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## From the Director

Some of you already know that Jo Barstow, the Center for Latin American & Caribbean Studies' longtime Program Associate—really, its heart, soul, and historical memory—will retire at the end of August. She kindly agreed to share some of her memories of the past and thoughts of the future as she anticipates a life rich with grandchildren, gardening and (we all hope) bread-baking.

### Memorias de la Mama Grande: Latin American Studies 1978-2002

Little did I know in the summer of 1978 that I was stumbling into the job of my life. I knew not a lot about Latin America but spoke Spanish and Portuguese, could type and had worked in an office, so Hugh Hamill and Paul Goodwin had faith that I could handle this brand new half-time job that they were creating! The new Center for Latin American Studies (Caribbean was added later) now had a Program Associate. The Center has come a long way from those days when I had half an office, one typewriter, a filing cabinet, a few supplies and one half-time graduate assistant. A fellow-bureaucrat initiated me into the mysteries of her well-organised filing system (for which I took much teasing over the years and which I still use!) and I began to learn my way around the University bureaucracy. And, since I hate instant coffee, I set up my own coffee operation (including milk and cookies some of the time) and began to sell the cheapest, strongest coffee on campus (making a small profit for the Latin American Studies social fund along the way).

At the beginning I was the only staff person, but from 1985-2000 we had a half-time administrative assistant position filled by several people over the years, each of whom brought her own special talents and skills and who taught me a lot. There was one who, to my knowledge, made only one typo per year! We made posters for our lecture series on the old purple ditto machine in my neatest handwriting and very amateurish so-called "art" work. What a far cry from the sophisticated posters that our staff now make on the computer! We didn't even have sets of mailing labels, but wrote addresses by hand. The newsletter was typed on old-fashioned wax stencils and correcting typos was a major operation. Early grant proposals were typed on an ancient Olivetti machine, and I remember well spending a weekend or so typing final versions of Title VI proposals in 1979 and the early '80s before sending them to Yale, our then senior partner. (I was thoroughly intimidated by the Administrative person at Yale who seemed to know everything!)

In those days we shared film and lecture series with Yale, sending films off by bus, or meeting a Yale staff person at exit 24 on I-91 south to exchange films or visiting speakers. I remember one time collecting a whole Argentine band, 6 of them plus instruments! And that is where I first met Elizabeth Mahan, who was the Outreach Coordinator at Yale.

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## Student and Alumni News

**Celeste Landon** (BA, LAMS 1985)—Served in the Peace Corps in Dominican Republic, then returned to Connecticut to work with the Hispanic Health Council. She finished her Spanish teaching certification and received her MA in Hispanic Literature from UMass in 1994. She is currently teaching at a rural high school in Kent County, Delaware. She and her husband have a 1-year-old baby boy.

**Jonathan Carlyon** (Ph.D., Spanish)—“Bibliography and Translation of the Incario in the 1629 and 1727 editions of Leon Pinelo’s *Epitome de la Biblioteca Oriental I Occidental, Nautica I Geografica*” at NECLAS meeting, Nov. 3<sup>rd</sup>, 2001.

**Jill Sokness** (MA, Latin American Studies 1999)—Currently working at Goodwill Industries of Rhode Island as an Employment Specialist, specifically for those whose primary language is Spanish. Goodwill’s mission is to help train people with barriers to employment (e.g., physical and learning disabilities, reliance on welfare, etc.) and get them permanent positions in jobs they like. Jill will be working with those who have some sort of disability and little or no English speaking abilities. Part of her job, in addition to helping clients, is to find businesses that will employ her clients. Jill started in August.

**Kathleen DeWalt** (Ph.D., Anthropology, 1979)—Took over as Director of the Center for Latin American Studies at the University of Pittsburgh in July. Dr. DeWalt is a cultural anthropologist whose main research interests are in medical and nutritional anthropology, drawing on perspectives from both biocultural anthropology and political economy. She is also a full professor of

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## Faculty News



**Robin Lee Chazdon** (Ecology and Evolutionary Biology) was awarded a Fulbright Scholarship for January through July 2002 to research the Effects of Forest Structure and Canopy Closure on Tree and Sapling Growth in Wet Tropical Forests at the James Cook University of North Queensland, Cairns, Australia.



**Paul Goodwin** (History) was quoted in articles about the September 11 terrorist attacks in the *Manchester Journal-Inquirer*, *The Day* (New London), and *The Hartford Courant* on September 12. He also appeared on a newscast of Fox 61 on September 11, 14 and 19, NBC-TV 30 on September 13, News 12 on September 11 and 12, and WFSB-TV 3 on September 11. He was quoted in a Connecticut Radio Network piece that aired on September 11 and 16, and was interviewed on WTIC Radio on September 11, 12 and 13.



**Rafael Pérez-Escamilla** (Nutritional Sciences) traveled to INCAP, Guatemala City, June 2-9 to deliver a one week intensive course entitled “Nutritional Epidemiology: Principles and Applications.” The course was attended by 40 health professionals from Guatemala, Honduras, and Nicaragua. From June 24-30, Dr. Pérez-Escamilla traveled to El Salvador on behalf of BASICS/USAID to evaluate the introduction of the MADLAC breast-

feeding counseling monitoring system in maternity wards in San Salvador, Morazán, Cojutepeque, and Sonsonate. El Salvador is the third country to formally consider adopting MADLAC as a national breast-feeding monitoring and promotion strategy.

Rafael Pérez-Escamilla also organized and moderated (with Angie Tagtow) the session entitled “Delivering Culturally Sensitive Messages: The Role of Nutritional Anthropology” at the Society for Nutrition Education Meetings, Oakland, CA, July 22, where he spoke about culturally competent approaches for addressing the childhood obesity epidemic in the USA. In August, Pérez-Escamilla was the keynote speaker at the conference “Breast-Feeding and Complementary Feeding: Vacuums in Knowledge and Research Agendas,” held at the University of Campinas, Brazil. Pérez-Escamilla presented “Pregnancy Intentions and Breast-Feeding Success: Implications for Breast-Feeding Promotion Programs” at the 17<sup>th</sup> International Congress of Nutrition in Vienna, Austria, August 25-September 2. He was also senior author of the poster titled “The Connecticut Family Nutrition Program for Infants, Toddlers, and Children: A Research-Based Nutrition Education Program.”

Pérez-Escamilla has also authored or co-authored the following articles: “Validity and Public Health Implications of Maternal Perception of the Onset of Lactation: An International Analytical Overview.” *The Journal of Nutrition* (In Press); “Unplanned Pregnancies are Associated with Less Likelihood of Prolonged Breast-Feeding Among Primiparous Women in Ghana.” *J Nutr.* 2001 April, 131(4): 1247-9; “The Onset of Lactation: Implications for Breast-Feeding Promotion Programs.” *Adv. Exp. Med. Biol.* 2000; 478:425-6; and “Promoting Breast-Feeding in the Era of AIDS.” *Pan American Journal of Public Health* 2001 19: 357-361. (Also available at [www.paho.org](http://www.paho.org)).

Rafael Pérez-Escamilla was elected for a 3-year term to the executive committee of the International Society for Research in Human Milk and Lactation ([www.isrhm.org](http://www.isrhm.org)).

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## Eyzaguire Lecture

Luis B. Eyzaguire (1926-1999) Memorial Lecture on Latin American Literature & Culture. Luis Bernardo Eyzaguire taught at the University of Connecticut for 32 years in the Department of Modern and Classical Languages. He began teaching during the same period known as the “boom” in Latin American literature. He retired at age 72, just six months before his death in June of 1999. Known to his students and colleagues as a warm and intellectually exciting yet modest man, he remained in teaching for several years after he could have retired. He believed his students gave as much to him, rejuvenating his optimism and creating a better world.



*Luis Bernardo Eyzaguire at his desk in Arjona Building on the UConn campus, taken in 1968*

The Eyzaguire Lecture was inaugurated in May of 2000. It provides students at UConn, the Latin American Studies Consortium of New England, and the larger community an opportunity to learn about Latin American culture. Professor Eyzaguire felt that literature is more than the text, and the L.B. Eyzaguire Lecture series remains faithful to his broad view of culture, allowing the University community to experience and know the human side of Latin American studies by bringing notable literary and cultural figures to the Center to share ideas and discourse.

John Dwyer will give this year’s Eyzaguire lecture. True to Eyzaguire’s view of the human side of literature, and the way the study of Latin American culture informs daily life, Dwyer’s work in diplomacy makes him an ideal lecturer. A native of Waterbury, Mr. Dwyer graduated from Crosby High School, earned a Bachelor’s degree at the University of Connecticut, and received his Master’s and PhD from Yale. Since January of 2000, Mr. Dwyer has been the Coordinator of International Information Programs at the U.S. Department of State.

Dwyer has worked in Foreign Service since 1978. At the United States Information Agency (USIA) he has served as Deputy Associate Director, Director of Press and Publications, and Deputy Director for the Office of American Republics. He has also served as Minister-Counselor for Public Affairs at the U.S. Embassy in Brasilia, Brazil. Other previous assignments include work in Bolivia, Venezuela, and Mexico.

Prior to working in Foreign Service, Mr. Dwyer was Assistant Professor and Director of Undergraduate Studies for Spanish at Yale, and an instructor of Intercultural Studies at Simon’s Rock College. He was also Managing Director for Latin American Affairs at the Americas Society/Council of the Americas in New York.

Some of Dwyer’s current work involves the use of the Internet for disseminating information to the public. The major goal of a conference this fall among State Department and other government representatives was “to create a whole consensus for change in the way we do [information] business within the Department of State.” Hailed as “one of the most effective pieces of public diplomacy” the U.S. State Department’s website is now available in six languages. Dwyer says this is the Department’s response to the needs of its users and he believes it provides more reliable and detailed information than other news sources can.

**Continued at right**

## Eyzaguire cont. from left

“International Information Programs, which is charged with “telling America’s story” to the rest of the world, probably depends the most on the Internet and information technology. Ninety percent of our output goes out on the World Wide Web. But throughout the State Department, we are finding that the Internet is the way to do the business of foreign policy.”

In 2000, John Dwyer received the Edward R. Murrow Award for Excellence in Public Diplomacy. The highest award in public diplomacy, it is given by the state department in conjunction with Tufts University. Mr. Dwyer’s other awards and distinctions include the Department of State Superior Honor Award, the USIA Equal Employment Opportunity Award, and four USIA Meritorious Honor Wards. Married with two children, Dwyer lives in Reston, Virginia. ➤

## Students cont. from page 2

Anthropology and Public Health at the University of Pittsburgh.

**Ricardo Rozzi** (Ph.D., Ecology, 2001) presented his research titled “Biological and Cultural Conservation in the Archipelago Forest Ecosystems of Southern Chile” (advisor: Silander) on November 12<sup>th</sup>. ➤

## ARIEL

ARIEL is the newsletter for the Center for Latin American and Caribbean Studies. It is published twice each year in the fall and spring.

Managing editor      Kristen L. Janke DeMuzzio  
Editor                      Paul Nichols

Please send your comments or questions to:  
University of Connecticut, Center for Latin American  
and Caribbean Studies, 843 Bolton Road, Unit 161,  
Storrs, CT 06269-1161 or 860-486-4964 or  
[www.uconn.edu/CLACS/](http://www.uconn.edu/CLACS/)

## Faculty cont. from page 2

Rafael Pérez-Escamilla has developed a short advanced applied course on Demographic and Health Surveys' analyses. Three Latin American scholars from Guatemala, Ecuador, and Brazil have already signed up for this course and are expected to visit UConn during this academic year.



**Xae Alicia Reyes**  
(Curriculum and Instruction) presented "Language Matters: Understanding Programs and Debunking Myths" in

a panel discussion at the New England Council of Latin American Studies (NECLAS) conference titled "Negotiating School Culture: Networking in the Latino Community," Salem College, Nov. 3, 2001. Reyes spoke on the "Constructivist Pedagogy in the Multicultural Classroom" with Kimberly Woo of Cal State San Marcos and Jioanna Carjuzaa of Linfield College, Oregon at the National Association for Multicultural Education (NAME) Pre-Conference Workshop in Las Vegas, November 7, 2001.

Dr. Reyes also published "Authentic 'Migratory' Experiences for Language Learners: Macrocontextualization as Critical Pedagogy" (2002) in *The Future of Foreign Language Education in the United States*, edited by Terry A. Osborn Bergin & Garvey. Westport, Conn. 208 pages.

She was elected to the Board of WAIM (Windham Area Interfaith Ministry) in January 2002



**Blanca Silvestrini**  
(History) was awarded a Chancellor's Research Fellowship to research "The New Caribbean Tropics:

Health and Disease in Puerto Rico, 1898-1940." Silvestrini will be released from teaching requirements for one semester to engage in this long-term project. Proposals were evaluated by a peer review committee. ➤

## Conferences, Symposia and Seminars

### 25<sup>th</sup> Annual Ethnobiology Conference

**Art & Soul: Celebrating Indigenous Artisans**

**WHEN: March 6-9, 2002**

**WHERE: University of Connecticut**

The following and related topics may be covered:

Archaeobotany, Biocultural Diversity Conservation, Indigenous Art and Music, Medicinal Plants, Research Ethics in Ethnobiology, Symbols/Symbolism on and in Indigenous Handicrafts, and Technology/Techniques of Indigenous Artisans.

For registration and additional information, visit the web at: [www.anth.uconn.edu/gradstudents/fernandes](http://www.anth.uconn.edu/gradstudents/fernandes). Hosted by the University of Connecticut's Anthropology Club, Anthropology Department and Department of Ecology and Evolutionary Biology. Co-sponsored by the Society of Ethnobiology, Latin American Studies, Women's Studies, Institute for African American Studies, Connecticut State Museum of Natural History, William Benton Museum of Art, PAST, Inc., Keegans LLC, Friends of the Office of State Archaeology, and Graduate Student Senate.

### AFROAMERICAXX Youth Summit For African Descendants in the Americas

**WHEN: March 9-24, 2002**

**WHERE: Argentina**

For youth or those who work with youth. Ideal for students during spring break, and others interested in Latin America. Over 3000 young Black men and women between the ages of 18 and 28 years old will converge on Argentina from over 20 countries in the Americas to celebrate the traditions and contributions of Africans in South and Central America.

Your Tour Package: 15-day package includes airfare to Buenos Aires from Washington, DC, and New York City. Transportation to well-equipped encampment two hours from city. Summit registration, concerts, the Americas fair, and all activities related to the Summit. All meals from March 10-24. City tour. **Cost:** \$2500 payable in one, two or three installments.

Activities: Cultural presentations, concerts, workshops, lectures, fairs, and sport competitions. Register for the Mr. And Ms. Americas contest. Make lifetime friends and assist in solving the challenges facing people of African descent in Latin America. Tour the capital of tango—a dance that originated in the Black slums of Buenos Aires. Learn about the Black presence in the Southern Cone—hidden, but strong, alive, and vibrant.

For more information, contact:

Organization of Africans in the Americas

1234 Massachusetts Avenue, NW

Suite C-1007

Washington, DC 20005

Tel: 202-638-1662

Fax: 202-638-1667

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## Conferences cont. from page 4

### The Tenth Annual Latin American Studies Symposium

**WHEN:** April 5-6, 2002

**WHERE:** Birmingham-Southern College

Please plan to attend the Tenth Latin American Studies Symposium hosted by Birmingham-Southern College on April 5-6, 2002. Every spring the Latin American Studies Program gathers undergraduate students and faculty to discuss issues related to Latin America. This conference has two main objectives: to promote undergraduate research and to increase dialogue among faculty members. To view last year's Latin American Studies Symposium program please visit <http://panther.bsc.edu/~bdomceko/lass2001.htm>.

**Undergraduate Research:** If you are an undergraduate student, we encourage you to submit a one-page abstract for a paper involving original research. All topics pertaining to Latin America are welcome. Papers in English, Spanish or Portuguese will be considered.

**Faculty Participation:** We invite the faculty member accompanying their students to serve as panel chair and discussants.

**Keynote Speaker:** The keynote speaker this year will be Cristina García, a 1992 finalist for the National Book Award. This internationally acclaimed Cuban-American writer, author of *Dreaming in Cuban* (1992) and *The Agüero Sisters* (1997), will deliver a keynote address at the Friday luncheon.

**Submissions:** Please submit an abstract online at <http://www.bsc.edu/lass/> or send paper proposals by January 31, 2002 to:

Dr. Barbara Domcekova  
Director Latin American Studies Symposium  
Birmingham-Southern College  
900 Arkadelphia Road  
Birmingham, AL 35254  
Tel: 205-226-4975  
Fax: 205-226-3078  
E-mail: [bdomceko@bsc.edu](mailto:bdomceko@bsc.edu)

### Postmodern Discourses Third Annual Conference

**WHEN:** April 25-27, 2002

**WHERE:** Texas Tech University

Call for Papers: Texas Tech Graduate Students/Faculty Interdisciplinary Conference on Latin American and Iberian Languages, Literatures and Cultures. Plenary speaker: Dr. Fernando de Toro, University of Manitoba.

The organizing committee will consider papers that explore postmodern discourses in all areas and periods of Latin American and Iberian languages, literatures and cultures. Abstracts of papers to be considered for presentation will be accepted in English, Portuguese or Spanish. The committee will consider requests for the formation of special sessions organized around a specific topic, author or work. Such requests should be submitted as soon as possible. Reading time of final papers is limited to 20 minutes (8-10 double-spaced pages). No papers will be read in absentia. A selection of papers delivered will be published in *Céfiro*, a journal of the graduate student organization in the Department of Classical and Modern Languages and Literatures at Texas Tech.

## Elementary Spanish Program

--Leanne Dupre' and Leah Talge

If you visit a typical elementary school Spanish program, you will notice that the actual amount of *Spanish* spoken in the classroom is evenly mixed with what is spoken in *English*. At Robertson Elementary School in Coventry, however, this is certainly not the case. For the past three years University of Connecticut student volunteers have taught Spanish to third and fourth graders at Robertson Elementary for 40 minutes once a week for the 8-week program, without speaking any English. These fortunate students learn basic Spanish, focusing—among other things—on Latino and Hispanic traditions from a group of dedicated volunteers. This program is a collaborative effort between the UConn Community Outreach Center and the Education Outreach Program at the UConn Center for Latin American and Caribbean Studies.

As coordinators of the education outreach program and honor students in the Neag School of Education, we have put much thought into the purpose and outcomes of our program. The primary focus is to teach practical and useful Spanish that students can use in their daily lives. Lessons in this category include: shapes and colors, parts of the body, common foods (with emphasis on school lunch menu) and finally, labeling objects in their classrooms. Secondly, we have chosen content and topics which correlate directly with what students are learning in their science and social studies classes, such as the rain forest and Native Americans.

Although there were many skeptics at first, this approach is both effective and beneficial because the students are learning language in its true context. This full

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## Intensive Language Study: Summer USDE Foreign Language & Area Studies Fellowships—University of Pittsburgh

Three Foreign Languages and Area Studies Fellowships (Summer FLASFs) are available to graduate students for the intensive study of Portuguese, an Amerindian language, or advanced Spanish during the summer of 2002. Full-time students studying at the graduate level in any accredited U.S. institution are encouraged to apply.

The purpose of the Summer FLASF is to enable students to complete one full year of language study in a summer intensive program. Thus, the study program **must** consist of a minimum of 140 contact hours for beginning/intermediate courses; 120 hours for advanced courses. (Although a program brochure may imply that FLASF fellowships may be used, the program will not be approved by the U.S. Department of Education unless it meets the minimum number of contact hours.) Applicants who wish to study IN Latin America **must** enroll at the advanced level or for a language not being taught in an intensive summer program in the United States.

The fellowships provide full tuition and fees for the course (up to \$3,600) and a stipend of \$2,400. These fellowships are funded under Title VI of the U.S. Education Act; **only U.S. citizens or permanent residents are eligible to receive the awards.**

To apply, send the following documents to Shirley Kregar, Latin American Studies, University of Pittsburgh **by March 13:**

- 1) brief (2 page maximum) statement of how the study of Portuguese, an Amerindian language of the area, or

## Conferences cont. from page 5

To help defray travel expenses for graduate students, there will be a limited number of accommodations available in the homes of the members of Céfiro, the graduate student organization sponsoring the conference. Information regarding registration, hotels, transportation, etc., will be available at [www.ttu.edu/cmll/cefiro/cefiro.htm](http://www.ttu.edu/cmll/cefiro/cefiro.htm).

To submit a paper, please submit an abstract of 200 words or less by March 22, 2002 by e-mail, fax or mail to:

Leonor Vázquez-González or Karla Silveira  
MS2071

Classical and Modern Languages and Literatures

Texas Tech University

Lubbock, TX 79409-2071

Fax: (806) 742-3306

E-mail: [lvazquez@ttacs.ttu.edu](mailto:lvazquez@ttacs.ttu.edu); [ksilveir@ttacs.ttu.edu](mailto:ksilveir@ttacs.ttu.edu)

### **“Coping with Challenge, Contending with Change”**

#### **The 27<sup>th</sup> Annual Conference of the Caribbean Studies Association**

**WHEN: May 27-June 1, 2002**

**WHERE: Nassau, Bahamas**

Challenge and change have been constants of the Caribbean experience ever since Columbus encountered the region in the fifteenth century. Yet the challenge and change elements have been transformed over the centuries by the dynamics of polity, economy, and environment.

Hence, CSA2002 will witness intellectual interchange in a multiplicity of disciplines, extending the disciplinary perimeters of the region's challenges and changes beyond the Social Sciences and Humanities to the arenas of law, environmental studies, medicine, architecture, engineering, biological sciences, geology, and other disciplines that are usually not featured at CSA conferences.

Visit the CSA2002 web-site—[www.rcamultimedia.com/csa2002](http://www.rcamultimedia.com/csa2002)—for full conference details. I look forward to a splendid intellectual interchange in the Bahamas as we examine the nature and implications of the various ways the Caribbean is coping with challenge and contending with change, and is likely to continue to do so. Some 400 scholars and graduate students are expected to be part of the interchange. Join us and be part of it!

—Ivelaw L. Griffith, President

### **“Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries” An NEH Summer Institute for College and University Teachers**

**WHEN: June 17-July 19, 2002**

**WHERE: Arizona State University**

The Department of History at ASU will host a 5-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the twentieth century. Teachers of history, literature, humanities, gender or women's studies,

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## **Conferences cont. from page 6**

multi-cultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply.

The program is designed to enhance instruction in general Latin American and women's studies courses by incorporating into them the specific voices and narratives of Hispanic female authors and artists. The institute will also discuss the concept of "borders" and how it has defined the lives of Latin American and Latina women, so that one may speak of "engendered borders." The institute will provide abundant resources and interdisciplinary forums to these ends. Topics to be discussed include:

- feminism and social change in the southern cone
- global economy and gender equity in Central America
- sex and sexuality in Latin America
- motherhood and Latin American feminism
- Mexican American women's history
- Puerto Rican women
- gender issues in Latin American women's literature
- women's literature in the southern cone
- ethnic boundaries and Latin American women
- the literature of exile
- beauty, aesthetics, and national identity
- gender and film
- Latin American women artists

Application forms, the program syllabus, and other information about the institute will be available from our website at [www.asu.edu/clas/history/institute2002](http://www.asu.edu/clas/history/institute2002). Or contact Patricia Harris, [institute2002@asu.edu](mailto:institute2002@asu.edu), 480-965-0636; Dept of History, ASU, Tempe, AZ 85287-2501.

The Institute is funded by the National Endowment for the Humanities. Applicants who are selected to participate will receive a stipend of \$3,250 to cover costs of travel, lodging, meals, and personal expenses. Graduate students are not eligible.

### **“Hispanic Cultural Studies: The State of the Art”**

**WHEN: September 18-21, 2002**

**WHERE: Westward Look Resort, Catalina Mountains Northwest of Tucson, Arizona**

The University of Arizona and the *Arizona Journal of Hispanic Cultural Studies* announce an interdisciplinary conference organized around five themes: Pedagogies, Culture and Consumption, Gender and Sexuality, Spaces and Places and Nations, Borders and Identities. The conference will feature a keynote address on each theme as well as a number of panels whose presentations will touch on these topics. Abstracts of not more than 250 words and suggestions for special sessions are due by March 1, 2002. Requests for special sessions should include an abstract for each of the papers to be presented (no more than five).

Abstracts should be submitted to:  
Malcolm Alan Compitello, Executive Editor  
The Arizona Journal of Hispanic Cultural Studies  
The Department of Spanish and Portuguese  
The University of Arizona  
Tucson, AZ 85721

You may also send your abstract as an attachment to [AJHCS@email.arizona.edu](mailto:AJHCS@email.arizona.edu). ➤

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## **Fellowships cont. from page 6**

- advanced Spanish fits into your study plans and career objectives;
- 2) up-to-date transcript;
- 3) curriculum vitae;
- 4) two letters of recommendation;
- 5) institutional flyer or brochure (photocopy acceptable) of the language program you propose to attend.

Clearly mark your application with: "FLASF Summer Fellowship."

For information about programs in the less-commonly-taught languages of Latin America (e.g., Quechua at Cornell, Maya at the Univ. of North Carolina, Yucatec at Yale), please see the list compiled by Sharon Mújica and others at the Duke/UNC Program in Latin American Studies on the web site of the University of Texas: <http://lanic.utexas.edu/clasp/langcom.html>.

**University of Pittsburgh** students who are not U.S. citizens or permanent residents should apply for the Center for Latin American Studies Summer Language Fellowships; see <http://www.ucis.pitt.edu/clas/Grad-Finance/flasfsum02.pdf>.

Questions? Contact Shirley Kregar, e-mail [kregar@ucis.pitt.edu](mailto:kregar@ucis.pitt.edu); telephone 412-648-7392

Web-site: <http://www.ucis.pitt.edu/clas> ➤

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## **CLACSS Staff News**

Kristin Jannke DeMuzzio coordinated "Negotiating School Culture: Networking in the Latino Community," a panel at NECLAS. Panelists included Xae Alicia Reyes (faculty, UConn Neag School of Education) on "Language Matters: Understanding Programs and Debunking Myths" and María Martínez (UConn Center for Academic Programs) on "Breaking Boundaries: Strategies for (Re)Constructing Academic Goals." ➤

## Visiting Scholars Competition

The University of Illinois at Urbana-Champaign/University of Chicago Joint Center for Latin American Studies announces the annual Summer Visiting Scholars Competition.

The Joint Center for Latin American Studies at the University of Illinois at Urbana-Champaign/University of Chicago seek applicants for the 2002 Summer Visiting Scholar competition. Recipients write on a Latin American topic for one month during the summer of 2002 at the Urbana/Champaign and/or University of Chicago campus and enjoy access to university libraries and resources. Awards include a stipend of \$3,000 for residence at University of Chicago or \$2,500 for residence at Urbana, and up to \$500 for travel. Applicants must be faculty from non-research universities and colleges in the United States. Residence must be completed by August 14, 2002.

To apply, send a letter of interest, a curriculum vitae, one letter of reference, and a brief project proposal (approx. 500 words). There is no additional application form. Submit material by March 1, 2002 to:

Claudio Lomnitz, Interim Director  
University of Chicago  
Center for Latin American Studies  
5848 S. University Ave, Kelly Hall 310  
Chicago, IL 60637 ▶



*San Cristobal Hill, overlooking Santiago*

## Adventures in Chilean Microbiology and Pedagogy

Thomas Terry, Associate Professor of Molecular & Cell Biology

In April 2001 I received an e-mail inviting me to attend the 23<sup>rd</sup> Chilean Congress of Microbiology, to be held near Concepción in November 2001. It took until the end of the congress for me to discover the ingenious rationale by which I had been selected as a speaker. "I wanted to invite someone who was at the leading edge of educational methodology in the U.S.A.," said Rolf Kümmerlin, a microbiologist from the University of Concepción who chaired the organizing committee. "I went to the web site of the American Society for Microbiology and looked to see who was doing all the education work. You were on more committees than anyone else, so I figured you must be the right guy!"

The conference was held November 28-30 in Tomé, a small city on the Pacific Ocean 30 kilometers north of Concepción. Attendance was around 150, including 90 graduate and undergraduate students, most of whom presented posters based on their research, and 50+ Chilean professors or clinical microbiologists. The conveners had invited six microbiologists as featured speakers, from Germany, Sweden, and the U.S.A. I felt very much at home, with a level of scientific activity and discourse comparable to what I regularly encounter at meetings back home, albeit on a smaller scale. One surprise was the number of posters dealing with fish, rather than human, diseases and immune system. "Aquaculture, especially salmon, is one of our largest industries," a friend explained. "You can get funded to study diseases in fish, but not in humans."

I was told to prepare my talk in English, and brought a laptop with a PowerPoint presentation on "Improving Microbiology Education." I discovered, however, that while everyone could read English with



*Conchay Toro Vineyards*

some proficiency, the comprehension of spoken English was far more variable. I decided to use my somewhat rusty but serviceable Castilian while presenting my keynote address, to the obvious relief of the great majority of those present. My focus on the importance of moving from teacher-centered to learner-centered education was well received, and I was invited to give a second informal presentation to interested faculty and directors of "Docencia," somewhat akin to our Teaching and Learning Center at UConn.

My wife, Lee, accompanied me on the trip. We took advantage of the long Thanksgiving weekend to fly early to Santiago, and enjoyed four days of sightseeing, including visits to the

**Continued on page 9**

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## Nahuatl Summer Language Institute V

at the Yale Summer Foreign Language Institute

New: Intermediate-level intensive course

For the first time the Nahuatl Summer Language Institute at Yale University will offer an intensive intermediate-level course taught by two of the world's leading experts in Nahuatl: Michel Launey and James Lockhart.

### **Beginning-level intensive language training in Classical, colonial, and modern Nahuatl**

**3 June—26 July**

- Three and a half hours per day of language instruction during an eight-week period
- Emphasis on the diversity of Nahuatl to prepare students for work in a wide range of textual materials
- Utilization of course materials, lexicons, and texts developed especially for this institute
- Wide range of audio language material available for practice with modern dialects
- Additional seminars and intensive workshops with leading scholars in the field of Mesoamerican language and culture
- Translation workshops for direct experience with historical documents
- Course credit from Yale University Summer Programs
- Jonathan D. Amith, language instructor

### **Intermediate-level intensive language training in Classical, colonial, and modern Nahuatl**

**8 July—9 August**

- Six hours per day (9-12 and 1-4) of language instruction during a five-week period
- Study of a wide diversity of Nahuatl literary genres (Florentine Codex, chronicles, wills and testaments, primordial land titles) to prepare students for work in a wide range of textual materials
- Workshops dedicated to helping students with particular projects in which they might be involved

### **Application procedure for both levels**

- Open to undergraduates, graduates, professors, and independent scholars
- Course approval for FLAS summer language grants
- Limited financial assistance available to Yale students
- Tuition costs of \$3,000 for each course
- Accommodation and meal plan available through Yale
- Rolling admissions; space limited
- Limited possibility of FLAS assistance to graduate students outside of Yale (see website in Spring)

### **Additional application procedure for intermediate level**

- Please contact Jonathan Amith ([jonathan.amith@yale.edu](mailto:jonathan.amith@yale.edu); 215-898-4116) or Sarah Morrill ([latin.america@yale.edu](mailto:latin.america@yale.edu); 203-432-3422) for additional application procedures and further course description and requirements

### **Continued from left**

For general application materials visit <http://www.yale.edu/summer>; for further information visit the institute website at <http://www.yale.edu/nahuatl>.

Co-sponsored by the Yale University Summer Programs and Council on Latin American and Iberian Studies, and the University of Chicago Center for Latin American Studies through funding from the William and Flora Hewlett Foundation and the U.S. Department of Education. ➤

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### **Chile cont. from page 8**

Concha y Toro vineyards, the Maipo valley, Valparaiso, and a lot of walking through Santiago. The only mishap was caused by a baggage handler back in the U.S., who looked at Lee's baggage tag "SCL" and



*Valparaiso: A View of the Harbor*

mistook it for "SEL" – Seoul, Korea. Lee's bag caught up with us five days later, after enjoying a journey halfway round the world.

Overall, it was a wonderful trip, a chance to make many new friends and discover a fascinating country. We are already exchanging e-mails regarding a second visit next year in which I could assist in training faculty in new pedagogies and technological innovations in education. ➤

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**Continued at right**

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## Funding Opportunities: Graduate Students

### CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

GRADUATE STUDENT FELLOWSHIPS AT  
UCONN FOR 2002-2003  
THE DEADLINE FOR APPLICATIONS IS  
MARCH 1<sup>st</sup>, 2002

#### 1. Forms for need-based financial aid

may be obtained from the Financial Aid Office (Wilbur Cross Building Basement, Room 25, enter the building by the side facing route 195; tel. 860-486-2819) after January 1st. Check carefully for all deadlines. All U.S. Citizens should file these forms, whether you think you qualify or not.

#### 2. Merit-based aid through the Center for Latin American and Caribbean Studies is

also available. The deadline is March 1st; forms may be obtained from the Center (Human Development Center, Room 3, Tel. 860-486-4964) after January 1, 2002.

a.) UConn pre-doctoral funds offered in varying amounts (no tuition waiver included).

Eligibility: Full-time students in Ph.D. programs in any department specializing, or planning to specialize, in Latin America, still taking coursework, or M.A. students who have already applied to a doctoral program or are seriously planning to do so.

b.) Graduate Assistantships: The Center has a few half-time graduate assistantships available. These include a tuition waiver, stipend and health insurance.

c.) Nathan Whetten Fellowship: a special Ph.D. fellowship of \$1,000 awarded

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Continued on page 11

## Colwell to Continue Distinguished Career on Sabbatical Down Under

—Claudia G. Chamberlain

Wildland settings are natural surroundings to Robert K. Colwell. Raised on a cattle ranch in Colorado, he inherited his parents' respect for the environment.

Colwell, a professor of ecology and evolutionary biology, and an expert on biodiversity, is now poised for a sabbatical adventure to the Australian tropics.

In January, Colwell, accompanied by his wife, Robin Chazdon, also a professor of ecology and evolutionary biology at UConn, along with their daughter, Rachel, 13, and son, Charlie, 10, will head down under to Cairns, Queensland, in the northeastern part of Australia.

#### Inventory of Insects

Colwell and Chazdon will be visiting scholars at James Cook University - named for Captain Cook, the British explorer who led three major voyages of discovery, charting and naming many islands of the Pacific Ocean.

Colwell, who earlier this year was named a Board of Trustees Distinguished Professor, will be doing some discovering and charting of his own - only with insects.

For six months, he'll be collaborating with Nigel Stork, head of the Rain Forest Cooperative Research Centre, on an insect inventory within the rain forest. The Centre is affiliated with James Cook University.

"We suspect that the insect fauna of the Queensland Rain Forest may be equal to that of the Amazon's," says Colwell. "At this point, no one knows."

Colwell was first runner-up for a Fulbright Scholarship in Australia, but he wasn't too disappointed by the outcome. The Fulbright award went to his wife Robin.

"Only eight Fulbrights in all fields of endeavor are awarded annually in Australia," he says. "They're difficult to obtain."

Colwell, who has served as president of the American Society of Naturalists and vice president of the Ecological Society of America, is widely known for his empirical and theoretical studies on evolution and co-evolution, ecomorphology, systematics, and the measurement of biodiversity.

A recent recipient of the Alumni Association's Award for Faculty Excellence in Research, he also won a Chancellor's Information Technology Award in 1998 for developing a database that keeps track of thousands of rain forest species.

The database will soon be put to good use.

#### Career Path

Although his childhood experiences were the main catalyst for a career in ecology, two college experiences also served to keep Colwell on a path with nature.

"My family was motivated by concerns for conservation of the wilderness and enlivened by a lifelong study of the natural history of the plants and animals around us in the Rocky Mountains," Colwell recalls.

His mother taught him how to capture butterflies and other insects. His father, one of the founders of the Outward Bound movement in Colorado, was a public school teacher and, later, a high school principal.

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Continued on page 11

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## Colwell cont. from page 10

“My father was always finding ways for his students to experience what they were learning,” says Colwell.

He was similarly enriched at the hands of teachers at Harvard and the University of Michigan.

“When I was an undergraduate at Harvard, Professor E.O. Wilson’s course in evolutionary biology got me involved in conceptual issues in evolution and ecology,” says Colwell.

Another important educational experience, he recalls, occurred during his first year in graduate school at the University of Michigan, when he took an eight-week field course in Costa Rica.

The course was taught entirely in the field, at sites throughout Costa Rica, where he learned about contrasting habitats.

Colwell’s current areas of research include the interactions and co-evolution of species, especially between plants and animals, such as nectar-feeding mites that live in tropical flowers and are transported in the bills of hummingbirds.

### **Best of Both Worlds**

On a year-long sabbatical, Colwell says he’s enjoying the best of two worlds: research and teaching.

“In research, the most rewarding things are new ideas and discoveries, whether the focus is something concrete, such as some bizarre interaction between different species in a tropical rain forest, or something abstract, such as a new geometric theory of biodiversity patterns,” he says.

“In teaching, my best rewards come from seeing growth and change in my students that I can attribute to my efforts,” he adds.

During the spring semester, Colwell will focus his attention on the research side of his impressive career. Over the next six months, he will likely find his rewards thousands of miles from Storrs, in a rain forest near the Great Barrier Reef. ➤

*A special thanks goes to the Advance for allowing the reproduction of this article.*

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## Spanish Program cont. from page 5

immersion model is the pride and joy of Kristin DeMuzzio, Program Coordinator and Outreach Director for the Office of International Affairs. With a firm voice she explains that not one word of English should be spoken during class. It is her belief that the Spanish learned in an authentic environment will be recalled as the children make it their own. And therefore, this learning style is both advantageous and essential for developing bilingual proficiency.

How do students respond? Most of them are very excited. To our surprise, many of the fourth graders have asked our volunteers to create Spanish names for them! The teachers tell us it may be difficult at first, since this is the first time that most of the students have been exposed to the Spanish language. So far, however, teacher evaluations from the end of last year’s program were very favorable—teachers and students alike were looking forward to this year’s volunteers. These fourth graders are reaping the benefits of a challenging language program. In the future we hope to see similar full immersion programs taking shape in other parts of the community and the nation as well. ➤

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## Funding cont. from page 10

each year to the most outstanding Ph.D. applicant in the current pool for aid from the Center for Latin American and Caribbean Studies. To be eligible students must have passed the general exam and be working on the dissertation and have no incompletes on their record.

d.) **Robert G. Mead, Jr. Fellowship:**  
awarded to the best first-year M.A. student in any discipline specializing in Latin America.

e.) **Summer Language Fellowship:**  
There is a limited amount of funds for intensive summer language study for 2002.

3. **For further information or clarification** of the above, call Jo Barstow at 860-486-4964. ➤

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## **Program Support (... We Appreciate Your Help)**

I would like to support Latin American and Caribbean Studies at UConn with a gift in the amount of: \_\_\_\_\_.

Checks should be **made payable to the University of Connecticut Foundation** and sent to the University of Connecticut, Center for Latin American & Caribbean Studies, 843 Bolton Road, Storrs, CT 06269-1161. Your gift is tax deductible to the extent allowable by the law.

Please designate your choice of fund below:

- Nathan Whetten Graduate Fellowship*
  - Center for Latin American and Caribbean Studies Program*
  - Robert G. Mead, Jr. Fellowship*
  - Robert G. Mead Lecture Fund*
  - Hugh M. Hamill Graduate Fellowship in Latin American History*
  - Luis B. Eyzaguirre Memorial Lecture* ➤
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## **Mama Grande cont. from page 1**

As the Latin American Studies program grew, my job expanded, first from half-time to 80% time, then 21 years later to full-time. The real expansion has been in what I do, which has included just about everything from filling in forms to making up budgets, checking final budget reports for grants, advising students, helping them through red-tape, collecting statistics, writing reports, proof-reading and editing others' reports, answering innumerable questions and making French bread for Latin American Studies events.

Over the years I have acquired a number of skills I never dreamt of: I learned the intricacies of making up grant budgets, calculating fringe benefits, "guestimating" annual salary raises, cutting budgets down from an original request to a realistic amount and figuring out how much the University really spends on Latin American Studies. Much of this before I discovered the benefits of Excel, which would do the arithmetic for me! I learned how to fill in a hundred forms and which form to use for what item and the precise bureaucratic words needed. And then came the computer, quite a challenge for one trained in Mediaeval French Literature! After years of resisting and saying that I could do quite well with my typewriter, I succumbed to the computer and have acquired even more skills. But I could have done none of this without the hundreds of people around campus who told and still tell me how to do things, who talk me through problems on the computer, from the graduate assistant payroll to PeopleSoft. I owe a big debt of gratitude to all those friendly voices on the telephone. Perhaps the biggest debt I owe is to the Directors for whom I have worked; Hugh Hamill who hired me; Paul Goodwin, who always fought for the continuation of my constantly ending position until he persuaded someone to make me permanent; Scott Cook and finally Elizabeth Mahan.

I cannot count how many students have worked in the office helping out with basic office duties (filing, copying, stuffing envelopes, keeping mailing lists up to date, sticking on labels, putting posters up around campus, schlepping refreshments to other buildings for receptions, cleaning up afterwards, answering phones). There were the enormous annual mailings of the graduate flyer, 4,000 labels to be stuck on and the whole lot sorted by zip-code. Thanks to e-mail and web-sites that is a job of the past. Without the students' cheerful help on such mundane and boring tasks we would have gone under.

When I leave at the end of August I hope to leave a legacy of a well-organized office where my successor will be able to find things, both in the files and in the computer and, perhaps more important, a list of names and phone numbers of all those helpful people in other offices. I won't miss the paperwork and computer systems, but I will be very sorry to leave my colleagues and the students, the ones we can help and those who help us in the Center, the ones who make us laugh, even those who give us bureaucratic headaches, the ones who keep in touch and the ones who disappear into life and leave us wondering "whatever happened to...?" I have been enriched by this job, I have enjoyed it and, above all I have learned an enormous amount from all the people I have known here.

I leave two thoughts for the future: Charlie's Beatitude: "Blessed are the flexible, for they shall never be bent out of shape;" and laugh at your own mistakes and the stupid demands of bureaucracy lest you fall into Depression. ➤

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