

# LATIN AMERICA CHICAGO



THE CENTER FOR  
LATIN AMERICAN STUDIES  
THE UNIVERSITY OF CHICAGO

Established in 1968, the University of Chicago Center for Latin American Studies (CLAS) advances knowledge and public understanding of Latin America by sponsoring interdisciplinary degree programs; innovative research, teaching, and curriculum enrichment activities; and continuing education outreach projects.

**Our programs include:**

- Degree programs: Master of Arts in Latin American and Caribbean Studies (LACS) · Joint MA in LACS Master of Business Administration with the Booth School of Business · Dual degree MA in LACS/MA in Public Policy with the Harris School of Public Policy Studies · BA major and minor
- Student fellowships and grants for language and area studies, exploratory field research, and professionalization opportunities
- Research conferences, workshops, and lectures with visiting and University of Chicago scholars
- Visiting professorships to bring senior scholars and practitioners from Latin America to teach and research at the University of Chicago
- Continuing education and outreach activities to connect the University's Latin Americanist resources to off-campus constituents

Through these programs, the Center sponsors activities that contribute to the richness of Latin American Studies on the University of Chicago campus and beyond.



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 Claudia Brittenham, Department of Art History  
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 Daniel Desormeaux, Department of Romance Languages & Literatures  
 Alan Kolata, Department of Anthropology  
 Emilio Kourí, Department of History  
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Mauricio Tenorio-Trillo

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**2011-12 POSTDOCTORAL LECTURER**

Mariela Szwarcberg

**PROGRAM MANAGER**

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**STUDENT AFFAIRS COORDINATOR & OFFICE MANAGER**

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## LETTER FROM THE DIRECTOR

Despite continued economic constraints, 2011–2012 was good for the Center for Latin American Studies. Providentially, CLAS continued, and even expanded, the Latin Americanist agenda within the University of Chicago despite serious cuts in federal funds for area studies centers such as ours. And we owe this good year to the initiative of our affiliated faculty, to the support of our provost, president, and deans, and to the continued generosity of the Tinker Foundation and our alumni. Thank you.

This past year marked the thirtieth anniversary of our Tinker Visiting Professorship. These have been three extraordinarily fruitful decades of bringing to campus the most distinguished scholars and intellectuals of the Spanish- and Portuguese-speaking world. Thus to magnificently crown these thirty years, in 2011–2012 we hosted five distinguished scholars from Mexico, Brazil, and Chile, whose brief presence on our campus reminded us of the Tinker Professorship's principal goals, namely to expose prestigious scholars from the Spanish- and Portuguese-speaking world to the rigorous intellectual environment at the University of Chicago, and to expose UChicago scholars to the important scientific and humanistic scholarship our peers in Latin America are producing. We took advantage of the residencies of César Martinelli, Sandro de Souza, Alfredo Jocelyn-Holt, José Miguel Wisnik, and Aloisio Araújo to pay tribute to the Tinker Professorship, and welcomed back to campus three former Tinker Visiting Professors, Gerardo Esquivel, Fausto Hernandez-Trillo, and Cuauhtémoc Cárdenas, as panelists in a conference on contemporary Mexican political economy.

CLAS continued our support for students in many fields, ensuring that UChicago students have opportunities to develop linguistic proficiency and in situ research at all stages of their careers. Our BA preceptor, history doctoral student Nicole Mottier, wisely guided our Latin American Studies majors as they developed their thesis projects; I thank her for her devotion to our undergraduate students. In addition, I congratulate this year's MA cohort, four excellent students who soon will graduate: Daniela Alzuru, Alex McAnarney, Neal Parker, and Diying Wu. Our MA students and CLAS at large had the unique privilege to interact with Mariela Szwarcberg, who, in her second year as CLAS postdoctoral lecturer, significantly enriched our intellectual environment. Professor Szwarcberg will continue her academic career as assistant professor of political science at Reed College. We will miss her,

but we thank her for all her work and wish her the best in the new stage of her career.

Over the last year, CLAS sponsored numerous talks and conferences. These events were made possible thanks to our program manager, Yuna Blajer, and our student affairs coordinator and office manager, Jamie Gentry. I express my gratitude to both. Yuna will be leaving CLAS to begin her PhD in the University of Chicago Department of Political Science. We thank her and wish her the best.

CLAS has also worked to increase the presence of our University in the main academic circles of such countries as Mexico, Chile, Brazil, and Cuba. Thanks to the invaluable efforts of the Katz Center for Mexican Studies, we have had a constant presence of world-class scholars from Mexico through exchanges with El Colegio de México and with Mexico's Consejo Nacional para la Cultura y las Artes. Building on these efforts, 2012–2013 promises to be another excellent year, with numerous Mexican scholars who will participate in the Mexican Studies Seminar and with the presence in fall 2012 of a distinguished professor from El Colegio de México, Martha Lilia Tenorio, who will teach a course on Sor Juana Inés de la Cruz. I take this opportunity to welcome to campus one of the world's foremost experts on the poetry of New Spain and to express my personal pride with a disclosure: as my old friends Enrique Fierro and Ida Vitale constantly remind me, more than anything, I am merely Martha Lilia's brother—I am responsible neither for having such a prominent sister nor for her coming to the University of Chicago. That credit belongs to the Katz Center, El Colegio de México, and our Department of Romance Languages and Literatures.

Finally, as part of the effort to increase CLAS's presence in the University of Chicago and the University's input in Latin America, CLAS advanced the candidacy of Professor Jean Meyer Barth—one of the most prominent and prolific historians of Mexico and other parts of the world—for an honorary degree. On June 9, I was honored to participate in bestowing the Doctor of Humane Letters to Professor Meyer, an excellent finale for a very good year.

En fin, éste ha sido un buen año para el CLAS. Una vez más lo digo: lo debemos al apoyo de la Universidad, de nuestro profesorado, de nuestros estudiantes y—no debo terminar sin reconocerlo—de nuestro director asociado, Josh Beck, cuya dedicación al Centro, un vez más, ha sido vital e inapagable. Mil gracias a todos.

### JEAN MEYER AWARDED DOCTOR OF HUMANE LETTERS



On June 9, Jean Meyer Barth, one of the most influential scholars of Mexican history and a professor at Centro de Investigación y Docencia Económicas in Mexico City, was awarded the Doctor of Humane Letters.

Meyer, a French native and naturalized Mexican citizen, has written more than twenty books on Mexican history and significantly changed scholars' understanding of the Mexican Revolution with a three-volume work, *La Christiade: l'Etat et le peuple dans la révolution mexicaine, 1926–1929*.

An erudite scholar and a public intellectual, Meyer has published on a wide range of topics, ranging from perestroika to the theology of liberation in Latin America, and is a regular contributor to Mexico's *Letras Libres*, *Nexos*, and *El Universal*, among others.

Upon presenting Meyer for the honorary degree at the 511th University of Chicago Convocation, Mauricio Tenorio said: "[Meyer is] a renaissance man who has devoted his professional life both to a large intellectual project—the historical imagination of popular religiosity beyond national histories—and to a fervor—Mexico not as a mere national history but as a state of mind to be experienced and understood as well as a lens to see the world differently."

Meyer was nominated for the honorary degree by the Center for Latin American Studies.

# FACULTY RESEARCH & PUBLICATIONS



## NEW FACULTY INVIGORATE LATIN AMERICAN STUDIES

### ETHNO-RACIAL POLICIES IN COLOMBIA AND BRAZIL

In a shift toward targeted policies for black and indigenous peoples, in the 1990s much of Latin America began adopting policies such as affirmative action, collective land reform, and other policies aimed at promoting racial equality. Tianna Paschel, a new professor in the Department of Political Science, examines why Brazil and Colombia—the countries that adopted the most comprehensive legislation for black populations in Latin America—broke a long tradition of formal color blindness and what impact this has had on state institutions, social movements, and popular discourse. “As discussions of race have become increasingly prominent in popular debate in Colombia and Brazil over the last fifteen years, the racial categories people use and the way people understand how their societies are structured have also drastically changed,” says Paschel. In one part of the broader project, Paschel uses government documents, census data, and newspaper articles to analyze the extent to which these political changes have also led to broader socio-cultural changes. “I argue that while there has yet to be a radical change in patterns of racial inequality, recent changes have prompted a national debate that has transformed popular understandings of race, nation, and identity in both countries.”

### ART HISTORIAN WINS PRESTIGIOUS HUMANITIES BOOK AWARD

Forthcoming in 2013, *The Spectacle of the Late Maya Court: Reflections on the Murals of Bonampak* earned authors Mary Miller, Sterling Professor of History of Art at Yale University, and Claudia Brittenham, who recently joined the Department of Art History at the University of Chicago, a 2012 College Art Association Millard Meiss Publication Fund award. A major study of the paintings of Bonampak—complete with more

than six hundred images, many never before published—*The Spectacle of the Late Maya Court* serves as a point of departure for critical consideration of the murals, examining the performative and theatrical qualities of the paintings, placing Bonampak in a larger regional context, and questioning what it meant to make art in the Maya lowlands on the eve of the Classic Maya collapse. “Perhaps no single artifact from the ancient New World offers as complex a view of pre-Columbian society as do the Bonampak paintings,” say the authors. “No other work features so many Maya engaged in the life of the court. Costumes, musical instruments, and the weapons of war are all rendered with great detail, making Bonampak an unparalleled resource for understanding ancient society, as well as an artistic tour de force.”

### ILLEGALITY AND ABJECTIVITY AMONG UNDOCUMENTED LATINOS

In “Awakening to a Nightmare” (*Current Anthropology*, vol. 53, no. 3, June 2012), Roberto Gonzales and Leo R. Chavez question how the undocumented status of “1.5-generation” Latino immigrants, defined by the authors as those who came to the United States as children, affects their political, civic, and public selves. Based on a random-sample survey of 805 Latinos and 396 non-Latino whites in Orange County, California, and in-depth interviews with 80 respondents, the authors attempt to humanize the discourse on immigration. “During the early years of their lives,” the authors argue, “[1.5-generation undocumented Latino immigrants] became incorporated into the nation through their social relationships and public school experiences. Then, as they became aware of their lack of legal residency, they felt cast out, forced to live in the world as illegal subjects.” Confronting this status in their adolescence, at a point when they begin depending on state-issued identification to drive a car, work, vote, and participate in many social activities,

not only confounds their everyday living and puts their integration into society on hold, it “destabilize[s] their sense of self.” Gonzales, who joined the faculty in 2012 as assistant professor in the School of Social Service Administration, now also heads the Suburban Poverty and Immigrant Integration project to survey immigrant-serving nonprofit organizations in Chicago’s new growth suburbs.

### LAND REFORM TO COMBAT LATIN AMERICA’S DRUG PROBLEM

With the 2011 Victims Law, Colombia aimed to settle what President Juan Manuel Santos called “a historical debt with the peasants.” Among other victims’ reparations, the law entitles an estimated 350,000 displaced families to reclaim approximately five million acres of land. In their article “Needles Into Ploughshares,” which appeared in the online *Foreign Policy* magazine just days prior to the Sixth Summit of the Americas in Cartagena, Colombia, authors Michael Albertus, who recently joined the Political Science faculty as assistant professor, and Oliver Kaplan argue that, with proper design and enforcement, land reform laws can be an effective solution to drug production and the social inequality that gives lift to insurgent groups. “The clear delineation and legalization of property... helps prevent ownership disputes, and can also help lift farmers out of poverty by providing incentives to plant and invest in property and improving access to credit by creating a source of collateral,” suggest the authors. But the authors caution that how land reform is done impacts its efficacy. “Research that we have conducted on how land reform affected insurgent activities at the municipal level from 1960–2000 indicates that in most areas of Colombia land reforms did not temper the insurgency. ... Only in a few key zones with massive amounts of titling and continuous state support were land disputes more resolutely settled and support for insurgents depressed.”

## TINKER PROFESSORS COMPLEMENT FACULTY TEACHING AND RESEARCH

In 2011–12, CLAS welcomed five senior faculty from Latin America to the University of Chicago, each for a one-quarter teaching and research residency as Tinker Visiting Professor.

During the autumn quarter, CLAS welcomed César Martinelli, professor of economics at the Instituto Tecnológico Autónomo de México, with partner host the Department of Economics. Professor Martinelli researches public-sector economics and game-theoretic models of politics, with an acute focus on political-economic interactions that inhibit economic growth. In 2009 he was elected to become a Fellow of the Econometric Society, and he is associate editor of the *Social Choice and Welfare* journal. While in residence as Tinker Visiting Professor, he offered a course on “Topics in Political Economy” to students in business, economics, and public policy, and he presented at the Political Economy Workshop on “Oligarchy, Democracy, and State Capacity.”

Also in autumn quarter, CLAS, in partnership with the Department of Ecology & Evolution, hosted Brazilian geneticist Sandro de Souza from the Ludwig Institute for Cancer Research in São Paulo. Professor de Souza conducts research on the evolutionary origin of introns. In Brazil, he established an experimental and computational genomic research lab—the first in Brazil—and conducted systematic research to identify cancer genes and gene evolution. He is also a committed public intellectual and studies Brazilian social structures and the education of the public in evolutionary research. While in Chicago, he taught the course “History of Evolutionary Thought and Religious Tradition in Brazil” and gave a public lecture on “Beyond Reason and Borders: the Evolutionism/Creationism Debate Worldwide.”

In January, Alfredo Jocelyn-Holt arrived as Tinker Visiting Professor in the Department of History. He is a professor of philosophy and humanities in the Department of Law at the University of Chile whose research spans great periods in Chilean history—he has published essays, academic articles, and seven major books, on topics ranging from tradition and modernization in the independence of Chile to a three-volume general history of Chile. At the University of Chicago, Professor Jocelyn-Holt taught a course on “Independence &

Revolution in Chile, Argentina, and Mexico” and gave a public lecture on “Escuela Tomada: una memoria personal,” a new book project tracing the origins of a student movement that occupied the University of Chile just months before his arrival in Chicago.

With the Department of Romance Languages and Literatures, CLAS welcomed José Miguel Wisnik, professor of literature at the University of São Paulo in Brazil, in the spring quarter. Professor Wisnik is a leading scholar of Brazilian literature and its relationship to Brazilian music. He is also an active participant in the Brazilian public sphere, contributing a weekly column to Brazil’s largest newspaper, *Folha de São Paulo*, and as a composer and performer of chamber music, popular songs, and film scores—three times he has been awarded the Associação Paulista de Críticos de Arte prize for his performances as a musician. At Chicago, he taught a course on “Brazilian Popular Song.”

Also during spring quarter, CLAS and the Department of Economics welcomed Aloisio Araújo, professor of economics at the Fundação Getulio Vargas and the Instituto Nacional de Matemática Pura e Aplicada in Brazil. Professor Araújo has made major contributions to economic theory. He helped rewrite the Brazilian bankruptcy code and has been honored by membership in the American Academy of Arts and Sciences and the National Academy of Sciences in the United States. During his residency as Tinker Visiting Professor, Professor Araújo offered a popular course on “Topics in General Equilibrium, Default, Bankruptcy, and Applications” to students in business, economics, Latin American Studies, law, and public policy, and presented in numerous workshops and conferences.

Our Tinker Professors contribute to the rigorous interdisciplinary discussion and debate at the University, expose our faculty and students to the cutting edge of scholarship in Latin America, and, upon returning to their home institutions, form a network of preeminent Latin American intellectuals who have firsthand familiarity with the University of Chicago. We are grateful to the Tinker Foundation, our partner departments, and our visitors for their active roles in making such a successful and meaningful contribution to Latin American Studies at the University of Chicago!

## TINKER VISITING PROFESSORSHIP AT THIRTY YEARS



The Center’s Tinker Visiting Professorship celebrated an important milestone in 2011–12. The program began in 1981–82 with a gift from the Tinker Foundation, and during spring quarter we took several opportunities to celebrate its thirtieth anniversary. CLAS partnered with the Reva and David Logan Center for the Arts to present Tinker Visiting Professor José Miguel Wisnik and accompanist Arthur Nestrovski, artistic director of the São Paulo Symphony Orchestra, for a performance and lecture on “A canção no Brasil: Literature, Music, and the Brazilian Popular Song,” which was enjoyed by an audience of more than one hundred faculty, students, and guests. Tinker Professor Aloisio Araújo was a panelist at the conference “Post-Crises: Perspectives on the Sovereign Debt Question,” organized by the Chicago Society, and presented for CLAS at Alumni Weekend on “Brazil and the Southern Cone Economies in the Twenty-First Century.” CLAS also sponsored the visits of three recent Tinker Professors—Gerardo Esquivel, Fausto Hernandez-Trillo, and Cuauhtémoc Cárdenas—who participated as panelists in a conference on contemporary Mexican political economy organized by the student group Mexicanos en UChicago.

Over these thirty years, the Center has sponsored 103 Tinker Visiting Professors in 18 academic disciplines, hailing from Argentina, Brazil, Chile, Colombia, Mexico, Nicaragua, Peru, Portugal, and Spain. And since 2007 the CLAS Tinker endowment has supported the ongoing collaborative research projects of Tinker Professors and their Chicago faculty sponsors, the results of which have been published as five edited book volumes, one special edition of a peer-reviewed journal, and two journal articles, as well as a frequently consulted online multimedia publication. Our Tinker Professorship opens productive and ongoing dialogue between University of Chicago faculty and students and a network of distinguished scholars and practitioners in Latin America.

# STUDENT GRANTS & FELLOWSHIPS



## CLAS SUPPORTS EXPLORATORY PRE-DISSERTATION FIELD RESEARCH

CLAS annually awards grants to graduate students to support their early exploratory field research trips while the dissertation topic is still in the formative stage—affording students an opportunity to visit archives, establish important connections, and test assumptions. Funding for the pre-dissertation field research grant program comes from the Divisions of Social Sciences and Humanities and from the Tinker Foundation.

NUCLEAR SCIENTISTS, COLLABORATION,  
AND INFORMAL DIPLOMACY IN BRAZIL  
AND ARGENTINA, 1964-1991

*By Christopher Dunlap, PhD student,  
Latin American History*

In the summer of 2011, with the support of a CLAS field research grant I was able to visit archives and libraries in Rio de Janeiro and Buenos Aires in order to seek answers to the many questions that my second-year seminar paper had raised about the politics and diplomacy surrounding nuclear energy in Brazil and Argentina. Having just completed my application for the Fulbright-Hays Doctoral Dissertation Research Abroad grant, I can say that the CLAS Field Research Grant enabled me to bring the specificity and focus to my work that readers of that application need to see.

Within fifteen minutes of entering a tall office building in downtown Rio last summer, I found myself speaking to one of two secretaries of the only bilateral nuclear sharing and safeguards agency in the world. Antonio Abel Oliveira, in turn, pointed me toward the research team of Professor Matias Spektor at the Fundação Getulio Vargas, who helped me shape my research in order to make a much-needed intervention in the field, one focusing on the foreign training and “informal diplomacy” of nuclear scientists in mending relations between authoritarian regimes, then democratic governments, in Brazil and

Argentina. I am indebted to Professor Spektor and his graduate students, primarily Rodrigo Mallea and Carlo Patti, for pointing me in new and promising directions, for introducing me to others in the small and tightly knit network of researchers and scholars on nuclear energy, and for their friendship and collegiality during the year since we met.

I also visited the Brazilian nuclear energy agency, CNEN, and met the librarian at its Rio headquarters, Emilia Frade de Mello. Her ability to call any book in the network of seven CNEN libraries will be a vast help to my research in the field, as will the immense collections of the Biblioteca Nacional downtown. In Buenos Aires, I visited the counterparts to these two Brazilian organizations: the library of the national nuclear energy agency, CNEA, and two “national libraries.” I had never been to Argentina, and my dissertation project was turning into one as much involved with Argentine history as Brazilian, so my two weeks in Buenos Aires were packed with as many research contacts as I could make, including more informal conversations with graduate students recommended by scholars I had met in Brazil.

The Field Research Grant from CLAS proved invaluable both in helping me make human and institutional connections and in giving me the confidence and direction to pursue an interdisciplinary and transnational dissertation that will suggest answers to big questions concerning government sponsorship of science, the betterment of humanity through technology, closing the various gaps between the developed and developing worlds, and the improvement of international relations outside more conventional means of diplomacy.

INSTITUTIONALIZING INDIGENEITY: MIXE  
EDUCATORS IN OAXACA, MEXICO

*By Matthew Lebrato, MA alumnus, Latin American  
& Caribbean Studies*

The summer 2011 CLAS Field Research Grant enabled me to conduct preliminary

ethnographic research regarding a central topic of my MA thesis: how do indigenous educators in Oaxaca, Mexico, integrate community practices and cosmovision in their attempts to create educational institutions that reflect local ontologies and necessities? To explore this question, I focused on the Mixe indigenous region of Oaxaca and on two particular sites: La Semana de Vida y Lengua Mixes (SEVILEM, Week of Mixe Life and Language) and the Instituto Superior Intercultural Ayuuk (ISIA, Ayuuk Institute of Intercultural Higher Education).

The SEVILEM is a yearly cultural and language revitalization conference. Through attending workshops, lectures, and language courses, I observed which cultural issues are particularly salient to many Mixes and how local practices are discussed and institutionalized by educators. Additionally, I spoke with several community members who, although not directly affiliated with the festival, were quite proud to have their town act as host. This afforded me some tentative insight as to how community members perceive cultural revitalization work.

At the ISIA, I observed classes and discussed intercultural education with teachers, students, and townspeople. This site likewise provided important early insights regarding the processes of cultural revitalization and the institutionalization of indigenous practices through education.

My time in the Mixe region of Oaxaca, generously supported by the CLAS Field Research Grant, allowed me to observe the dialogue and practice of cultural revitalization among researchers, educators, students, indigenous advocates, and community members. This research strengthened my MA thesis, enabled me to make valuable contacts, and solidified my desire to undertake doctoral studies in anthropology, which I will begin in fall 2012 at Indiana University.

## CLAS FELLOWSHIPS SUPPORT STUDY OF LESS COMMONLY TAUGHT LANGUAGES

Annually, CLAS awards Foreign Language & Area Studies (FLAS) fellowships to graduate students who are studying the less commonly taught languages of the region, including Brazilian Portuguese, Haitian Creole, and Amerindian languages. FLAS fellowships encourage students to become fluent in the full range of spoken languages in Latin America in preparation for dissertation research. Funding for the FLAS fellowship program comes from the U.S. Department of Education.

### FLAS: ENABLING RESEARCH THROUGH LANGUAGE EXPLORATION

By Genevieve Dempsey, PhD student, Ethnomusicology

Receiving a FLAS fellowship for the 2011–2012 academic year was instrumental in advancing my scholarly goals in Brazilian Portuguese, ethnomusicology, and Brazilian studies. As a PhD student in ethnomusicology, I am interested in sound praxis—how music mobilizes social transformation. Studying sound praxis implies not only an engagement with the aural qualities of music, but also an engagement with how people speak about the music they create. I seek to understand how sound becomes apprehended, enacted, and mediated by popular music makers and listeners. Accessing this embodied knowledge requires fluency in Portuguese because it is through discourse that one learns how

music makers construct the social world they inhabit. Portuguese serves as the conduit—the mutually intelligible language—that allows for effective communication with Brazilian musicians and listeners. In this manner, language proficiency becomes the sine qua non of sound praxis.

One of the greatest strengths of CLAS is that it proffers the opportunity for professors and students from a diverse array of fields to come together and participate in spaces of mutual thinking. I strongly feel that the FLAS program and CLAS have worked in conjunction to allow for a sustained engagement with Brazilian musical thought. Due to the generous support of the academic year FLAS fellowship, I can say with conviction that the fellowship accomplishes far more than simply training proficient speakers of less commonly taught languages. It encourages language fluency via cross-disciplinary exchange, intellectual rigor, and leadership.

### INVESTING IN INDIGENITY: THE PUBLIC LIFE OF DEVELOPMENT AND BELONGING IN ANDEAN PERU

By Eric Hirsch, PhD student, Anthropology

My FLAS fellowship for advanced Quechua instruction through CLAS and language courses at the University of Illinois at Urbana-Champaign in the 2011–2012 academic year allowed me both to study with one of the foremost pedagogues of the language in the United States, Clodoaldo Soto, and to try out

my language skills in my field site, Yanque, Peru, where Quechua is most residents' first language. My dissertation research examines the emergence of indigenous self-identification and its incentivization by development industry investment in Yanque and other small communities of the Colca Valley region in Peru's southern Andes. This massive investment in rural indigenous identity has been the result of the nation's recent interest in revitalizing Quechua culture in the Andes, where many traditions from the Inca Empire are seen to endure. As with any language, Quechua is an important feature of community and public life in this region, but in light of these investment schemes, which financially authorize cultural authenticity, Quechua in particular has taken on a performative quality.

My new working knowledge of Quechua, thanks to the FLAS fellowship, will be vital to my fieldwork, as I will be living with a Quechua-speaking family and tracking the language's political contours. How does Quechua become a sign of indigenous legitimacy as groups seek investment from development agencies and microcredit banks? What are the politics of code switching into a performative “unadulterated” language, while at home Quechua and Spanish are often mixed? The FLAS fellowship for Quechua has taken me far in shaping my interest in rural Peru into a serious and productive research engagement.

## 2011-12 FLAS FELLOWS

Adrian Anagnost, Art History  
*Portuguese (Academic Year and Summer)*

Christopher Bloechl, Anthropology  
*Yucatec Maya (Academic Year)*

Chelsea Burns, Music  
*Portuguese (Academic Year and Summer)*

Ketlin Celestin, Comparative Literature  
*Haitian Creole (Summer)*

Genevieve Dempsey, Music  
*Portuguese (Academic Year and Summer)*

Lauren Eldridge, Music  
*Haitian Creole (Academic Year)*

Savannah Esquivel, Art History  
*Nahuatl (Summer)*

Eric Hirsch, Anthropology  
*Quechua (Academic Year)*

Laura Horton, Human Development  
*K'iche' Maya (Summer)*

Gem McCreary, Chicago Booth School of Business  
*Portuguese (Summer)*

Maria Welch, Music  
*Portuguese (Academic Year)*

## 2012 CLAS FIELD RESEARCH GRANTS

Maria Gutierrez Bascon, Romance Languages & Literatures  
*Havana in Ruins: Urban Decay and Rebuilding in Cuban Literature, Visual Arts, and Architecture after 1989*

Chelsea Burns, Music  
*Mexican & Brazilian Instantiations of Modernismo in the 1920s and 1930s*

Andrew Cashner, Music  
*Faith, Hearing, and the Power of Music in Hispanic Villancicos, 1600–1700*

Genevieve Dempsey, Music  
*Hearing Bodies in Motion: The Sound of Migration from Rural to Urban Brazil*

Lauren Eldridge, Music  
*The Gift of Music: A Community Music School in a Culture of Aid*

Cesar Favila, Music  
*Singing under the Conceptionist Rule: Music, Art, and Ritual in Early Modern New World Convents*

Karma Frierson, Anthropology  
*Articulating the Third Root: Discourse on Africa in Veracruzian Culture*

Christopher Grant, Anthropology  
*The Apbomic History and Archaeological Preservation of Early French Colonial Sites*

Eric Hirsch, Anthropology  
*Investing in Indigeneity: The Public Life of Development in Contemporary Andean Peru*

Tania Islas, Political Science  
*What Is the Role of Art in Democratic Politics? The Case of Mexico's Art and Cultural Apparatus in the Times of Democratic Transition*

Alex McAnarney, Latin American Studies  
*Migrant Health & HIV/AIDS along the Guatemala-Mexico Border*

Meghan Morris, Anthropology  
*Regulating the Field: The Mobilization of Law and Science in Cuban Agrarian Reform*

# DEGREE PROGRAMS & COURSES



In addition to grant and fellowship support for doctoral students pursuing research topics on Latin America, CLAS directly manages interdisciplinary degree programs at the undergraduate and master's levels.

## REFLECTIONS FROM THE BA PRECEPTOR

*By Nicole Mottier, PhD candidate in History and  
2011–2012 BA preceptor in Latin American Studies*

This past academic year, the BA Colloquium brought together three talented seniors who excelled at the hardest academic project of their entire undergraduate experience: writing their senior theses. All three seniors had a good deal of inspiration, rigor, creativity, and discipline, and it was my pleasure to guide each of them on their journey of transforming ideas into top-notch theses.

Amanda Kim's analysis compared two of Diego Rivera's most famous murals, which had never been compared by scholars. She used her comparison to demonstrate insightfully how Rivera changed his portrayal of Mexico and its history to his domestic and international audiences. Her comparison of the murals also shed light on how Rivera's ideas about himself and his role in Mexico shifted over time.

Larissa Pittenger's thesis treated a large and diverse body of sources, some of which had never been used. Her astute argument detailed how two opposing movements pressured Brazil's National Constituent Assembly to draft the legislation on property rights and land reform in their favor. Though neither movement was entirely successful in establishing its position as law, she showed that both movements shaped the public's perception of agrarian reform.

For his thesis, Jonathan Rodrigues acquired new data on migration by conducting interviews with Brazilians in South Florida. By creatively comparing his data to other sample sets and to the experiences of Brazilians

who migrated to Japan, he documented how Brazilian Americans' experiences and goals changed over the past decade. In doing so, he challenged the theories that portray immigrant groups as monolithic and static.

I truly enjoyed seeing Amanda's, Larissa's, and Jonathan's projects blossom from research interests into solid and sophisticated theses, and it was rewarding to participate in their intellectual growth. I warmly congratulate them on their accomplishments.

## REFLECTIONS FROM THE MA PRECEPTOR

*By Mariela Szwarcberg, Lecturer in  
Latin American Studies*

This year I had the pleasure to work with four students who brought many interesting and challenging perspectives to our seminar in Latin American Studies. The breadth of their interests and forthcoming contributions illustrates the richness of perspectives we enjoyed while discussing historical and contemporary issues in Latin America.

Daniela Alzuru studied current political and social issues in Venezuela. In her thesis, Daniela examines the current, and worsening, kidnapping situation in Venezuela and how express kidnapping has evolved over the last decade.

Alex McAnarney focused on how Central American migrants transiting through Mexico access health care, including HIV prevention and treatment services. Alex received a CLAS Field Research Grant and spent three weeks in Tapachula, Mexico, where she stayed at a migrant shelter getting firsthand experience on the different medical and bureaucratic processes.

Neal Parker worked on historical changes by studying the primordial titles of San Gregorio Atlapulco in Mexico. By using two primordial titles, he found distinct historical narratives and used these sources combined

with external actors and geographic contingencies to explain variation in the historical memory of the same community.

Finally, Dying Wu studied the rapidly increasing trade between China and Latin America since 2000. In her thesis, Dying identifies the factors that contributed to the development of Sino-Peruvian and Sino-Costa Rican relations.

We also celebrated the graduation of several students from previous years' cohorts. We wish Angela Corsa, Enrique Davila, Jamie Gentry, Courtney Grymonprez, Matthew Lebrato, Katja Schatte, Hannah Sigmon, and Jessica Webb great success with their future endeavors!

It was a pleasure working with the master's students!

## CLAS CONGRATULATES 2011-12 PHD GRADUATES

Heather Jayne Allen, Romance Languages & Literatures (summer 2011)  
*Literacy, Text, and Performance in Histories of the Conquest of Mexico*

Jacqueline D. Bunting, Linguistics (fall 2011)  
*Exploring Sranan Syntax: Expressions of Unequal Comparison in a Caribbean English Creole*

Christian Ferrada Krause, Economics (fall 2011)  
*Introduction of Unemployment Insurance Savings Accounts in Chile: Job Search, Moral Hazard, and Income Effects*

Benjamin Daniel Johnson, History (fall 2011)  
*Remaking the Hinterland: Commoners, Colonialism, and Social Order in Post-Conquest Texoco and Teotihuacán, Mexico*

Anna Min-Hee Proffit, Romance Languages & Literatures (summer 2011)  
*Representing the Child in Spanish Film From El Pequeño ruiseñor to El laberinto del fauno*

Eduardo Rivail Ribeiro, Linguistics (spring 2012)  
*A Grammar of Karajá*

Gustavo Rivera, Jr., Anthropology (fall 2011)  
*A New Home in the City: From Favela Shacks to Public Housing*

Erica Snider Simmons, Political Science (spring 2012)  
*Markets, Movements, and Meanings: Subsistence Resources and Political Protest in Mexico and Bolivia*

Antonio Sotomayor Carlo, History (spring 2012)  
*Playing the Nation in a Colonial Island: Sport, Culture, and Politics in Puerto Rico*



## CLAS SPONSORS LANGUAGE AND NON-LANGUAGE COURSES ON LATIN AMERICA

Course offerings and enrollments continued to trend upward in 2011–12, underscoring the extraordinarily strong interest in Latin America among UChicago students. CLAS plays a critical role meeting that demand, as the home department for approximately half of all non-language teaching on Latin America. CLAS also supplements language offerings by sponsoring yearlong course sequences in Haitian Kreyol and Yucatec Maya and summer courses in Aymara, K'iche' Maya, and Brazilian Portuguese. In 2011–12, we expanded our Yucatec Maya offerings to include, for the first time ever, a yearlong course sequence in Advanced Modern Spoken Yucatec Maya where the course instructors and a select cohort of students who had previously taken two full years of Yucatec Maya instruction worked together to describe the more advanced aspects of Yucatec grammar, efforts that will soon be published as part of CLAS efforts to modernize and make available (online) our popular multimedia teaching materials for Yucatec and K'iche' Maya.

## PUBLICATION MARKS MILESTONE IN TWENTY-YEAR TEACHING HISTORY

By Alex McAnarney

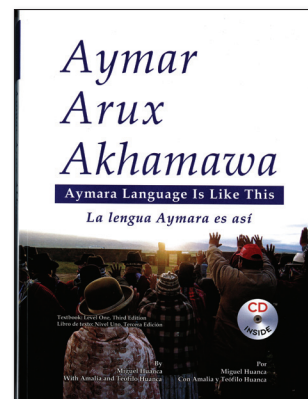
In 2012 linguists, Latin Americanists, and scholars of Andean culture celebrated the publication of the third edition of *Aymar Arux Akhamawa*, the first fully trilingual textbook for English- and Spanish-speaking learners of Aymara, now available from most major online booksellers.

The new edition includes eleven chapters that introduce students to the central features of the Aymara language and culture. In an accompanying audio CD, native speakers of Aymara demonstrate pronunciation and grammatical structures introduced in the textbook. After completing the course, students can hold basic conversations in Aymara, read and write simple texts, and are familiar with the everyday contexts in which the language is used.

Used for more than twenty years to teach students at the University of Chicago, *Aymar Arux Akhamawa* (“Aymara language is like this”) is a groundbreaking resource. Learning the language has helped students expand their linguistic and cultural knowledge of a popula-

tion of three million speakers in Bolivia, Peru, Chile, and Argentina and engage in historical studies as well as studies of contemporary Aymara culture.

Every other year since 1992, CLAS has offered a summer intensive course in Aymara taught by Miguel Huanca, author of *Aymar Arux Akhamawa*. Trained in Bolivia as a language pedagogue, Huanca, a native speaker of Aymara, originally developed the introductory Aymara textbook for his own teaching at the University of Chicago. As interest in his instructional materials grew, with support from CLAS and many generations of his students, Huanca reedited the book for publication.



## 2011-12 LATIN AMERICAN CONTENT COURSES

**Advanced Modern Spoken Yucatec Maya I, II, and III**, John Lucy

**BA Colloquium: Latin American Studies**, Nicole Mottier

**Beginners Spoken Yucatec Maya I, II, and III**, John Lucy

**Brazilian Popular Song**, José Miguel Wisnik

**Circa 1650: Art in a Global Age**, Cécile Fromont

**Cultura y Esclavitud en la América Hispana**, Agnes, Lugo-Ortiz

**Culture, Politics, & Sexuality in the Latin American 1960s**, Valeria Manzano

**Economies in Developing Countries**, Alicia Menendez

**Elementary Haitian Kreyol I, II, and III**, William Balan-Gaubert

**Envisioning the Colonial Metropolis**, Cécile Fromont

**History of Evolutionary Thought and Religious Tradition in Brazil**, Sandro de Souza

**History of Gender and Sexuality in Modern Latin America**, Valeria Manzano

**History of Mexico 1876–Present**, Mauricio Tenorio

**History of Progressivism in the Americas**, Mauricio Tenorio

**Human Rights: Alien & Citizen**, Susan Gzesh

**Human Rights in Latin America**, Mariela Szwarcberg

**Imperialism and Culture in U.S.–Latin American Relations**, José Luis Ramos

**Independence & Revolution in Chile, Argentina, and Mexico**, Alfredo Jocelyn-Holt

**Introduction to Brazilian Film**, Alfredo Cesar Melo

**Introduction to Latin American Civilization I, II, and III**, Emilio Kourí and Mauricio Tenorio

**Landscapes as Evidence: International Migration & the American City**, Sarah Lopez

**Las Regiones del Español**, Lidwina Van den Hout and Janet Sedler

**Literatura Hispanica: Textos Hispanoamericanos**, Agnes Lugo-Ortiz

**MA Proseminar: LACS**, Mariela Szwarcberg

**Machine Politics in Comparative Perspective**, Mariela Szwarcberg

**Mario Vargas Llosa y El Fanatismo**, Kelly Austin

**Native Peoples and the State in Latin America**, Matthew Barton

**Poesía, Nación y Ciudadanía en el Siglo XIX Hispanoamericano**, Agnes Lugo-Ortiz

**Political Participation**, Mariela Szwarcberg

**Portuguese for Spanish Speakers**, Ana María Lima

**Pre-Hispanic Andean Cultures**, David Pacifico

**Raza and Race/Miscegenation & Mestizaje**, Mauricio Tenorio

**Revolution and Counterrevolution in the 20th Century**, Valeria Manzano

**Topics in General Equilibrium, Default, Bankruptcy, and Applications**, Aloisio Araújo

**Topics in Political Economy**, César Martinelli

**Transnational History of Youth in the 20th Century**, Valeria Manzano

**U.S. Latino Literary and Intellectual History: Subject to Citizen**, Raul Coronado

**Zapatista Social Movements, Old & New**, Emilio Kourí

# CONFERENCES, WORKSHOPS, & LECTURES



## LATIN AMERICAN BRIEFING SERIES

This year our Latin American Briefing Series explored from two very different angles how domestic agendas have dealt with international challenges in Latin America. Michael Shifter, president of the Inter-American Dialogue, presented a panoramic analysis of the countries of the Andes in his talk “In Search of Democracy: Post-Populism and Pragmatic Leftism in the Andes.” His analysis focused on two trends of the region: a domestic agenda of social inclusion often carried out through populist policies, and a growing economic and diplomatic distancing from the United States. For our second briefing, David Mares, professor of political science at the University of California, San Diego, spoke on “Energy Policy and Resource Nationalism in Latin America.” While some countries have opted for greater governmental involvement in the energy sector, others have welcomed private investors. Professor Mares argued that a state is most likely to develop an energy sector that can sustain national development when the political system is inclusive, when political competition is balanced, and when the energy market is overseen by an independent agent. These and other past briefings are available in video form on the CLAS website.

## LATIN AMERICA WORKING GROUP

*By Meghan Morris and Amy Leia McLachlan, PhD students in Anthropology*

The Latin America Working Group (LAWG) was created in January 2012 by a group of graduate students working in and on Latin America and the Caribbean who sought to build an experimental space for the interdisciplinary discussion of student and faculty work in progress and a means of building community among scholars of the region.

The working group functioned as an informal workshop for two quarters, meeting biweekly to discuss work in progress by graduate students, artists-in-residence, and visiting faculty. The group’s constituency was highly interdisciplinary, with students and faculty from the Departments of Anthropology, Art

History, Cinema and Media Studies, History, Music, Political Science, Romance Languages and Literatures, and Sociology as well as the Master of Arts Program in the Social Sciences bringing their diverse perspectives to bear on an equally diverse series of papers and projects.

In addition to these workshop meetings, the LAWG hosted a number of special events that brought together students and faculty from across the University of Chicago community. On May 17, along with CLAS, the Department of Anthropology, the Franke Institute for the Humanities, the Center for the Study of Race, Politics and Culture, and the Chicago Center for Contemporary Theory, the LAWG presented a film screening and conversation with Michael Taussig (professor of anthropology, Columbia University) and Ayesha Hameed (research fellow, Centre for Research Architecture, Goldsmiths, University of London) titled “How One Works.” This event engaged participants from across the social sciences and humanities in a timely and compelling discussion of the political and ethical implications of researching, writing, and engaging with the lives of others.

Beginning in the 2012–13 academic year, the LAWG and the Caribbean Studies Workshop have merged to become the new Workshop on Latin America and the Caribbean with financial support from the Council on Advanced Studies.

## HUMAN RIGHTS IN THE SOUTHERN CONE

In April, CLAS hosted the one-day conference “Revisiting Human Rights in Latin America: Politics, Justice, and Memory in the Southern Cone.” Lawyers, sociologists, political scientists, historians, and media scholars from the United States and South America came together to consider how human rights violations have challenged legal institutions and the politics of preserving and transmitting memory. Organized by Mariela Szwarcberg and Valeria Manzano, the event was sponsored by the Center for Latin American Studies, the Human Rights Program, the Franke Institute for the Humanities, and the Norman Wait Harris Memorial Fund of the Center for International Studies.

The first panel, “Changes in the Legal Framework to Address Violations to Human Rights,” investigated amnesty laws passed by the Fujimori regime in Peru and the Argentine *obediencia debida* and *punto final* “pardon laws,” and discussed the Peruvian judiciary system’s shift from a positivist legal tradition to respect for the principles of international laws on human rights. The second panel, “Transmitting Memories: Between the Market and the Museum,” focused on the transformations of former prisons and torture facilities in Argentina and Uruguay into spaces for memory and commerce. The third panel, “Historicizing Memories,” highlighted different processes of memory politics of dictatorial pasts in Uruguay and Chile.

At the end of the event, presenters encouraged further inquiry around concepts of ownership and the right to interpret memory and intergenerational divides on human rights issues, and suggested opening a “new frontier” in human rights that includes economic and social rights as well as “crimes against humanity.”

## LITERATURE, MUSIC, AND THE BRAZILIAN POPULAR SONG

In April, CLAS and the new Reva and David Logan Center for the Arts sponsored a musical performance and lecture on “A *canção no Brasil*: Literature, Music, and the Brazilian Popular Song” with Tinker Visiting Professor José Miguel Wisnik and accompanist Arthur Nestrovski, artistic director of the São Paulo Symphony Orchestra. Wisnik and Nestrovski led the audience through an evening of performance intertwined with a musicology lecture on the popular song and rhythms of Brazilian music.

The event was organized with the financial support of the Consulate of Brazil in Chicago and in collaboration with the Logan Center for the Arts. Brazilian studies have a long tradition at the University of Chicago, and “A *canção no Brasil*: Literature, Music, and the Brazilian Popular Song” was an enriching and original contribution to that legacy, to the benefit of the audience and the performers alike.

# KATZ CENTER FOR MEXICAN STUDIES

The Katz Center for Mexican Studies was founded in 2004 and named in honor of Professor Friedrich Katz, one of the world's leading scholars of Mexican history. The Katz Center sponsors academic conferences and lectures, hosts visiting scholars, and coordinates active academic exchange programs with Mexican institutions.

## MEXICAN MIGRANT TRANSNATIONAL ORGANIZATIONS IN CHICAGO

In recent years the dynamic organizational development and political and civic participation of Mexican migrants in the United States have drawn ample scholarly attention. The city of Chicago, however, has received inadequate recognition within this scholarship, which has focused disproportionately on Los Angeles.

In May, the Katz Center sponsored the one-day conference "Mexican Migrant Transnational Organizations in Chicago." This conference brought together researchers who have focused on the city of Chicago as a site for immigrant activism and activists

with significant organizational contributions in Chicago, bringing to bear their different disciplinary and experiential perspectives. Participants analyzed Mexican migrant organizations based in Chicago and their struggles to promote migrant political participation, rights, culture, and infrastructural improvements in their hometowns, within a binational or transnational framework. Panels included "Space and Place in Transnational Participation of Mexican Migrants," "Public Visibility and Representations of 'the Self' among Mexican Migrant Organizations," "Political Agency of Mexican Hometown Associations and Government Institutions in Chicago," and "Beyond Hometown Organizing."

## CÁTEDRA CULTURA DE MÉXICO-KATZ

Last year the University of Chicago, through the Katz Center, and Mexico's National Council for Culture and the Arts (CONACULTA) signed

an agreement to establish the Cátedra Cultura de México-Katz (Katz Program on Mexican Culture) at the University. This year, renowned Mexican writer and critic Margo Glantz came to the University to give a lecture about the creative writing process, "Los Procesos de la Creación." Glantz, a recipient of the Arts and Sciences National Award in linguistics and literature (2004), spoke about how she undertakes the composition of a new book or article. She added that listening to the reactions of readers of her texts, and their interpretations of her words, is always a fascinating exercise that allows her to better understand her own thoughts and intentions. Glantz also met with students and faculty of the Department of Romance Languages and Literatures for a more intimate discussion about her book *Palabras para una fábula* (Words for a Fable). We hope the Cátedra Cultura de México-Katz will continue to provide opportunities to listen to remarkable Mexican artists and intellectuals.

"The Katz Center is a site not only for important scholarship on Mexicans in Chicago, but also a place that promotes genuine dialogue between scholars and people in Chicago's Mexican organizations and community, as equals."

*José Luis Gutiérrez, conference panelist and co-director for transnational affairs of the National Alliance of Latin American and Caribbean Communities*

## MEXICAN STUDIES SEMINAR

The Mexican Studies Seminar invites visiting and University of Chicago scholars to present their work in an informal atmosphere of inquiry and debate. Faculty and students from different areas of the University bring a diverse range of questions and ideas to the table, creating a truly interdisciplinary discussion about Mexican history, culture, and society.

## 2011-2012 MEXICAN STUDIES SEMINAR PRESENTATIONS

### FALL 2011

#### **Mestizaje and Miscegenation: Two Stories of the Same Sin**

Mauricio Tenorio, professor of history and the College, University of Chicago

#### **Learning to Be Illegal: Undocumented Mexican Youth and the Confusing and Contradictory Routes to Adulthood**

Roberto Gonzales, assistant professor, School of Social Service Administration, University of Chicago

#### **Mimicry at the Border**

Rihan Yeh, research professor, Centro de Estudios Antropológicos, El Colegio de Michoacán

### WINTER 2012

#### **Remittance Space: A Built Environment Perspective on U.S.-Mexico Migration**

Sarah Lynn Lopez, Provost Postdoctoral Scholar, University of Chicago

#### **The Rural Beginnings of Mexico's 'Dirty War': The Case of Morelos and Puebla during the 1950s**

Gladys McCormick, assistant professor of history, Syracuse University

#### **Five Myths of the Caste War of Yucatan**

Terry Rugeley, Presidential Professor of Latin American history, University of Oklahoma

#### **Making Catholicism "Mexican": Revolutionary Religion in the Countryside, 1925-1940**

Matthew Butler, associate professor of history, University of Texas at Austin

### SPRING 2012

#### **La Dictablanda: Soft Authoritarianism in Mexico, 1940-1968**

Benjamin Smith, associate professor of history, Michigan State University

#### **La Pequeña Propiedad entre la Desamortización y la Reforma Agraria: El Caso de Teotihuacán, 1856-1940**

Edgar Mendoza, researcher, Centro de Investigaciones y Estudios Superiores en Antropología Social

#### **La Izquierda en el Campo Intelectual Mexicano, 1968-1989**

Carlos Illades Aguiar, research professor, Universidad Autónoma Metropolitana

#### **Ascenso y Caída del Zapatismo en Chiapas**

Marco Estrada Saavedra, research professor, Colegio de México



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As a friend of the Center for Latin American Studies, you understand the important work we do preparing tomorrow's leaders with high-level foreign language competency and international knowledge and connecting University of Chicago resources with off-campus constituents.

Consider expanding your role by giving to the Center. Your gift—regardless of size—signals your participation in the ongoing work of the Center for Latin American Studies at the University of Chicago and the value you place on critical inquiry, scholarly debate, and a lifelong commitment to learning.

If you have ever considered giving a gift to CLAS, please know that contributions have never been more needed than today. Demand for CLAS resources continues to grow dramatically. Yet deep cuts to U.S. Department of Education grants for international and foreign language education—grants

that have helped keep CLAS at the forefront of the field for more than thirty-five years—will challenge our initiatives in the years ahead.

Please make a gift today to support the work of CLAS. For information about how to support CLAS, as well as particular funds you may want to support, please visit our website at <http://clas.uchicago.edu/partnerships/>. We appreciate your support!

**Every gift helps strengthen our mission to promote knowledge and public understanding of Latin America. Visit and make a gift today!**



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### CLAS @ ALUMNI WEEKEND 2012

On June 1, CLAS sponsored two Un-Common Core sessions at Alumni Weekend to welcome our friends and alumni and to showcase the range of Latin Americanist scholarship on campus. Tinker Visiting Professor Aloisio Araújo spoke on a panel with Department of Economics faculty Fernando Alvarez and Victor Lima on “Brazil and the Southern Cone Economies in the Twenty-First Century,” examining recent policies and prospects for future economic growth in Argentina, Brazil, and Chile. CLAS Director Mauricio Tenorio and postdoctoral fellow Sarah Lopez spoke on “Chicago: Origins and Vistas of a Mexican City,” exploring the history of Mexican immigration to Chicago—and the history of 1920s–1930s University of Chicago scholarship on Mexican migration to Chicago—and the effects of contemporary Mexican architectonics in Chicago. We welcomed the opportunity to reconnect with former students and meet new alumni and friends!