



CENTER FOR  
LATIN AMERICAN & CARIBBEAN STUDIES  
UNIVERSITY OF MICHIGAN

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# SUMMER RECAP 2018

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CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES  
AND  
BRAZIL INITIATIVE

Machu Picchu. Photo by Howard Tsai during his experiential learning course in Peru (page 9)

## MESSAGE FROM THE DIRECTOR



Welcome to another exciting year at LACS!

We are thrilled to share with you some of the many important activities the center engaged in over the past summer, and we assure you that many more are in the works for this coming year.

This is possible due in great part to support from the U.S. Department of Education, which renewed its recognition of LACS as a Comprehensive Area Studies Research Center. This support would not have been possible without a great deal of work on the part of Victoria Langland, Alana Rodríguez, Howard Tsai, and Elizabeth Martins. Congratulations to all of you!

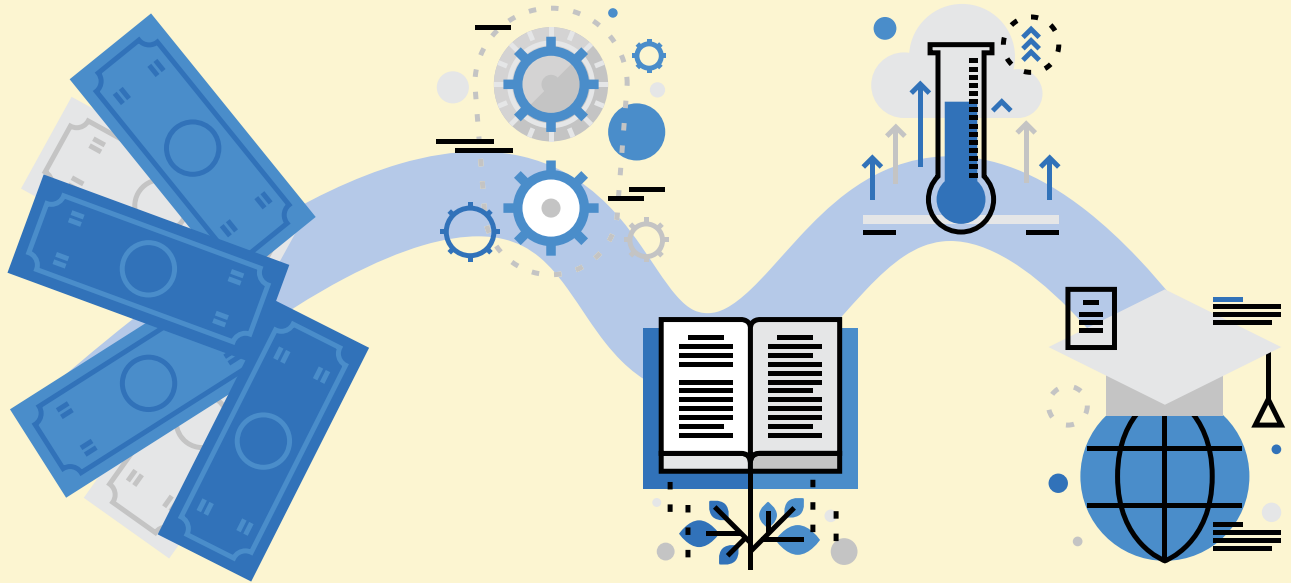
As Interim Director of LACS, I am thrilled and honored to be involved in the leadership of this exciting international and interdisciplinary center. I am quickly learning the extent to which the center serves as a multifaceted and deeply consequential bridge that connects ideas and initiatives within the university, with individuals and institutions around the world, and also, importantly, between the activities and resources of higher education and the non-academic public, both locally and in underfunded Hispanic-serving institutions across the country. LACS is indeed a comprehensive center of research and engagement.

Professor Langland will return to the LACS directorship next summer 2019.

Best Wishes,

KATE JENCKES

Interim Director, Center for Latin American and Caribbean Studies, and Professor, Department of Romance Languages and Literature



# LACS RECEIVES \$1,820,000 IN FEDERAL TITLE VI GRANTS

LACS faculty and staff are pleased to announce an award of \$860,000 in National Resource Center (NRC) funds and \$960,000 in Foreign Language and Area Studies (FLAS) funds over four years: 2018-2022. This award comes from the US Department of Education under Title VI.

**T**itle VI is a provision of the 1965 Higher Education Act, funding centers for area studies that serve as vital national resources for world regional knowledge and foreign language training. National Resource Centers teach at the undergraduate and graduate levels and conduct research focused on specific world regions, international studies, and the teaching of less commonly taught languages. LACS has held this important distinction since 2006 and welcomes the opportunity to continue to expand our Center's activities with renewed funding.

Activities funded in the new four-year cycle include K-16 teacher training programs that provide a keen understanding of the culture, history, politics and economics of Latin America and the Caribbean. These programs work in partnership with local Ann Arbor and Michigan schools, the University of Puerto Rico and K-12 schools in San Juan, the Midwest Institute for International and Intercultural Education consortium of community colleges,

and a new partnership with San Diego State University. This new partnership will lead to the creation of a bi-national summer institute that takes place in San Diego and Tijuana for K-16 teachers interested in themes surrounding global migration.

Additionally, funds will support library collections both at the University of Michigan and the University of Puerto Rico; extensive public programming and events on Latin America and the Caribbean; research, training, and course development on issues of importance to the region, and the instruction of less commonly taught languages such as Quechua, Nahuatl, and Yoruba.

The FLAS fellowship program complements the NRC program, providing opportunities for high-achieving undergraduate and graduate students to study the region and languages.

New course on Latin America taught over the Spring 2018 term used videoconferencing technology to connect students with peers in Cuba

## LACS 321: Revolutions and Reproductive Labor: Reorganizing Care in Latin America during the 20th and 21st Centuries



Ann Arbor and Havana connected via videoconference technology



Loraine Ramos (left) and LACS Program Specialist Alana Rodriguez (right) in Havana, Cuba, with Prof. Andersson's class on the screen

This brand new class explored different ways that communities in 20th and 21st century Latin America have attempted to reorganize reproductive labor during and following political upheaval and revolutions. Reproductive labor is the work necessary to keep workers productive and to prepare future generations to replace them, including childcare, eldercare, sex work, education, and healthcare. The class learned about the Mexican, Cuban, and Central American Revolutions and how the Water Wars in Bolivia changed (and didn't change) prior forms of organizing reproductive labor.

LACS affiliate and previous Outreach Programs Assistant Paige Rafoth Andersson developed and taught this course over the spring term, which lasts from May to June. Professor Andersson is a Ph.D. candidate in the department of Romance Languages and Literatures, set to defend her dissertation in November 2018.

Her research focuses on the construction of race and ideas about land use in Mexico from the colonial era to the present.

With the assistance of LACS Program Specialist Alana Rodriguez who traveled to Cuba in June 2018, as well as UM's LSA Instructional Support Services Videoconferencing Lead Todd L. Austin, students in this course were able to interview and interact with local Cubans in real time during their class period.

They discussed reproductive labor issues affecting women and men in Cuba and the differences between those who work in the public and private sectors in that country.

**You designed this brand new course for LACS. What was your biggest challenge?**

The first challenge was how to address the often broad meanings of "reproductive labor" and "social reproduction," concepts that can refer to both "care" and everyday life, but also to how society and the economy reproduce itself. The second related challenge was how to express this concept in a way specific to Latin America and explain how it has informed its many revolutions and struggles over the 20th Century. It also all had to make sense to students who had maybe never taken a course on Latin America before.

**What did you enjoy most about teaching this course?**

Since the class was about social reproduction, there was a lot of opportunity for students to bring in their personal experiences and relate them to class. I felt like I really got to know the students, not only because we were a relatively intimate group, but also because of the class material and the discussions it produced. I also loved hearing from the students that the art and film we worked with in class helped them make sense of concepts and articles from the social sciences.

**What was the most important takeaway for students?**

I think the most important takeaway was that there might be other, really different, but viable, possibilities for how we arrange or understand things like work and the way we care for ourselves and one another, from healthcare and our food system to housework and education.

**Look out for this class in spring 2019!**

# THE QUITO PROJECT

## partners with Caritas la Primavera and Universidad San Francisco de Quito for 2018 Service Learning Project

As a multidisciplinary student organization, The Quito Project (TQP) brings together students and faculty from schools across the University of Michigan, including Medicine, Public Health, Education, and Literature Sciences & Arts. LACS serves as the sponsoring unit and LACS Academic Program Specialist Alana Rodriguez as the faculty advisor of TQP.

The Quito Project aims to build academic, professional, and cultural connections through an annual trip Quito, Ecuador to, in partnership with students and faculty from the Universidad San Francisco de Quito, assist in the development of curriculum and the management of an educational summer camp for children identified by non-profit organization Caritas la Primavera as living in vulnerable situations. TQP works to minimize the achievement gap for students in low-resource or low-opportunity areas through its efforts. This annual trip is complemented by advocacy work done on campus, including fundraising and informational workshops for U-M students.

TQP became formally affiliated with LACS in 2012. TQP and LACS work together towards our shared commitment to promoting a broader and deeper understanding of Latin America by encouraging discussions of social justice and enriching cultural exchanges between students and faculty from U-M and our partners within the communities of Quito. Upon return from TQP's annual trips to Ecuador, students may enroll in LACS 425: Learning through Global Partnerships, taught by Alana Rodriguez. This course bridges the work of TQP's projects in Latin America to crucial academic resources and to resources for critical reflection about international aid and collaboration in the hemisphere.



In March 2018, TQP won the Michigan Difference Student Leadership Global Impact Award: This award is given to an individual and group who demonstrate leadership in achieving the international mission of the University of Michigan through promotion of international involvement and understanding. In July 2018, led by co-presidents Marina Ross and Nora Kuo and vice-president Megan Zabik, TQP ran their sixth successful educational summer camp in Quito with LACS support.

## TQP STUDENT PARTICIPANTS REFLECT

*I have traveled to Ecuador twice with The Quito Project and these trips have been some of the highlights of my college career. The kids I met through TQP are the most genuine, smart, and incredible kids and I feel so lucky to have been able to work with them. Some of my favorite memories with our students are doing art projects and seeing how they can interpret one project in so many different ways. A lot of the lessons we plan are broken out so that you're able to work with the student individually which has been so rewarding. Not only does this help the student gain a greater understanding of the material, but it also builds stronger connections to the students, which I will forever cherish.*

— **MARINA ROSS**, TQP Co-President, Economics Major, Business and Spanish Minor



*I really love getting to know the children as well as the other student tutors from the University of Michigan and the Universidad San Francisco de Quito. While teaching children in a language other than my native one was challenging at first, it was truly special to develop relationships and learn about their lives, interests, and talents. I was so excited to participate as the 2018 Camp Director in 2018 after participating as a tutor in 2017. I knew how much this project meant to me and I wanted to help others learn and grow in this experience. My experiences in Ecuador are very special to me and I love working with other students and our faculty advisors to develop this project!*

— **MEGAN ZABIK**, TQP Vice-President, International Studies and Spanish Major



*My time in Quito was like none other. I'm used to being around kids, whether my younger siblings, children for whom I was the nanny, or when serving as a swimming instructor. However, actively teaching a large group of children English and other academic subjects was a new experience. Not only did I get to see them learn something (willingly), I got to see them grow in the short time I was with them.*

— **FRANCESCA ROMANO**, TQP Director of Local and International Volunteering, Architecture Major, Art & Design and Gender, Race, & Nation Studies Minor



*This was definitely a new experience for me. I hadn't had much of a background working with kids before, much less teaching in another language. As soon as the camp started though, any anxiety I had completely disappeared. The kids were all kind, curious, and as eager to get to know us as we were to work with them. Working with the USFQ tutors was also an amazing experience. Collaborating together in the classroom was a big help, and it also brought in a new perspective on how we could keep the activities entertaining and insightful. I developed a lot deeper friendships and relationships than I ever expected to on this trip with the USFQ and UMich tutors alike. I wouldn't trade this opportunity for anything in the world and I can't recommend enough that others jump on this opportunity as well.*

— **ZACK SAFADI**, TQP Outreach & Recruitment Co-Director, Spanish and Computer Science Major



# LACS Awards \$16,000 in Field Research Grants

to graduate students conducting preliminary research in Latin America during the summer of 2018

**W**ith support from the International Institute, Rackham Graduate School, and the Brazil Initiative, LACS funded 20 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:

**CLAUDIO AGUAYO BORQUEZ**, PhD Spanish, Peru. "Shining Path: Violence, Myth, and Cruelty in the Andes"

**STEFANIA ALMAZAN CASALI**, PhD resource policy and behavior, Brazil. "How Do Perceptions of Water Availability Influence Watershed Management?"

**ELAINE CHEN**, MSW community and social systems, Brazil. "Community Theater Practices as Advocacy Tools"

**ANNE CREIGHTON**, PhD anthropology, Peru. "Language and Religion in Colonial Peru"

**MARISOL FILA**, PhD Spanish, Brazil. "Race and Nation in São Paulo: Past and Present"

**KRISTIN FORINGER**, PhD sociology, Colombia. "Defining and Counting Victims in Colombia's Registro Único de Víctimas"

**MIRANDA GARCIA**, PhD anthropology, Cuba. "Independent Advertising in Cuba: A Lens on Economic and Social Change"

**KASHVI GUPTA**, MPH epidemiology, Costa Rica. "Association between Diet and Microbiota Associated with Colorectal Cancer"

**ELIZABETH LUDWIG-BORYCZ**, MPH epidemiology, Ecuador. "The Impact of Infant Diet on the Development of the Human Microbiome"

**CATHERINE ANN MACDOUGAL**, MS natural resources and environment, Mexico. "Canopy Connectivity and Ant Community Assembly on a Shaded Coffee Farm"

**NICHOLAS MEDINA**, PhD ecology and evolutionary biology, Mexico. "Highlighting How Soil Insects Regulate Tropical Agroforest Soil Fertility"

**MARTIN MENZ**, PhD anthropology, Belize. Aventura Archaeological Project

**JORDAN MIZELL**, MPH health management and policy, Grenada. "Quality of Life Assessment: Foundations for Policy Recommendations"

**RAGHAV MURALIDHARAN**, MSE mechanical engineering, Ecuador. "Nido de Vida Renewable Energy Needs Assessment"

**LAUREN PRATT**, PhD anthropology, Peru. "A Multi-Regional Approach to Early Peruvian Prehistory"

**IRIS SARAENY RIVERA SALINAS**, MS natural resources and environment, Mexico. "The Role of Higher-order Interactions in Structuring Agroecosystems"

**ALEXANDER STEPHENS**, PhD history, Cuba. "Migration and Demographic Change in Cuba from the 1950s to the 1980s"

**KELLY SUN**, MPH environmental health science, Ecuador. "Develop a Method to Characterize Child Environmental Exposure to Pathogens"

**AURELIS TRONCOSO**, PhD American culture, Cuba. "Queered Orisha: Afro-Latinxs Initiates of Lucumí in New York, Miami, and Cuba"

**STEPHANIE WRAITH**, PhD epidemiology, Nicaragua. "Viral Interference: Relation between Influenza and ARI in Nicaraguan Children"



Students visiting an archaeological project at Tipón, Cusco.



## Dr. Howard Tsai leads two-credit extension of “Indigenous Communities vs. Globalization” course in Cusco, Peru

In May 2018, Howard Tsai, LACS Indigenous Languages Program Coordinator and Lecturer, led a group of students from his winter 2018 course INTLSTD 385 – LACS 321.001: “Indigenous Communities vs. Globalization in South America” to Cusco, Peru, for an experiential learning program high in the Andes. Located 11,000 feet above sea level, the city of Cusco was once the capital of the Inca Empire that ruled the western edge of South America from Quito, Ecuador, to central Chile. After the Spanish Conquest, Cusco continued its role as an important seat of administration and production, resulting in a complicated relationship between Inca royalties and their new European overlords. Cusco entered the world’s spotlight when National Geographic published pictures of Machu Picchu in its April 1913 issue. The number of visitors to this historic city had dramatically risen ever since.

Students in Tsai’s class were able to experience Cusco’s rich cultural, linguistic, and artistic heritage. This study abroad component of the course was made possible by the

Center for Global and Intercultural Study (CGIS) in partnership with Centro Tinku, an educational institution based in Peru. There were literally breathtaking moments when the class encountered snow-capped mountains glistening in the rarefied atmosphere of the high Peruvian sierra. Students home stayed with local Cusqueño families and visited Quechua communities who continued to weave their textiles on traditional looms. Many enjoyed chocolate fruit fondue prepared by Cusco’s “Chocolate Museum” with cocoa from the tropical forests of Quillabamba. All danced to the tune of huayno, a folkloric musical genre popular in the highlands of Peru. But perhaps the most treasured moments came from students’ bonds and friendships formed on this trip -- chit-chat, laughter, confessions, and memories shared against a backdrop of majestic Inca ruins, looming mountains, a lost jungle citadel (Machu Picchu), and Tsai’s lectures on the effects of globalization on indigenous communities in Peru. We look forward to next year’s program, to be held in May 2019.



2018 UM-UPR symposium presenters and coordinators



2018 UM-UPR symposium



U-M Keynote Professor Anne Berg presenting A Rubbished World, Political Tensions, and Identity from a Garbologist's Perspective



Student and faculty presenters



CEDER Design Coordinator Dr. Darin Stockdill facilitating an Instructional Design Workshop at the 2018 UM-UPR Symposium

# LACS expands collaboration with the University of Puerto Rico to include the U-M Center for Education, Design, and Research

Since 2014, LACS and six other International Institute Area Studies Centers have built an outreach partnership with the University of Puerto Rico (UPR) Río Piedras campus which is funded by various Title VI grants from the US Department of Education. The partnership is geared towards creating spaces for conversations about new research and curriculum development projects among professors, graduate and undergraduate students, and school teachers from Puerto Rico. A fundamental part of this project is to make educational resources available to K-12 teachers as well as college professors. Resources are developed at an annual two-day symposium held on the UPR Río Piedras campus in which graduate student and faculty experts present material to K-12 teachers around an annual theme. The 2018 symposium, "Political Tensions and Identity in a Globalized World" featured 19 interdisciplinary and cross-regional presentations.

In 2018, LACS began a collaboration with the Center for Education Design, Evaluation, and Research (CEDER), a highly-skilled team within the UM School of Education devoted exclusively to offering exceptional-quality designs, evaluations, and research on teaching, learning, leadership, and policy at multiple levels of education. Specifically, CEDER supports the design and development of education curricula, programs, technology tools, and software for other units on campus and for K-12 and informal learning settings in surrounding communities. This new collaboration with CEDER was established to professionalize the development of the teacher resources that are created at each annual UM-UPR symposium. CEDER has created an extensive and comprehensive educational toolkit which includes lessons, workshops, activities, discussion guides, and a resource guide around the 2018 symposium theme. Utilizing the material presented by U-M and UPR experts as case studies, CEDER was able to create a truly unique and innovative teacher resource that addresses both common core and Puerto Rican curriculum standards. LACS and the International Institute will continue to work with CEDER throughout the 2018-2022 cycle of Title VI funding.

# World History and Literature Initiative 2018

Started in 2009, the World History and Literature Initiative (WHaLI) is a unique collaboration between LACS, other International Institute area studies centers, and the UM School of Education, funded in part by Title VI grants from the US Department of Education. Additional support comes from the Eisenberg Institute for Historical Studies.

Each year in June, participating units hold a three-day workshop designed to create and disseminate curriculum content in the fields of history, social studies, and English language arts for K-12 teachers in Michigan. This professional development opportunity for local teachers allows them the opportunity to incorporate area studies content into their curriculum with a new and exciting thematic workshop each year.



The 2018 WHaLI workshop theme was Migration in Human History and Literature. Migration has been a constant in human history, shaping our world in every place and time. From our earliest ancestors' movements out of Africa to the present, people have migrated across continents, oceans, seas, mountains and deserts. Pushed, pulled or coerced, humans have moved in large and small numbers, with or without families and friends, to or from rural or urban areas. And each migration has had significant consequences on the people and places they moved to or from.

Presenters were selected by each participating area studies center to address the themes of migration in human history and literature by exploring case studies encompassing various parts of the globe, as well as pedagogical lessons from faculty director Bob Bain (associate professor of educational studies and history) on how to incorporate these themes into teachers' lesson plans. LACS invited Dr. David Wysocki, Lecturer of Latin American Studies at San Diego State University to present Exercising the Cosmic Race: Mexican Sporting Culture and Mestizo Citizens.



In addition to the organization of the workshop, LACS also sponsored the participation of two in-service high school teachers studying at the University of Puerto Rico's Graduate School of Education as part of the LACS-University of Puerto Rico Curriculum Development Outreach Program. Participants attend the workshop and then create a curricular unit to be incorporated into their classrooms. This year, two participants from UPR attended:



**CYNTHIA M. ORTIZ BARO.** Curricular Unit: Migration in Human History and Literature Migration and Identity in Cuban and Dominican Artistic Manifestations since the Mid-20th Century



**DELMARIE BURGOS DAVILA.** Curricular Unit: Migration of the Caribbean English: The Feminine Voices

# GRADUATE STUDENT SPOTLIGHT

## Georgia Ennis, PhD Candidate in Anthropology

by Bruno Renero-Hannan, 2017-2018 LACS Program Assistant



Photo by Obed A Garcia

**G**eorgia Ennis is a PhD Candidate in the Department of Anthropology at the University of Michigan, specializing in linguistic anthropology and indigenous media in the Ecuadorian Amazon. Georgia grew up outside of Ann Arbor, in a country home. Yet her background is unconventional for an academic, having been home-schooled as a child and then attending community college. It was at Washtenaw Community College that Georgia began studying Spanish, among other subjects, before transferring to UM, where she wrote a senior honors thesis on the uses of the pronoun “vos” in Ecuador.

Georgia began working in Ecuador as an undergraduate with The Quito Project, which sends undergrads and medical students to the Ecuadorian capital to assist in education and medical projects.

After graduating from UM, Georgia received a Fulbright (ETF) award and moved to Ecuador for a year in

order to teach English at the Universidad del Norte. The experience of teaching in provincial Ecuador revealed to Georgia that she didn’t want to be a teacher, but that she did want to be a researcher.

In 2012, Georgia entered the PhD program in linguistic anthropology at UM. At this point, she began to study Quechua—the language of the Incas, and the most widely spoken indigenous language in the Western Hemisphere, with more than a million speakers in Ecuador, Peru, Bolivia, Chile, Argentina, and other parts of South America. UM is among the only universities in the United States that offers Quechua language courses.

While learning a southern Peruvian variety of Quechua, Georgia spent a summer in Cuzco, Peru, through the Centro Tinku Program administered in part by LACS. It was during her time in Cuzco, however, that she realized that her heart was in Ecuador.

Why Ecuador? Because Ecuador is often ignored among the other Andean countries, being much smaller—explains Georgia—it’s a bit of the underdog of the area. By that point, she knew a lot more about the country and the region, and she had cultivated close friendships there.

Back in Ann Arbor, Georgia continued to study Quechua,

but began looking for opportunities to study the Kichwa language—Quechua’s northern cousin, which is widely spoken in Ecuador. Georgia then received a FLAS (Foreign Language and Area Studies) fellowship in order to attend Todd Swanson’s summer field school and study Kichwa in the Ecuadorian Amazon—“probably the most important space to learn about this,” says Georgia.

Why the Amazon? Georgia says that she fell in love with the Amazon and with the people she met there. She was fascinated too by the pervasiveness of multilingualism in Amazonian communities, where local languages, such as Lowland Kichwa, are threatened not only by the encroachment of Spanish, but also efforts to standardize Kichwa. While the politics of “pan-indigenism,” which standardization projects draw on, are important, it has also served to marginalize local dialects.

From 2016-2017, Georgia lived in an Amazonian village doing fieldwork in Kichwa-language radio stations. Because she speaks fluent Amazonian Kichwa, she was on the radio a lot, eventually coming to be quite a well-known Kichwa-language radio personality.

Georgia is now back in Ann Arbor, working on her dissertation. Her work will



Part of Georgia's work involved research on cultural revitalization and performance groups like the Association of Kichwa Midwives of Alto Napo (AMUPAKIN). With the midwives and volunteers of AMUPAKIN, June 2016. (L-R Gisela Yumbo, Maira Shiguango, Georgia Ennis, Ofelia Salazar, Serafina Grefa, María Antonia Shiguango, Marilín Shiguango, Adela Alvarado, María Narvaez, Inés Shiguango, Catalina Aguinda, María Tapuy, Olga Chongo)

focus on grassroots media production and reception among Kichwa speakers in the Ecuadorian Amazon. She is particularly interested in the ways that local media and local media-scapes are being used to maintain and diversity, yet also standardize indigenous languages. During the 2017-2018 academic year, she was the co-coordinator of the Andean Circle (Círculo Andino Micaela Bastida Phuyuqhawa) at the University of Michigan.

### Tell us more about the Andean Circle and your involvement in it.

I have been a member of the Andean Circle the entire time I've been at Michigan (six years). I am currently the co-coordinator, along with Anne Marie Creighton, who is a 2nd year anthropology student. This is my second time coordinating the Andean Circle; I did it previously during my second year in the program.

### What does Círculo Andino do? What is its special role in the Ann Arbor community and with the field of Andean Studies?

The Círculo Andino "Micaela Bastida Phuyuqhawa"—or Andean Circle—is an interdisciplinary group of graduate

students and faculty at the University of Michigan, as well as other universities in the region, who share a broad interest in the Andean republics. The group has existed for well over a decade. It has been closely associated with the anthropology department, but we also have members in the fields of Romance languages, history, sociology, environmental studies. So it brings together lots of different perspectives on the Andes—and it's been a place where we can think about crossing the intellectual divide between the Andes and the Amazon, in order to think more inclusively about the region.

We do a couple of workshops every month. Graduate students, especially, get the opportunity to workshop chapters and practice talks in a supportive environment with people who are familiar with the area. We also bring in faculty members at Michigan and other universities to present on their research.

During the 2017-2018 year, we organized a talk and lunch with students with Gary Urton, an anthropologist who specializes in khipus.

We also organized a talk by Charles Walker, in coordination

with LACS. He is a historian of the colonial Andes, who wrote a book about the Tupac Amaru rebellion (in present-day Peru and Bolivia in the late 18C). He talked to us about his current project, which a graphic novel about the brother of Tupac Amaru—the famous rebel leader who was also the husband of Micaela Bastida Phuyuqhawa, the Andean Circle's namesake.

Charles Walker talked to us about the recent book and graphic novel, which was really cool because it is one of the first histories to really examine Micaela's role in the revolution, and takes her as a central figure in the rebellion to overthrow Spanish rule. And since we are named after her, we like to carry that revolutionary spirit into our members' engagements with the populations they work with in the Andes and Amazon.

I think that event was really enjoyable for everybody—I liked it a lot, at least! Micaela seems like she was pretty cool.

### What accounts for Andean Studies being so vibrant at Michigan?

One reason for this is the wonderful Quechua language program here at Michigan, which exists largely through the efforts of LACS core faculty member and professor of anthropology Dr. Bruce Mannheim, who is also our faculty sponsor for Círculo Andino. Part of the reason the group exists is because Dr. Mannheim has been interested in organizing his students and others around subjects that interest them.



With Rita Tunay interviewing a member of the comunidad La Libertad. Radio hosts from the program Mushuk Ñampi regularly visit residents of rural villages to record local history and oral tradition.

Michigan and LACS have this incredible Quechua program. We also have access to amazing FLAS funding through the Title VI program. Throughout the whole time I've been here, I've been very fortunate to study Quechua. I'm currently studying Quechua with our amazing instructor, Adela Carlos Ríos. She's a wonderful instructor, and she's been helping me a lot on comparisons between lowland Ecuadorian Kichwa and southern Peruvian Quechua, which has been really helpful and insightful.

You also participated in the Centro Tinku Program. Tell us more about that.

After my first year of graduate school, I participated in Centro Tinku Program in Cusco, Peru, which was wonderful. I learned a great deal, and it really improved my language skills in Quechua. I was very fortunate to receive a summer FLAS for that—thanks US Department of Education and to LACS at UM!

I am deeply grateful to them both for their role in funding my graduate work. I was able to begin fieldwork with the equivalent of six years of language training, between my academic year and summer classes, I was close to fluent in lowland Ecuadorian Kichwa by the time I started (fieldwork), which really facilitated deep and meaningful community engagement, and allowed me to have a really successful fieldwork experience.

*Best of luck to Georgia as she finishes her doctoral studies at Michigan!*

## LACS-UPR Post-Secondary Curriculum Development Program

welcomed three scholars from the University of Puerto Rico in 2018

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 U-M's campus and access the university's Library Collections. With the support of LACS Librarian Barbara Alvarez and Resident Librarian Edras Rodríguez-Torres, we were able to sponsor three Library Residencies for UPR faculty this year.

**DR. MARINILDA RIVERA DIAZ** is a faculty member affiliated with The Social Research Center (CIS) of the University of Puerto Rico, which is a member of the Latin American Council of Social Sciences



(CLACSO). As a CIS researcher and teacher of social work, she has been working on a research agenda on neoliberal globalization, human rights and the right to health. Since 2016 she has been working with 24 other Latin American researchers as part of CLASCO's Working Group on "International Health and Health Sovereignty". During her residency at UM, she prepared curriculum for her fall 2018 course "South-South International Health and Sanitary Sovereignty." She is part of the teaching team that will give the first ever virtual graduate-level seminar course of this kind, and it will include 9 thematic axes on neoliberal globalization and health, cooperation and international epidemiology, social studies of disasters, socio-environmental emergencies and policies in health, proposes to examine the field of international health, particularly in Latin America and the Caribbean, its actors, institutions, regional policies, and financing flows from a decolonial and emancipatory perspective.

**DR. MARÍA HELENA LUENGO** is a Professor of Architecture at the University of Puerto Rico with experience in architectural design, qualitative evaluation of building sustainability, quantitative evaluation of the environmental



impact of building materials, and qualitative evaluation and design of urban space. While in Ann Arbor, Dr. Luengo created curriculum modules for her new course titled "La planificación urbana y arquitectónica latinoamericana como germinadora de violencia" (Urban and architectural planning as a catalyst for violence in Latin America). The main objective of the course is to provide an academic and theoretical context for study of the connections between architecture, urban planning, and violence in Latin American as well as proposals for alternatives that make cities more inclusive and contribute to social welfare.

**DR. FRANCIS DANIEL NINA ESTRELLA** is a Professor of Business Administration at the University of Puerto Rico. Areas of research interest for Professor Nina Estrella include international business and



international finance. He spent one week at the University of Michigan developing a new course for the Graduate School of Business at UPR titled "República Dominicana, el comercio internacional y los tratados de libre comercio" (Dominican Republic: International business and free trade agreements). Using the Dominican Republic as a case-study, this course will examine the effective utilization of free trade agreements in the Caribbean. Students will learn to analyze the cultural, economic and political processes and dynamics that influence global commerce. With these tools, students will evaluate the advantages, considerations and limitations of using the Dominican Republic as a trading house.

# UPDATES FROM THE BRAZIL INITIATIVE AT LACS

For information related to the Brazil Initiative, please contact Program Manager **Bebete Martins** at [bmartins@umich.edu](mailto:bmartins@umich.edu)

## The Prison Creative Arts Project SUMMER 2018 IN BRAZIL



The Prison Creative Arts Project (PCAP) Brazil Exchange is a collaboration between social justice theater programs from the University of Michigan, Federal do Estado do Rio de Janeiro, and Universidade do Estado de Santa Catarina. It is currently in its sixth year.

Led by the Director of PCAP, U-M Professor and LACS Affiliate Faculty Ashley Lucas, students spend three weeks in Brazil through a CGIS Global Course Connections program.

While in Brazil, students are able to gain firsthand insight into the criminal justice system of Brazil. They also are given the opportunity to explore themes of social justice and equality by participating in theatrical performances. Having a long history of using theater as a medium for exploring these issues, Brazil provides the perfect environment for students to combine their interest in theatre with criminal justice reform.

This year's group of students visited a women's prison in Florianópolis and observed the practices of that prison. Students also engaged in a local theater program to lead workshops for the community and viewed performances by Universidade do Estado de Santa Catarina theater students.

Each student that participated in the program wrote a blog post about their experience. For more information or to read about students' experience in Brazil, please visit the Razor Wire Women blog at [razorwirewomen.wordpress.com](http://razorwirewomen.wordpress.com).



# THE BRAZIL INITIATIVE WELCOMES THREE VISITING SCHOLARS FOR 2018-2019!



## RITA DE KASIA ANDRADE AMARAL

*Oswaldo Cruz Foundation (FIOCRUZ). Supervising Faculty: Sueann Caulfield, Department of History. Sept. 1, 2018 – May 31, 2019*

Rita de Kasia Andrade Amaral will conduct research for her doctoral dissertation, titled “Legal Interpretation Takes Place on a Field of Pain and Death”: The Slave as Seen through Criminal Law in the North American and Brazilian Slave Societies in the Nineteenth Century. She will study the institutional imprisonment of slaves in the nineteenth century. She will consider criminal law and its implementation in prisons, houses of correction and detention in the 19th century in the United States and Brazil.

*“I’m learning so much with our cultural differences and this just ratifies the necessity to learn from each other how to build a safe and equal society. I would like to thank the Brazil Initiative (LACS), Fiocruz (Brazil) and CAPES (Brazil) for the opportunity to spend these months in the University of Michigan and be able to deepen my research. My aim is to do a comparative research project between Rio de Janeiro, Brazil and some states in the US, focusing on the role of prisons and medical discourse in the conservation of the enslaver mentality. I intend to visit archives, libraries and take classes that can help me achieve a better understanding of the criminal law in the United States.”*



## JEANINE RIBEIRO CLAPER

*Oswaldo Cruz Foundation (FIOCRUZ). Supervising Faculty: Joel Howell, Medical School and History Department. Sept. 1, 2018 – May 31, 2019*

Jeanine Claper’s program objective is to compare Brazilian mental health institutions and the Michigan Asylum.

*“My research goal is to reveal the differences and similarities between the Farm Colony attached to the Michigan Asylum for the Insane, in Kalamazoo, and the Farm Colonies for the Insane, in Rio de Janeiro. I am also interested in analyzing and comparing the differences and similarities according to specific criteria: the psychiatry therapy used in mental institutions in Rio and Michigan; the scientific reasoning of the Medical Superintendent for mental institutions and the relationship between architectural spaces and psychiatry treatment and care of the patients. I have been in Ann Arbor and UM for almost two months and my research is going very well. My advisor, the faculty and the staff have been so effective providing me guidance and help.”*



## MARCELO DE SALES PESSOA

*Institute for Applied Economic Research of the Brazilian Federal Government (IPEA). Supervising Faculty: David Lam, Institute for Social Research. August 1, 2018 – July 31, 2019*

Marcelo Pessoa’s visit will create ties and promote research collaboration between scholars at IPEA and UM faculty and graduate students affiliated with the ISR and the Population Studies Center. He will work with Professor David Lam, ensuring his integration into the activities of the Institute as well as into events coordinated by the Brazil Initiative.



## The Pantanal Partnership expands to promote music education and low-energy refrigeration in Brazil

The Pantanal Partnership is a University of Michigan student organization, started in 2009, with a focus on education, healthcare, and sustainable technologies in the Brazilian Pantanal. Initially, students focused their energies on the construction of the Pantanal Center for Education and Research (PCER), and outfitting the facility with a solar power system, biosand water filtration system, wind turbines, and biodigesters. Since 2011, the Pantanal Partnership has led workshops in local schools and community centers on workshops for biosand water filters and English education. The workshops on biosand water filters emphasize the importance of clean drinking water, and provide interactive instruction for construction of the water filters, and have been led by students in local towns and remote river communities.

With the help from programs like the UM Brazil Initiative, the Pantanal Partnership was able to fully fund eight students traveling to Brazil in the summer

of 2018 to complete new and innovative community service, engineering, and educational projects. This summer, Pantanal Partnership took two trips to Brazil. The first project in June focused on music education and assessing electricity access in two Pantanal communities, Porto Jofre and Perigara. The second trip in August focused on prototyping an alternative, low-energy refrigerator.

Pantanal Partnership President Megan Trapp, BS in Program in the Environment student, gives us a glimpse into the summer's activities:

[Tell us more about the first trip to the Pantanal.](#)

Megan Trapp: Three students traveled in June and taught music lessons and assisted our partner nonprofit, Juara, with running their music summer camp. The music lessons were primarily taught at a school in Cangas and a school in Porto Jofre. Pantanal Partnership students taught guitar and piano lessons there. The music

summer camp was a 4 day long camp where students from the city of Cuiaba traveled out into nature. Students stayed at Juara field station near Porto Jofre and participated in a variety of music lessons, nature walks, and improv sessions. One of the goals of this camp was to have students get inspiration for their music from nature. As part of this goal, students were asked to compose a sound from bird sounds. Pantanal Partnership students assisted by recording different bird sounds and helping students learn to mix natural sounds with instruments. Overall the camp was a lot of fun and really helped Pantanal Partnership students meet young Brazilians and practice our Portuguese. It also gave Pantanal Partnership members an insight into traditional and modern Brazilian music.

During the June trip, Pantanal Partnership students also began assessing the electricity access situation in the Pantanal for our needs assessment and for a case study that two of the



students were writing for their School of Environment and Sustainability (SEAS) majors. Recently, the town of Pocone has decided to extend city grid access to Porto Jofre in the Pantanal. Pantanal Partnership students were studying the process by which Porto Jofre applied for this access, the cost of the project, and the effects on local people. The idea behind this study was to assess whether applying for the same access in the town of Perigara would make sense and if not would solar technology work better in that area. For this project we spoke with the energy commission of Pocone, residents that were getting electricity access, residents in Perigara who did not have access, and environmentalists at Panthera. The information from this assessment will be useful in determining future Pantanal Partnership projects and the students are writing up a case study for SEAS that will be used as an educational tool. The case study will be used by different classes at Michigan and will ask students what they would do if they were the government of Pocone: should they invest in grid expansion or solar technology for the Pantanal. The goal of these case studies is to have students think critically about tough sustainability questions.

In addition to this case study research, we also helped set up a solar panel system at a house in Amolar, an offgrid community. Working on this project has taught our members about the Brazilian government, infrastructure development, rural Pantanal life, and the challenges associated with expanding electricity access to rural areas.

*The second trip differed greatly from the first in terms of its focus. What was the goal for students on this trip?*

Megan Trapp: Travelers in August worked on prototyping an alternative, low-energy refrigerator called a *zeer pot* in hopes that it would serve as an easy alternative to refrigerating medicines, fruits, vegetables, or beverages. Students had to get creative when the main materials for the *zeer pot* were near impossible to find in the smaller cities they were meant for; however alternative materials were used to make a more realistic version of the *zeer pot*. Along with this, students traveled to a remote health post in Aterrado, an indigenous territory near the border between Mato Grosso and Mato Grosso do Sul. Here, students aided in installing a solar system that will allow the post to use lighting once the sun goes down.

The ultimate goal of working in Aterrado at the health post is to install WiFi so that the health post can be connected to the greater telemedicine system Brazil uses; connecting this post to the system will improve patient care in the region and allow the medical professional stationed at the post greater access to communication with health professionals in the larger cities. Pantanal Partnership hopes to travel back to Aterrado next summer to install WiFi and potentially create health initiatives that could assist the health post. A side project that students worked on was the installation of a solar panel on a fazenda in Porto Jofre. The workers at the fazenda already had the solar panel to install and asked for our assistance in setting it up in their system. Students gained experience from installing the solar panel at the health post and were able to use this knowledge to install the other panel.

*Thank you Megan and Pantanal Partnership! Your dedication and hard work is making an enormous impact in the communities you serve. We look forward to supporting your projects next year.*

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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