

THE CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

SUMMER 2017 RECAP



The Quito Project (TQP) students, tutors, and administrators (p. 9)



LSA

CENTER FOR

LATIN AMERICAN & CARIBBEAN STUDIES
UNIVERSITY OF MICHIGAN



DIRECTOR'S MESSAGE

As I pen this traditional message of welcome at the start of this new academic year, we at LACS are also thinking about those in the Caribbean, Mexico, and the United States who are struggling with the environmental disasters of the last weeks. We're also deeply concerned with the announcement to phase out DACA, the Deferred Action on Childhood Arrivals program, which would affect many members of the LACS community and beyond. In this, we echo the statement of President Mark Schlissel and Provost Martin Philbert, who said: "Our priority at U-M is ensuring that all of our students and scholars will be able to pursue their ambitions and the opportunities they have earned by being members of our academic community" ([You can see their full statement HERE](#)). LACS strives to be both a resource and a site of discussion for issues that impact us, and as we face the forthcoming year we want to reiterate those goals.

Indeed, after a full summer of activities, we have a dynamic program of important events planned for the Fall term. Please be sure to check out your LACS Bulletin each week.

Last but not least, I want to say that I am thrilled to be serving as the new director of LACS, following in the extremely capable shoes of my predecessors, especially outgoing director Alex Stern. Please do come to me or any of the LACS staff with ideas, suggestions, and critiques, as LACS is at its best when it reflects the rich diversity of its many members, affiliates, and students.

Best wishes,

Victoria Langland

Director, Center for Latin American and Caribbean Studies

Associate Professor, History and Portuguese

The Center for Latin American and Caribbean Studies has had an eventful summer!



We kicked summer off by congratulating our LACS graduates at the 2017 International Institute Graduation Ceremony and Reception on April 28, 2017 which honored the graduates of the Center for Latin American and Caribbean Studies, the Center for European Studies, the

Center for Middle Eastern and North African Studies, the Center for South Asian Studies, the Center for Southeast Asian Studies, the Center for Russian, East European, and Eurasian Studies, and the Islamic Studies Program.



GRADUATE SPOTLIGHT

Mikaela Gillman, B.A. in LACS 2017

How did you find out about the LACS major?

I sought out the major because I did not want to major in Spanish but knew that I wanted to take Spanish classes and also learn about the history of Latin America.

Why did you choose LACS? What was the most rewarding part of your experience?

I choose LACS because I took a gap year after high school and travelled in Central and South America and lived in Cusco, Peru. When I began college I immediately gravitated toward the Residential College's intensive Spanish program. The program takes a holistic approach and teaches its students grammar and conversation but also focuses on current events and history of Spain and Latin America. I found that learning about the history of Latin America was a good way to learn about United States history through different eyes. I also found learning Spanish more rewarding when studying history, art and culture. Finally, after completing the RC intensive Spanish requirement, I was drawn to classes such as "Revolutionary Movements in Latin America", "Latin America, The Colonial Period" and "Problems in Anthropology in Latin America". To continue learning and improve my Spanish, I decided to study abroad through Middlebury Schools Abroad in Chile's intensive language program, which allowed me to directly enroll in a Chilean University and take classes with only Chilean students. My Spanish drastically improved and I was able to study topics such as "Modernity and Social Problems in Chile", "Analysis of Chilean Politics" and "The Practice of Woodcut in Valparaiso, Chile". The LACS department was willing to work with me and allowed me to study abroad

for a year. During this year, I used my summer break (winter in the United States) to return to Peru and do the research for my senior LACS honors thesis on migration for education of Quechua-speaking youth in Peru's Sacred Valley. When I returned to Ann Arbor for my senior year, my thesis advisors provided me with such strong support and were so willing to guide me through the process of writing a 120 page analysis of my own primary research. The process was challenging but was a major learning experience and taught me how to get IRB approval, collect my own data, do ethnography, formulate interview questions, conduct interviews, code interviews and transform raw data into a thesis. Lastly, two of my most important experiences while in college were my internship with La Escuela Municipal de Bellas Artes in Chile, and my internship with Michigan Immigrant Rights Center in Ann Arbor. I was able to gain work experience related to my studies while receiving academic credit for these placements.

During your time at U-M, you worked with the Prison Creative Arts Project. Tell us more about that experience.

I began working with PCAP (the Prison Creative Arts Project) as a sophomore. I took a class called the Atonement Project with Ashley Lucas and Shaka Sengor where I was trained in creative arts workshop facilitation. Beginning that semester, I took on a creative writing workshop at G Robert Cotton Correctional Facility in Jackson, Michigan. I spent two hours a week working with a group of men, reading, writing, laughing and creating. This past year I also facilitated a theater and a creative writing workshop at the same prison.



In addition to all of this work, you wrote a LACS honors thesis. What was your topic and what was the honors experience like for you?

My honors thesis focused on migration for education of Quechua-speaking youth in Peru. I had a great experience working with Howard Tsai and Solange Munoz. Their guidance gave me direction and focus when analyzing all of the data that I collected while interviewing youth in Peru's Sacred Valley during the winter of my junior year. Writing a thesis was the most challenging and valuable undertaking that I pursued as an undergrad.

What are your post-graduation goals?

I would like to gain work experience before potentially pursuing a Master's degree in Social Work or Art Therapy. I enjoy working in Spanish and am considering continuing to do work relating to immigration and additionally volunteer doing arts education in a prison because I probably can't find a job that will pay me to facilitate arts workshops with incarcerated people. I am also looking into finding a job with a publication that focuses on politics and culture in the Americas so that I can continue to research and constantly be learning. I love to travel and hope to live abroad again in the future.

Best of luck to you, Mikaela!

FEATURED OUTREACH EVENT

Health in Latin America

From Indigenous Healing to Biomedicine Teacher Training Workshop

LACS is committed to K-12 outreach initiatives that bring area studies resources to local classrooms. This summer, we put our faculty and staff interests in health in Latin America to good use by organizing a multidisciplinary workshop titled Health in Latin America: From Indigenous Healing to Biomedicine.

Health can be used as a lens through which we understand politics, history, economics, law, and culture, among other fields of study. Health, medicine, and disease have played very large roles throughout the history of Latin America and have largely shaped the demographic and political landscape of the region from European contact to the present day. Therefore, the possibilities for integrating discussions of health and medicine, and particularly in Latin America, into a wide variety of subjects taught at the middle to high school grade levels are endless.

This thematic day-long workshop brought local 6-12 grade teachers to the University of Michigan to learn about the history of health and medicine in the Americas, the rise of Public Health and International Health Agencies, the Zika outbreak in Latin America, Indigenous healing

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practices in Mexico, public health in Cuba and more. The event included breakout discussion sessions that addressed ways to incorporate this new content into various middle and high school subject curricula. We ended the day at the University of Michigan Museum of Art (UMMA) for a viewing of important art pieces by Latin American artists that show different ways to understand the body, health, and medicine. Participants worked on a lesson plan and art activity created by Pamela Reister, curator for Museum Teaching and Learning at the UMMA, and inspired by

Mexican painter and print-maker Enrique Chagoya's codices.

This workshop introduced teachers to the diverse demographics of Latin America and some of the

different strategies and traditions for promoting health and well-being. Teachers left with a more nuanced understanding of these topics and ideas for resources and strategies for sharing them with students. Participants commented that they were pleasantly surprised by the variety and diversity of topics presented and they appreciated the balance of general, background

information with "hands-on" and interactive activities.

Presentations:

Health and Medicine in Latin America: Pre-Contact through Independence, Alana Rodriguez, University of Michigan

Latin America: Histories of Public Health and Global Health, Alexandra Stern, University of Michigan

Traditional Healing and La Limpia (tyivi tachina) in la Mixteca, Angelina Trujillo, San Diego State University


Zika in Latin America: Mosquitos, Epidemics, and Reproductive Health, Alexandra Stern, University of Michigan

Cuban Health Care: An Overview, Alana Rodriguez, University of Michigan

Using Art to Think about Health, Pamela Reister, University of Michigan Museum of Art

This event was co-sponsored by the International Institute and funded in part by a Title VI federal grant from the US Department of Education.





World History and Literature Initiative Curriculum Development Workshop: June 21-23, 2017

Resistance and Rebellion in Global History and Literature

LACS was proud to participate once again in this year's World History and Literature Initiative Curriculum Development Workshop from June 21-23, 2017. This initiative is a collaboration between the Centers at the UM's International Institute, the School of Education, and the Eisenberg Institute's Global Dimensions Project. The workshop is facilitated by Dr. Bob Bain, Associate Professor of Education and History.

This year's theme was *Resistance and Rebellion in Global History and Literature*. This three-day conference explored historical and literary examples of resistance and rebellion and ways to teach these. Forty local teachers developed their knowledge and insights about the causes and impact of resistance and rebellion in world history and ways authors have represented it in literature.

LACS sponsored Dr. Paula Oliva-Fiori's presentation entitled "We speak, we write, we do Language: Reading, writing, and learning in times of adversity" which discussed

alternative resistance tactics employed in Argentina during its dictatorship. We will provide access to a wide range of materials, including the PowerPoints, videos, and handouts from the speakers and a host of other resources to deepen your students' and your knowledge of resistance and rebellion in history and literature. Dr. Oliva-Fiori also taught LACS 321.204: Latin American Politics and Culture: Fiction and Politics in Latin America this summer.

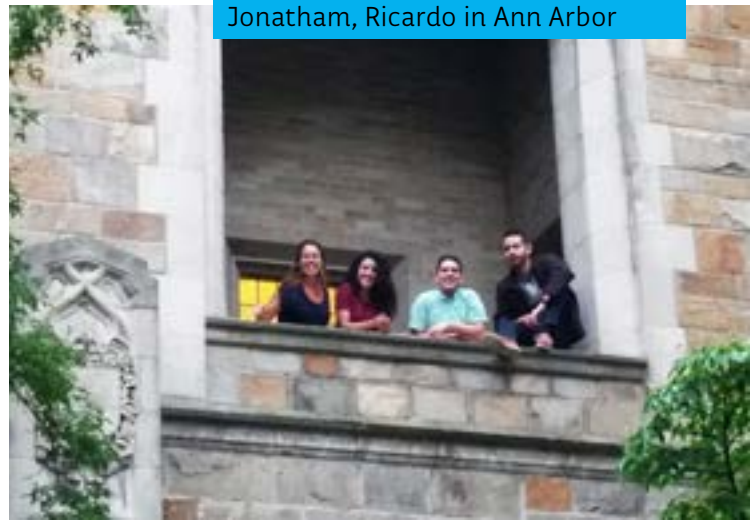
In addition, LACS sponsored the participation of three K-12 teachers and graduate students from the University of Puerto Rico's School of Education as part of the LACS-University of Puerto Rico Curriculum Development Outreach Program.

Wilmarie Rivera Pérez,
Jonatham Quiñones

Roque, and Ricardo Alejandro Pabón attended the three-day workshop and used U-M Library resources to develop new curriculum units to use in secondary schools in Puerto Rico.

These events and outreach collaborations are funded in part by a Title VI federal grant from the US Department of Education.

LACS Program Specialist Alana Rodriguez, and UPR guests Wilmarie, Jonatham, Ricardo in Ann Arbor





LACS-UPR Post-Secondary Curriculum Development Program 2017 Awardee: Dr. Carlos Guilbe

LACS collaborates with the University of Puerto Rico to support faculty in their instructional and course-development projects on Latin America and the Caribbean by offering travel and curriculum development grants to visit UM's campus and access UM Library Collections. This year, Dr. Carlos Guilbe, was awarded the Curriculum Development Grant for his project "Desegregating Antique Cartography of Latin America in Geography and History Courses Using Multimedia Mapping Applications".

Dr. Guilbe spent one week at the University of Michigan in August 2017 and used our extensive mapping collection's resources, specializing in early and modern cartography, history of cartography, and geospatial data. He will use these resources to develop a new undergraduate course at the University of Puerto Rico's Department of Geography that will strengthen geographic education on Latin America beyond Puerto Rico and the Caribbean and integrate technology in teaching history and geography.



Visit of Dr. Hugo Miranda Tejada

Professor Hugo Miranda of the National University of Cajamarca (Peru) gave a presentation on indigenous Andean construction techniques at the University of Michigan on July 6. Professor Miranda also met with LACS staff and Director Dr. Victoria Langland, as well as Dr. Sharon Haar (Chair and Professor) and Dr. Steven Mankouche (Associate Professor) of the Taubman College of Architecture and Urban Planning to discuss possible future faculty collaborations. LACS is hoping to develop a collaboration between Cajamarca and the UM School of Art and College of Architecture.

LACS Visiting Professor Dr. Juan R. Hernández García returns for third summer at U-M



Dr. Hernández taught a popular summer LACS course for the third summer in a row. Hernández is a 2007 UM alum where he earned his Ph.D. in History for his dissertation “Walking with the Shadows of the Past: History, Space and Violence in Chile’s Transition”. He is now Adjunct Professor in the Department of History at the University of Puerto Rico, Río Piedras campus.

Dr. Hernández teaches LACS 321.203 Space and Identity in Latin American History. This is a meet-together course with HISTORY 329.

Dr. Hernández also works closely with UM throughout the academic year as one of the University of Puerto Rico-UM Partnership Coordinators and organizes the annual UM-UPR Thematic K-12 Curriculum Development Symposium on UPR’s Río Piedras Campus.

Here’s what Professor Hernández had to say about his summer:

What is the focus of your course “Space and Identity in Latin American History”?

My course is about how space, especially urban space, could be used as a particularly interesting coordinate to understand the construction of different identities connected to nation, race, ethnicity, gender, sexuality and class in Latin America and the Caribbean in the nineteenth and twentieth centuries. Students are also able to discuss how urban development in Latin America and the Caribbean are connected to the construction of notions of modernity and memory, from the new national capital cities of the nineteenth century, to the violence of dictatorships during the Cold War.

What is your favorite aspect of teaching this course?

My favorite part of this course is being able to discuss with students how space can be used to understand history and memory, not only in Latin America and the Caribbean, but also in other contexts. Also, for many of them this is the only course they will take about Latin American and Caribbean history and culture, and I like the fact that it can become a good base for them to understand the politics, culture, and history of the region in the future.

What is the most important takeaway?

Most of our readings and discussions throughout the course deal with the everyday struggles of marginalized communities, not the history of presidents and “great men”. For me the most important takeaway is understanding how people in Latin America and the Caribbean have been able to construct their own identities and memories in the context of experiences such as postdictatorship, postauthoritarianism, postslavery, and neoliberalism.

Ann Arbor is a long way from San Juan! What is your favorite part of being in Ann Arbor each summer for two months?

Ann Arbor is my second home, where I grew as a young grad student, where a lot of my formation as a historian was developed, and where I still find an important academic community, both from colleagues and students alike. I feel very fortunate to be a part of two very important academic institutions, the Universidad de Puerto Rico and the University of Michigan, and feel that both contribute to what I do in each of them in very important ways.



The Quito Project 2017

The Quito Project (TQP) is a student organization that has been working with various partners in Ecuador for over 14 years. Since 2012, TQP began a formal affiliation with the Center for Latin American and Caribbean Studies in order to facilitate access to faculty and staff mentors on campus to assist in the development of the projects.

TQP is a multidisciplinary organization with students and faculty from schools across the University of Michigan, including Literature Science & Arts, the Residential College, Public Health, Rackham, Social Work, Nursing, Dental, Education, Business, Medicine, Engineering, and Pharmacy.

This year's group worked in TQP's Education Component which provides a three-week intensive tutoring program at the Escuela Particular Monte Carmelo in Llano Chico, Quito. The program is dedicated to minimizing the achievement gap in mathematics, literature, and social studies among students whose performance falls short of required levels established by the Ecuadorian Ministry of Education. The "tutors" from UM work with a group of education students from the Universidad San Francisco de Quito (USFQ) to develop a curriculum based on the educational standards established by the Ecuadorian Ministry of Education. The group of tutors also gives workshops on important public health topics such as nutrition, hygiene, and environmental issues. The Education Component is working to incorporate a research-based model to assess the program's educational outcomes.

Eleven UM students teamed up with nine USFQ students under the direction of USFQ Director for Curriculum Design Maria Dolores Lasso and LACS Program Specialist Alana Rodriguez to fundraise for and organize the 2017 summer tutoring program. Students dedicated countless hours to the design of an engaging and fun curriculum for over 50 students from the neighborhood of Llano Chico. UM students then spent one month in Quito working face to face with their USFQ counterparts to bring the plans to fruition. The camp was a great success!

Students wishing to receive UM credit for their participation in this activity enroll in a three unit LACS course entitled Learning through Global Partnerships which allows students to reflect upon the effectiveness and challenges of engaging in international aid projects and community development efforts. This course is supervised by Alana Rodriguez.





UPDATES FROM THE BRAZIL INITIATIVE

Dear LACS Affiliates,

The Brazil Initiative is delighted to host Fiocruz (Rio de Janeiro) Professors Simone Kropf and Gilberto Hochman as the Brazil Initiative visiting scholars for 2017-2018. By way of introduction, we asked them to each introduce themselves and the objectives of their stay in Ann Arbor.

Please join me in welcoming them to our LACS community.



SIMONE KROPF

The main objective of my stay as a visiting scholar at LACS-UM is to develop the research project titled “Science, War, and Cultural Diplomacy in the Americas”, which focuses on the history of scientific exchange between the United States and Brazil in the 1930s and 1940s. Particularly, the research aims to analyze the academic exchanges established during World War II between the University of Michigan (which claimed to be the first US university to implement fellowship programs focused on Latin America) and Brazilian institutions in various fields of knowledge.

The period to be studied extends from the creation of the International Center (IC) of the University of Michigan, in 1938, to the end of WWII. During those years, the Good Neighbor Policy implemented since 1933 by the US president Franklin D. Roosevelt gave new impetus to ideas and values of Pan-Americanism and fostered cultural relations programs towards Latin America. My

research will focus on the “Brazilian Exchange Program,” established by the IC in 1939 to award graduate studies scholarships for Brazilians wishing to study at UM and also for Americans to study in Brazil. In addition, it will examine the intense movement of Latin American students at UM to promote cultural activities related to Good Neighbor Policy and Pan-Americanism. It is hoped that the research will contribute to current historical debates on the transnational circulation of knowledge and to the historiography of cultural diplomacy in the Americas as well. The research will be conducted primarily in the historical collections of the University of Michigan, located at the Bentley Historical Library, as well as in the National Archives and Records Administration (NARA) in College Park, Maryland. This will be a critical opportunity to deepen and strengthen the research I have been conducting since 2013 in collaboration with professor Joel D. Howell within the broader collaboration between Fiocruz and the Brazil Initiative at LACS-UM.



GILBERTO HOCHMAN

The main objective of my period as a visiting scholar is to develop a section of a broader research project titled “Health, Development and Democracy in Brazil (1945-1964)” that I intend to transform into a book. The objective of the study I will develop during 2017-2018 at LACS-Brazil Initiative (BI) is to understand the intersection of medical parasitology, rural health, ideology, and politics in Brazil during the twentieth century, in particular during the Brazilian democratic and developmentalist experience (1945-64) and the Cold War. The strong relations between medical parasitologists working in Brazilian Public Universities and Rural Health Services, and the Brazilian Communist Party (PCB) promoted a very politicized agenda of research and teaching that clashed with Brazilian government agencies and with international funding agencies as Rockefeller Foundation or International organizations as PAHO-WHO. This a chapter of the history of Cold War science and medicine “in the field” little explored by historians and social scientists. Another aspect to be developed is the control and eradication of endemic diseases, such as malaria, associated with development projects in the Brazilian Northeast and the policies of international health and tensions with the growing claims of rural workers and growing demands for agrarian reform. During the winter 2018 term I will teach a mini-course on History of Health and Disease in Brazil.



Transitions at LACS!

LACS and the Brazil Initiative are pleased to welcome Victoria Langland as our new director. We thank outgoing director Alexandra Stern for her three years of service and leadership!

As of July 31, 2017 the LACS and BI offices are no longer located in the School of Social Work Building. We have moved to the newly renovated Weiser Building at 500 Church Street. Come and visit us on the 5th floor.

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.

Produced by Alana Rodriguez at the Center for Latin American and Caribbean Studies at the University of Michigan.
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Alana Rodriguez, LACS academic program specialist at lacs.office@umich.edu.



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Weiser Hall, Suite 500
500 Church Street,
Ann Arbor, MI 48109-1042
lacs.office@umich.edu | 734-763-0553
ii.umich.edu/lacs