant irregularities in the use of governmental pressure and funding of his campaign- gave way to a larger concentration of power in the hands of the President. In this context, the relevance of Citizen Diplomacy in an ever more personalized command must be discussed. While undoubtedly antagonism to President Bush (Chávez's slogans highlighted *¡¡contra el*



diablo, contra el imperio!! against the devil, against the empire!!) and the sharp increase in oil prices favored him, it is important to remember that when Chavismo started, 20% of Venezuelans held 80% of the income (distributed half for a small 3% elite and the other half to the remaining 17% middle class), where the majority of the poor 80% - increasingly in urban dwellings- had access to the remaining 20% of the wealth. President Chávez was elected

in December 1998 by 56% of the votes with a large abstention rate because he promised to change and redress the great divide between the haves and have-nots. He spoke for the poor more effectively than any other candidate. During many of the electoral tests and referenda there was still a small but significant “nini” group (*ni gobierno ni oposición*, neither government, nor opposition) that could have become a third force, but by now the situation has become polarized.

While benefiting many of the underprivileged with the trickling down of the huge unexpected income from oil sales, the structural socio-economic situation did not change dramatically during the seven years of Chávez government, but the feeling that he is ‘one of us’ prevails. Still, even if part of the definition of democracy is majority rule, the issue of respect for individual rights and democratic opposition is not less important. While the opposition candidate Rosales endorsed the failed 2002 coup d’etat against Chávez, he was now able to obtain 37% of the voters. Although during the electoral campaign Chávez stressed his support for a nationalized economy, taking over the legislative functions for a long period of time, unlimited presidential re-election and the creation of a unified party of the Bolivarian Revolution that would eventually take direct control of the army and other state organs, this discourse did not stop the majority of the people from supporting him. As soon as he was re-elected, he declined the opposition’s suggestion to negotiate measures that could be mutually agreed upon, such as a direct re-distribution of oil wealth to the needy, and he began to implement his electoral platform.

Professor Edward Kaufman, Center for International Development and Conflict Management, Dept. of Government and Politics

Supporters of President Hugo Chávez marched through the streets of Caracas



While during his first years, Chávez acquired political power by setting up new bodies that would compete with the traditional elites' institutions (particularly in the media), he is now curtailing the functioning of opposition TV networks, thus sending a message to other independent sources. As Kaufman stressed, from past experiences we know that the real test for democracy is to be able to negotiate with minorities, not to exclude them from the political process.

Professor Kaufman is due to return to Venezuela in September to complete the second four-month part of his grant. His plans included support of

colleagues who have now received the backing of the university authorities to constructively address the issue of political violence on campus (there were three serious incidents during the electoral campaign). Also, working with independent NGOs he will identify priority issues that require finding common ground in situations of conflict of rights. Among them is an item that calls for immediate attention: a law regulating NGO activities that may jeopardize their right of free association and, at the same time, give the government the legal authority to regulate their activity in terms of transparency and accountability.

Conflict Resolution in Latin America course offered in Summer at UMD by Professor Kaufman

Professor Edy Kaufman will be offering again this Summer (Session II, July 16, 2007 – August 26, 2007) his course on *Inter and Intra-State Conflict and its Resolution in Latin America*. This model course integrates the analysis of violent domestic and international conflict in Latin America and alternative approaches for its resolution. Providing a historical background to conflicts in the region, the curriculum primarily focuses on contemporary developments, particularly those opening up new possibilities for conflict resolution in the post-Cold War and globalization periods. The first part deals with macro-analysis and alternative explanatory theories for the limited numbers of inter-state conflicts and the emergence of a zone of peace in the continent. It will also dwell into the changing nature of the prevailing intra-state or societal conflicts. The second part of the course covers selected case studies of conflicts that have been managed in the last decades, as well as those that are still latent and may require preventive action. The course will end with a discussion about present and future trends of conflicts in the region and alternative dispute resolution mechanisms, in both Track I and Track II diplomacy. For more information and to register for this course please visit Testudo: <http://www.testudo.umd.edu/Registrar.html>

LASC Post-doctoral fellowships awarded for 2007-2008

After reviewing the numerous applications for LASC's postdoctoral fellowships, the committee selected Nicholas M. Copeland (University of Texas, Austin) for Fall 2007 and Axel Gasquet (Universite Blaise Pascal, France) for Spring 2008.

Nick Copeland



Dr. Copeland is an Anthropologist whose research focuses on the political tendencies among Mayans in Northern Guatemala. For his research at LASC, he proposes to further understand why rural Mayans, including many who supported the revolutionary left in the 1970s, after democratization overwhelmingly support neo-authoritarian regimes. His previous work deepened understanding of this puzzle by examining Mayan responses to revolutionary organizing, state violence and repression, and neo-authoritarian development populism. His analysis combines theories of culture and power from cultural studies using ethnographic methods. He argues that neo-conservative politics derive their appeal from the ways that state violence and state development programs resonate with and reshape Mayan conceptions and practices of politics, self and community.

Axel Gasquet



Dr. Gasquet is Professor of Latin American Literature and Civilization. While at UM, he is interested in advancing his research on Argentinean literary orientalism. Specifically, he plans to study the evolution of the orientalist themes starting from the journal *Sur* founded by Victoria Ocampo in 1931. The outstanding weight of pacifist philosophy and oriental spirituality comes into play in aspects that stand out in the production of authors such as Ocampo, Borges and Murena, among others. Later in the 1950s, the Chinese Maoist revolution let a wave of sympathetic writers emerge, such as Bernardo Kordon, Maria Rosa Oliver and Juan L. Ortiz. In the 1970s, other writers such as Luisa Futoransky and Alberto Laiseca, became disappointed with the cultural revolution. Today, a new generation which includes Martín Caparros and César Aira, has spread a post-revolutionary view of the Orient. Dr. Gasquet argues that this research is important because it makes possible to examine the traces left in the country's collective imagination by cultures other than the European and Indigenous ones.

2008-2009 Post-Doctoral Fellowship Competition

We are pleased to announce the competition for residential fellowships for Fall 2008 and Spring 2009. 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

UMD Study Abroad Program One of the Best in the Country

LASC interviews Dr. Michael Ulrich

by Katherine Vences

UMD student enjoys Argentinean mate
Photo provided by Study Abroad Office



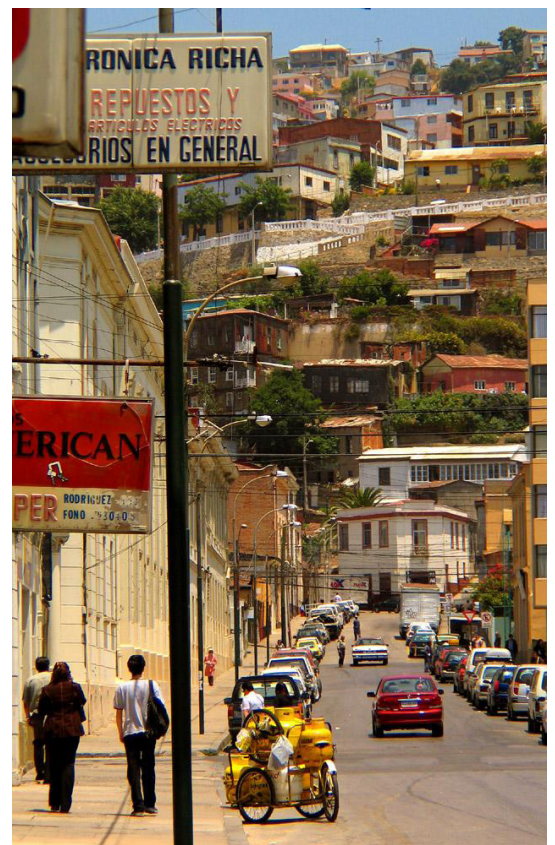
Photos from the Study Abroad program in Perú
by Kerry Fitzpatrick

“Every undergraduate student should go abroad before she graduates,” believes University of Maryland President C.D. Mote, Jr. In order to realize this goal, the university’s Study Abroad Program is expanding and improving

its operations to reach more students and offer an eclectic number of programs. Dr. Michael Ulrich, Associate Director of International Education Services at the Study Abroad Office, assures that they “are always interested in growing the number of programs offered to students.” Semester and year-long programs are offered throughout Europe and also in Australia. The Study Abroad office currently does not coordinate long term programs in Latin America, but does

offer exchanges in Argentina and Brazil. There are also Winter and Summer term programs that take place in Peru, Chile, Costa Rica and Argentina. “We definitely want to expand our presence in Latin America,” said Dr. Ulrich. The Study Abroad Office is currently looking at affiliating with the University Studies Abroad Consortium (USAC) to help expand its regional programs. The office is especially interested in Argentina. Recently, Study Abroad has focused on advertising, increasing the number of staff and the fairs it holds to publicize current offerings. Three years ago, as a way to further promote programs and inform students of opportunities to travel abroad, the Study Abroad Office organized a biannual

Study Abroad Fair. Dr. Ulrich believes it to be one of the largest in the United States, generating about 1,500 attendees in the fall and 1,800 in the spring. Dr. Ulrich attributes a large amount of their success to word of mouth and simply having students describe their experiences abroad. Feedback is received through course evaluations filled out at the end of the program. “Almost all the feedback received is overwhelmingly positive,” Ulrich said. A factor that plays a role on the overall experience is whether or not the student knows the language. Students who are considering studying abroad can access those files at the Study Abroad main office, although the office is planning to create a link online. Career development is something sought by many students who choose an international experience. The Study Abroad Office started an internship pro-





count for credit. The only difference between the two is that state aid may not be used for those not affiliated with the university. There are also a variety of programs that range in length. UM provides options that range from a week during Spring Break to semester or year long programs, as well as three-week programs in the Winter and Summer. The short term programs in Argentina, Chile, Costa Rica and Peru cover different aspects of the countries' culture and history. Two sessions are offered in Argentina, "Anthropological Fieldwork and Experiences" and "The Politics of Globalization." In the first, students delve into daily life; they visit local markets, travel to the countryside, observe the local population, and even attempt to tango. The second program is geared towards the political issues the nation faces and also includes Uruguay and Brazil. Students will be exposed to several facets of the countries' political system by visiting state agencies and non-governmental institutions and by meeting officials and activists.

The Study Abroad Office is striving to ensure that all UM students are given the opportunity to study abroad. Financial aid is available but Ulrich points out that most of the time studying abroad is less expensive than spending a regular semester at College Park. For students the first step is to set up a general advising session with the study abroad office where they will receive an overview of programs and financial information. For more information on studying abroad, visit <http://www.international.umd.edu/studyabroad>.

gram in London and in Alcalá, not far from Madrid. These opportunities have helped place the UM program as one of the best in the country, according to a list compiled by USNews. To achieve such recognition, "the program must involve substantial academic work for credit --a year, a semester, or an intensive experience equal to a course-- and considerable interaction with the local culture," says Ulrich. If a student wants to travel to a country that is not sponsored by the University of Maryland, there are still numerous "Non-Maryland" programs that may

UMD and University of Miami cosponsor "THE NEW POLITICS OF GLOBALIZATION"

For the second year, Dr. Korzeniewicz (Sociology, UMD) and Dr. Smith (International Studies, University of Miami) are offering a unique six-week study abroad course in Argentina, Uruguay, and Brazil. Students will examine and compare the contemporary politics of globalization and democratization in the three neighboring countries that form the core of the MERCOSUR project for regional, political and economic integration and are the principal interlocutors of the US in negotiating a Free-Trade Area of the Americas. Students will analyze the actions taken by reformist leaders in the countries and investigate how they have responded to challenges. They will go on academic trips to governmental agencies, attend seminars, and gain field experience.

Sponsored by the University of Maryland and the University of Miami, this trip is limited to 20 people who will be determined on a rolling basis.

To apply, visit www.umd.edu/studyabroad.

*Photos from the Study
Abroad program in Peru
by Kerry Fitzpatrick*

UMD and OAS launch *Inter-American Teacher Educator Network*

The Organization of American States (OAS) the Government of Trinidad and Tobago and the University of Maryland launched the Inter-American Teacher Educator Network (ITEN) at a four-day seminar last September, in Port of Spain. The seminar was entitled *New Approaches to Policy and Practice* and included participants from 25 countries throughout the Caribbean, North, South and Central America. UMD's participants were Carol Anne Spreen, Assistant Professor of Education Policy and Leadership, David Edwards, Jill Perry and Deirde Williams, all doctoral students in the International Education Policy Program, College of Education.

Research shows that well-prepared teachers are one of the main school factors that contribute to student learning; however, in much of the Americas, the level of teacher preparation is variable and in many cases, deficient. The focus of the seminar was on teacher educators ("Who are teaching the teachers?") and on building an inter-American network of individuals and institutions involved in teacher education, in order to strengthen policy and practice.

New Approaches to Policy and Practice for Teacher Educators in the Americas: A Seminar to launch

the Inter-American Teacher Educator Network (ITEN) provided a week of dialogue, research, and planning and included the discussion of findings from a new survey of teacher educators in the Americas. One hundred participants, from 25 countries in the Caribbean and North, South, and Central America, included university presidents, teacher educators, government

policymakers, researchers, and international organizations dedicated to the improvement of education in the hemisphere were gathered together to work

on action plans that can help foster policy reform once returning home.

The Inter-American Teacher Educator Network is the outcome of a joint effort by the Inter-American Education Committee of the OAS which supported the first phase, in particular the survey, seminar, and website components; by the Inter-American Organization for Higher Education which supported the participation of so many administrators of Teacher Education Institutions; by the Human Development Department of the OAS that provided travel grants; by the Ministry of Education of Trinidad and Tobago that hosted and organized this first event; by the University of Maryland that loaned its faculty and students to this effort, and by the Department of Education and Culture of the OAS that provided coordination and guidance.

ITEN seeks to transcend the typical linguistic and regional barriers that in the past have impeded communities of learning to take root and flourish in all countries of the Americas. Its mission is to create the spaces for individuals and groups engaged in teacher education to develop collaborative research projects, to share innovative experiences, and to benefit from the synergies and activities that result from engagement with other teacher educators. These energies fuel the network and bring meaning to its activities.

In its first meeting in Port of Spain, the participants, from a wide range of teacher education institutions, came together to address the current situation of teacher education by focusing primarily on, "Who are the teacher educators in the Americas? How are they agents for teacher education reforms? What are the main gaps in knowledge in teacher education? How are teacher educators contributing to that body of knowledge? How might they contribute more?"

The opening day of the seminar set the stage for the conversations that continued throughout the week. The opening day theme, "Trends and Perspectives," introduced the big ideas and asked what teacher



UMD participants David Edwards, Deirde Williams and Carol Anne Spreen
by Jill Perry

educators in the hemisphere are looking for to improve their profession's effectiveness and how to get there. Presentations by the keynote speaker, steering committee members, and speakers painted a diverse landscape of teacher education in the Americas.

Of special interest was the teacher survey research collected from three categories of seminar applicants—teacher educators, administrators of teacher education institutions, and officials of education ministries—prior to the seminar, which was developed, conducted and analyzed by David Edwards, Jill Perry and Carol A. Spreen, from UMD. Several interesting results were presented and discussed. When asked about the qualities of a good teacher educator, no respondent from any of the groups listed any such qualities or competencies. Instead, they tended to list the qualifications and certification requirements that teacher educators should possess. Researchers also found a wide variation in terms of the certification requirements (knowledge and experience) that are deemed as acceptable evidence of a highly qualified teacher educator. Although all three groups recognized the importance of improving educational instruction through reforms, there was disagreement about who had responsibility for carrying out what. Teacher educators and administrators reported that they have participated in some reforms although few had ever had the opportunity to design curriculum or curricular standards. Ministry officials, however, overwhelming (with the exception of one country) reported that teacher educators and administrators should not take part in the educational reforms they were implementing.

Another component of the seminar was the discussion groups that addressed strategies and opportunities for professional development of teacher educators. Presenters and participants looked at institutional and conceptual models of teacher education and strategies for institutional program development. Five thematic discussion groups were formed from suggestions and questions from the prior day: Philosophy of teacher education; Professional development of teacher education; Structural changes for teacher education; Empowerment of teacher education; and the structure of the profession: the case of Trinidad and Tobago. Finally, Dr. Carol Anne Spreen (UMD) facili-



Participants from 25 different countries attended the seminar

tated a group conversation to identify the necessary components of teacher education programs. Discussion was rich and the participants concluded that teacher education programs require the following five components at minimum: a common, clear vision of good teaching, standards of practice and performance, rigorous core curriculum, problem-based teaching methods: case methods, video, action research, extended clinical practice and partnerships with local schools.

The program ended with a discussion of ways to move forward facilitated by David Edwards and Carol Anne Spreen. Participants made a list of 9 goals that include creating international research teams to study teacher education institutions, organizing research and materials in a virtual library and sharing curriculum and syllabi.

Since the seminar, participants have maintained communication through on-line discussions that will move the Inter-American Teacher Educator Network forward and expand the reach and utility of the ITEN in sharing, supporting, and advancing research and professional development of teacher educators in the Americas.

Several proposals and suggestions arose from this four-day seminar. One long-term objective of this project is ongoing collaborative research. At the launching Seminar ITEN members proposed that the website be transformed into a portal that includes: a New Research Clearinghouse for teacher educators, a Professional Development Center and Message Board, a Member-Moderated On-line Virtual Forum and List-serve and the ITEN E-bulletin. A second outcome of the Seminar was the need to identify, systematize, and share promising experiences in the Americas with other members facing similar challenges and issues.

Dances to Latin American Beats on Maryland Day



People dancing to the rhythms of Latin America
by Dimitris Goulias

The Latin American Studies Center and the School of Spanish and Portuguese once again had an outstanding participation on MARYLAND DAY on Saturday, April 28 2007. Just like every year, the booth was located at the front steps of the Holzapfel Hall, and gave the opportunity to all visitants to explore Latin American and Caribbean culture through trivia games, dance, music and fun!

The radio station VIVA900 was the music sponsor and delighted the public with the last hits of the moment. In addition, at noon the Students Salsa Dance Troupe of the University of Maryland performed some of their choreographies, delighting the by-passers with their unique style of fast spins and sharp combinations, earning a great ovation from the public. At the end, the group invited the audience to dance to the rhythm of Shakira.

During the afternoon in the “Global Village” at the Hornbake Plaza, the Argentinean Tango Club and the Salsa Dance Troupe gave another very successful performance in front of a large crowd that gathered to listen to the Latin American sounds. The audience was very pleased and as a grand finale, everybody enjoyed dancing at the stage and on the aisles with the performers.

Provost Destler Announces Latino Studies Program at First U.S. Latina/o Studies Symposium at UMD

On Friday, April 20, 2007, the Latina/o Studies Working Group presented “Disrupting Latinidad: Critical Perspectives on U.S. Latina/o Studies,” at Driskell Center.

The symposia featured an exciting collection of scholarship from University of Maryland faculty and graduate students, including guest speakers from the University of California-Santa Cruz, Columbia University and Georgetown.

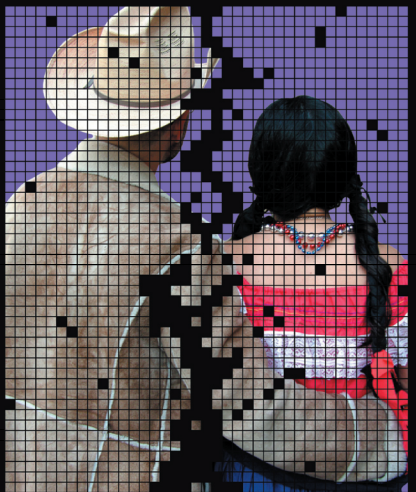
Papers addressed Maryland Latina/o Voter Participation, Latina/o Educational Access, Central American Migration to the Langley Park area and a discussion of contemporary Latina/o art production in Washington, D.C. The Keynote Roundtable, “Envisioning Latina/o Studies” moderated by Historic Preservation Assistant Professor, Dr. Angel David Nieves, interrogated the formation of Latino Studies Programs from a panel of faculty and graduate students involved in building academic units at Cornell University, University of Illinois-Chicago, and University of California-San Diego.

Provost William Destler and Phyllis Peres, Associate Provost for Academic Planning and Programs made a formal announcement, updating faculty, students and staff about the status of an official undergraduate program in U.S. Latina/o Studies.

In the fall of 2005, Provost Destler charged a committee of faculty, students and staff to propose a program in research and undergraduate instruction. His public address was the first formal status report since the proposal was submitted in March of 2006.

The Latina/o Studies Working Group Presents:

DISRUPTING LATINIDAD:
Critical Perspectives on U.S. Latina/o Studies



LASC Faculty Profile

Judith Freidenberg

Department of Anthropology

Judith N. Freidenberg, Associate Professor of Anthropology and Director of The Anthropology of the Immigrant Life course Research Program, was born in Argentina, where she obtained a Licenciatura en Ciencias Antropológicas. She received a Ph.D. in Anthropology from the City University of New York, where she held joint appointments at the Mt. Sinai School of Medicine and the Center for Urban Research. Her research on the life course in a poor neighborhood culminated in *The Anthropology of Low-Income Urban Enclaves: The Case of East Harlem*; (New York Academy of Sciences, 1995), and *Growing Old in El Barrio* (New York University Press, 2000). Freidenberg joined the Department of Anthropology in 1995, and since then she has expanded her work to an area around campus with large proportions of immigrants from all over the world. She has curated “Inside Out: Growing Old Latino in the United States”, 2001 for the Center for Latino Initiatives at the Smithsonian Institution. Currently, she is working on two projects in neighborhoods close to campus, a Museum of the Immigrant Experience and a study of health providers to understand barriers to access to health care for immigrants and minorities. Her latest publications are *Memorias de Villa Clara* (Antropofagia: Buenos Aires, Argentina, 2005) and an edited issue of the *Journal of Latino and Latin American Studies* (2006). Freidenberg incorporates both undergraduate and graduate students into her research through the Undergraduate Research Assistance Program, her Anthropology of the Immigrant Life course Research Program, and service-learning pedagogies in her courses.



Eyda Merediz

Department of Spanish and Portuguese

A Native of Cuba, Dr. Eyda M. Merediz came to the University of Maryland in 1998 after finishing her doctoral work at Princeton University and teaching at two Liberal Arts Colleges. Her academic interests concentrate primarily on the fields of Colonial Latin American Studies and Early Modern Transatlantic Literatures and Cultures. Using the important colonial outpost of the Canaries, her work has explored the fluidity of literary and cultural exchanges that prevailed in the Hispanic World of the sixteenth and seventeenth centuries in her book *Refracted Images: The Canary Islands through a New World Lens* (MRTS 2004). More recently, she has undertaken a project centered on the writings of Bartolomé de las Casas and his greater legacy throughout the ages. Forthcoming is her co-edited volume (with Santa Arias) on *Approaches to Teaching the Writings of Bartolomé de las Casas* (MLA 2008). She has also taught and researched on more contemporary Caribbean Studies, in specific Cuban cinema and literature and its trans-national dimension that shows in her co-edited volume (with Nina Gerassi-Navarro) *Otros estudios transatlánticos: lecturas desde lo latinoamericano* (IILI, Forthcoming 2009).



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

- David Sartorius, post doctoral fellow at LASC during Spring 06, is joining UMD as Assistant Professor at the Department of History as of August 6, 2007. Dr. Sartorius research interests are racial ideologies in 19th century Cuba. Welcome!

- In April 30, LASC invited Dr. Ineke Phaf-Rheinberger to give a presentation on “Colonization in Brazil and Angola in the 17th century.” Dr. Phaf-Rheinberger is a former UMD professor and is currently a lecturer of Roman Languages and African Studies at the Humbolt University in Berlin, Germany.

- LASC and the Department of Anthropology hosted Dr. William Crocker, Curator Emeritus from the Smithsonian Institution, to present on his decades-long experience among the Ge-speaking Canela of the Brazilian Amazon. He provided the audience with insights into the lives of these indigenous people, considering the way they relate to each other and the way we outsiders relate to them,

addressing issues of identity and difference.

- Also in April, Flavia Fiorucci, LASC post doctoral fellow for the Spring semester 2007, shared with LASC affiliate faculty and students some of the preliminary outcomes of her research while in Maryland. She addressed the relationship between the Peronismo movement and the intellectuals in Argentina. The audience presented questions that led to a lively discussion on the topic.



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