



LSA

CENTER FOR
LATIN AMERICAN & CARIBBEAN STUDIES
UNIVERSITY OF MICHIGAN

SUMMER RECAP 2019

Center for Latin American and Caribbean Studies
Brazil Initiative



IGLESIA SANTO DOMINGO, QUITO, ECUADOR.
PHOTO BY ALANA RODRIGUEZ, TAKEN DURING THE QUITO
PROJECT'S ANNUAL EXPERIENTIAL LEARNING PROJECT.

DIRECTOR MESSAGE



VICTORIA LANGLAND

Director, Center for Latin American and Caribbean Studies

Associate Professor,
Department of History
and Romance Languages
and Literatures

Dear LACS Community,

I hope that your summer went well, wherever your projects may have taken you. Summer is always a busy time for our community. This summer 33 graduate students traveled throughout Latin America and the Caribbean to do preliminary research with International Institute and/or Tinker Field Research Funds, while 10 undergraduates spent over a month in Ecuador with The Quito Project. Thanks to FLAS fellowship funding, three graduate students undertook intensive language training in Quechua at the Centro Tinku in Peru and one undergraduate studied intermediate Portuguese in Rio de Janeiro, Brazil. Elsewhere in Brazil, three undergraduates

worked to install clean-burning incinerators in the Pantanal region, and four students participated in the Brazil Initiative's internships at the Human Trafficking and Contemporary Slavery Clinic and the Poles of Citizenship program at the Federal University of Minas Gerais. Meanwhile, LACS faculty traveled across the region for research, course development, and to lead experiential learning trips for U-M students. This newsletter will touch on some of those trips - to Cuba, Costa Rica, Mexico and Brazil - to offer you a taste of these projects.

Summer for our dedicated staffing team was just as busy as Alana Rodriguez, Elizabeth Martins and Howard Tsai put in a great deal of the behind-the-scenes work that makes possible all that we do throughout the year. We were also extremely fortunate to add the support of our new Community Outreach Coordinator, Timothy Lorek, who joined LACS in July.

Yet it was a bittersweet moment of transitions too, as the interim directorship of Kate Jenckes came to a close. In the summer of 2018 Kate generously stepped in to shoulder the responsibility of directing LACS and the BI during my research leave. Not only did she do an excellent job of leading the center as it hosted or co-sponsored over 60 events last year, she also helped LACS secure \$90,000 in Tinker Foundation and matching U-M funding for our

Tinker Field Research grants that will serve our students well for the next three years. Serving as Interim Director was an enormous undertaking and act of solidarity for LACS, and we are all extremely grateful to her for taking it on. ¡Gracias, Kate!

2019-2020 promises to be just as busy and productive as last year, with a host of rich programming and outreach events already underway or in development. Among the many we could highlight here, of special note is our Fall lecture series, "Central American Contexts," a series of six talks by experts of Central America and Mexico that, together, will help contextualize the current immigration debate. We're also designing and leading two new teacher training sessions, one on Central American migration and another on water and environmental justice. And we're excited to have expanded our Quechua course offering to students in the Big Ten Network via videoconferencing, and to be planning for our 6th annual University of Michigan-University of Puerto Rico joint symposium for Spring 2020. Keep an eye out for these and the many other events we will be hosting; we hope to see many of you at some of them!

With best wishes to you all and much gratitude to the whole LACS team,

*Victoria
Langland*

After a nationwide search, LACS hires a full-time Community Outreach Coordinator



Our center welcomed Timothy Lorek to our growing team in July 2019.

Lorek joins us as the LACS Community Outreach Coordinator where he will create innovating outreach programming for our K-12 and community college partners, assist with public events and workshops, and coordinate the

International Institute's expanding collaboration with the University of Puerto Rico, Rio Piedras campus.

Lorek completed his Ph.D. in Latin American History at Yale University in May 2019 and holds an MA in Latin American History from the University of New Mexico. His doctoral research examined the history of community development projects and connections between the U.S. Midwest, Puerto Rico, and Latin America. To complete this work, he spent a significant period of time in archives in Colombia and Puerto Rico. He is a scholar of Colombia, food and agriculture, and Latin American environmental history and is completing a book manuscript titled *Conflicted Landscape: Agriculture, Colombia, and the Making of a Green Revolution*. He is also co-editor of *Itineraries of Expertise: Science, Technology, and Environment in Latin America's Long Cold War* (University of Pittsburgh Press, forthcoming March 2020). He has published articles and book chapters on the U.S. Midwest and Latin America, agriculture and development, and Puerto Rico, including "The Puerto Rican Connection: Recovering the 'Cultural Triangle' in Global Histories of Agricultural Development" (*Agricultural History*, forthcoming January 2020).

He brings to LACS strong grant-writing expertise as well as experience organizing regional and international conferences while at Yale University.

Lorek's administrative and academic background and strong commitment to Latin American and Caribbean area studies will be incredibly valuable to our Center and to the University of Michigan. We're thrilled to have him here!

Lorek joins LACS staff members Alana Rodriguez, Howard Tsai and Bebete Martins. LACS is pleased to announce that Alana Rodriguez has stepped into a new role as the Center's Program Manager and is responsible for the development and ongoing management of the Center's activities. Howard Tsai is the Indigenous Languages Program Coordinator and he also teaches classes cross-listed between LACS and the Program in International and Comparative Studies. Bebete Martins is the Program Manager for the Brazil Initiative and is working to develop new collaborations and exchange opportunities with Brazilian institutions such as Federal University of Minas Gerais and the Federal University of the State of Rio de Janeiro.

LACS Staff Achievement

LACS Lecturer and Indigenous Languages Program Coordinator Locates Prehistoric Origin of Enigmatic Peruvian Pottery

Dr. Howard Tsai has recently published an article titled "The 'Coastal Cajamarca' Style Did Not Come from the Coast" in the peer-reviewed journal *Nawpa Pacha*.

In this article (doi.org/10.1080/00776297.2019.1581452) Tsai presents evidence collected from his 18-month archaeological fieldwork conducted in Las Varas, Peru, to identify the source of a much-debated style of prehispanic pottery. 3D models of artifacts mentioned in the publication can be found on LACS's SketchFab online database: sketchfab.com/umichlacs.



**PAINTED BOWL (CA. AD 1000)
DISCOVERED BY ARCHAEOLOGIST
HOWARD TSAI AND HIS TEAM AT THE
SITE OF LAS VARAS, PERU.**



Meet our Student Assistants!

In addition to our team, LACS is lucky to count on two fantastic undergraduate student assistants that help keep the Center's wheels turning! Our LACS Administrative Assistants support the Center through a variety of tasks like data collection for grant writing and reporting, creating content for web and social media, and supporting the UM-UPR project by updating websites and assisting with travel arrangements.

Kathleen Ortiz-Tenesaca

"I'm a senior studying Communications with a minor in Business Administration. I'm a proud first-generation Latina woman from the northwest side of Chicago. My interests are diverse and include education, technology, consulting, marketing and social impact. I've had the pleasure of teaching abroad with The Quito Project during the summer of 2018, and have served as the co-director of finance while back on campus. I also love to dance and am part of Dance 2xS Michigan which is a traveling hip hop team! I'm a member of Women in Business at Ross which has helped me expand the limited business knowledge I had when I arrived at the University of Michigan. Growing up in Chicago, I witnessed first hand how people of color are affected by education inequality, and I'm very proud to work for LACS where they do critical work abroad such as with the U-M/University of Puerto Rico collaboration which helps teachers develop skills to best serve their underrepresented communities. Also, Alana has been a phenomenal boss, mentor, and friend, and we're very lucky to have her here at LACS."



Nicholas Farrugia

"I am a senior that will be receiving a BS in Microbiology with a minor in Art & Design upon graduation. I hope to continue my academic career in graduate school at a school of public health studying Global Health Epidemiology. Currently, I work as the Print Fashion Editor of Shei Magazine, a student-run fashion, culture and arts publication at the University. In addition to that, I am the Vice President of the ecology team for Michigan Aquaponics, a student-group that designs and builds aquaponics systems and promotes sustainable farming methods. During the summer of 2018, I traveled to Ecuador with the Quito Project where we held a three-week long summer program for youth in underserved communities. I now work as the Director of Outreach and Recruitment for the organization where I help to garner attention of the work we do around campus and recruit new students to travel to Ecuador as tutors. In my free time, I enjoy spending time with friends, listening to and making music and learning about the fashion industry and design."



Working with Alana and the LACS department has taught me many valuable skills. My work on the U-M/UPR website greatly improved my website design skills and helped to work on my document translation skills between Spanish and English. Additionally, writing articles for the LACS webpage on the amazing work our current students and alumni are doing has greatly improved my interview and journalism skills. I'd like to thank Alana Rodriguez and LACS for allowing me to be a part of the Center and all of the great work that they do."



THE HATCHER GRADUATE LIBRARY ON THE CENTRAL CAMPUS OF THE UNIVERSITY OF MICHIGAN IN ANN ARBOR, MICHIGAN. PHOTO BY RAQUEL BUCKLEY.

LACS at the U-M Library

Edras Rodriguez Torres promoted to Librarian for Latin American and Caribbean Studies

On July 1, Edras Rodriguez Torres permanently joined the U-M Library International Studies team as the Librarian for Latin American and Caribbean Studies. In his position, Rodriguez Torres will support research, teaching and learning, digital scholarship, and community engagement in LACS, as well as manage the library collections and identify emerging needs in these subject areas.



“I’m delighted to be permanently joining the UM-Library’s International Studies Team,” Rodriguez Torres recently remarked. “Over the past two years, I have worked to build and strengthen partnerships between the Library, LACS and its affiliates. I look forward to continuing this work and to developing the UM Library Latin American and Caribbean Studies Collection and the services we offer in order to better serve the LACS community.”

Rodriguez Torres has a master’s degree in library and information science from Wayne State University, and a BA degree in history with a specialization in Latin American history. In addition, he brings strong expertise in digital scholarship and pedagogy, and preservation of cultural heritage and traditional knowledge systems. Prior to becoming the LACS Librarian, Edras worked as the International Studies Resident Librarian, focusing on support for Latin American and Caribbean Studies. He has also assisted faculty and students in developing cultural heritage projects, offered numerous workshops on oral history methodology and ethical use of cultural research data. He has supported a wide range of classes in developing oral history projects, and worked on the Trotter House Multicultural Center History Project Team. On a national level, Rodriguez Torres is an active member of the Seminar on the Acquisition of Latin American Library Materials (SALALM) and plays leadership roles on two of its committees: Digital Scholarship in Latin America, and Marginalized Peoples and Ideas.

We are thrilled to have Edras on our team! Please feel free to contact him at edrasr@umich.edu with all of your LACS library needs.



Faculty Travel Spotlight

RUTH BEHAR

My visits to Cuba are a mix of many different kinds of experiences. Being Cuban-born and a frequent traveler to Cuba since the early 1990s, I find myself bridging personal ties, scholarly research, and poetry on every trip.

While there this May, I gave a lecture about the Jews of Cuba at the Colegio San Gerónimo de La Habana. The Jewish community in Cuba is small, numbering about a thousand, but even with so few people they maintain a lively presence. During my visit I was able to attend a bar mitzvah celebration in the Patronato, which functions as the island's Jewish Community Center. I didn't think my talk on such a small community would draw a wide audience, but I was surprised to find many came, including graduate students, professors, and independent scholars. Also present was the ambassador of Poland, who was fascinated when I spoke about my maternal grandmother's immigrant journey from a small Polish town to a small town in

Matanzas in the 1920s. When I mentioned that the town was called Agramonte, a woman in the audience raised her hand and said, "I am from Agramonte." Cuba is like that—a place of serendipity and crossroads.

I also gave a poetry reading in Matanzas, a city to which I always return, because of my family history and my long friendship and artistic collaboration with Rolando Estévez, who makes stunning handmade books, of which we have a wonderful collection in our Special Collections Library (<https://www.lib.umich.edu/online-exhibits/exhibits/show/main>). I write in English, but poetry I write in Spanish as well as English, moving between the two languages, and it's exciting to see how generously Cuban audiences respond. I gave my reading at a cultural center named after the poet José Jacinto Milanés who once lived in that very same house.

Afterwards, I visited with Estévez at the artist studio he is creating, brick by brick, in Matanzas. Called El Fortín, the space will incorporate a workshop, gallery, café, and even a barbershop, he says, in the near



RUTH BEHAR WITH BOOK ARTIST ROLANDO ESTÉVEZ AT HIS NEW STUDIO IN MATANZAS, CUBA. ESTÉVEZ'S EL FORTÍN IS THE FIRST INDEPENDENT IMPRINT IN CUBA FOCUSED EXCLUSIVELY ON ARTIST BOOKS. PHOTO BY DAVID FRYE, 2019.

future. The Cuban government provided him with the use rights to the building, which was in ruins, and he is using the savings from the sale of his artist books to fulfill his dream of being an independent bookmaker and entrepreneur. This mix of socialism and capitalism is now common in Cuba, and artists, chefs, designers, and others with cultural capital and financial resources from their own work or from family and friends abroad are finding new opportunities that were anathema in the heyday of the revolution. Perhaps the most famous of these enterprises is Clandestina, a graphic design shop in Havana, that also sells its T-shirts on Amazon and has just acquired a brick and mortar corner in Brooklyn. (<https://clandestina.co/>)

On this visit I noted the expansion of the Internet on the island. It is common now to see people sitting in public parks, where there are WiFi hotspots installed by the government, connected to



BAR MITZVAH IN HAVANA, CUBA. PHOTO BY RUTH BEHAR, 2019.

Facebook and video chatting. The prepaid access cards cost one CUC an hour, which is affordable for most Cubans. Even more dramatic for Cuba, you can now access the Internet from your smartphone, though this service is expensive and possible only for a minority of Cubans engaged in private enterprise or receiving remittances from family or friends abroad.

Cuban art is highly valued in the international art market and I was lucky to catch the tail end of the Havana Biennial where some of the newest and most exciting work is presented. I saw an exhibition of Rocío García's latest edgy paintings, which explore in shades of pink and mauve the subject of masculinity, militarization, and power. The Museo de Bellas Artes offered an expansive overview of contemporary Cuban art and I was especially drawn to an installation about Cuba's sugar industry, which has declined dramatically in recent decades. In 1970, the revolutionary goal of harvesting 10 million tons of sugar couldn't be met and it was a source of great disillusionment to Fidel Castro and numerous Cubans who had done volunteer work in support of this effort. Marlon Castellano in "Isla de azúcar" used one hundred sugar sacks, on which he screenprinted the faces of sugarcane workers, to honor the memory of their labor. In turn, Kcho, created a Regata, made of small wooden rafts and boats, as well as sneakers, shoes, plastic dolls and other found objects that have washed up on the shore (To see images and a review of the exhibit, visit <https://cubanartnews.org/2019/08/21/havana-personal-museums-cuban-art-influence-of-sugar/>). The installation offered a potent symbol of the toll that immigration has taken on Cuba, though the island also depends on the support of family and friends abroad.

Tourism has been a major source of income for Cuba since the 1990s and there is a huge local market for kitschy arts and crafts. But It was shocking to see the extent to which luxury tourism is playing a new role, in Havana in particular. At the recently inaugurated Paseo del Prado Hotel, tourists luxuriated in the rooftop pool that looks onto the Malecón, while many in Cuba struggle with the rising day-to-day cost of living that is phasing out many of the social reform projects.

After taking photographs at the hotel, I went for a walk, and a few blocks away, I was stopped by a young man who was encouraging people like me to eat at a restaurant that had just opened on one of the grittier Havana streets. He had Che Guevara tattooed on his neck. I asked if he still believed in Guevara's revolutionary ideals. Yes, he did, he said. Then he excused himself and continued to look for more customers.

Teaching my class on "Cuba and Its Diaspora" this fall, I hope to incorporate these insights about Cuba's cultural complexity into our discussions.

Ruth Behar is the Victor Haim Perera Collegiate Professor of Anthropology at the University of Michigan. She took her most recent trip to Cuba in May of 2019 with administrative support from LACS. During the fall 2019 semester, she will again teach her undergraduate seminar "Cuba and Its Diaspora."



SOUVENIR STALLS IN OLD HAVANA CATERING TO THE BOOMING TOURIST INDUSTRY. PHOTO BY RUTH BEHAR, 2019.



INTERNET IS MORE AND MORE COMMON IN CUBA TODAY WITH GOVERNMENT-INSTALLED WIFI HOTSPOTS IN PUBLIC PARKS. FOR SOME CUBANS WITH FINANCIAL MEANS OR A STEADY SOURCE OF FAMILIAL REMITTANCES FROM ABROAD, EVEN SMART PHONES CAN ACCESS THE INTERNET. PHOTO BY RUTH BEHAR, 2019.



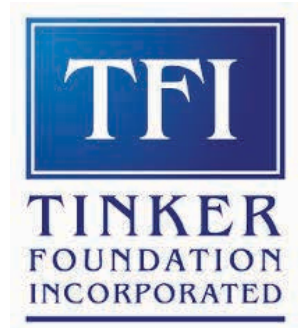
INFINITY POOL ON THE ROOF OF A NEW LUXURY HOTEL OVERLOOKING THE MALECÓN. PHOTO BY RUTH BEHAR, 2019.



A WORKER IN THE TOURIST INDUSTRY SEEKING RESTAURANT PATRONS, WITH CHE GUEVARA TATTOO. PHOTO BY RUTH BEHAR, 2019.



LACS Awards \$30,000 in Tinker Foundation Field Research Grants to graduate students conducting preliminary research in Latin America during the summer of 2019



The Tinker Foundation’s Field Research Grants Program is designed to provide graduate-level students across all academic disciplines and graduate degree programs the opportunity to conduct field research in Latin America. LACS is fortunate to have received a \$15,000 grant from the Tinker Foundation with \$15,000 in matching funds from the International Institute and the Rackham Graduate School for a total of \$30,000 per year through 2021. LACS funded 21 students at the master’s and doctoral levels to travel to various destinations in Latin America and the Caribbean in order to conduct preliminary or reconnaissance work in their fields and areas of interest. These grants support building networks abroad, assessing the feasibility of thesis or dissertation projects, conducting pilot studies and/or developing language and cultural skills necessary for a successful future research project. LACS funded the following student projects:

SAVANNAH BOERGER, MPH epidemiology, Ecuador: “Mosquito Species Characterization to Inform Dengue Surveillance in Ecuador”

EIMEEL CASTILLO, PhD women’s studies, Nicaragua: “U.S. Marines and Prostitution in Occupied Nicaragua (1912-1928)”

ABIGAIL COLLINGWOOD, MPH epidemiology, Ecuador: “Sociometric Survey Design for Dengue Transmission in Ecuador”

PALOMA CONTRERAS, PhD anthropology, Mexico: “Water Quality, Public Trust, and Health in Mexico City”

JOHN CURLIS, PhD ecology and evolutionary biology, Panama: “Experimentally Testing the Evolutionary Drivers of Color Signals in Lizards”

BIANCA DRAGONE, MS sustainable systems, Chile: “Modeling Circular Urban Metabolism in Chilean Cities”

JAVIER AUGUSTO ESPINOZA RIOS, PhD history, Peru: “The Widespread Priestly Engagement in Economic Life in Colonial Lima”

MARIA DEL MAR ESTRADA REBULL, PhD educational studies, Mexico: “Integrated Social Studies in a Mexican Indigenous-Mestizo Elementary School”

AARON FRUTOS, MPH epidemiology, Brazil: “Spatiotemporal Cluster Analysis of Breteau Indices in Sao Paulo, Brazil”

MIRANDA GARCIA, PhD anthropology, Cuba: “Independent Advertising in Cuba: A Lens on Economic and Social Change”

DYLAN KILBY, MPH epidemiology, Chile: “Air Pollution and Maternal/Child Health Outcomes in Southern Chile”

LUCAS KOUTSOUKOS CHALHOUB, PhD history, Brazil: “The President and the Rabble: Vargas and Race in 1950s Rio de Janeiro”

JENNIFER LARIOS, PhD anthropology, Peru: “Unagarai Mapping Project”

MADEL LEAL, MSI information, Ecuador: internship with History Project, Nido De Vida

RUMAAN MALHOTRA, PhD ecology and evolutionary biology, Chile: “Dogs and Darwin’s Fox: Coexistence in a Complex Landscape of Interactions”

LEIGH MITCHELL, MS sustainable systems, Chile: “Modeling Circular Urban Metabolism in Chilean Cities”

JAIME MOORE, MPH epidemiology, Bolivia: “Tuberculosis in Bolivia”

JONATHAN MORRIS, PhD environment and sustainability, Mexico: “Biodiversity, Interaction Complexity, and Pest Control in Coffee”

EMILY PFLEIDERER, MS environmental policy and planning, Chile: “Modeling Circular Urban Metabolism in Chilean Cities”

SYLVIA SIMIONI, PhD information science, Honduras: “Connectivity, Community and Caravans: Technology and Central American Migrants”

ROSA VASQUEZ, PhD chemical biology, Peru: “MicroAmazon: The Hidden World of Amazonian Extremophiles”

SAVANNAH BOERGER, AN EPIDEMIOLOGY STUDENT IN THE MASTER OF PUBLIC HEALTH PROGRAM, CHANGING THE COLLECTION BAGS ON A MOSQUITO ROTARY TRAP IN BORBÓN, ESMERALDAS PROVINCE, ECUADOR. MAY 2019.





Faculty Travel Spotlight CHARLI BRISSEY

In June 2019, I was invited to join the Dance Department first year MFA Cohort, including Mario Vircha, Jen Peters, Sherry Lin, and Alexandria Davis, as well faculty member Amy Chavasse and the recently retired Peter Sparling, for a week-long residency in San José, Costa Rica. The residency was organized in partnership with Centro Cultural Costarricense-Norteamericano and spearheaded by Vircha, who spent many years as both a student and professional dancer in San José before joining us as a graduate student at the University of Michigan.

Our week in San José was packed tight with classes taught for professional dancers of the National Company of Costa Rica and the undergraduate and graduate students of the National University of Costa Rica. One of the absolute highlights of the entire week was a technique class and rehearsal sharing with young dancers (age 8-11) at a youth center in Hatillo. Classes were taught by faculty and graduate students, and we were met each day with hungry and talented dancers ready to sweat and work hard. As each of our Spanish-speaking abilities varied (although I'd like to think we all improved throughout the week) we often looked to Vircha to assist our often-humorous communication breakdowns. Even with our faulty verb conjugations and rusty prose, the dancers worked to meet us half-way and we all had no trouble diving right into what we all do best: dance.

In addition to teaching, we held daily rehearsals for a culminating group performance at the Eugene

Theater. This performance featured original solo work of all graduate students, as well as myself and Chavasse, and we spent our rehearsals teaching each other portions of the choreography and weaving each of the individual pieces into one forty-five minute group piece. Rounding out the trip was, of course, delicious meals at various San José restaurants, thanks to friends of Vircha and the dancers who excitedly pointed us in the right direction for the best local spots. Our final outing before departure was a scenic drive to La Paz Waterfall Gardens, a gorgeous and sprawling wildlife exhibit that included a butterfly observatory, a serpentarium, and over 100 species of animals including marmosets, white-headed capuchin monkeys, black-handed spider monkeys, two-toed sloths, jaguars, pumas, ocelots, and a thriving frog exhibit.

Charli Brissey is an Assistant Professor of Dance with the University of Michigan's School of Music, Theatre, and Dance. Brissey's travel to Costa Rica was funded in part by a Title VI National Resource Center Grant as part of the Global Arts Incubator program, a collaboration with the School of Music, Theatre, and Dance to develop new courses with a global focus from an interdisciplinary perspective. Funding for this program facilitates U-M faculty and students' interactions with Latin American and Caribbean artists in creating and documenting world art. The goal is to launch an artistic exchange with the US-Costa Rica Binational Center and continue the collaboration here on U-M's campus next year.





ANTONIO BONET CASTELLANA, HORACIO VERA BARROS, AND ABEL LÓPEZ CHAS, ARTISTS' ATELIER, BUENOS AIRES, 1939.

Meet the Faculty ANA MARÍA LEÓN

Assistant Professor

History of Art, Romance Languages and Literatures, Architecture and Urban Planning

LACS is fortunate to count on over 200 interdisciplinary faculty members from across the campus who do wonderful work in or on Latin America and the Caribbean. Professor Ana María León has been with the University of Michigan since 2015 and joined the team of LACS affiliate faculty members over the summer of 2019.

RESEARCH

Ana María León is an architect and a historian of objects, buildings, and landscapes. Her research and teaching examine the modernity of the Americas and its transcontinental flows, with particular focus on how different publics relate to each other through spatial practices and discourses of power and resistance.

The focus of her research is the intersection of modernity, politics, architecture and art, with emphasis in hemispheric connections across the Americas, as well as transnational networks across the Atlantic. She is currently working on two book projects that tackle the transnational networks that converged in Latin America after World War II. *Modernity for the Masses: Antonio Bonet Dreams Buenos Aires, 1938-1960* examines the relationship between modern architecture housing projects, the

populations they claim to serve, and the totalitarian states that seek to control them. *Counter-institutions: Producing Pedagogies of Freedom* turns to the potential of the museum, the prison, and the school, institutions traditionally associated with power, to produce counter-narratives to oppressive regimes. Additional work examines the intersection of public housing with public space as a site of dissensus, the spatial politics of resistance, and the complicities between capital, nationalism, and dispossession.

León is an active member of several collaborations laboring to broaden the reach of architectural history including the Feminist Art and Architecture Collaborative (FAAC), the Global Architectural History Teaching Collaborative (GAHTC), Detroit Resists, the Decolonizing Pedagogies Workshop, and Nuestro Norte es el Sur.

COURSES

León's courses examine transnational histories of art and architecture by discussing the intersection of political, economic, and cultural systems with the design and representation of buildings and landscapes. She encourages her students to think about how the ways in which we shape our environments both reveal and inform how we relate to one another.

History of Art 216/Women's Studies 215 Contested Spaces

This course unpacks spaces of contestation and encourages students to think critically about how specific sites and objects have participated in the construction of class, race, and gender. Each lecture addresses a type of "space" (the colony, the plantation, the kitchen, the closet) central to the formation of modernity in the Americas. This course is based in a course designed by FAAC (Feminist Art and Architecture Collaborative) and has been modified by Ana María León for focus in the Americas.

History of Art 393 Urban Fragments: The Americas | Spanish 474 Fragmentos Urbanos: Las Américas

From Buenos Aires to New York, the cities of the New World have been sites of speculation and experimentation, as idealized utopias, techno political dreams or revolutionary enclaves of resistance. The developmentalist policies of the post war and the totalitarian governments of the 1960s and 1970s led to political turmoil, rural migration, and uneven investment. We discuss the main cultural, economic, and political discourses that affected the Americas in the twentieth century and the responses or reactions they prompted in the urban and architectural realms. By comparing these responses as a series of case studies, the course assembles a modern history of North, Central, and South American cities as a network of shared and reciprocal influences.

History of Art 689 Art, Nation, and Identity in the Americas (co-taught with Rebecca Zurier)

How do buildings help citizens "see" a nation? How do art and architecture come to embody ideas of a people, a culture, or a country? When and why have people sought to define national styles? This seminar compares debates over the establishment of national art and identity in North, Central, South America and

the Caribbean. We read theories of cultural nation-building to examine the role of art in phenomena from "the Invention of Tradition" to "Imagined Communities," from the colonial periods through to the supposedly universal language of modernism north and south.

Spanish 423: Nuestro Norte es el Sur: Designing Latin America

This lecture is an introduction to the art and architecture of 20th century Latin America. But what, and which Latin America? We unpack the production and representation of America, the Americas, and Latin America as a series of overlapping territories. We discuss modernity and modernization through the art and architecture of the region in relationship to key political, economic, and technological events, and moving through various media—from painting and photography to performance and architecture. Following Torres-García, we examine what it means to produce art from the South as a critical position rather than a geographic constraint.

Spanish 855/History of Art 689/ Architecture 823: Histories of Architecture Against

This course focuses on the challenges of writing histories of architecture against—against capital, against the state, or other types of power. In the first half of the course we will examine the links between the task of the historian and systems of domination such as colonialism and settler colonialism, and the technologies mobilized by these systems to exert power over territories and subjects. In the second half, we will discuss systems of control including citizenship, culture, and real estate, as well as the work of agents within, against, or outside these systems. While case studies and readings will focus primarily in histories and theoretical reflections related to the Americas, students can choose to focus on any region for their individual research.

Graduate Student Spotlight MARISOL FILA

PhD Candidate, Romance Languages and Literatures -
Spanish and Portuguese in LSA

*Interview and text by Nicholas Farrugia, LACS
Administrative Assistant*



Marisol Fila is a doctoral candidate in the College of Literature, Science, and the Arts at the University of Michigan for studies in Romance Languages and Literatures of Spanish and Portuguese. Marisol's PhD research explores how recent digital versions of black presses in the cities of Buenos Aires (Argentina), São Paulo (Brazil) and Lisbon (Portugal) offer insights into different versions of the articulation between black/diasporic and national identities.

Marisol Fila studied history at the University of Buenos Aires in Argentina before coming to the University of Michigan to continue her studies in the literature department. Since arriving at U-M, Marisol has begun to incorporate digital humanities in her methodology. Her research interests include twentieth century black press and contemporary online publications by Afro-descendants in Lisbon, São Paulo and Buenos Aires.

Investigating Research Interests

Marisol has spent years studying language and history in her home town of Buenos Aires, Argentina. An early exposure to Portuguese on a visit to Brazil in her teens sparked an insatiable desire to learn the intricacies and history of the language. Through her exploration of the country, the people and the language, Marisol discovered the many "...differences and the diverse accents among the Brazilians," which she describes as making her "more passionate about the language and the variety of cultures it embodies." Part of her exploration uncovered the many different creole languages spoken among communities of Afro-Brazilians. Marisol's newly developed interest in cultural and social digital humanities gave her clarity in focusing her research interests, more specifically

towards black/diasporic and national identities. She imparts, "by considering black cultures both in their singularity as well as in comparative terms, my dissertation seeks to move toward a more inclusive understanding of the diversity of black experiences in the Atlantic world." Marisol continues,

"I place my analysis of the recent digital and print black press in dialogue with a reading of the historical printed black press published in each of these cities (Lisbon, São Paulo and Buenos Aires) between the end of the nineteenth century and the first decades of the twentieth century."

These topics culminate to form a complex social and political discourse, one that Marisol has taken unto her own to understand and disseminate. In a more holistic sense, Marisol studies how "Afro-descendent groups represent their cultural and political identities in particular media," and how the many modes of media play into this depiction.

Porteña Background

Hailing from the capital city of Argentina, Buenos Aires, Marisol grew up in a culturally rich cosmopolitan center. However, the city still struggles to acknowledge the presence of and lack of representation experienced by the non-white population. Marisol's research looks to address this issue head-on: to highlight the experience of the many black diasporas of Argentina while providing insight and recognition. Growing up in the city, Marisol admits she was unaware of the cultural identity crisis at hand in her home-city. She took her first steps in uncovering the facts in her last year of studies at the University of Buenos Aires... She explains, "I took a seminar on

Postcolonial Literature and Theory, and one of the professors was from here (UofM) - I liked him, the discussions we had in class and the new perspective he was bringing to some of the reading we made." From there, the decision became ever-clearer for Marisol.

Beyond the Horizon

After finding out more about the programs offered at the University of Michigan and finding different faculty members within the Romance Language department that were doing work which aligned with her own, Marisol's next step was applying to the University. Marisol knew of the prestige that came with a degree from the University as well as the many available resources and diverse array of students on campus. After collecting the necessary materials and recommendations, Marisol explains, "luckily, I was accepted into the program and now get to have the three faculty I dreamed about as my dissertation committee." With a plethora of resources at her disposal and a cache of scholars with varying experiences and perspectives to shine light on Marisol's own, she began a new journey in her academic career and research.

Mind, Body and Soul

Spanish, English and Portuguese. These are the three different languages which Marisol has perfected throughout her years of study and travel. Growing up in a Spanish speaking country, Marisol picked up her first language as a young child; English soon followed as she learned in her early school-days. After having traveled to Brazil once, she immediately "fell in love with the country, the people and the language." Marisol went on to study Portuguese for eight years where travelling and vacationing led her to work a job in Sao Paulo for a couple of months while in college.

"To me, Portuguese was rhythm, flavors and nature... I decided that I was not only to speak it, but to teach it and to pursue graduate studies in the language"

Upon her arrival at Michigan, Marisol was met with

various opportunities to deepen her knowledge of the different creole languages that incorporate elements of Portuguese spoken in Europe and Africa, ultimately fueling her passion for her studies. Despite being a native Spanish speaker and learning English at a young age, she admits, "When I speak Portuguese, I feel that I do it with all the senses, and that I truly embody it and its diverse cultures"

Past to Present

How does a degree in history and an expansive knowledge of language lead to digital studies on African diasporas? For Marisol, the answer lies in the Digital Humanities, but more specifically, digital history. After taking a digital history course, Marisol better understood the benefits to using non-traditional digital methods in the humanities. She explains that typical historical analyses within the research community are conducted using textual primary documentation, and researchers often dismiss the use of digital sources. However, Marisol has found great success in using these digital methods as a means of 'macroanalysis.' When I spoke with Marisol regarding her choice in digital sources as opposed to traditional tangible sources, she was quick to correct me: "It is by no means one or the other, they supplement each other. The close readings and traditional methods are great, but there are ways to open up new questions and get a "macro" view of the situation by using digital tools and materials. It's a way of producing new knowledge - new knowledge is about having new questions and a new perspective that you weren't able to grasp through traditional methods." Through this supplementation, Marisol has been able to analyze and compare the experiences of groups that are seemingly unrelated, finding common patterns among digital publications from different countries and different languages. Using these digital methods, Marisol is able to navigate and organize a large and unwieldy data set. Her findings ultimately contribute to discovering and understanding common themes and experiences between three disparate groups.





**CONNECTING EXPERIENCES,
STRENGTHENING COMMUNITY
PARTNERSHIPS:
THE AFRO PRESENCE IN ARGENTINA**

SCREENING OF AFROARGENTINOS DOCUMENTARY &
DISCUSSION WITH AFRO-ARGENTINE GROUP XANGÓ
JAN 24TH 4-6PM - NORTH QUAD 2435

COLLECTIVE TRANSLATION OF VIDEOS AND PEDAGOGY GUIDE
FROM XANGÓ GROUP
FEB 16TH 5-9PM & FEB 17TH 10-5PM - LANGUAGE RESOURCE
CENTER CTR - 1500 NORTH QUAD

TEACHING FOR DIVERSITY: PEDAGOGY WORKSHOP WITH
FACULTY AND GSIS
MARCH 14TH 3-5PM - HATCHER GALLERY LAB 100

SCREENING OF VIDEOS AND DISCUSSION WITH XANGÓ GROUP
MARCH 26TH 4-6PM - NORTH QUAD 2435

FOR INFO CONTACT MARISOL FILA - MAFILA@UMICH.EDU

Academics like Marisol who choose this path less followed are making changes in how all of academia approaches their research. The global north, as Marisol described, has far greater access to digital sources than does the global south due to lack of infrastructure and poor online servers. This disparity in access to resources between the north and south explains why Marisol only recently discovered this avenue. However, as she continues to study and present her findings through digital sources, she believes that more professors will begin to implement these methods as they start to grasp the magnitude by which digital sources can impact global humanities as a whole.

A Trip to Río Piedras

Río Piedras, a city in Puerto Rico and the home of the University of Puerto Rico's main campus has also been the host of the annual U-M/UPR symposium since 2014. This past March, The University of Puerto Rico hosted the 2019 Symposium titled: "Race, Ethnicity, and Nationalism Across Borders," a topic perfectly geared towards Marisol's own studies. Marisol had the opportunity to present her doctoral research to various other academics while also attending lecture series revolving around the topic at hand. When asked about her experience at the symposium, Marisol shared,

"the idea of not doing a standard paper presentation, but to orient our presentation towards pedagogy was a plus for me. I had recently taught a course on Afro-Descendants in Argentina and I was finishing some projects in collaboration with an Afro-Argentinian

group, so the format of the symposium was a chance to deepen my collaborative and teaching work and to enrich it with new perspectives and experiences."

In attending the conference, Marisol also gained a newfound knowledge of the social, political and cultural context of Puerto Rico, a country whose social climate can be compared to Argentina's. Likewise, most of the students and researchers she spoke to were unaware of the underrepresentation of Afro-descendant groups in Argentina. Ultimately, Marisol walked away with a far greater understanding of the shared cultural struggles of diasporic groups within Puerto Rico and Argentina, many of which don't/can't celebrate or even acknowledge their specific heritage. Taking what she's learned, Marisol divulges, "I'm now working on the course that I'm teaching next Fall on Afro-Latinx cinema and I'm including two Puerto Rican films on race and gender in Puerto Rico, and even organizing the visit of one of the filmmakers to campus."

An Ongoing Lesson

One of the featured presenters at the 2019 U-M/UPR Symposium was Darin Stockdill, the Instructional and Program Design Coordinator for the University of Michigan's Center for Education Design, Evaluation, and Research (CEDER). As a specialist in education and curriculum design, Darin gave a presentation on just that, a presentation which Marisol found ever more valuable.

"Darin did amazing work in showing us how to think about our topic through this idea of 'the best way' in



University of Michigan, Marisol became exposed to digital humanities. In incorporating this methodology in her own research, Marisol “aim[s] to develop a really interdisciplinary approach that combines close readings of primary and historical sources with methods from the digital humanities and ethnographic work.” Marisol explains further that her dissertation “is located at the intersection between Critical Digital Studies and African Diaspora Studies, [a] field that can be defined as Black Digital Cultural Studies.”

which the teachers can implement and teach - how to translate research and work into something that can be learned in high school.”

Darin reinforced the idea that the students and teachers should relate to the situations presented in lesson plans, to reflect on it from their own life experience and draw relevancies to their community. It can be very difficult as an educator to translate culturally and socially sensitive global issues into a teachable lesson where students can not only gain knowledge, but a true comprehension of the problem at hand. For Marisol, this challenge is forever imminent as most students in the global north are completely unaware of the struggles faced by Afro-descendants in Argentina. Despite this, Marisol spoke highly of the lessons communicated to those attending the symposium: “Darin really helped us with “why would the students care about what happens in Argentina, or why would students care about Afro-Argentiniens?” Because it speaks to their own realities in different ways.” As Marisol’s career as an educator continues to develop, so do her lesson plans and teaching methods - ones which undoubtedly take a page out of Darin’s own book.

A Dissertation Refocused

A great teacher is often a student of their own discipline, learning, and constantly evolving their craft as an educator. For Marisol, this holds true. She has always been a student of historical and cultural studies, but the topic or method at hand continues to develop. Since moving from Argentina to study at the

Beyond U-M

Since Marisol’s second year at the University, she has been involved in different projects in partnership with Afro-descendent groups from Brazil and Argentina. However, her participation in these projects means more to her than simply a supplemental experience for her degree - it is an effort to establish a collaborative production of knowledge. The fundamentals of Marisol’s research and teachings lie in diversity, collaboration and accessibility. In leading her research with these themes in mind, she hopes to open up her research to a broader public in a critically and engaged way. Through her discovery of digital humanities and her travel abroad, Marisol has curated a mission statement revolving around the dissemination of knowledge. But before that must come the production of knowledge, a process which ultimately stems from the exchange between scholars and community partners on a transnational basis. For the last few years, Marisol has been “working on building and sustaining transnational projects and research with the purpose of generating collaborative and horizontal partnerships between academia and community-based organizations.” Moving forward with her own studies and research, she wishes to continue her work with these projects and partnerships in hopes that she can contribute to the production of knowledge on a scale that advances the acknowledgement and recognition of Afro-descendent diasporas in a novel fashion.



PROFESSOR DECASTER WITH UM STUDENTS IN MACHU PICCHU MUSEUM, CUSCO.



ADELA'S FIRST CLASS IN ELEMENTARY QUECHUA; A "BIGTEN COURSESHARE" STUDENT IS ON THE TELECONFERENCE SCREEN.

LACS Signs Memorandum of Understanding with Peruvian institute Centro Tinku

U-M's Office of Global Engagement has recently approved of a Memorandum of Understanding (MOU) between LACS and Centro Tinku, an educational and cultural institute based in Cusco, Peru. The signing of this MOU formalizes LACS's collaborative relationship with Centro Tinku that dates back to 2004, when U-M students began enrolling in Centro Tinku's Quechua language program. Professor Bruce Mannheim (U-M Anthropology) states that "we've taken a step forward in making Quechua languages—spoken by 8 million people in South America—accessible to University of Michigan students." Every summer U-M students, many of them funded by the Foreign Language and Area Studies Fellowship, travel to Centro Tinku to learn Quechua, an indigenous language spoken in the Andes of South America, complementing the renowned academic-year Quechua program in Ann Arbor. "This signals a new phase in the longstanding and fruitful collaboration between our institutions," says Dr. Jean-Jacques Decoster, director of Centro Tinku. "We look forward to many years of positive interaction."

LACS Quechua Courses Shared with BigTen Universities

LACS Quechua courses (LACS 470s series) are now open to students in other BigTen institutions. Last year students from Indiana University were able to learn Quechua from Adela Carlos Rio, U-M lecturer who has been teaching at the university since 2014. U-M is one of the few institutions in the nation that offers three levels of Quechua taught over six semesters. Students from Indiana University were able to virtually join Adela's classroom via U-M's videoconferencing platform, BlueJeans. "I had a wonderful experience teaching and interacting with students from Indiana University," says Adela Carlos. Live-broadcast language courses are hosted by the U-M Language Resource Center, which features dedicated classrooms with state-of-the-art videoconferencing technology. BigTen universities participating in Quechua CourseShare in the Fall semester include Indiana University and the University of Maryland. Elementary Quechua I, Intermediate Quechua I, and Advanced Quechua I are currently being offered.



UM STUDENTS STANDING BY ORIGINAL INCA ENTRANCE TO OLLANTAYTAMBO (CUSCO, PERU).

LACS Lecturer Leads Global Connection Course in Cusco, Peru

In May 2019 LACS lecturer Howard Tsai and 13 U-M students traveled to Cusco to learn about the impact of globalization on the indigenous communities of the Southern Peruvian Andes. This 3-week, 2-credit course taught abroad was an extension of Tsai's winter semester course "Indigenous Communities vs. Globalization in South America." During the winter students examined issues of indigenous identity, cultural heritage, tourism, and culture/language revitalization, and later, in Cusco, they got the chance to experience the materials covered in class by witnessing these processes at work. The program, offered through the U-M Center for Global and Intercultural Studies (CGIS), began its first week in the city of Cusco; the second week was spent in the Sacred Valley, where students visited a cooperative that promoted native textile weaving and an NGO that helped girls living in remote, Quechua-speaking communities obtain their secondary

education. After visiting Machu Picchu, students were debriefed by Dr. Jean-Jacques Decoster, ex-director of the Machu Picchu Museum, to learn about the complexities of repatriating Machu Picchu artifacts from Yale University back to Peru. Excursions and cultural activities on this program were made possible from staff and logistical support provided by CGIS and Centro Tinku, a Cusco-based educational institute. "The Cusco Global Connection Course was an unforgettable opportunity to experience and immerse in the cultures of Peru," says Mairna Askar, who majors in Computer Science and International Studies. For Clarisse Owens (U-M Organizational and Environmental Studies), "the educational experience went beyond the classroom; it was enhanced by talking and interacting with indigenous community members from whom I learned to see the world through a different cultural lens."



DR. CAULFIELD ADDRESSES THE MYTH OF RACIAL DEMOCRACY IN BRAZIL AT THE THOMSON REUTERS CORPORATION ON JULY 31, 2019.

Dr. Sueann Caulfield Speaks at Thomson Reuters Corporation

On July 31, 2019, Dr. Sueann Caulfield, associate professor of History at U-M, presented a lecture titled "Historical Perspectives on Race and Sexuality in Brazil" at Thomson Reuters Corporation in Ann Arbor. This talk was organized in partnership with the LACS Brazil Initiative and the Latino Employee Network at Thomson Reuters and was made possible by the LACS-administered Title VI National Resource Center grant.

Dr. Caulfield's presentation formed part of a series of summer events focused on Brazil at the Thomson Reuters campus. The media and information firm has twelve offices and over 2,000 employees in Brazil, with the largest concentration at their São Paulo regional headquarters. The Ann Arbor campus reached out to LACS to collaborate on Brazil-focused programming during the month of July, part of a new project to offer cultural context to employees on countries where the firm has a significant presence.

Dr. Caulfield delivered her lecture while employees enjoyed Brazilian street food and appetizers during

their lunch break. Caulfield tailored her academic work on gender and state formation in twentieth-century Brazil for an interested general public. She discussed the historical legacy of slavery in Brazil and introduced the audience to the influential writings of Gilberto Freyre and the cultural notion of "racial democracy" in Brazil. She contrasted celebrations of racial democracy with lived experiences of racism and gender discrimination, especially by Brazilian women of color. Her presentation included a variety of engaging slides and she offered anecdotes about corporate culture in Brazil. Dr. Caulfield ended her talk with an introduction to a variety of contemporary expressions of race and gender in Brazil as she played several music videos and discussed recent controversies with the *Globleza* television program.

This event was part of LACS' broad outreach campaign to partner with area businesses, schools, non-profits, and other entities beyond the University of Michigan campus, offering rich programming and resources on Latin America and the Caribbean.



Four Scholars from Puerto Rico Visit Ann Arbor

Four visiting scholars from the University of Puerto Rico-Rio Piedras (UPR-RP) visited U-M from August 3-9, 2019. LACS hosted the visitors as part of the ongoing U-M/UPR Outreach Collaboration. The scholars utilized U-M resources and libraries in order to research and develop materials for new courses they have proposed at the Rio Piedras campus.

A Title VI grant from the U.S. Department of Education funds the U-M/UPR Outreach Collaboration. The purpose of the collaboration is to create spaces and facilitate academic exchanges for professors, university students, and K-12 teachers and their students in Puerto Rico.

The four scholars from UPR developed materials for proposed courses on particular themes relevant to Puerto Rico, the Caribbean, or Latin America more broadly. Érika Fontáñez Torres, Professor in the UPR Law School, conducted research for a course on property and housing law in Latin America and the Caribbean. Melody Fonseca Santos, Professor in

the Department of Political Science at UPR, mined materials for her new course on Caribbean political thought. Carlos Pabón Ortega, Professor in the Department of History at UPR, sought resources to develop a course on leftist intellectuals and political imaginaries in Latin America and the Caribbean since the Cold War. Finally, Dr. Fonseca Santos joined Windy Cosme Roasario, Professor in the Interdisciplinary Studies program at UPR and a doctoral student in the Department of History, along with representatives from LACS and the University of Michigan's International Institute to design implementation strategies for future collaborative activities between U-M and UPRRP.

Juan Hernández, Professor and Director of Graduate Studies in the Department of History at UPR, leads the collaboration with Alana Rodríguez and Tim Lorek from LACS at U-M.

For more information about this project, see <https://sites.lsa.umich.edu/umich-upr/>.



LACS AND OTHER U-M FACULTY AND STAFF MEET WITH VISITORS FROM THE UNIVERSITY OF PUERTO RICO TO DISCUSS THE U-M/UPR COLLABORATION IN AUGUST 2019.

New Directions for the U-M/UPR Outreach Collaboration

Since 2014, a group of U-M faculty, staff, and graduate students have traveled to San Juan, Puerto Rico to take part in an annual thematic international-studies symposium with colleagues at the University of Puerto Rico-Rio Piedras (UPR-RP). In recent years, this program has evolved and expanded through funding from a federal Title VI grant, through which LACS is designated a National Resource Center. As part of its NRC mission, LACS and other area studies Title VI holders within the International Institute at U-M have partnered with UPR-RP, a federally designated Minority Serving Institution (MSI), to foster collaboration and share university resources.

As this collaboration with UPR has grown and evolved, the purpose of the symposium has gradually expanded beyond simply an opportunity for graduate students and faculty at each university to meet and share their work. Now, the collaboration invites Puerto Rican K-16 teachers to hear U-M and UPR presentations around a central theme that can translate into classroom lesson plans. The 2019 theme was "Race, Ethnicity, and Nationalism across Borders." U-M and UPR graduate students joined keynote speakers from each university to present on themes such as pan-Africanism, race and ethnicity in Thailand, and Puerto Rican and Filipino Hip Hop, among many others. For the second year in a row, Darin Stockdill, from the U-M Center for Education, Design, Evaluation, and Research (CEDER), traveled with the LACS outreach team and offered a curriculum workshop to conclude the symposium. Stockdill also worked with individual presenters in advance of the event to work on strategies for molding academic topics into useful public presentations intended for K-16 curriculum adoption, with a particular focus on middle and high school history and social studies instruction.

In early August, LACS staff Alana Rodriguez and Tim Lorek joined Stockdill and other U-M faculty in a meeting with visiting scholars from the University of Puerto Rico to brainstorm further improvements to this collaboration model. Beginning with the March 2020 symposium in Puerto Rico, the collaboration will move to strengthen the curriculum design aspect of the workshop. Graduate student presentations will focus on individual primary documents or media and a set of discussion questions designed to foster analysis and debate in Puerto Rican classrooms. The teachers in attendance will be able to readily adopt these particular lesson plans through printable PDFs uploaded to the U-M/UPR collaboration website. Reconstructing this website to make it more accessible for Puerto Rican teachers looking for lesson plans and curriculum materials will be another goal as the collaboration grows in 2020 and beyond.

These changes and others are intended to continue advancing the gradual transformation of this collaboration from an academic exchange to an area studies curriculum workshop and outreach

opportunity. For Puerto Rican teachers, often short on time, resources, and government support, the collaboration will produce an eclectic mix of materials that are accessible and easy to implement into existing curriculum plans. For U-M graduate students, the event will continue to offer an opportunity to travel and present their work in Puerto Rico and meet colleagues from UPR-Rio Piedras. In addition, the design focus involved in translating their academic work for a public audience and using digitized primary sources to create K-12 lessons will offer graduate students valuable practice in pedagogy, digital humanities, and adapting their research for a broader audience. As we continue to strengthen the outreach and education goals of the U-M/UPR collaboration we are working in the true spirit of a National Resource Center.

For more information and to follow this project as it grows, visit <https://sites.lsa.umich.edu/umich-upr/>.

This project is made possible with support from the following participating units at the University of Michigan, Ann Arbor:

- » Center for Latin American and Caribbean Studies
- » Center for Middle Eastern and North African Studies
- » Center for South Asian Studies
- » Center for Southeast Asian Studies
- » African Studies Center
- » Lieberthal-Rogel Center for Chinese Studies
- » Nam Center for Korean Studies
- » Center for Japanese Studies
- » International Institute
- » Center for Education Design, Evaluation, and Research
- » Participating units at the Universidad de Puerto Rico, Recinto de Río Piedras
- » School of Graduate Studies and Research (DEGI)
- » School of Humanities
- » History Department
- » Center for Historical Research
- » José M. Lázaro Library





University of Michigan in the Peace Corps

LACS Administrative Assistant Nick Farrugia interviews a recent U-M alum serving in Latin America.

Nick Farrugia: Madelyn Celovsky, B.S. 2018, is one of the most recent alums to have joined the Peace Corps. Madelyn is serving a tour in Panama and I was able to catch up with her and speak about the work she is currently doing while in Latin America.

NF: Hi Madelyn, thank you for taking the time to speak with me today. To start, what were your areas of study at U-M and what degrees did you pursue?

Madelyn Celovsky: Hi! I graduated with a Bachelors of Science in Environmental Studies from the Program in the Environment (now part of SEAS) with a specialization in Sustainable Food Systems.

NF: How did your studies at the University contribute to your choice in joining the Peace Corps?

MC: My program allowed me to study not only natural systems, but the human systems working within the natural systems. As a Peace Corps volunteer I am able to continue learning about this intersection as I live

MADelyn PICTURED WITH A NGÄBE NEIGHBOR, BOTH WEARING NAGUAS (A TRADITIONAL WOMEN'S DRESS OF THE INDIGENOUS NGÄBE PEOPLE).

and work with people whose culture and living remain directly dependent on natural systems.

Through my studies, I also learned how to approach environmental and agricultural issues with a social justice lens. Now working in international development, I have already found this lens incredibly helpful.

Since the conception of the Peace Corps on the very steps of the Student Union on campus, the University of Michigan has consistently ranked as one of the top large schools on the agency's Top Volunteer-producing Colleges and Universities List. The Peace Corps requires its volunteer members to serve a 27-month long tour in countries ranging from the mediterranean to southeast Asia. Madelyn is one individual in a cohort of University students who are traveling abroad to uphold the mission of the Peace Corps in whatever discipline and country they so decide.

NF: What drew you to serve your time in the Peace Corps in a Latin American country?

MC: I wanted to learn from small sustenance farmers, the people who are still making their living and feeding their family off of small parcels of land. In the US, this tradition exists but the number of small farms has severely diminished, replaced with large farm operations.

Small farmers in the tropics continue to contribute to a large portion of the world's food production but they are on the front lines of dealing with the effects of climate change and deforestation. Farmers in Latin American countries have great potential to mitigate the risks of climate change and deforestation through improved farming techniques.

In addition to this, I wanted to improve my Spanish, which I have been doing poco a poco... also, I have been learning a little of one of the languages indigenous to Panama, Ngäbere.

The Peace Corps Mission Statement is to promote world peace and friendship which is channeled by volunteers through three different goals. One of these goals is to help promote a better understanding of Americans on the part of the people served. Although there are generally no language requirements for joining the Peace Corps, Madelyn's choice to learn the languages of the community she is working alongside builds a positive relationship between the volunteer and the community and is in complete alignment with the Peace Corps Mission Statement.

NF: I understand you have just recently started your tour in Panama, but what work have you been doing so far and what will you continue to do during your time abroad?

MC: Yes! I just moved to my site in August, so I'm still working on figuring out what projects the community is interested in, but in general they will be projects that aim to improve crop production and soil health in culturally and environmentally sustainable ways. I am working now as a Sustainable Agriculture System Volunteer in Panama. This involves working and living with small holder farmers in a small rural community. The activities I'll be doing include co-facilitating compost workshops, assisting in school gardens, and helping to organize farmer groups.

A big part of my job is cultural exchange, so learning the language and culture, and sharing a bit of my culture is also what I will be doing."

NF: That sounds like fantastic work. Do you anticipate your work in the Peace Corps to translate to your future endeavors?

MC: Not sure where I will go next. My plan is to go back to school so I can go into agriculture extension and continue to work

with farmers in the US. Generally, I think having an expanded worldview and a better handle on the Spanish language will be helpful wherever I go.”

NF: That’s exciting, and I wholeheartedly agree. Well, thank you again for agreeing to speak with me today and letting me share the wonderful work you are doing.

MC: Of course.

Madelyn is closing in on her second month of volunteering right now, and can expect a bright 25 months ahead of her. Her work, and the work of many other volunteers is helping to contribute to and confirm the global initiatives statement of the Peace Corps: “Our work at the forefront of change is turning the world’s challenges into shared triumphs.”

LACS wishes the best to all students volunteering abroad through Peace Corps programs and would like to thank Madelyn Celovsky for her work and willingness to share it with us. Congratulations and best of luck.



Returns to Caritas la Primavera in Ecuador



Students from the University of Michigan and the Universidad San Francisco de Ecuador (USFQ) partnered for the second consecutive year with Caritas la Primavera, a foundation in Quito working to provide programs and resources to families with fewer resources. Members of The Quito Project (TQP), a binational experiential learning project aimed at minimizing the achievement gap in education in Quito, developed curriculum for and hosted a summer camp for primary school children in the community surrounding the foundation.

Maria Sobrino, TQP’s Co-Director of Marketing and Social Media, and an Anthropology major, comments on her experience:

“As a member of The Quito Project, I had the opportunity to travel to Quito, Ecuador for one month this summer and serve as a tutor for young children from under resourced communities in Quito participating in a three-week summer camp. My fellow U-M tutors and I collaborated with students in the Education Program at the Universidad San Francisco de Quito, who prepared us for working with the children by imparting their teaching methodology: Providing structure for the camp’s attendees to learn academic skills and explore their creative interests. As a music teacher, I



developed lesson plans that I hoped would impart practical skills that would help my students in any musical paths they might pursue in the future—and although by the last day of the camp my students were successfully composing and writing their own music, the journey there involved several challenges on my part as a teacher. Working with both older and younger age groups meant using different teaching approaches, and as I learned which learning strategies worked and which ones did not, I needed to constantly reevaluate my teaching style throughout the course of the month. My time meeting with the children, playing soccer with them, having conversations with them, and sharing everything I knew about music with them was by far one of the most invaluable experiences I have ever engaged in, both personally and academically. Working through the challenges of helping students understand and progress in their musical skills both questioned and solidified my confidence as a teacher—especially while navigating the new experience of teaching entirely in Spanish. I thoroughly enjoyed learning to understand the distinctive learning styles and creativity of each of my students, and it was extremely fulfilling to see them independently put together rhythms and identify music theory concepts by the end of our time together. But the learning in my classroom certainly did not go in only one direction, since I learned something new about Ecuadorian culture and lifestyles every day from my

students, which was very meaningful to me as a Cuban American. I was also extremely lucky on this trip to be surrounded by the incredible students at the University of Michigan who also participated in The Quito Project with me this past summer, whose friendship and support made exploring Quito and jumping off bridges on the weekend an exciting and wonderful adventure that I will always value as part of my university career.”



Council of Global Student Organizations: LACS Program Manager launches new student organization



LACS, along with partners at the Office of the Provost's Global Engagement Team and Ross Global Initiatives is pleased to announce the launch of a new student organization, the Council of Global Student Organizations (CGSO).



FROM LEFT TO RIGHT: FOUNDING STAFF MEMBERS ALANA RODRIGUEZ, ASINDA SIRIGNANO, KATIE WIGGINS-GAWLIK

CGSO is the product of a collaboration between the students of The Quito Project (TQP), a U-M student organization who travels annually to Ecuador, and U-M staff members Alana Rodriguez, LACS Program Manager, Asinda Sirignano, Office of the Provost's Global Engagement Team Project Manager, and Katie Wiggins-Gawlik, Global Education Advisor at Stephen M. Ross School of Business Global Initiatives. After seeing how customized pre-departure and re-entry programming benefited their organization, TQP student leaders saw a need to better connect with other student organizations who travel internationally but desire to engage more ethically as well as tap into the University's global education resources.

The Main Objective: CGSO will meet periodically throughout the year and provide learning opportunities to student organizations on topics such as fundraising; volunteer recruitment and retention; networking; succession planning; effective and humble cultural engagement; and health and safety abroad.

A hybrid student and staff organization, the SSO will be housed in the Office of the Provost and will consist of a governing board of three staff and a minimum of three student members. For the 2019-2020 academic year, the three founding staff members will sit on the board while students from The Quito Project will assume board positions and recruit interested students to join.



Reflections FROM A SUMMER COURSE

Dr. Juan Hernández García and LACS 321: Space and Identity in Latin American History

It has been a true academic pleasure to be able to work with University of Michigan students, especially from the International Institute and the History Department, throughout the summers since 2013. In my course, Space and Identity in Latin American History, students discuss the constructions of categories such as identity, race, ethnicity, class, gender, and sexuality through the study of urban development in Latin America in the late nineteenth and twentieth centuries. Students get a broad picture of the history of Latin America and the Caribbean, from key historiographical spaces such as Mexico, Argentina, Brazil and Cuba, to other spaces sometimes less studied, such as Haiti, Guadeloupe, and Chile.

Among other things, we also use space and the city to understand violence, authoritarianism, the Cold War, and memory. Last summer we also discussed the construction of the kitchen as a political, social, and cultural space. Students even used recipes as historical documents to understand Latin American cultures. We also discussed the construction of the notion of the border, concentrating on borders in the Andes, on the island of Hispaniola (Haiti and the Dominican Republic), and between Mexico and the United States. With this last case, students were able to discuss the cultural construction of the border, even taking into account how music flows from Tijuana to San Diego and helps construct border identities.

Dr. Hernández García regularly teaches LACS 321 at the University of Michigan during the summer term. He is a professor and Director of Graduate Studies in the Department of History at the University of Puerto Rico - Rio Piedras, and leads the UM-UPR Outreach Collaboration with the LACS team at U-M. Funding for Dr. Hernández García to travel to Ann Arbor each year as a visiting professor is provided through our Title VI National Resource Center grant from the US Department of Education.

FROM THE BRAZIL INITIATIVE

For information related to the Brazil Initiative, please contact Program Manager Bebete Martins at bmartins@umich.edu

The Pantanal Partnership designs a solar oven and clean-burning incinerator in municipality of Poconé

Over the summer of 2019, U-M students worked to improve their design of a solar oven used to better insulate cooking pans. The objective: sustain higher temperatures for longer periods of time. With their creative adjustments, the oven reached a maximum temperature of 400°F and sustained temperatures above 300°F for over an hour. The end result: students used the oven to bake a loaf of bread and five small rolls within one hour!



The Pantanal Partnership is a University of Michigan student organization focused on education, healthcare, and sustainable technologies in the Brazilian Pantanal region. The project began in 2009 and has expanded in focus since that time. In the beginning stages, the Pantanal Partnership focused on the construction of the Pantanal Center for Education and Research (PCER), outfitting the facility with a solar power system, biosand water filtration system, wind turbines, and biodigesters. In later years, the focus turned to educational workshops on the use and construction of biosand filters in local schools and community centers in remote river communities. Last year, two new and innovative projects took shape: one focused on music education and assessing electricity access in two Pantanal communities while the other prototyped an alternative, low-energy refrigerator. While in the field, they conducted a needs analysis for the municipality of Poconé which had decided to extend city grid access. The students assessed the advantages of extending grid access versus using solar technology and used the results of their assessment to guide them in forming their projects for the 2019 Pantanal Partnership projects.

With the help from organizations like the Brazil Initiative, the Pantanal Partnership was able to fully fund three students traveling to Brazil this summer to complete engineering and educational projects. The students funded in 2019 were: Megan Trapp (Pantanal Partnership President, Junior, PitE), Peter Bongiorno (Junior, Civil and Environmental Engineering), and Eric Landgraf (Freshman, Undeclared).

In May 2019, members of Pantanal Partnership traveled to Poconé to construct and test the projects of a solar oven and a clean-burning incinerator, designed by the students last year. The main Pantanal Partnership project this year was the clean-burning incinerator. The goal of the

incinerator was to reach a temperature of 1200°F to burn trash at a high enough temperature to prevent the release of particulates. The students' design reached a maximum temperature of approximately 850°F and they plan to continue making adjustments with the goal of moving their maximum temperature closer to 1200°F.

In addition to the technical portions of these projects, students also created and delivered educational lessons at the local high school in Cangas on these topics to foster interest in environmental protection and sustainability. They presented on the waste disposal and solar energy and connected these topics to the Pantanal. In addition, members had the unique and impromptu opportunity to visit and stay in the indigenous community of Paraíso in the Xingu National Park in Mato Grosso. Here, travelers installed a solar panel on the school building at the request of the chief. They installed the solar panel, connected it to a charge controller, and installed wiring for lights, switches, and a fan to allow for lessons to occur in the evenings when it is cooler (the day they carried out the installation the temperature was 105.8°F in direct sunlight!). Pantanal Partnership students also had the opportunity to experience life inside the community by staying in the hut of a community member, and were able to speak to community members about their growing connectedness to urban centers.

On this trip students enjoyed immersing themselves in Brazilian culture and the Portuguese language, attending a founder's day celebration in Cangas, MT and host family barbecues, and traveling into areas of Mato Grosso they had not yet worked in before. We also enjoyed learning about the Kalapalo language and learning phrases from our community hosts in Paraíso. Pantanal Partnership hopes to continue building a relationship with this community and implementing projects here in the future.



The Department of Romance Languages and Literatures hires new Portuguese Language Instructor

The Portuguese Program in the Department of Romance Languages and Literatures is pleased to announce the hire of Maria Teresa Segarra Costaguta Mattos as a full time lecturer of Portuguese Language.

Maria Teresa is from the south of Brazil and her passion for language learning began when she was a child. By the age of fourteen she was teaching English as a second language in Brazil. She is active in pedagogy training for Portuguese teachers and has created and shared video modules on videosple.com. She is currently a PhD candidate in Portuguese Linguistics at the University of Coimbra in Portugal, where she also received her Master's in Portuguese as a Foreign and Second Language. She is excited to join the team in the Department of Romance Languages and Literatures and to start working with the program's brilliant group of students and teachers.

When she is not spending time with the most important person in her life, Samuel, and the most important dog, Florentina (all other dogs come a close second), she travels by bus to Santana do Livramento, at the southern tip of Brazil, to visit her mother and eat dulce de leche in the border town of Rivera.

Global Feminisms Outreach Initiative expands online oral history archive

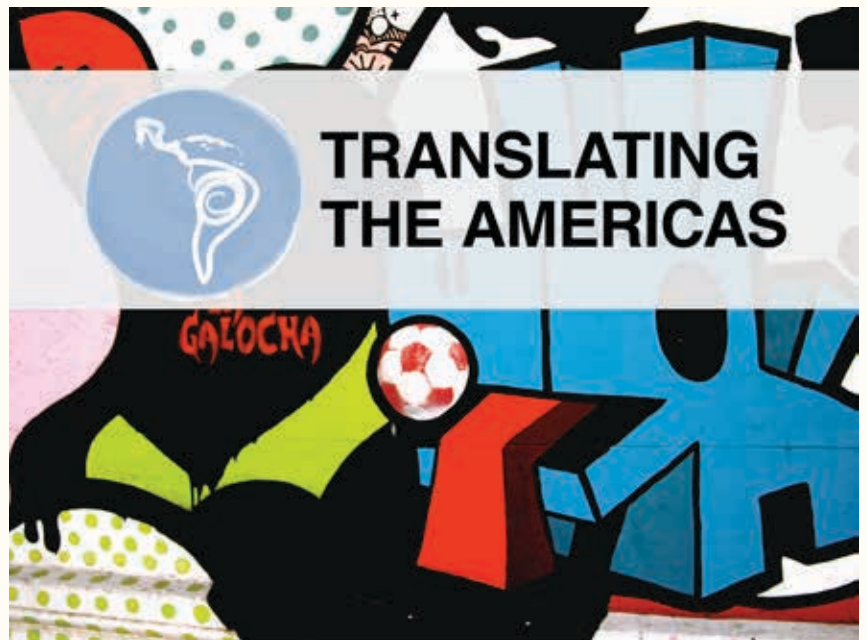
The Brazil Initiative's support for the Global Feminisms Outreach Initiative, an online archive of oral histories of feminists from around the world, has resulted in the creation of a new section of the archive dedicated to Brazilian feminists.

The first phase of this website, containing thirteen oral histories, was completed in 2018. A new phase of the project was launched in Spring 2019. Over the coming two years, the BI, together with the U-M Humanities Collaboratory, the History Department at the Federal University of the State of Rio de Janeiro (UNIRIO), will support the work of U-M and UNIRIO faculty and graduate students to expand the site. Collaborators will add three new oral histories while using the existing materials to create a short documentary film, teaching modules designed for high school classrooms in Michigan, webpages that compare themes such as domestic violence or transfeminism in Brazil and other countries, and a course taught simultaneously at U-M and UNIRIO that will allow students at the two campuses to work together on research projects that use and contribute to the site. For more information: globalfeminisms.umich.edu

Online Release of Translating the Americas Volume 5

Translating the Americas is an open-access digital platform that features translations of important, peer-reviewed works on Latin America. Volume 5 contains works by Paulina Alberto ("Quando o Rio era black: soul music no Brasil dos anos 70"), Lea Geler ("Blackness and Urban Popular Sectors in Buenos Aires (1895-1916): The Case of Zenón Rolón and Chin-Yonk"), and Stuart Kirsch ("Dilemas del perito experto: derechos indígenas a la tierra en Surinam y Guyana").

Translating the Americas is funded by the University of Michigan Brazil Initiative and hosted online by Michigan Publishing. Authors wishing to have their work translated and published in the next volume should contact the journal's editor, Howard Tsai (lacs.office@umich.edu). For more information: quod.lib.umich.edu/l/lacs?page=home





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We strive to support our students and faculty on the front lines of learning and research and to steward our planet, our community, our campus. To do this, the Center for Latin American and Caribbean Studies and the Brazil Initiative need your support.

If you are considering a gift to LACS and/or the Brazil Initiative at LACS, we want you to know that your gift will help us guarantee that U-M students will have an opportunity, in perpetuity, to study the cultures, histories, languages, and peoples of Latin America and the Caribbean and contribute to scholarship and involvement in the region. Visit ii.umich.edu/lacs/donate for more info.

The **Center for Latin American and Caribbean Studies (LACS)** is committed to promoting a broader and deeper understanding of the region—its histories, cultures, and peoples. The center provides a venue for faculty, students, and the community to learn and share knowledge and partners with a host of units across campus on projects of mutual interest.

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