From the Director’s Desk
by Elizabeth Kuznesof

A friend once joked that I wanted to transform the whole of KU into the Center of Latin American Studies. At least I think it was a joke. But the truth is that Centers like ours can only be healthy in a resource-poor world by connecting with other units, forming interest clusters for research interests, for study and research abroad, for teaching and outreach. We definitely can see the fruits of these efforts. The study tour of faculty to Cuba in May and June was a great example of an effort that spanned KU and brought together many interests, from Art to Engineering. The Andean and Amazonian Seminar sponsored by the Hall Center is another example of enormous interdisciplinarity. Latin American Studies continues to find fruitful ways to collaborate with Women’s Studies, and increasingly with Indigenous Nations Studies, in addition to our usual links with Spanish & Portuguese, History, Anthropology, Environmental Studies, and Geography. This Fall we sponsored the Day of the Dead exhibit at the Watkins Museum in downtown Lawrence and our Spanish and Culture program expanded to four elementary schools. So it looks like we may span Lawrence in addition to KU!! Happy Holidays!!

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The Center for Latin American Studies Wins Fulbright-Hays to Provide International Training for Area Teachers

compiled by Adriana Natali-Sommerville

For five weeks in June and July of 2004, twelve Kansas educators participated in a Fulbright-Hays Group Projects Abroad seminar on childhood and education in Argentina. Sam Sommerville (JCCC) led the program; Barbara Thompson (KU) supervised curriculum development and Adriana Natali-Sommerville (KU’s CLAS) taught Spanish to participants. Educators traveled throughout Argentina, attended lectures, and visited schools and other institutions focused on childhood and education. Teachers developed internationalized curriculum units for use in Kansas’s classrooms. Host families housed the travelers while they were in Córdoba, giving participants an intimate view of Argentine daily life. Here is what a few teachers had to say:

Carolyn Welch, Langston Hughes Elementary School (Lawrence, KS)

We were a diverse group of fifteen: twelve participants and three group leaders; five men and ten women. Teachers all, our interests ranged from anthropology to early childhood education, from Spanish to special education, social studies to music, communications to sociology. We differed greatly in age and temperament, and we varied widely in our political viewpoints. (In the interest of full disclosure, I’ll tell you that I’m a music teacher, a Democrat and an introvert, and that I’m somewhere in the vast middle of the stated age range!) All in all, I found our group to be a delightful mix of people, and it’s a good thing, as we were together for five rather intense weeks, for

Barbara Thompson on her way to visit a rural school at the base of Mt. Champaqui

(see Int’l Teacher Training, page 6)
Beyond Hall Center Presentations: Andean and Amazonian Exchanges
by Momina Sims

The exchange partnership between the University of Kansas and the Universidad Nacional Mayor de San Marcos is a three year State Department university affiliate grant which began last year and which facilitates the exchange of professors between KU and San Marcos. This past spring and summer, KU faculty members Bart Dean, Peter Herlihy, Susanne Clement, John Simmons, and Richard Clement spent time in Peru working on a variety of different projects.

Professor of anthropology Bart Dean conducted research pertaining to the Cocoma, an Andean indigenous group in April and May 2004, and developed a major human rights documentation project. Professor Dean also served as the faculty advisor for two Fulbright Commission Seminars while in Peru in June and August.

Professor of geography Peter Herlihy met with the Chancellor, Deans, and individual faculty members of the University of San Marcos and lectured at the University in spring 2004. He said that the environment at San Marcos was very open, receptive, and supportive. Everyone there was accommodating and eager to maintain and strengthen the positive relationship between KU and San Marcos. Professor Herlihy also developed a project proposal to study communal land titling among indigenous peoples, which was agreed upon by local, regional, and national Peruvian authorities.

Susanne Clement, Head of Collection Development in Watson Library, spent twelve days in Peru (largely in Lima) during which she visited the University of San Marcos, the National Library and Museum Institute, the Medical Library of San Marcos and the

Impressions of Cuba: Sublime but Inescapably Political
by Hugh Glenn Cagle

Eleven KU faculty members and six administrators took part in an International Faculty Development Seminar in Havana, Cuba from May 31st to June 8th of 2004. The Office of Study Abroad organized the seminar. Various KU divisions shared the expenses, including the Office of the Chancellor, the Office of the Provost, the Center of Latin American Studies, the School of Architecture and Urban Design, the Center for International Business Education and Research, the Office of International Programs, the KU Medical Center, and the Office of Study Abroad.

Each morning in Havana, participants gave a presentation on some aspect of their preliminary research on Cuba in seminars organized by Tamara Falicov, who facilitated faculty activities. The remainder of each day included organized visits to museums, parks, historic sites, and art galleries. KU faculty also conducted research individually and tried to establish contacts with fellow scholars or artists in their field.

By all accounts, the faculty presentations were tremendously helpful. They provided a forum in which participants combined their individual disciplinary knowledge to illuminate the many dimensions of the Cuban experience in the twentieth century. In a manner that is indicative of life as a research professor, everyone, without exception, said the seminars strengthened bonds between KU Latin Americanists who, back on the KU campus, are often too busy to discuss collaborative projects with faculty in departments so diverse as History and Engineering.

Impressions and experiences of other aspects of the trip were mixed, due in large measure to each scholar’s field of research. Political Scientist Lorraine Bayard de Volo and Gary Reich, and historians Anton Rosenthal and Elizabeth Kuznesof faced considerable bureaucratic obstacles when they tried to access archives in the Instituto de Historia, the Biblioteca Nacional, and the Biblioteca del Museo de la Ciudad. Politics of the revolutionary government remain a sensitive issue and attempts to make professional contacts were occasionally thwarted when officials and scholars refused to return telephone calls and other correspondence. In a comment that sounds very much like the seed of a future project, Dr. Reich noted that since “art as a venue in which dissent, albeit limited, is tolerated . . . the best way to study the bounds of political dissent in Cuba may be to study criticism of the revolution coming from Cuban art and cinema.”
Classical Music with a Latin Beat: Jack Winerock in South America
by Terena Silva

A constant visitor of South America, Jack Winerock is interested in more than just its culture. Winerock, a music and dance professor, studies the relationship between South American culture and classical music. He has been to Paraguay, Argentina, Peru and Brazil as an exchange faculty member or invited guest. During each visit he has had the chance to work with teenagers, children, pianists and orchestras.

In South America, students are encouraged to study local composers each semester. They learn how to play pieces, what influenced the music and what contributions each composer has made to classical music. Winerock said this teaching method is the perfect way to blend culture and music. And that is what keeps Winerock going back: in South America, culture and classical music blend to produce new rhythms and sounds. Winerock believes there is more freedom to compose classical pieces and that composers tend to be more creative because children start to study it at an early age.

The ethnic variety of South America strongly affects how each culture portrays itself through music. The Dutch, French, Portuguese, and Spanish arrived with their own musical styles and these subsequently mixed with already-rich indigenous musical forms. In Argentina gaucho influence is marked. “The gaucho style is very [evident] in the music, in the tunes,” Winerock said. As a result, classical music in the twentieth century is rooted in multiple traditions. Argentine tango, for instance, has impacted classical music. In Paraguay, classical music is strongly influenced by unique Guarani styles. Each country brings its own tonal iconography to its music. South America is a region alive with a variety of sounds and rhythms.

Music has not escaped the impact of economic hardship. According to Winerock, formal concert music is just beginning to come into its own. During his visits, Winerock works on funding classical music and making it more accessible to the population by focusing on the influence of local music on national and international performance. Individual styles and traditions recover value and relevance in the twenty-first century. And when each local musical tradition is more accessible to the general public, it attracts attention and the energies of talented local artists.

(see Winerock in South America, page 7)

Downtown Museum Hosts Day of the Dead Exhibit
by René G. Santos Mondragón

El Día de los Muertos (the Day of the Dead) is an ancient tradition that mixes pre-Columbian ideas with the Catholic rites brought by Spain after the conquest of Latin America. In this celebration families honor the spirits of deceased loved ones by creating altars with flowers, candles, objects, and food that belonged to the dead or were precious to them in life. The celebration takes place every year on November 1st and 2nd. Imagine: Yellow flower petals, the smell of spicy copal burning and lighted candles symbolizing the four cardinal points that will lead the way. Once at home, the colorfully decorated altar with pictures, skulls, food, and personal items of the deceased will make the deceased feel welcomed and at ease.

For the third year in a row the Center of Latin American Studies at the University of Kansas organized a Day of the Dead Celebration in order to share this popular Mexican holiday with its Lawrence neighbors. The Watkins Community Museum of History, where the exhibit was displayed, conducted tours until November 30th so that students from the Lawrence area could visit it and see the altars, objects, skulls and skeletons in scale model representations of everyday activities and pictures characteristic of the celebration. The opportunity was also an excellent chance for students and teachers to tour the rest of the displays of the museum and learn about the valuable collections it houses.

On Saturday November 6th, the Center of Latin American Studies offered its third annual “Day of the Dead Workshop” to help educators bring this Mexican tradition to Kansas schools. Two evenings earlier, on

(see Day of the Dead, page 8)
STANSIFER (from page 1)

Stansifer discussed his career, how the academic profession has changed, and what it means for him to retire.

Growing up in the thirties, Stansifer had no idea that he would ever be an academic. Neither of his parents had graduated from high school, let alone college. But his parents convinced him that education was the way out of poverty, and he consequently devoted himself to his studies.

As a young graduate student, Stansifer planned to join the Foreign Service. He saw the Foreign Service as a means of seeing the world. His 1954 Master’s thesis at Wichita State University appropriately covered a diplomatic topic: Herbert Hoover’s recognition policy toward Central America. In the midst of the Cold War, the USSR and the Russian language competed with Latin America for his attention. A factor in his decision to commit to Latin America, says the professor, was the cancellation of Russian language courses at WSU due to pressure from a local chapter of the John Birch Society. Stansifer’s interest in Central America increased when his WSU adviser John L. Rydjord, recommended that Stansifer enroll at Tulane University in New Orleans for his PhD. William J. Griffith, Director of the Center of Latin American Studies at Tulane, directed Stansifer’s PhD dissertation on the Central American career of E. George Squier, the first US diplomat to serve in Nicaragua.

Although Stansifer had passed the written and oral examinations for the Foreign Service, he chose at the last minute to accept a teaching position at the University of Southwestern Louisiana in Lafayette, Louisiana. As for seeing the world, his teaching career adequately substituted for the Foreign Service—his passion for understanding Latin America and lecturing about it has taken him to almost every Latin American country as well as to Asia and Europe.

“Teaching wasn’t easy for me in my first years as a professor and even now I find myself taking a rather long time to prepare for lectures . . . I am still not good at getting students, especially undergraduates, to participate in discussion,” the professor admitted. Although he had not prepared for a teaching career he found teaching agreeable. When a job opened up at the University of Kansas he was happy to leave the South and return to Kansas, particularly because of the developing relationship between KU and the Universidad de Costa Rica. He joined the faculty at KU in 1963. “Those were tough years,” he confessed. “During the first year or two I thought I might have been in over my head. Keeping up with a heavyuchen their hands and breath, and hold him continuously because crying babies would develop throat infections. The Herlihy family ate their meals in the outside patio, covered by a tin roof that thundered when mangoes fell from the trees above. Simone and Hobbs grew accustomed to the roosters and chickens roaming around the table, which were shooed away repeatedly during meals.

Puerto Cabeza’s open sewers, unpaved roads, and trash piles along every path contrasted sharply with the image of two internet cafes, DVD rental stores, and the national bank in the downtown center. Perhaps the most frequently seen fragmentary image was that of a Miskitu person talking in their native language on a cell phone. Cell phones were everywhere, accessible now to those who have lived their whole life with no home phone. In public spaces such as the market, church, and taxis, locals spoke Miskitu and Central American English much more than Spanish; and Reggaeton (a combination of Reggae and Latino Rap) vibrated from every street corner.

Most of Herlihy’s time was spent teaching “Field Methods in Applied Anthropology” at URRACAN, where she also collaborated on a Ford Foundation project examining inter-cultural education and autonomy. Along with the students, she took the URRACAN bus to the campus in Kambla; the bus left from the Puerto Cabezas central square and stopped once at a military check point that was established to discourage cocaine trafficking in the region. Memories of the Sandinista revolution (1979-1990) and the US-backed Contra War (1982-1987) lingered on the university campus, where Miskitu students attended classes in former Sandinista military barracks. Four of Herlihy’s anthropology students were Miskitu political leaders and former Contra commandants. She lectured in Spanish, Miskitu, and Fulbright Diaries (from page 2)

(see Stansifer, page 8)
Cultural Institute, now housed on San Marcos’s old campus. While in Peru, Suzanne Clement addressed the issues of collection guidelines, acquisition of materials, and decisions concerning the digitizing of materials. She observed that the economic differences between the University of Kansas and the University of San Marcos were quite glaring. San Marcos has very few resources in comparison to KU but awareness of the free electronic resources available is growing. Librarians are learning how to access free scholarly material available in a variety of languages. Although Clement said that for some reason there was very little collaboration between different institutions, most everyone there demonstrated a great willingness to cooperate. She said that those working in the libraries were very bright people and she was impressed by their professionalism. She also stated that the libraries she visited possessed interesting, original resources which, if given the opportunity to be digitized, may benefit communities of scholars around the world.

Our travels consisted of two weeks in a small city in the Pampas, the Argentine equivalent of the midwest; a week in the second-largest city in the country, Cordoba; a week in Buenos Aires; and a week of personal travel, in that order. We spent two weeks with host families and the rest of the time in hotels.

We attended many, many seminars on topics such as economics, political history, healthcare, and social issues. We visited public and private schools, and many that are a combination of public and private. We toured universities, preschools, technical schools, special ed schools, agricultural schools, arts schools, alternative schools, grade schools and high schools. We visited an isolated mountain school that required a two-hour bus ride and an eight-hour roundtrip hike. We were treated to official receptions at almost every stop, which typically consisted of a formal presentation having to do with the history and mission of local schools and which almost always featured coffee and fabulous

\[\text{(see Int’l Teacher Training, page 9)}\]

**Andean and Amazonian** (from page 3)

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On the oldest subway car in Buenos Aires: (left to right): Meredith Mendenhall (El Dorado Highschool, El Dorado, KS), Dawn Romero-Hunter (Topeka Highschool, Topeka, KS), Cindy Berard (Briarwood Elementary School, Prairie Village, KS), Pablo Perez de Celis (in-country consultant), and Sam Sommerville (Johnson County Community College)

Anthropologist Bart Dean on location in the Peruvian Amazon

John Simmons, Collection Manager and Director of the Museum Studies Program, organized and facilitated two different workshops during his stay in Peru. The first, on the topic of collection care at the Museo de Historia Nacional in Lima, was a workshop that had been developed in 1998 by Simmons and a Colombian colleague in response to difficulties shared by many Latin American museums, stemming from the use of outdated programs and techniques, established 50-100 years ago. The workshop is equivalent to a three hour graduate course taught in one week and participants included San Marcos staff and students as well as staff from other museums. The class was quite demanding and included 350 pages of reading, over 50% of which was in English. There were also hands-on activities, such as how to manage and control light levels.

\[\text{(see Andean and Amazonian, page 10)}\]
CUBA  (from page 3)

The revolutionary government’s tolerance for art meant a much more fruitful experience for Professor of Spanish and Portuguese Vicky Unruh, Professor Maria Velasco of KU’s Art Department, and Dr. Marta Caminero-Santangelo of the Department of English. They canvassed the intellectual scene and met an array of Cuban artists and scholars who were much more inclined to share their ideas and projects. In addition to prominent faculty members at the University of Havana, they met Norberto Codina, a poet and editor of UNEAC’s (Union of Writers and Artists of Cuba) La Gaceta, poet and playwright Norge Espinoza, internationally known artist Rigoberta Mena, video artist Harold Vazquez, artist Elio Rodriguez, Reina Maria Rodriguez—an award-winning poet and editor of the literary magazine Azoteas, and Dr. Luisa Campuzano, the founder and Director of Women’s Studies at Casa de las Americas.

Elizabeth Kuznesof, Director of the Center for Latin American Studies at KU, and Dr. Unruh spoke with representatives of the Casa de las Americas on the possibility of establishing relations that would facilitate student and faculty exchanges between KU and Cuba. Donna Luckey, Associate Professor and interim Chair of the School of Architecture and Urban Design, met with Dr. Ada Esther Portero Ricol, Dean of the Ciudad Universitaria Jose Antonio Echevarria (CUJAE) School of Architecture to discuss exchange opportunities between their architecture students and faculty and those of KU’s School of Architecture and Urban Design. Other participants were less enthusiastic about the possibility of sending KU students to study in Cuba, citing pervasive prostitution and problems arising from the dolarization of the Cuban economy and the attendant difficulty of managing personal finances abroad. Policy changes of both the Bush administration and Castro government since the KU trip makes these issues even more difficult for foreign travelers.

Ultimately, as many of the faculty and administrators who went to Cuba admitted, the likelihood of any official KU-Cuban exchange will be determined by political relations between a two-term Texas cowboy millionaire and a worn out dictatorial revolutionary in faded fatigues. For those of us who have yet to make the journey, Donna Luckey brought back over 600 pictures of Havana, which will soon be available in the School of Architecture and Urban Design Library.  (end)

Thirteenth Annual Waggoner Research Colloquium
by Hugh Glenn Cagle

On October 28, 2004 the Center of Latin American Studies held the thirteenth annual Waggoner Research Colloquium. The traditional wine and hors d’oeuvres reception was sponsored by the Departments of English; Art; Civil, Environmental, and Architectural Engineering; and the School of Architecture and Urban Design. The yearly event was created in honor of George R. Waggoner, former Dean of the College of Liberal Arts, in recognition of his contribution to relations between Latin America and the University of Kansas. The Colloquium is focused on common themes of interest among KU Latin Americanists. The purpose is to celebrate the strength of Latin America at KU.

Vicky Unruh of the Department of Spanish and Portuguese moderated “KU in Cuba: The Agony and the Ecstasy,” which included presentations by Marta Caminero-Santangelo, Maria Velasco, David Graham, and Donna Luckey. The Colloquium addressed the ways in which Cubans imaginatively employ seemingly scarce resources to comprehend and shape the natural environment and built spaces, and to forge new and innovative approaches to art and literature. It also looked at the US-Cuban connection, its attractions and (see Thirteenth Waggoner, page 13)

WINEROCK IN SOUTH AMERICA (from page 4)

This atmosphere gives South American musicians confidence and comfort in performance, Winerock said. Young musicians are exposed not only to classical music, but also to folk and jazz—a mixture of rhythms that further enriches local classical styles. In the United States there is a division of musical genres. South America blends genres and cultures, producing vibrant new music in which listeners can hear the multiple profound but subtle influences in each classical piece.

Winerock is working hard to familiarize KU students with the varied music of South America. He finds it important for American students to continue to be receptive to such international influences. “There is a lot to be learned about each culture and by trading knowledge we create better musicians,” said Winerock.

He admitted he is not certain when he will be returning to South America, but said that when he does make the trip, Winerock hopes Paraguay will be on his list of destinations.  (end)
STANSIFER (from page 5)

Teaching schedule and a demanding research agenda didn’t leave much time for family life.” Seven years later, in one of the strange quirks of academic life, Professor Griffith, like Stansifer a Kansas native, returned to Kansas to accept a position as Professor of History and Director of the Center of Latin American Studies at KU. Student and mentor taught side by side for five years until Griffith retired and Stansifer succeeded him as Director of the Center of Latin American Studies. “Together,” Stansifer says, “we put together a very strong collection of Central American materials and helped make KU a leader in Central American Studies.”

By the end of the sixties Stansifer had adjusted well enough to life at KU that he was playing an active role in campus life. Riots on campus and massive student protests preceded the burning of the Kansas Union in the spring of 1970 and led the Chancellor to close the University early. “Since there were no final exams that spring, the faculty had to figure out on their own how to award fair grades.” Kansas citizens had their own misgivings about what was going on at KU. At a Kansas History Teachers Association meeting in western Kansas that spring, one participant saw Stansifer’s KU name plate and then grabbed Stansifer by the lapels. “What are you teaching those kids at KU?” yelled the stranger. Stansifer says, “I guess he thought that we were making rebels out of the students. I told him that we didn’t know who set the fire but that students helped save the Union.”

Stansifer says that he was relatively quiet during the Vietnam era, committed to non-partisanship. But in the 1980s, when he realized that the United States government was determined to rid Nicaragua of the Sandinistas, he participated in protests and worked to bring Nicaraguans to the campus to make their case. In his numerous travels to Central America he made the acquaintance of many important political and cultural leaders. “During the Somoza period I was traveling with a graduate student in Nicaragua. Through a contact at the Librería Cardenal we learned that Ernesto Cardenal, the Sandinista poet, Catholic priest, and revolutionary was in Managua and we managed to meet with him.” Years later, with the Sandinistas in power, Stansifer interviewed Cardenal for an article on Nicaragua’s cultural policy. Cardenal was then Minister of Culture. “I had studied poetry as an undergraduate Spanish major but it was Cardenal and the many other Nicaraguan poets who really stimulated my interest in poetry.” Stansifer found himself trying to walk a fine line between friends he

DAY OF THE DEAD (from page 4)

November 4th, the exhibit officially opened to the public and Anita Herzfeld from the Center Latin American Studies greeted everyone at the museum and introduced this year’s inaugural speaker, Celia Daniels, Program Assistant at the Museum of Anthropology and an instructor of Museum Studies at KU.

Sandy Groene, an art teacher at Hillcrest Elementary School, attends a Day of the Dead teacher workshop.

For two hours on that fall Saturday, the Watkins Museum in downtown Lawrence hosted a group of Kansas educators who listened to Daniels’s presentation on Mexican folklore and culture. She presented the history of the tradition of this holiday as well as practical ideas, which teachers could incorporate into their classrooms. Those who attended the workshop also had the opportunity to practice some of the projects they may introduce to their students.

The Day of the Dead exhibit has been so successful that the Watkins Museum has agreed to host it thru December. (end)
Herlihy’s research focused on gender politics and “indigenous feminism” in coastal Nicaragua. Since the Sandinista revolution, many indigenous and Afro-Caribbean women in Nicaragua have entered traditionally male public spaces as political leaders and social activists. Herlihy began a research project to collect the “life histories” and “testimonials” of Miskitu women leaders. The project will interweave the leaders’ personal histories with their memories of the Sandinista revolution and commentaries on women’s rights today. The main research question asks how indigenous women have engendered leadership and social justice since the revolution.

Herlihy reports she was thrilled to have LAS student Momina Sims visit her in Puerto Cabezas during Semana Santa. Sims, who was participating in KU’s semester abroad program in Costa Rica, made the trip solo from San Jose. Brent Metz writes that he is finishing research in Guatemala, and filming interviews and cultural events. When he returns in December, he would welcome help editing from anyone interested!

((end))
Simmons also organized a section of a workshop focused on museum exhibits, coordinated by an individual in the cultural affairs division of the US Embassy in Cuzco. Mr. Simmons was one of three presenters, the other two were John Coppola, an independent museum consultant, and Juan Carlos Burgea, an architect specializing in museum designs. The workshop was held at the Museo de Arte Precolombiano, a new museum, and there were thirty-one people from all over Peru in attendance. The coordinator from the embassy welcomed the instructors’ use of a team approach and the topics of pest management and conservation were integrated into the material. Mr. Simmons commented that both workshops had eager participants who showed a high level of commitment. He said that it was gratifying to see the enthusiasm of everyone involved and felt that the information provided at both museums was practical. A sure sign of success: he has already received several emails from those who attended the workshops interested in obtaining more information.

Richard Clement, Curator of Special Collections at the Spencer Research Library, spent time in Peru researching Peruvian collections. The Spencer Library remains interested in increased Latin American connections and Clement was keen to acquaint himself with the materials that his colleagues in Lima possessed, especially since facilities in Peru hold and maintain many rare books. Peru’s holdings are a result of early introduction of the printing press, which arrived in Peru in 1580. Other parts of the Americas did not obtain presses until as late as the 19th century. Mr. Clement said that this particular trip was one of the best because of the organization. He had access to all kinds of libraries and archives that treated subjects ranging from the state to religion. There was also an international book fair held in Lima during his stay and he acquired a truly comprehensive picture of the Peruvian libraries and its bibliographic resources.

Clement said that the state of preservation techniques for books is bleak; the main difficulty that Peruvian libraries confront is lack of funds. But he remains hopeful, despite the current lack of facilities like climate controlled environments—essential in humid locations like much of Peru, where moisture destroys irreplaceable documents and artifacts. Currently, KU and San Marcos are in the process of fortifying their relationship. Alberto Loza, from the University of San Marcos, has scheduled a trip to Lawrence in January 2005 to explore preservation techniques at KU and to broaden connections with the KU community. Next

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communication classes. Communication is often taken for granted until a person can’t communicate with someone. The simple act of talking to someone from a different country on a different continent that speaks a different language can provide a barrier to the whole process! My trouble with the Spanish language—as well as with the nonverbal nuances of Argentine communication—provided personal examples that my students connect with. Many of my students grew up in the rural farmland of Eastern Kansas or the Kansas City metropolitan area and they have little idea of the world that is out there. The pictures, artifacts, videos, and yerba mate I have been able to share with students has demonstrated that there is more to the world than than the friendly peoples and gracefully rolling pastures of the Midwest.

From a cultural standpoint, I can’t say enough positive things about the two-week homestay in Villa Maria. The slower pace of small town life helped me grasp the variety of Argentine religious, culinary, dance and social traditions. I teach about chronemics—the study of time in communication. It’s clear I’ve shifted away from monochronic (timeliness, task oriented, one task at a time) to a polychronic (multitasking and relationship oriented) way of life. Since my wife is from a polychronic culture, this has helped me understand her better. Many Hispanic and Latino cultures are polychronic. My experience in Argentina has made me more aware of the cultural differences in time and I have relaxed my attendance and tardy policies because of this. (My monochronic approach—it’s important that class starts promptly at eight—adversely affected my polychronic students, who knew the importance of attendance but not of punctuality.) The Fulbright Seminar was an experience that I will never forget. It left a mark on both my personal and professional worlds.

Teachers of all levels from throughout Kansas have seen the difference a hands-on experience with Latin American cultural artifacts can make. This semester, of the hundreds of people who played the instruments, watched the videos, listened to the music and inspected the textiles included in our collection of trunks, the majority were children and young adults. Some students saw the trunk materials in the context of a language or culture course, but many were K-12 students for whom seeing, touching and hearing pieces of Latin American culture may have sparked a deeper interest in other people's lives and history.

If you are an educator interested in borrowing one of our Traveling Trunks, please come in to the Center or visit our website, http://www.ku.edu/~latamst/slisui.htm. We currently lend the following trunks: Andean Music: Contact and Conquest; Music of Brazil: The Portuguese in Latin America; Cuba & the Caribbean: Music and Dance; Central America; and the Maya of Guatemala. Trunks for Mexico and Argentina will be available soon and we hope to create a trunk based on Haitian music, art, and dance.
Marc Serrano, Shawnee Heights High School (Tecumseh, KS)

Being 28 and a teacher of social studies, I have a lot of knowledge of other countries. However, I had never had the opportunity to visit any of these places I spend so much time teaching about. That is why when the opportunity to go to Argentina was offered, I was glad to have a chance to go. I gained a lot from my trip and it has been extremely valuable to me in the classroom. Travel in Argentina has given credibility to my lectures on foreign places. I also had the chance to see how other people view the United States and Americans and to learn about a place, a people, their government, their culture, and their history from local residents—much more valuable than a textbook.

I learned quite a bit about the Argentine education system and found most interesting the range of opportunities open to students, particularly at the secondary level. This is where students begin to choose a course of study they see as relevant to their futures. If students want to go into performing arts, music, cooking, college preparation, etc. there are options for them. This contrasts with the US, where all students are expected to go through the same secondary education. A lot of students in the States, I believe, would prefer a system like that of Argentina. My own students often inquire why they can’t choose a course of study more personally relevant. Argentina students seem to enjoy that option.

Darren Osborne and Mark Serrano watch Argentines on and off the field in Cordoba.

Experience with the culture and people of Argentina was especially rewarding. They were very willing to share their views and beliefs on anything and this was especially true of my host family, the Zandrinos, in Villa Maria. I very much enjoyed and valued the time I got to spend with them. I learned a lot about Argentina’s politics, history, peoples, and views on the world from talking with my family. I owe them a lot for what they did.
its difficulties. The panel emphasized the importance of the US’s relationship to Cuba in terms of art, literature, and science.

Dr. Caminero-Santangelo explored the literary ramifications of a Cuban Diaspora at odds with the government but otherwise profoundly connected to life on the island. Dr. Velasco exposed the audience to the dynamic between a revolutionary government that generally allows artistic freedom and artists who employ that freedom to offer critiques of both the government and of life in Cuba in the twentieth century. David Graham discussed the ways in which Cuban scientists and environmentalists employ outdated equipment to nevertheless ground Cuban environmentalism on solid empirical footing. Graham also highlighted the potential for antibiotic research in Cuba to solve lingering doubts about the causes of the growth of bacterial resistance to antibiotics in the US and elsewhere. Donna Luckey examined the use of scarce financial resources to convert dilapidated structures—from monuments to mundane edificios—into cultural capital.

Difficulties with audiovisual equipment during one presentation allowed tech-savvy presenters to employ their own scarce computer resources to keep the Colloquium moving. The event was a hit; wine and cheese, traditional Colloquium fare, mollified any doubts to the contrary. (end)
The Center for Latin American Studies Welcomes Three New KU Faculty Members
by Momina Sims

The Center for Latin American Studies would like to welcome three new faculty members to the department: Geraldo de Sousa (English), Amy Rossomondo (Spanish and Portuguese), and David Graham (Civil, Environmental, and Architectural Engineering).

Geraldo de Sousa, English Professor, received his BA in English and Portuguese from the Centro de Ensino Unificado de Brasilia in Brasilia, Brazil. Later he went on to receive his MA in Philosophy (with honors), MA in English, and PhD in English (with honors) from the University of Kansas. Professor de Sousa is the managing editor of Mediterranean Studies: The Journal of the Mediterranean Studies Association, a truly multidisciplinary journal that regularly publishes articles on Iberian topics as well as Latin American history, culture, art, and literature. His research and teaching interests pertaining to Latin America include literature of travel and European “discovery;” Brazilian literature and theater; sixteenth to nineteenth century Brazilian history, culture and politics; and nineteenth and early twentieth century scientific expeditions to Brazil.

Amy Rossomondo, Spanish Professor, received her BA in Spanish and Art History from the University of Notre Dame. Later, she received her MA in Spanish Linguistics from the University of Georgia and her PhD in Hispanic Linguistics from Indiana University. Her primary area of research is the acquisition of Spanish as a second language. Specifically, she has investigated the relationship between input processing and comprehension of written texts. She has also conducted research in the area of sociolinguistics and published an article on the use of pronominal address forms in Madrid, Spain. In the future, Professor Rossomondo hopes to merge these two areas of interest, and explore the acquisition of pragmatic competence by L2 learners of Spanish.

David Graham, Civil, Environmental, and Architectural Engineering Professor, received his BASc and MASc from the University of British Columbia in Civil Engineering and, after an eight year hiatus as a consulting engineer, he returned for his PhD at the University of Arizona in Environmental Engineering. His primary area of interest is the application of molecular biological techniques and ecological theory to the solution of practical environmental problems, especially related to water quality. His work is highly international with collaborations throughout Europe and in Canada; he is currently developing new projects in Latin America. His unusual combination of traditional engineering and basic science recently resulted in a groundbreaking article published in the journal Science that announces the discovery of a new molecule that may regulate greenhouse gas flux from soils to the atmosphere. David participated in the recent KU faculty trip to Cuba, where he consulted with scientists on problems of water pollution. He was also a speaker in the 2004 Waggoner Colloquium.

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Spanish Language and Culture Program in Local Elementary Schools: Another Successful Semester
by René Santos Mondragón

In the fall of 2004 the Language and Culture Program added Corpus Christi Elementary School to its list of participants. The program continues to be offered at Pinckney, Hillcrest, and Saint John’s Elementary Schools. The success of the program was due in large measure to the valuable help of three returning teachers, Rosina Aguirre from El Salvador, Rafael Mojica from Mexico, and April Klimek, a student of Spanish language education student at KU. The Program welcomed new teachers Lindsey Crifasi, Michie Rieger, Meredith Church, Anna Lamberston and René Santos Mondragón. Though not all of them are teachers by profession, most have classroom experience and all were willing to lead the children in the valuable and fun experience of language learning.

While the benefits to the children are anticipated and explicit, the teachers also gain positive experiences that may not be immediately obvious. The biggest benefit is that the program allows KU students-turned-teachers to become active members of their community. Through hard work and dedication to teaching on Latin America, participating students learned a great deal more than they previously knew about the region. We are looking forward to next spring and to picking up where we left off!
Faculty Research and Publications
by April Klimek


Marta Caminero-Santangelo (English) published “‘Puerto Rican Negro’: Defining Race in Piri Thomas’s Down These Mean Streets,” in the summer 2004 volume of MELUS (Multi-Ethnic Literature of the U.S.). Another article, “‘The Pleas of the Desperate’: Collective Agency versus Magical Realism in Ana Castillo’s So Far From God,” is forthcoming in Tulsa Studies in Women’s Literature. In October, Marta also participated in the Waggoner Research Colloquium on her trip to Cuba with various KU faculty and administrators during the summer of 2004.

Tamara Falicov (Theatre & Film) published “U.S.-Argentine Co-productions, 1982-1990: Roger Corman, Aries Productions, ‘Schlockbuster Movies’, and the International Market,” in Film and History’s special volume dedicated to Latin American film. In February, she was invited to give a talk on Argentine politics and film at the Kellogg School of Business at Northwestern University. She attended the Rocky Mountain Council of Latin American Studies in March and presented a paper on the Good Neighbor Policy and the Argentine film industry. In April she attended the Society for Cinema and Media Studies conference and gave a talk comparing the Cuban mobile cinema vans with U.S. guerilla video vans, both of the 1960s-70s. She also attended the Buenos Aires independent film festival in April, and the Robert Flaherty Film Seminar at Vassar College in June. As part of a Faculty Development Seminar, Tamara helped to organize a group of 17 KU faculty and staff to visit Havana, Cuba from May 31-June 8th.

Laura Hobson Herlihy (Center of Latin American Studies) has returned from a CIES Fulbright grant (February to July, 2004) to Puerto Cabezas, Nicaragua, where she continued her ethnographic research on gender and identity with indigenous Miskitu, Mayagna (Sumu), and Garifuna (Black Carib) peoples, and with English-speaking Creoles and Mestizos. She also taught Applied Anthropology at the only indigenous university in Central America, Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense, (continues next column)

Faculty Publications (continued)

URACCAN. There, she served as an advisor on a Ford Foundation Project, “Percepciones sobre autonomía e interculturalidad de los estudiantes egresados de URACCAN,” and also presented a paper in March, “Negro e Indio: Racismo en la Moskitia Hondureño,” for the URACCAN “Encuentro sobre racismo en las Américas.” Herlihy’s 2004 publications include, “The Textual Analysis of Lobster Diver Songs” Wani (Revista del Caribe Nicaragüense), No. 37 (April to June) and “Neither Black nor Indian: Constructing Miskitu Identity and Race in Honduras” Wani (Revista del Caribe Nicaragüense), No. 38 (July to Sept); and forthcoming, “Borderland Identities on the Central American Caribbean Coast” Geoscience and Man.

Peter Herlihy (Geography) recently published a co-edited volume (with Greg Knapp, Dept. Head, Geography, University of Texas) of the prestigious interdisciplinary journal Human Organization (62:4), titled Participatory Mapping of Indigenous Lands in Latin America, which discusses the new participatory research mapping methodology. Peter also won the 2004-05 University of Kansas W. T. Kemper Fellowship for Teaching Excellence and he received a 2004-05 United States-Mexico Fulbright-Garcia Robles Grant for teaching and research in Mexico. Herlihy is also involved with the KU-Universidad de San Marcos (Lima, Peru) exchange under a US Department of State Exchange Grant.

Anita Herzfeld (Latin American Studies) during the summer of 2004, gave a lecture “‘¿Qué acelga?’: Introducing Argentine Popular Culture,” at the Workshop for Teachers, an outreach activity organized by the Center of Latin American Studies on May 9th. She was also a guest member of a PhD Oral Proposal defense at Nankai University, PRC “From ‘Half the Sky’ to the Socially Marginalized: A Sociolinguistic Study of the Multiplicity of Laid-Off Women Workers’ Identity,” and a guest consultant for a PhD dissertation, “The Cabo Verdean Community in Dock Sur,” at the Linguistics Institute of the University of Buenos Aires, Argentina. During the summer she also lectured at Nankai University and at the Shanghai University of Finance and Economics, PRC, and spent one month on a research grant in Paraguay. Herzfeld was on a lecture tour in Argentina, where she talked about “El encuentro conflictivo de lenguas en contacto,” at the Universidad Nacional del Nordeste, Facultad de Humanidades, Resistencia, Chaco, in Argentina, July (see Faculty Publications, page 16)
FACULTY PUBLICATIONS (from page 15)
12, and on “La actitud de los paraguayos hacia el guaraní” at the Instituto de Letras “Josefina Contte”, Corrientes, Corrientes, Argentina, and on “Attitudes towards Indigenous Languages,” at the University of Buenos Aires, Argentina, July 29, 2004. She also attended the PARATESOL conference in Asunción, Paraguay, where she presented a paper “Language and Society in Latin America: The Application of Sociolinguistics to the ESL Classroom,” on July 22, and she lectured on “The Attitudes of Paraguayans towards the Importance of English in MERCOSUR,” Instituto de Lenguas, Universidad Nacional de Asunción, Paraguay on August 9. Finally, she addressed the Endacott Society, at the Kansas Alumni Association, on “The Legacy of George Waggoner as Dean of the College of Liberal Arts and Sciences at the University of Kansas,” on September 9, 2004. Recently, Anita had an article published, “Limonese Calypso as an Identity Marker,” in Creoles, Contact, and Language Change: Linguistic and Social Implications. Edited by Genoviève Escure and Armin Schwegler. (Amsterdam: John Benjamins Publishing Company).

Jill Kuhnheim (Spanish and Portuguese) presented a paper with Tony Rosenthal at the LASA conference in Las Vegas on Teaching Buenos Aires and Montevideo, a class they would like to offer in the next couple of years. She has a book forthcoming from University of Texas Press in January, Spanish American Poetry at the End of the Twentieth Century: Textual Disruptions. The Department has been very busy this Fall orienting new faculty members and hopes to hire another colleague in Latin American literature this year.


(continues next column)

FACULTY PUBLICATIONS (continued)
Feb 2004. She was chair of the Nominating Committee of the Conference for Latin American Historians of the American Historical Association for 2004.

Patricia Manning (Spanish and Portuguese) gave a paper entitled “Critiquing the ‘How-to’ Culture: Education and Textual Consumption in El criticón” at the Group for Early Modern Cultural Studies conference in November. On a personal note, she and Jon Perkins were married over the summer.

Brent Metz (Assistant Director, Latin American Studies) has been conducting ethnographic fieldwork on identity in formerly indigenous areas for his Fulbright-Hays grant in eastern Guatemala, northwestern El Salvador, and western Honduras, which he will be finishing in December 2004. In fall 2005, he will begin a tenure-track appointment in the KU Department of Anthropology.

John E. Simmons (Natural History Museum & Biodiversity Research Center and Museum Studies Program) served as On-Site Evaluator for the American Association of Museum’s Museum Assessment Program at the Museo del Hombre Dominicano in Santo Domingo, Republica Dominicana in March. He also taught a workshop on “Cuidado, Manejo, y Conservación de Colecciones de Historia Natural” at the Museo de Historia Natural, Universidad Nacional de San Marcos, Lima, Peru in August. In August, he also taught a workshop on Museografía at the Museo de Arte Moderno in Cuzco, Peru.

Anônio Simões (Spanish and Portuguese) was named 2004 Outstanding Educator by the KU Torch Chapter of the Mortar Board senior honor society, in recognition of his dedication to students and their education in KU classrooms and abroad. The awards ceremony was held during the KU vs. Texas football game on Saturday, November 13.

Charles Stansifer (History) has recently been awarded the Drumond Hill Lifetime Achievement Award, to be presented in Antigua, Guatemala, for his work with the Kansas-Paraguay Partnership. Stansifer facilitates educational exchanges and, as the Partnership’s historian, collects relevant records and memorabilia to deposit in the Kansas State Historical Society.

(continues next column)
**Graduate Student Announcements**

Meredith Church, a 2004-05 FLAS recipient, is currently focusing her studies on the environmental movement in Central America with specific emphasis on Costa Rica. She has been teaching Spanish at Pickney and Corpus Christi Elementary schools and has completed the Vocation Project through ECM.

In May Shana Hughes earned the Master’s Certificate in Women’s Studies from KU. She was also chosen as the Domestic Student of the Year of Phi Beta Delta Honor Society, and elected its Domestic Student Vice President. In June Shana traveled to Vitória, Brazil, where she conducted a month of fieldwork for her thesis on women’s identity and cosmetic surgery.

Lisa Rausch will present a paper titled “Costa Rican Coffee Cooperatives: A Ubiquitous Presence in Economic and Political Development” at the American Association of Geographers annual meeting April 5-9, 2005. Lisa and CLAS graduate students Amanda Marvin and Joel Nalley are founding officers of a new student group, Students Interested in Latin American Studies (SILAS). And both Amanda and Lisa are “still rockin’ the student senate and the Graduate and Professional Association.”

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**Faculty Publications** (from page 16)

Charles Stansifer has also endowed a scholarship fund in the Department of History that shall be used for the scholarship support of students studying Middle America (meaning Central America, Mexico, and the Caribbean) at the University of Kansas. The amounts awarded and recipients thereof shall be determined by a committee appointed by the Chair of the Department of History. Contributions can be made through the Endowment Association.

Robert M. Timm (Ecology and Evolutionary Biology) taught in Costa Rica in July, 2004. He served as a faculty member for the Organization for Tropical Studies field course, “Tropical Ecology: An Evolutionary Approach” (jointly listed as KU’s BIOL 786—Fundamentals of Tropical Ecology). This is a rigorous lecture and field course designed to train Ph.D. students in tropical ecology and conservation. Twenty-two students are selected for the course from universities throughout the country. Timm’s current research concentrates on the patterns of speciation, ecology, and biogeography of tropical mammals, and on host-parasite coevolution. He has been conducting research on the systematics, ecology, and life histories of Neotropical mammals since the mid-1970s.

George Woodyard (Spanish and Portuguese) is teaching in the KU program in Santiago de Compostela in the Fall of 2004. In July he gave a paper at the X Jornadas de Teatro in Puebla, Mexico, and in October at the VI Colloque International held in Perpignan, France, in both cases on aspects of the work of Mexican playwright Víctor Hugo Rascón Banda.

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Undergraduate Announcements
by Anita Herzfeld

At a recent celebration of the legacy that George Waggoner has left at the University of Kansas during his tenure as Dean of the College of Liberal Arts and Sciences, I highlighted some of his innovative ideas, especially in the area of undergraduate education and in the offerings of study abroad opportunities in Latin America. If he were alive today, he would be very pleased to see how the Center of Latin American Studies has flourished under the able direction of Professor Elizabeth Kuznesof. We have greatly increased the number of our majors and news of their accomplishments never ceases to delight us. Additionally, many of our students study abroad and the semester in Costa Rica has become a favorite choice. Needless to say Dean Waggoner would smile at finding out how his dreams have become a reality.

A few success stories come to mind about our recent graduates: Carlos Obando has been appointed to a very important position in “La Raza” in Washington, D.C.; Joanna Griffin is serving as a Peace Corps volunteer in the Gambia. Closer to home, Thomas Fawcett and Kerri Lesh are working at the university in the Office of Admissions, while they find their real call. As a matter of fact, both have returned from overseas a short time ago—Tom from teaching English through AIESEC in Ecuador (in between incredible adventures) and Kerri from studying at the University of Costa Rica. Many others are already applying to graduate school and law school—among them Melissa Hartnett and Emily Andrade to the former, and Jose Interiano and Andy Biberstein to the latter. Others left “the nest” a while ago: Elisa Nelson is already engaged in graduate studies in political sciences at K.U. and holds a prestigious Latin American Studies scholarship. Shana Hughes, also the recipient of several awards and well on her way towards completing her Master’s degree in Latin American Studies at KU, will soon apply for a PhD. Congratulations are in order to our soon-to-be graduates, Joshua Briggs, Nyana Miller, Kelly Parker and Mary Winter who will get their degree in December, and my very best also to Chris Sanchez, our first undergrad to finish a Latin American Studies minor. To think that I have known them all since the their first days as freshmen at KU. What a great privilege it is for me to be around to see them grow into sophisticated scholars and “regular nice” people!

I am also pleased to report that our newly-instituted minor in Latin American Studies has been well received.

Two New Graduate Certificates for Mexico & Central America and Brazil

The Center of Latin American Studies now offers two graduate certificates, one on Mexico & Central America and another on Brazil. Each graduate certificate requires four courses in the designated region, two of which must include LAA 701 “Interdisciplinary Seminar in Latin American Culture and Problems” and a 700+ seminar related to the region of interest. CLAS is currently designing LAA 702 and 703 courses to meet this latter requirement directly. Besides the 4-course requirement, proficiency in Spanish is required for the Mexico & Central America certificate and Portuguese for the Brazilian certificate.

The certificates offer several potential advantages. For students emphasizing Mexico & Central America or Brazil in their MA or PhD coursework, whatever the major, a certificate would give them formal recognition of specialization on their transcripts. Some students may also start an MA degree that they cannot finish, but they would meet the requirements of a certificate and have something to show for their studies on their transcripts. Non-traditional students may seek specialized knowledge of a particular region but not the time and money involved in an MA degree, such that a certificate program would offer the advantage of being highly focused and designed for only one year of study. A Mexico & Central America or Brazil certificate could serve non-traditional students in such careers as journalism, international business, government, teaching, development, economics, music, and social services. As no graduate degree in Portuguese exists at KU, the Brazil certificate would also provide the only formal recognition of Brazilian Portuguese specialization.

To qualify for a certificate program, one must meet the same standards of entry as to a KU graduate program. To enroll in the certificate program or acquire more information, please contact Asst. Director Brent Metz (785-864-4213, bmetz@ku.edu).

(see Announcements, page 19)
ANNOUNCEMENTS (from page 18)

It has attracted a number of students who would otherwise not have been exposed to Latin America. I would like to invite all our Latin American Studies students to attend our traditional not-to-be-missed annual spring get-together next April (details tba. in 2005). Mark your calendars to inquire about the date and time to come to a reception for good food, great company and conversation at 318 Bailey.

I wish I could tell about the many adventures in which many others are probably engaged (such as Sara Deahart, Tom Reid) either somewhere in the U.S. or abroad. It would greatly help if graduates would drop us a note to bring us up to date as to their whereabouts and their current endeavors. Until I hear from you all, best wishes at this wonderful time of the year! (end)

Attention Graduate Students

Charles Stansifer has endowed a scholarship fund in the Department of History that shall be used for the scholarship support of students studying Middle America (meaning Central America, Mexico, and the Caribbean) at the University of Kansas. The amounts awarded and recipients thereof shall be determined by a committee appointed by the Chair of the Department of History. Contributions can be made through the Endowment Association.

New Club for KU Latin Americanists

Students Interested in Latin American Studies (SILAS) is an organization open to all KU students interested in Latin America. SILAS convenes at different locations around Lawrence from 8pm to 10pm on alternating Wednesday nights to discuss all topics Latin American. For more information, contact Lisa Rausch at llrausch@ku.edu.

Congratulations Are in Order

The Center of Latin American Studies would like to congratulate the following students:

Michael Hermes will graduate in December with a MA in Latin American Studies.

Jay Metz completed his MA in May and is enrolled in a PhD program in history at the University of Maryland.

Alicia Monroe has completed her MA and received five years of support for doctoral study in the department of history at Emory

Teach English Abroad through AIESEC

AIESEC, the largest student-run non-profit organization in the world is an excellent option for students who want to add an international dimension to their resume. We facilitate cultural exchange through paid internships for US students abroad and for international students in the US. This is an ideal alternative for students who fear they cannot afford foreign travel, or for those who want to travel economically. Internships can last up to two years following graduation and opportunities exist in 87 countries, at 735 universities. In Latin America there are AIESEC chapters in Argentina, Bolivia, Brazil, Canada, Colombia, Costa Rica, the Dominican Republic, El Salvador, Ecuador, Guatemala, Mexico, Panama, Peru, Puerto Rico, Uruguay and Venezuela. Our four types of traineeships include positions in management and development (including work with NGOs and non-profits), education (especially teaching English), and information technology. Apply through the KU chapter in 508 Summerfield Hall during normal office hours or watch for us on campus; we recruit twice a semester.
Merienda Lecture Series Speakers

The Center of Latin American Studies sponsors a Merienda brown bag lunch series each semester featuring interdisciplinary presentations. Many thanks to our fall lecturers:

Sept. 2 “Catholicism and the Development of Civil Society in Peru” by Guillermo Nugent, Professor of Political Philosophy, University of San Marcos, Peru

Sept. 9 “Biodiversity and Conservation in Ecuador: History and Perspectives” by Elisa Bonaccorso, Ph.D. candidate and researcher at the Biodiversity Research Center and Natural History Museum

Sept. 16 “Cuba, La Rosa Blanca, and the Trials and Tribulations of OFAC” by Bob Augelli, Lecturer, KU School of Business

Sept. 23 “Reading Public Space: Negotiation and Commodification of Cuban Books and Culture” by Erin Finzer and Kirsten Drickey, graduate students, KU Department of Spanish and Portuguese

Oct. 21 “Towards the Histories of Central American Literatures” by Patricia Fumero, Ph.D. candidate in Latin American History at KU

Oct. 28 “Argentine Military-Civilian Relations after ‘The Dirty War’” by Justino Mario Bertotto, retired colonel, Director, Strategic Studies Support Center of the War College in Buenos Aires, Argentina

Nov. 4 “Bilingual Education in Ecuador” by Dr. Rosa Maria Masaquiza, Ecuadorian scholar, activist, and educator and founder of the Primer Centro Educativo Alternativa Katitawa

Nov. 11 “Between Mesoamerica and the Central Andes: Explorations of the Chibchan World” by John Hoopes, KU Professor of Anthropology

Nov. 18 “Expansion of Mechanized Soybean Production in the Brazilian Amazon” by Matthew Koepppe, KU Graduate Student in Geography

Dec. 2 “Recent Writings by Andean Indigenous Women and Their Contributions to the Movement for Territoriality and Self Determination” by Marcia Stephenson, Professor of Spanish, Purdue University

Andean & Amazonian Worlds Seminar Presentations

Aug. 24 “Sexual and Reproductive Rights in Peru” by Guillermo Nugent, Professor of Political Philosophy, University of San Marcos, Peru

Sept. 10 “The Guano Age: A Peruvian Perspective on the Role of Excrement in the Making of the Modern World” by Greg Cushman, Professor of History, KU

Oct. 11 “The Challenges of Language Diversity in Peru: Spanish and Quechua” by Juan C. Godenzzi, Professor of Linguistics, University of Montreal, Canada

Nov. 05 “Indigenous Women’s Participation in Ecuadorian Political Organizations” by Dr. Rosa Maria Masaquiza, Ecuadorian scholar, activist, and educator and founder of the Primer Centro Educativo Alternativa Katitawa

Dec. 2 “The Anatomy of Empire: Reading the Nineteenth-Century Trade in Llamas and Other Andean Camelids” by Marcia Stephenson, Professor of Spanish, Purdue University

Indigenous & African Experiences in the Americas Seminar

Sept. 27 “Indigenous and African Connections in Brazil” by Judith Williams, KU Professor of African and African American Studies

Dec. 6 “The Survival of a Creole Language in the Costa Rican Caribbean” by Professor Anita Herzfeld, KU Center of Latin American Studies

Fall Film Festival

Sept. 18 “Conga Lessons at the Bay of Pigs”

Oct. 2 “Courage of the People”

Oct. 23 “Cuba: The 40 Years War”

Oct. 30 “Music of the Devil, the Bear, and the Condor”

Nov. 20 “Resistencia: Hip Hop in Colombia”
Topics in Latin American Studies: The Politics of Language in Latin America (LAA 302/602)
tagged by Professor Anita Herzfeld, TR 2:30-3:50

How is language linked to power? Why is language a political issue and why are some languages “official” and others are pejoratively labeled “dialects” in Latin America? What is the link between indigenous languages and the speakers’ identity? How does language affect a community’s everyday life when speakers are prohibited from using their language in public?

There are approximately 1000 languages in Latin America, out of which 600 have been attested. However, public life in the region is conducted in Spanish, the dominant language, to the detriment of the indigenous languages spoken by more than 30 million people. The class will provide a comprehensive survey of language issues in Latin America by analyzing the situation of minority language groups, language rights, language policies, and language planning, as well as by considering the questions that arise regarding bilingual education, literacy, and the role of minority languages in educational systems.

This course, offered for the first time in English as a “Topics” course, may count as a Non-Western Culture class. This course also counts toward the newly-established minor in Latin American Studies.

New KULAC Course
tagged by Mirna Cabrera, TR 3:30-4:50

Culture of Music in Latin America (LAA 302/602)
Line # for 302—69539 Line # for 602—69540U, 69541G. This course is a general survey of the vernacular and art music of Latin America. Emphasis is on the historical aspects of music from the region. Students will learn basic concepts of music theory but no musical background is required, only a drive to learn more about music through its history and general elements.

Spring 2005 KULAC Courses

Discussion Section for ANTH 160/162/360
Varieties of Human Experiences
Led by Kenny Kincaid, TBA, Line # 57149U, 57150G
Students must be enrolled in ANTH 160/162/360

Nachos, NAFTA, and Nostalgia (LAA 302/602/ HIST 510)
Taught by Brent Metz, MWF 9:30-10:20
Line # for 302: 65492 Line # for 602: 69544U, 69545G
Line # for 510: 69648U, 69649G. The class explores the images that the United States and Mexico have of one another, from the true to the fantastic, and will explore how these images have been shaped by powerful political and economic forces. U.S. fantasies of Mexican nacho eaters, beautiful señoritas, banditos, mysterious Mayas and fierce Aztecs, humble peasants and servants, etc. are matched by Mexico’s simplifications of Gringos as racists, warmongers, exploiters, political hypocrites, cold male robots, and easy women, not to mention distortions of U.S. minority populations. This course will explore the political, economic, ethnic, ecological, literary, and popular culture bases for these stereotypes and explain why they are gradually becoming more sophisticated due to freer trade, migration, media, and tourism.

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Taught by Brent Metz, MWF 9:30-10:20
Line # for 302: 65492 Line # for 602: 69544U, 69545G
Line # for 510: 69648U, 69649G. The class explores the images that the United States and Mexico have of one another, from the true to the fantastic, and will explore how these images have been shaped by powerful political and economic forces. U.S. fantasies of Mexican nacho eaters, beautiful señoritas, banditos, mysterious Mayas and fierce Aztecs, humble peasants and servants, etc. are matched by Mexico’s simplifications of Gringos as racists, warmongers, exploiters, political hypocrites, cold male robots, and easy women, not to mention distortions of U.S. minority populations. This course will explore the political, economic, ethnic, ecological, literary, and popular culture bases for these stereotypes and explain why they are gradually becoming more sophisticated due to freer trade, migration, media, and tourism.
Funding for Student and Faculty Research in Latin America
courtesy of the Hall Center

American Association of University Women (AAUW)
American Fellowships are available to women faculty and graduate students. Open to applicants in all fields of study. Scholars engaged in researching gender issues are encouraged to apply. Applicants must not be members of AAUW.  http://www.aauw.org/fga/fellowships_grants/american.cfm
Deadline:  November 15

American Historical Association (AHA) Research Grants
Only AHA members are eligible. Preference is given to (1) Ph.D. candidates and junior scholars, and (2) those who have specific research needs, such as the completion of a project or completion of a discrete segment thereof. Funds may be used for travel to a library or archive; microfilms, photographs, or photocopying; and similar research expenses. The Beveridge Research Grants support research in the history of the Western hemisphere (United States, Canada, and Latin America). Grants are intended to further research in progress. http://www.theaha.org/prizes/Beveridge_grant.htm
Deadline:  February 2

Columbia University Society of Fellows in the Humanities
The Society of the Fellows at Columbia University seeks to enhance the role of the humanities in the university by exploring and clarifying the interrelationships within the humanities as well as their relationship to the natural and social sciences and the several professions. Its program is designed to strengthen the intellectual and academic qualifications of the fellows: first, by affording them time and resources to develop independent scholarship within a broadening educational and professional context; second, by involving them in interdisciplinary programs of general education and in innovative courses of their own design; and third, by associating them individually and collectively with some of the finest teaching scholars in the university. http://www.columbia.edu/cu/societyoffellows/
Deadline:  October 1

Council of American Overseas Research Centers (CAORC)
This program is open to U.S. doctoral candidates and

(continues next column)

FUNDING (continued)
scholars who have already earned their Ph.D. in fields in the humanities, social sciences, or allied natural sciences and wish to conduct research of regional or trans-regional significance. Fellowships require scholars to conduct research in more than one country, at least one of which hosts a participating American Overseas Research Center. http://www.caorc.org/fellowships/multi/
Deadline:  January 14

Foundation for the Advancement of Mesoamerican Studies
The purpose of the Foundation Research Grants is to support scholarly works with the potential for significant contributions to the understanding of ancient Mesoamerican cultures and continuities thereof among the indigenous cultures in modern Mesoamerica (Mexico, Belize, Guatemala, Honduras, and El Salvador). The Foundation supports projects in the disciplines of archaeology, art history, epigraphy, linguistics, ethnohistory, ethnography, and sociology. The Foundation encourages interdisciplinary projects, especially those that combine disciplines in novel and potentially productive ways. http://www.famsi.org/grants/
Deadline:  September 15

Harvard University, David Rockefeller Center for Latin American Studies
Each year the David Rockefeller Center selects a number of distinguished academics (Visiting Scholars) and established professionals (Fellows) to be in residence at Harvard working on their own research and writing projects related to Latin America or a specific country. Participants are selected competitively on the basis of their qualifications, the quality of their proposal and/or research plans, and the relevance of both to the Center’s mission and objectives. The Center offers nine named fellowships for work related to Argentina, Brazil, Central America, Chile, Colombia and Ecuador, Mexico, Puerto Rico and the Caribbean, and Venezuela. In addition, resources are available each year to provide one residential fellowship that is open to any Latin American country and topics. http://drclas.fas.harvard.edu/
Deadline:  February 1

Institute of Current World Affairs Crane-Rogers Foundation Fellowships
The purpose of the Institute of Current World Affairs is to provide talented and promising individuals with an opportunity to develop a deep understanding of an issue, (see Funding, page 21)
country or region outside the United States and to share that understanding with a wider public. The Institute awards Fellowships for a minimum period of two years to young women and men under 36 years of age who demonstrate initiative, integrity, outstanding character, good communication skills, seriousness of purpose and enthusiasm for their chosen fields. Current areas of interest for “Target Opportunity Fellowships” include Brazil and Cuba. http://www.icwa.org/

**Deadlines:** February 28 and August 1

**John Carter Brown Library Fellowships**

The John Carter Brown Library is an independently administered and funded center for advanced research in history and the humanities located on the campus of Brown University. Sponsorship of research at the John Carter Brown Library is reserved exclusively for scholars whose work is centered on the colonial history of the Americas, North and South, including all aspects of the European, African, and Native American involvement. The Library offers a variety of long- and short-term fellowships. http://www.brown.edu/Facilities/John_Carter_Brown_Library/pages/fr_resfellow2.html

**Deadline:** January 10

**Library of Congress**

Administered by the Library of Congress’s Motion Picture, Broadcasting and Recorded Sound Division (M/B/RS) in collaboration with the Library of Congress Office of Scholarly Programs, awards will be made to researchers studying the interrelationships among advertising, culture, commerce and the media, beginning in the 20th century. The fellowship will provide recipients with access to resources for an extended period of in-depth research into the Library’s broadcast advertising and other audio-visual collections. http://www.loc.gov/rr/mopic/cokefellowship/ccfellow.html

**Deadline:** January 31

**Smithsonian Institution Latino Studies Fellowship Program**

The Latino Studies Fellowship Program provides opportunities to US Latino/a predoctoral students and postdoctoral and senior scholars to pursue research topics that relate to Latino art, culture, and history. Interdisciplinary subjects are encouraged and can be undertaken at more than one of the Smithsonian museums and/or research units, and advised by one or more of the Smithsonian research staff members. This program differs from the Smithsonian Institution Fellowship Program. It is intended to broaden and increase the body of Latino related research that is being conducted at the Smithsonian Institution. While not a condition of the award, fellows are invited to pursue a portion of their project in the field: at other museums or research facilities, as well as in communities where primary data can be collected. A research and travel allowance will be made available to cover additional costs of spending up to one third of the fellowship tenure away from the Smithsonian, if appropriate and necessary, but not at the fellow’s home institution. The Smithsonian’s Graduate Student Fellowships, Predoctoral Fellowships, and Postdoctoral and Senior Fellowships might also be of interest. http://www.si.edu/ofg/fell.htm#

**Deadline:** January 15

**Newberry Library Fellowships**

The Newberry Library is an independent research library, with collections covering the history and literature of the civilizations of Western Europe and the Americas from the Middle Ages through World War I. Specific collection strengths include the revolutionary period in Latin America and Portuguese and Brazilian history. The Newberry Library offers a variety of long- and short-term fellowships to support research in their collections. Fellowships of particular interest include:

**Mellon Postdoctoral Research Fellowships**—Applications are invited from post-doctoral scholars in any field relevant to the Library’s collections for awards to support residential research and writing.

**Monticello College Foundation Fellowship for Women**—This award is designed for a post-doctoral woman at an early stage of her academic career whose work gives clear promise of scholarly productivity and who would benefit significantly from six months of research, writing, and participation in the intellectual life of the Library. The applicant’s topic should be related to the Newberry’s collections; preference will be given to proposals particularly concerned with the study of women. The tenure of this fellowship is six months with a stipend of $15,000.

**National Endowment for the Humanities Fellowships**—Fellowships for established post-doctoral scholars to support projects in any field appropriate to the Library’s collections. Applicants must be United States citizens

(see Funding, page 22)
Fundings (from page 21)
or foreign nationals with three years’ residence. Preference is given to applicants who have not held major fellowships for three years preceding the proposed period of residency.

Newberry Library Short-Term Resident Fellowships for Individual Research—These short-term fellowships provide access to the Newberry’s collections for Ph.D. candidates or post-doctoral scholars who live and work outside the Chicago area. [http://www.newberry.org/research/L3rfellowships.html]

Deadlines: January 10 (long-term fellowships) and March 1 (most short-term fellowships)

Stony Brook University Center for Latin American and Caribbean Studies
The Latin American and Caribbean Studies (LACS) Center of Stony Brook University will host a new Rockefeller Humanities Residency Site. The theme of this Visiting Scholar program, “Durable Inequalities in Latin America,” promotes new research on the core problem of how and why Latin America has maintained, in the view of many scholars, the world’s most radically unequal societies and cultures. The center is seeking primarily Latin American or Caribbean scholars, from any field (or topical interest) in the humanities, historical or social sciences, whose work expands or innovates on study of inequalities. [http://www.rockfound.org/]

Deadline: February 1

United States Institute of Peace (USIP) Grants
The Unsolicited Program is open to any project that fits within the Institute’s general mandate of international conflict resolution. Topic areas of interest to the Institute include, but are not restricted to: international conflict resolution; diplomacy; negotiation theory; functionalism and “track two” diplomacy; methods of third-party dispute settlement; international law; international organizations and collective security; deterrence and balance of power; arms control; psychological theories about international conflict; the role of nonviolence and nonviolent sanctions; moral and ethical thought about conflict and conflict resolution; and theories about relationships among political institutions, human rights, and conflict. The Institute welcomes proposals of an interdisciplinary or multidisciplinary nature. The Solicited Program’s topics for 2005 have not yet been announced. [http://www.usip.org/grants/]

Deadlines: March 1 and October 1

Funding (continued)

University of Illinois, Chicago Latin American and Latino Studies Program
The Latin American and Latino Studies Program at the University of Illinois at Chicago invites applications for “Latino Chicago: A Model for Emerging Latinidades?” - a three-year postdoctoral residential fellowship program. The aim of the program is to facilitate more systematic research on historical and contemporary cultural transformations among the diverse Latino communities in Chicago and their implications for understanding identity, migration, resistance, racism, cultural conflict, and survival. [http://www.uic.edu/las/latamst/rockefeller1.htm]

Deadline: February 15

Universidad Nacional Autónoma de México
The Rockefeller Foundation, through the Rockefeller Foundation Humanities Fellowships program, sponsors residencies tenable at the Centro Regional de Investigaciones Multidisciplinarias (CRIM) at the Universidad Nacional Autónoma de México. Residencies in this program will contribute to strengthening theory and analysis to understand the cultural and social interactions in processes of change in Mexico (the Mexican transition). Resident researchers will work on their own projects and will be invited to participate in permanent seminars, conferences, and lectures from Mexican universities. In 2005-2006, the fall semester (September to December) will focus on “Culture, Violence and Gender.” The spring semester (January to June) will center on “Cultural Dimensions of the Mexican Transition” more generally. [http://www.rockfound.org/]

Deadline: January 31
Study Abroad in Latin America

Universidad de Costa Rica, San José
This is KU’s largest and oldest program, nationally recognized as one of the premier study abroad programs in Latin America. Students may join the program for either a semester or a year and participants stay with Spanish-speaking families. The program begins with four weeks of cultural/historical orientation and weekend excursions, including trips to the Pacific beaches, volcanoes and sites of interest within the capital. Students select courses from all disciplines at the Universidad de Costa Rica (UCR) and can earn 15-21 credit hours per semester or 27-39 credit hours per year. Applicants must have at least five semesters of college-level Spanish or the equivalent, a 3.0 GPA and completion of at least 30 hours of college credit. The application deadline is March 1 for the fall semester (July to December) and academic year (July to July) and October 1 for the spring semester (January to July).

Council on International Educational Exchange (CIEE)
Spend a summer, semester, or year studying at one of CIEE’s study centers in Argentina, Brazil, Chile, Costa Rica, Cuba, or the Dominican Republic or Mexico. Each study center is associated with an institution in the host country, typically universities where contact with native students is natural and easy for program participants. Training in the language of the host country is an essential component of each program. Students are also able to take courses in a wide variety of disciplines including fine arts, business, social sciences, and development studies. Dates of programs, costs, housing facilities, etc., vary by country and by study center. For specific information on programs in each country, view the Council web site at www.ciee.org/study.

International Student Exchange Program (ISEP)
KU is a charter member of this exchange consortium of approximately 200 universities in 36 countries. Through ISEP, students study in Latin America for the price of KU tuition, fees, room and board. ISEP has study sites in Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Nicaragua, and Uruguay. Students enroll in university courses in any discipline, provided that they meet the prerequisites. Graduate credit is available. Participants stay in private homes or student apartments. Eligibility requirements include a minimum of five semesters of Spanish, readiness to take all courses with native students and a demonstrated ability to work independently. The fall and academic-year application deadline is January 15. The spring semester application deadline is August 15. For more details on the countries and universities in which ISEP offers programs, visit the website at www.isep.org.

Vitória, Brazil
The Brazil summer institute allows students to take classes in beginning, intermediate, or advanced level Portuguese language and Brazilian culture. It is a seven-week program, which offers students the opportunity to live with Brazilian families and take excursions to Ouro Preto, Rio de Janeiro, and several sites in Espirito Santo. Applications are accepted no a rolling basis during the spring semester.

Puebla, Mexico
The Spanish Language and Culture program in Puebla, Mexico offers a variety of intermediate and advanced level undergraduate Spanish courses, as well as optional weekend excursions, cultural workshops, and community service opportunities. Students live with host families and take classes at the Universidad de las America—Puebla. The application deadline is March 1.

Costa Rica
The KU School of Social Welfare, Journalism School, and Department of Anthropology now offer short-term programs in Costa Rica. They run during May and June and offer students the opportunity to earn approximately 3 KU credit hours while engaging in hands-on field activities, internships, or collaborative classroom work with students from the Universidad de Costa Rica. For more information on any one of these programs contact the Office of Study Abroad at (785) 864-3742. The deadline for applications is March 1.

Honduras, Winter Break: Marine Biology on Roatan Island
From January 1-15, participants on the Marine Biology program will travel to Roatan Island, a tropical coral reef island in the Caribbean Sea, to dive and study at the Roatan Institute of Marine Science. A series of lectures and lab experiences will supplement twice-daily trips to coral reefs, mangroves, seagrass beds, and inter-tidal areas. Preference is given to students certified in scuba diving, but snorkelers will be considered. There is no language prerequisite and students receive 3 credit hours.
For a free subscription contact the Center of Latin American Studies at latamst@ku.edu.