

Washington University in Saint Louis

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Spring 2006

## LATIN AMERICAN STUDIES AT WASH. U

Mabel Moraña, William H. Gass Professor in Arts and Sciences.  
Director of the Latin American Studies Program.

Latin America is, without a doubt, one of the most exciting and challenging fields of study in today's academe. While social inequalities, economic dependency and political struggles are undeniable in the region, Latin American countries persevere in the creative search for real emancipation and in the defense of democratic institutions and national sovereignty. At the same time, the vitality and diversity of Latin American cultures give continuous evidence of the rich social interactions that combine Afro-Hispanic, Indigenous, and European traditions, in a unique heterogeneous mixture.

Washington University's strong commitment to international studies focuses on Latin America -as well as on many other areas of the world- through the work of an impressive group of scholars interested in interdisciplinary analysis, field work, and innovative theoretical perspectives. Graduate and undergraduate students are increasingly drawn to the study of Latin America, where the local and the global, the modern and the traditional intersect, from colonial times to the present. They wish not only to explore the multiple avenues of scholarly inquiry but also to experience Latin American society through exchange programs, volunteer work, internships, and the like.

To this effect, the Latin American Studies Program is developing, under my direction, a series of alternatives for study abroad, which provide students with the opportunity to immerse themselves in the Latin American culture, improve their language skills, and be part of Latin American daily life. Also, the LASP has already created some spaces for the dissemination of Latin American culture and for intellectual interaction: the Latin American Film Series and the Latin American Colloquium that will start in the Fall 2006 are part of this effort. At the academic level, a Latin American Graduate Certificate is in the works. It is being planned as an opportunity to complement graduate degrees with interdisciplinary studies, thus expanding students' academic and intellectual background in Latin America. Some new hires have already been made in the framework of the expanding Latin American Program: professors Derek Pardue and Ignacio Sánchez-Prado will join the departments of Anthropology and Romance Languages and Literatures next Fall. Their areas of expertise are Brazil and Mexico, respectively. Also, professor Selma Vital will start teaching courses on Portuguese language in the Fall, in the Department of RLL.

As part of this exciting scenario, the Latin American Newsletter constitutes an attempt to reach all faculty and students interested in Latin American studies both at Washington University and in neighboring institutions in the Missouri area, and to invite them to be part of our project. The Latin American Studies Program will hopefully become a visible platform for intellectual exchange and international collaboration. We want to share our ideas and enthusiasm with colleagues, students, and members of the community, and hope to receive suggestions from many of them about different ways in which our plans can be successful and represent a variety of interests and perspectives. We thank you in advance for your interest and cooperation ■

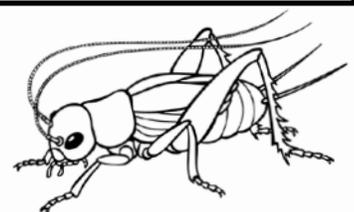
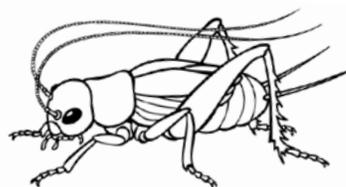
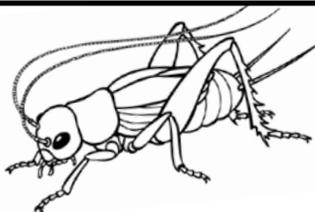
# Research in Bolivia: The Most Indigenous Country in the Americas

By Bret Gustafson

It is a fascinating time in Latin America, especially in Bolivia, the continent's poorest and most indigenous country. Indigenous Bolivians – Aimara, Quechua, Guarani or one of thirty other linguistic groups – are the majority in a country that has long attempted to define itself primarily in relation to Latin America's European heritage. Centuries of colonial rule and the rise of a nation-state built on legalized racial hierarchy created a country in which this indigenous majority was excluded from power, economic well-being, and basic citizenship rights. Comparisons are often made between Bolivia and apartheid South Africa. Yet in recent years, indigenous movements have taken advantage of democratic opening to mobilize. Bolivians made history on December 18, electing the first Indigenous President of the country, also the first in Latin America (some say Mexico's Benito Juárez counts too). The new President, an Aimara, is Evo Morales. Evo came to power not through the traditional path of wealth and racial privilege, but through years of organizing peasant unions. His movement is eclectic – a combination of indigenous and poor farmers' demands, left-leaning middle-class nationalism, and calls to restore labor rights and capital controls loosened during two decades of free-market "neoliberalism."

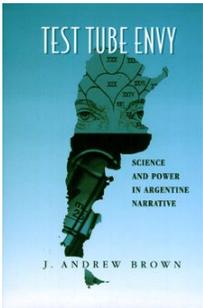
Yet Evo is also raising eyebrows in the United States. Evo's background includes defense of the Bolivian coca farmers. Coca – the leafy bush from which cocaine is made – is a product that many Bolivians consume in tea, toothpaste, soft drinks, or just plain chewing. Bolivian university students chew coca to pull all-nighters. Because coca is also used to make cocaine, the US and Bolivian governments have waged violent eradication campaigns against what indigenous Bolivians call "the sacred leaf." Evo Morales in part rose to national prominence defending coca. He argued that they were merely responding to laws of supply and demand. The problem, coca farmers suggested, was not in Bolivia, but in Europe and the US – and on many university campuses – where cocaine is consumed. In any case, Evo is not on the best of terms with the United States, who fear they have lost yet another friendly government in a continent that is increasingly thumbing its nose at American foreign policy.

During the past year – and since my own undergraduate days – I have been doing research on indigenous movements in Bolivia. For an anthropologist the country is fascinating. It has an incredible profusion of cultural difference and a mosaic of peoples, languages, and histories. Anthropologists have always been interested in the relationship between these kinds of difference and the workings of state and government power. Usually we have described situations in which the state attempts to do away with, or manipulate difference, usually against the interests of less powerful groups. My own research has focused on education – state attempts to impose a single language and system of knowledge, and indigenous attempts to include their own ways of speaking in the schools. This new political context in Bolivia may challenge our assumptions. Those usually seen as the "victims" of the State, now hold, at least in part, the reins of power themselves. I am trying to understand what this can tell us about the place of racial and cultural difference and inequality in relation to the design of state institutions. Some suggest that globalization means that all states will necessarily become more and more similar. Others argue that alternative market, government, and social institutions are necessary to address conditions of poverty, racial exclusion and difference. Whether or not the new President Evo Morales can or will make radical changes, Bolivia might have something to teach the world about challenges to democratic government in conflicted societies, questions currently of concern to us all ■



# Faculty Profiles

## Department of Romance Languages and Literatures



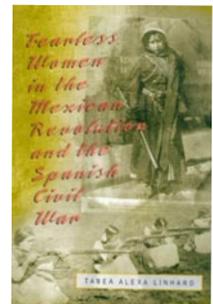
**Andrew Brown** (Assistant Professor) works on Argentinean cinema, contemporary Latin American fiction, and technology. He published *Test Tube Envy: Science and Power in Argentine Narrative* (Bucknell UP, 2005). He edited a special issue of *Revista Iberoamericana* titled *TecnoEscritura: Literatura y tecnología en América Latina* (forthcoming) and is now working on a book project that examines the articulation of post-human identities in Latin American culture.

**John Garganigo** is Professor of Spanish, specializing in contemporary theater and poetry. The third edition of *Huellas de las literaturas hispanoamericanas* (co-edited with René de Costa, Elzbieta Sklodowska, et al), and the seventh edition of *El cuento hispánico* (edited with Ed Muller) are forthcoming. Prof. Garganigo will be Chair of RLL in the academic year 2006-2007.

**Stephanie Kirk** (Assistant Professor). Her area of specialization is colonial Latin America, focusing on gender relations in the 16th and 17th centuries, mainly in Mexico. She analyzes the intersection of gender, religion, and power. Her book *A Tale of Two Communities: Conflicting Views of Convent Life in Colonial Mexico* will be published this year by Florida UP. Her current project deals with the production of masculine ideologies based on a study of the Jesuits and their relation to women in Mexico, Spain, Portugal, and Brazil.

**María Fernanda Lander** (Assistant Professor) She published *Moldeando Corazones* (Beatriz Viterbo, 2003) and is currently working on the incidence of liberal and neoliberal discourses in the representation of crimes and criminals in Latin American literature.

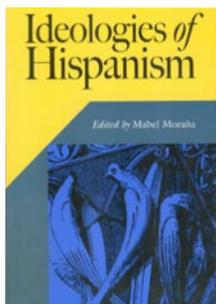
**Tabea Alexa Linhard** (Assistant Professor) has published *Fearless Women in the Mexican Revolution and the Spanish Civil War* (University of Missouri Press, 2005). Her current research interests include contemporary representations of Sephardic cultural traces in Mexico and Spain, as well as Spanish and Mexican film. She is currently working on an article on the creation of a transatlantic visual space in recent Mexican and Spanish films.



**Professor Joseph Schraibman** teaches Peninsular literature and has been responsible for the FOCUS Program in Cuba for the last five years. As part of this program, he teaches a two-term course on Cuban history and culture. Professor Schraibman's publications include *Dreams in the Novels of Perez Galdós* (1960), *Cartas a Galdós* (with Sebastián de la Nuez, 1965); *Homenaje a Sherman Eoff* (ed. with Brian Dendle, 1970), *Galdós y la Revista de España* (1975). He has also published over 60 articles on 19th and 20th-century novel, various translations, Cuban Memoirs, and articles on Inquisition and Literature in Mexico, Chile, Peru, Argentina and Venezuela.

**Elzbieta Sklodowska** is Randolph Family Professor in Arts and Sciences and Chair of the Department. She specializes in Caribbean literatures, particularly Cuba. In recent lectures she has focused on topics such as Hispanism, literary representation, and the connections between literature and education. Professor Sklodowska's article on Cuban writer Dulce Maria Loynaz has appeared in *El salto de Minerva. Intelectuales, género y Estado en América Latina* (M. Moraña and M. R. Olivera-Williams, eds. 2006). Her current research project is tentatively titled *The Alchemy of Space in Cuban Literature*.

## RLL and International and Area Studies



**Mabel Moraña** is William H. Gass Professor of Arts and Sciences and Director of the Latin American Studies Program. Her research focuses on colonial literature and critical theory. She is also Director of Publications of the Instituto Internacional de Literatura Iberoamericana. Some of her recent publications include: *Crítica impura* (2004) and edited books such as *Ideologies of Hispanism* (Vanderbilt UP, 2005) and *El salto de Minerva. Intelectuales, género y Estado en América Latina* (Vervuert, 2006). The volume she co-edited with Enrique Dussel and Carlos A. Jáuregui, *Coloniality at Large. Latin America and the Post-Colonial Debate*, will be published by Duke UP in 2007.

Ignacio Sánchez-Prado will join the Department of Romance Languages and Literatures/ International and Area Studies as an Assistant Professor in Fall 2006. He specializes in Mexican intellectual history and literary canonicity. He has published *El canon y sus formas: La reinven- ción de Harold Bloom y sus lecturas hispanoamericanas* (2002), a poetry collection entitled *Poesía para nada* (2005), and numerous articles on contemporary narrative, film and cultural theory. He has edited *América Latina y la "literatura mundial"* (IILI, 2006) and co-edited several books on Latin American cultural studies, masculinity, and literary criticism.



## Department of Political Science

Brian F. Crisp (Associate Professor) works on the institutional mechanisms constructed to formalize state-civil society relations and their impact on inter-branch relations, patterns of government spending, and development policy choices has been published in professional journals. He published *Democratic Institutional Design: The Powers and Incentives of Venezuelan Politicians and Interest Groups* (Stanford UP, 2000), and is currently completing several projects on democratic institutions and representation.

Guillermo Rosas (Assistant Professor). His general interests focus on the interaction of politics and economics in Latin America. He is working on the political determinants of banking and financial policies, the electoral consequences of income inequality, and the political effects of alternative institutional configurations of electoral management bodies. He has recently published "Bagehot or Bailout? A Bayesian Analysis of Government Responses to Banking Crises" (*American Journal of Political Science*, 50, 2006).

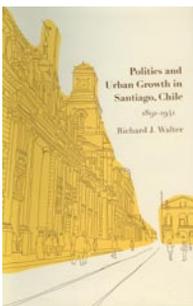
## Anthropology

David L. Browman (Professor). His research focuses on the geographic area of the *puna* and *altiplano* of Peru and Bolivia. He is interested in the causes and sequence of plant and animal domestication. At the same time he conducts research on the root causes of prehistoric urbanization and their economic and political institutions. Some of his recent publications include "Tierras comestibles de la Cuenca del Titicaca: geofagia en la prehistoria boliviana" (*Estudios Atacameños* 28, 2005) and "Thoughts on the theater state aspects of Tiwanaku" in *Tiwanaku: aproximaciones a sus contextos históricos y sociales* (Editorial Universidad Bolivariana).

Bret Gustafson is a socio-cultural anthropologist whose research focuses on Latin American development, social movements, and the cultural politics of the state. He is currently completing a book on indigenous resurgence and the politics of education in Bolivia. During 2005-2006 he has been on leave, with Fulbright support, continuing fieldwork in Bolivia. His new project examines the effects of natural gas extraction on the emergence of regionalist movements and sub-state spaces of government in Bolivia. He is a fluent speaker of Bolivian Guaraní.

Derek Pardue will join the Department of Anthropology and International Area Studies as an Assistant Professor this fall 2006. His research focuses on the representation of *hip-hoppers* as social and cultural agents and the analysis of *hip-hop* practices of design through sound, image, and narrative. He has worked over the past 10 years with rappers, DJs, graffiti artists, and B-boys / B-girls in São Paulo, Brazil. His book *Hip-Hop as Cultural Design: A Retelling of Marginality in São Paulo, Brazil* is forthcoming (Wesleyan UP). He has also edited *Ruminations on Violence* (Waveland Press, forthcoming).

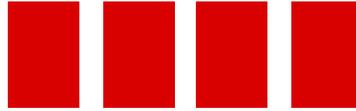
## History



Richard Walter (Professor). His research interests focus on the political and social (particularly urban) histories of Argentina and Chile. His most recent publication is *Politics and Urban Growth in Santiago, Chile, 1891-1941* (Stanford UP, 2005). He is current working on U.S./ Peruvian relations between 1960 and 1975.



## Brazilian Hip-Hop in "Heaven" By Derek Pardue



After a two-hour bus ride through seemingly every nook and cranny (*quebrada*) of the East Side of São Paulo, the leaders of the group started to recognize that we were finally arriving at our destination. "Hold on, y'all, we're almost in heaven [*no céu*]." Beyond the literal meanings of "heaven" and "sky," "*céu*" has come to stand for a public institution of education and community in São Paulo. CEU, an acronym, which stands for Unified Educational Centers, are state-subsidized community schools located in various "periphery" (*periferia*) neighborhoods in the municipality of São Paulo, Brazil.



We all laughed at Kall's joke, but I was on a different wavelength. I thought Kall, the apparently laidback but remarkably industrious mastermind of this event, was making a joke about the steep and windy roads leading to a sudden opening up of the shantytown landscape, so ubiquitous on the city outskirts. I remembered the many times Brazilians had referred to such outer-edge neighborhoods as the "end of the world" (*fim do mundo*), both literally (geography) and ideologically (savage outback areas). I appreciated Kall's attempt to flip it all around in his announcement that we were indeed arriving in "heaven" or what officially was labeled Cidade Tiradentes district of São Paulo municipality. I would soon learn that what Kall was referring to was a type of school, a new landmark of the State in the São Paulo periphery and a new place for hip-hoppers to make their mark.

CEUs are organized to cater to the local community. Students must be residents of the corresponding neighborhood or district. However, the athletic and "cultural" facilities of the CEU are open to the public at large. In short, the CEU stands as one of many attempts to develop what is referred to in Brazil as *poder público* or what we might call a state-sponsored civil society in the marginalized periphery. The concepts of education, culture, and citizenship have been crucial keywords for hip-hoppers (and others) to gain the remunerated attention of the State in Brazil.

While I had had some contact with hip-hop as education in state youth prisons prior, the importance of CEUs first came to my attention in November of 2004 during my participation in the global event called HipHopTude, 20 Years of Hip-Hop in Brazil (a play on the keyword "attitude"). It was during that afternoon beginning with the bus ride mentioned above that I began to appreciate the impact of the CEU within *periferia* everyday life and hip-hop practice. I accompanied Brazilian, Chilean, German, French, Uruguayan, and American (US) practitioners of the four hip-hop "elements" (rap, DJ, graffiti, and street dance) into three CEUs that week and witnessed an amazing process of workshop pedagogy, an example of what is classified as "alternative education." Hip-hop as a complex, expressive art transcended language and nation. If for but an afternoon, local kids of Cidade Tiradentes of all ages overcame their timidity and low self-esteem and by the end of the day were assertive performers working as individuals and in group projects.

It is these sorts of articulations that institutional educators and increasingly governmental agencies as well as NGOs have noticed with regard to the power of hip-hop in São Paulo as enacted by local hip-hoppers. Since the late 1990s, workshops (*oficinas*) have been a staple of hip-hop employment. More and more, hip-hoppers identify themselves as "educators" or "professors" in search of more stable employment positions armed with the belief that "hip-hop is citizenship" (a common motivational phrase). In a recent phone conversation, Luiz from the rap group Fatologia and coordinator of the project COHAB Hip-Hop, which takes place in the CEU near Guiana district, told me that "everything in Brazil is more difficult [than anywhere else so the saying goes] and hip-hop is no different. That is why the CEUs are so important. Most of us [hip-hoppers] depend on this sort of employment to continue with hip-hop. With the CEU we have conquered a space (*conquistar um espaço*)."

The CEUs are accredited primary schools. They are perhaps the most visible mark left by the former ad-

ministration of Marta Suplicy (PT, the Labor Party), who was defeated by centrist politician José Serra (PSDB) in 2004. In the last 18 months of her term in office, Suplicy (referred to as simply “Marta”) was able to complete the construction of over 20 CEUs throughout the city limits. For many hip-hoppers the election of Serra is significant, for he repeatedly criticized the efficacy and financial burden caused by the CEUs. From what I can tell, he has neither given attention to CEUs (there have been no new construction) nor offered any comparable alternative. For example, Luiz lamented that since 2005 it has become more and more difficult to secure work contracts with the CEU and when successful, contracts are for a maximum of 6 months before one must undertake the arduous bureaucratic process once again.

For his part, Luiz has opted to leave hip-hop as a vocation and move to a small city in the countryside and take a job in a large hospital. While he repeatedly promised to me that he would keep in contact with his successor as project coordinator, he himself even admitted that it would be difficult. The infrastructure of the CEUs is impressive and many hip-hoppers see their project to entrench hip-hop as part of public education in potential danger. Or, better stated, they see the CEU as one more example of temporary promises by the State to address the shocking gaps of access and basic social conditions between the middle and upper class neighborhoods and the “periphery.” Hip-hoppers are used to this though. Over the course of the last decade they have become excellent proposal writers and civil politicians. They will continue to fight over the devalued public space in São Paulo and claim it as a *conquista*. Hip-hop in “heaven” perhaps is too good to be true, but it won’t stop hip-hoppers from making their claims known ■

## Portuguese at Wash. U, RLL

Courses of Portuguese languages (I and II) will be offered at Wash U (RLL) beginning fall 2006. The instructor in charge of these courses is Selma Vital (Brazilian, University of Illinois at Urbana-Champaign). Her work focuses on literature and history of late 19th and early 20th century Brazil and Portugal. Her dissertation topic approaches how writers as well as key figures of the *intelligentsia*, both in Brazil and in Portugal, interpreted and incorporated *fin de siècle* paradigms into the concept of a modern nation-state.

## Working with the Latino community in Saint Louis by Virginia Braxs

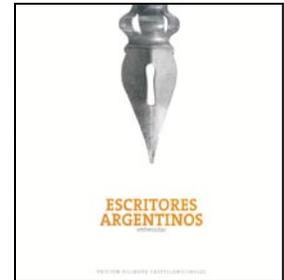
My involvement with the Hispanic community of St. Louis includes two folds, one is through the outreach programs that I created, and currently mentor, with the support of the Washington University’s Romance Languages & Literatures Department 9 years ago, and the other is my personal participation in community service and cultural organizations that promote the excellence of the Hispanic culture. In 1997 we started three after school programs (Niños, Cambios & Puertas Programs) at the Spanish section of the Romance Languages & Literatures Department, involving our majors and minors in Spanish with the Hispanic community, so they could practice their Spanish language skills and at the same time serve their community. Our volunteers go twice a day to non profit agencies serving the Hispanics to tutor and mentor underprivileged Hispanic kids. The programs have been growing and are very successful, and a year ago Niños and Cambios Programs became part of the Student Union Programs. We have between 40 and 45 tutors per semester. We have another program, La Clínica Program, for advanced Spanish speakers where students do simultaneous translation at the free Hispanic clinic in South St. Louis. Since 1996 I am the Vice President of the Hispanic Arts Council which brings Hispanic artists to St. Louis, like Cuban musician Compay Segundo (Buena Vista Social Club), Inti Illimani Andean Group from Chile, Luciana Souza from Brasil, and this year Mexican singer and composer Lila Downs. The Hispanic Arts Council sponsors Hispanic artists ‘exhibits and cultural activities with schools in the area’.

Virginia Braxs is Lecturer in Spanish, Program Director Madrid Summer Language Institute, Hispanic Liaison with the Community and Student Groups Mentor of “La Casa de Español” Director of the Department’s Volunteer Programs for Students of Spanish.

## Department of Romance Languages and Literatures

**Gonzalo Aguiar.** He worked on the Uruguayan Avant-Garde at the Universidad de la República, Uruguay. His current interests encompass the study of cultural identities, narrative theory, and film studies throughout Brazil and the South Cone region.

**Julio Ariza** was Assistant professor at Universidad Nacional de Córdoba and Universidad Siglo 21. He has co-authored *Escritores Argentinos* (MALBA, 2005), *Poéticas en el cine argentino: 1995-2005* (Comunicarte, 2005) and *El orden de la cultura y las formas de la metáfora* (UNC/Ferreira, 2006). He has worked as editor and literary critic in *La Intemperie* and *El hilo de Ariadna*. His research focuses on contemporary Argentinean narrative.



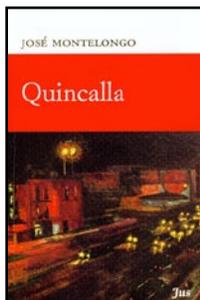
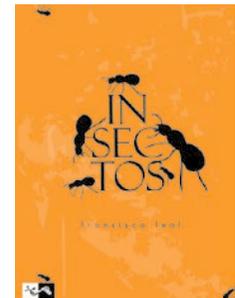
**César Barros** is interested in the relations between Latin American symbolic representation (literature, cinema, visual arts) and the market space. One of his articles, "La 'subjetividad turística' en *Mantra*: proyecto editorial, globalización y reciclaje" has recently appeared in *Espacios de transculturación en América Latina* (Centro de Estudios Culturales Latinoamericanos, Universidad de Chile, 2005).

**Paola Ehrmantraut** is editorial assistant for the *Revista de Estudios Hispánicos*. Her areas of interest include Southern Cone contemporary narrative, gender studies and political violence.

**Ángeles Donoso** collaborates in a Chilean journal dealing with urban studies, [www.bifurcaciones.cl](http://www.bifurcaciones.cl). She is interested in urban culture and Southern Cone narrative and cinema.

**Luisa Flores** is interested in the application of Jungian archetypal theory in literary analysis, and also on the uses of technology in Applied Linguistics. She has published short stories in literary magazines and has received a Fulbright Scholarship in 1993-1995.

**Francisco Leal** has recently published "Lecturas Urbanas: academia y turismo: *Amores Perros y Cidade de Deus*" (*Osamayo*, 2004) and "Trilogía sucia en la Habana de Pedro Juan Gutiérrez: mercado, crimen y abyección" (*Taller de Letras*, 2005) and two poetry collections, *Vecindario* (RIL, 2003), and *Insectos* (Artefacto, 2005). He has also edited a poetry anthology, *Genetrix* (1999). His dissertation deals with crime fiction during the Chilean post dictatorship. He is editor of *Revista Vértebra*.

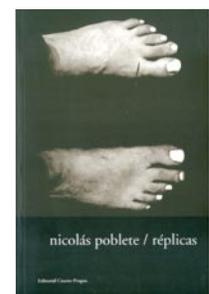


**Kate McCarthy** is currently working on the representation and construction of the female body within the colonial Latin American City.

**José Montelongo** has a Master of Journalism from the University of British Columbia and was a Canadian Government Award holder in 2000-2001. He has published a novel, *Quincalla* (2005), and three biographies for children. His fields of interest include poetic theory and Mexican comic literature in the 20th century.

**Nicolás Poblete** has published two novels, *Dos cuerpos* (2001) and *Réplicas* (2003), and he is currently working on his dissertation which deals with monster theory and Southern Cone literature.

**Gabriela E. Romero-Ghiretti.** Her current area of interest is Southern Cone women writers (Silvina Ocampo, Norah Lange) in the first half of the 20th century.



## Department of Anthropology

**Maria Bruno.** Her dissertation deals with the development of agricultural production in the Lake Titicaca Basin of the Andes. She has conducted field work among four indigenous Aymara communities in order to study current agricultural practices and plant use.

**José M. Capriles** has worked on pre-Hispanic uses of the Andean natural environment and its fauna. His dissertation focuses on the study of the early development of pastoralism in the southern highlands of Bolivia. He is also interested in the production and relevance of archaeological knowledge for local, indigenous, and marginalized groups.

**Livia Hinegardner** is interested in examining the consumption of popular media in Mexico City, especially as it relates to identity formation and lifestyle choice among young adults.

**Lisa Isenhardt.** Her areas of interest are: development, politics of knowledge, mining and gender, globalization and experiences of place. She works on the impact of multinational gold mining in the Andean region of Argentina.

## Department of Political Science

**Mariana Medina.** Her areas of interest are: International Political Economy and Mexican Politics. Some of her work is related to trade politics and the effects of remittances in Mexico.

## ■ A L A S ■ ■ ■

The Association of Latin American Students (ALAS) was founded in 1991 in order to provide a support network for the Hispanic/ Latino community of Washington University. Our mission is to maintain this support network as well as to make constant efforts to increase the environment of tolerance and diversity in Washington University through cultural, educational, and social activities. This semester we have had educational! General Body Meetings, community service activities, a symposium of Latino issues titled "Beyond Boundaries: Reinventing Latino Perspectives," a formal, and "Español Por favor," an opportunity for Spanish speakers to get together and talk. Every year we put on "Carnaval" a cultural show in which a skit and dances from all over Latin America are performed; it will take place on April 7th and 8th. We will close the semester with community service activities, fundraisings, and social events.

## ■ ■ ■ Undergraduate Students ■ ■ ■

**Jessica Long.** She has traveled to Nicaragua on three different occasions, the last of which she volunteered for Center for Development in Central America. She is currently working with Oxfam America to establish and lead the Students for Fair Trade group on Wash U's campus. This summer she plans on going to Chile to study abroad.

**Kate Ogorzaly** is a senior with a double major in International Area Studies-Latin America track and Spanish. She spent the spring semester of 2005 in Chile at La Pontificia Universidad Católica de Chile en Santiago. She is currently investigating the effectiveness of micro-enterprise/asset building among immigrants in the St. Louis area while interning at the International Institute on S. Grand.

**Landen Romei** is a sophomore in the Latin American Studies program. She has lived in La Serena, Chile, as well as in Oaxaca, Mexico, where she worked in an internship with an environmental non-governmental organization. She is planning on spending time in the Northeastern region of Brazil through the School of International Training and in Santiago, Chile, through Wash U's study abroad program.

**Claudia Romeu Mejía** is a sophomore majoring in Anthropology. Born and raised in Puerto Rico she is interested in Cultural Anthropology in Latin America. Next semester she will be studying social movements and human rights in Argentina through the School for International Training (SIT). She will do an independent study on collective memory, and use her research as a basis for her honor's thesis.

**Christine Whitney** is currently writing her honors thesis on Argentine Cinema since the 2001 debt crisis. She has traveled to Peru, Mexico, Brazil and Colombia and has studied abroad in Chile and Ecuador. In the latter, she conducted field research on shamanic ecotourism and its effects on indigenous culture in the Amazonian province of Napo.



# Latin American Colloquium

(Coordinate by Professor Moraña and José Galindo)

The Latin American Colloquium has been planned as an open space for faculty, students, and guest speakers interested in presenting papers and research projects related to the study of Latin American culture, from an interdisciplinary perspective. It is intended as an informal opportunity to get to know each other's interests and work-in-progress, to exchange ideas about current events, and to focus on critical debates in a friendly atmosphere.

Tuesday: Sep 19th; Oct 17th and 31st; Nov 14th; Dec 5th (1pm- 2pm)



## Latin American Websites

México: "EL Universal" [www.el-universal.com.mx](http://www.el-universal.com.mx); "Reforma" [www.reforma.com](http://www.reforma.com)  
Nicaragua: "La Prensa" [www.laprensa.com.ni](http://www.laprensa.com.ni); "El Nuevo Diario" [www.elnuevodiario.com.ni](http://www.elnuevodiario.com.ni)  
Panamá: "La Prensa" [www.prensa.com](http://www.prensa.com); "El Panamá América" [www.elpanamaamerica.com.pa](http://www.elpanamaamerica.com.pa)  
El Salvador: "El Diario de Hoy" [www.elsalvador.com](http://www.elsalvador.com); "La Prensa Gráfica" [www.laprensa.com.sv](http://www.laprensa.com.sv)  
Puerto Rico: "El Nuevo Día" [www.endi.com](http://www.endi.com); "Primera Hora" [www.primerahora.com](http://www.primerahora.com)  
Guatemala: "Prensa Libre" [www.prensalibre.com](http://www.prensalibre.com); "La Hora" [www.lahora.com.gt](http://www.lahora.com.gt)  
Honduras: "La Tribuna" [www.latribunahon.com](http://www.latribunahon.com); "El Herald" [www.elheraldo.hn](http://www.elheraldo.hn)  
Cuba: "Granma" [www.granma.cu](http://www.granma.cu); "Juventud rebelde" [www.jrebelde.cubaweb.cu](http://www.jrebelde.cubaweb.cu)  
Costa Rica: "La Nación" [www.lanacion.com](http://www.lanacion.com); "La República" [www.larepublica.net](http://www.larepublica.net)  
Colombia: "El Tiempo" [www.eltiempo.com](http://www.eltiempo.com); "El Espectador" [www.elespectador.com](http://www.elespectador.com)  
Venezuela: "El Nacional" [www.el-nacional.com](http://www.el-nacional.com); "El Universal" [www.eluniversal.com](http://www.eluniversal.com)  
Ecuador: "La Hora" [www.lahora.com.ec](http://www.lahora.com.ec); "El Comercio" [www.elcomercio.com](http://www.elcomercio.com)  
Perú: "El Comercio" [www.elcomercio.peru.com](http://www.elcomercio.peru.com); "Expreso" [www.expreso.com.pe](http://www.expreso.com.pe)  
Brasil: "O Globo" [www.oglobo.globo.com](http://www.oglobo.globo.com); "Folha de Sao Paulo" [www.uol.com.br](http://www.uol.com.br)  
Chile: "El Mercurio" [www.emol.cl](http://www.emol.cl); "La Tercera" [www.latercera.cl](http://www.latercera.cl)  
Uruguay: "El País" [www.elpais.com.uy](http://www.elpais.com.uy); "El Observador" [www.observador.com.uy](http://www.observador.com.uy)  
Paraguay "Noticias" [www.diarionoticias.com.py](http://www.diarionoticias.com.py); "Última Hora" [www.ultimahora.com](http://www.ultimahora.com)  
Bolivia: "Los tiempos" [www.lostiempos.com](http://www.lostiempos.com); "El Diario" [www.eldiario.net](http://www.eldiario.net)  
Argentina: "Página 12" [www.pagina12.com.ar](http://www.pagina12.com.ar); "Clarín": [www.clarin.com](http://www.clarin.com)



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## Zayas Strives for Hispanic Presence in the School of Social Work

Luis H. Zayas, Ph.D., the Shanti K. Khinduka Distinguished Professor of Social Work, has initiated activities to bring a greater Hispanic presence to the George Warren Brown School of Social Work.

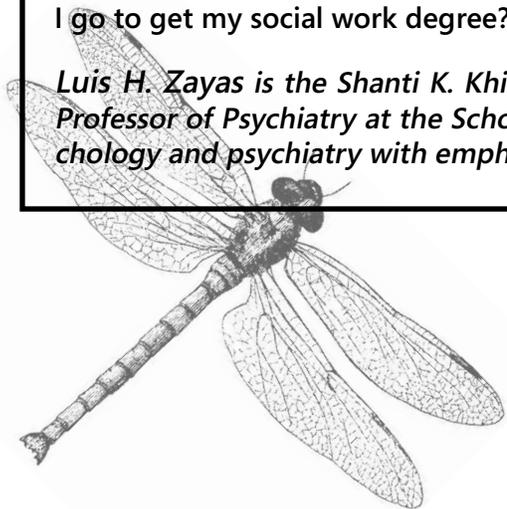
Professor Zayas wants to see the Hispanic presence in social work expand across educational levels—graduate, doctoral, postdoctoral and faculty. For each of these he has pursued overlapping strategies. He has traveled to the West, Southwest, and Northeast U.S., Nicaragua, Chile and Puerto Rico to deliver papers and talks at universities and conferences, always armed with Washington University catalogs and applications, seeking out prospective students and faculty candidates. In addition to numerous inquiries and expressions of interest, applications for admission from Chilean, Nicaraguan and U.S. Latinos have been arriving. Several Latino scholars have been interviewed for faculty positions, and a Latino postdoctoral fellow has been appointed and will participate in the development of Zayas' new center for Hispanic family research.

"This has been a banner year in the sheer number of Hispanic faculty candidates we have invited to campus to give job talks. And they represent an interesting mix: Mexican, Brazilian, Puerto Rican, and Dominican. To continue to attract this kind of talent, we have to be aggressive but also have a personal touch. Three of the four candidates are persons I met as doctoral students and with whom I kept in touch during their dissertation and postdoctoral years through quick e-mails about their work, chats over coffee at conferences and the kind of relationship building activities that put a human face to big institutions," Zayas adds.

Through the research institute that Zayas is planning, Latino graduate and doctoral students will be attracted to Washington University to participate in mentored research on family, social and economic development, health and mental health and social service delivery, to get valuable academic experiences and degrees, and to produce high quality scholarly work that will position them to return to their home countries, regions, and states to occupy university teaching and research positions. Zayas is also quick to remind everyone that our eyes must be kept simultaneously on the U.S. Latino population while we pursue connections with Latin America.

"There is a natural tendency here at Washington University to drift to talk of Latin America when we talk about our Hispanic initiatives. We cannot forget the impact Latinos in the U.S. are making in this society, the enormous untapped talent they represent, the educational aspirations they have, and the strong ties to their countries and cultures of origin. This makes our group so unique—and the possibilities of intellectual exchange so exciting through our common perspectives, ethnic identities, and understanding. My dream," Zayas says, "is to see social work faculties in the U.S. and Latin American universities populated by Washington University graduates and postdoctoral fellows. So that when a talented Hispanic in, say, California or Ecuador asks 'where should I go to get my social work degree?' the answer will be 'Washington University, *por supuesto.*'"

*Luis H. Zayas is the Shanti K. Khinduka Distinguished Professor in the School of Social Work and Professor of Psychiatry at the School of Medicine. He conducts research in the area of cultural psychology and psychiatry with emphasis on Latino families and children.*



## Latin American Courses (Fall 2006)

### SURVEY OF LATIN AMERICAN CULTURE

Sanchez-Prado  
WF 10:00a-11:00a

### INDIGENOUS PEOPLES AND MOVEMENTS IN LATIN AMERICA

Gustafson  
Tu-Th 2:30p-4:00p

### ANCIENT CIVILIZATIONS OF THE NEW WORLD

Browman  
MF 11:00a-12:30p

### LATIN AMERICA: FROM COLONIALISM TO NEO-COLONIALISM

Walter  
MWF 9:00a-10:00a

### RACE, CLASS AND GENDER: CULTURAL READINGS OF BRAZIL AND ITS CITIES

Pardue  
TuTh 1:00p-2:30p

### INTRO TO THE STUDY OF HISPANIC LITERATURE

Lander; TuTh 1:00p-2:30p  
Palafox; MWF 11:00a-12:00p

### SPANISH AMERICAN LITERATURE I

Palafox  
MWF 10:00a-11:00a

### SPANISH AMERICAN LITERATURE II

A. Brown; TuTh 1:00p-2:30p  
Lander; TuTh 10:00a-11:30a  
Rodriguez; MWF 11:00a-12:00p

### LATIN AMERICAN ESSAY

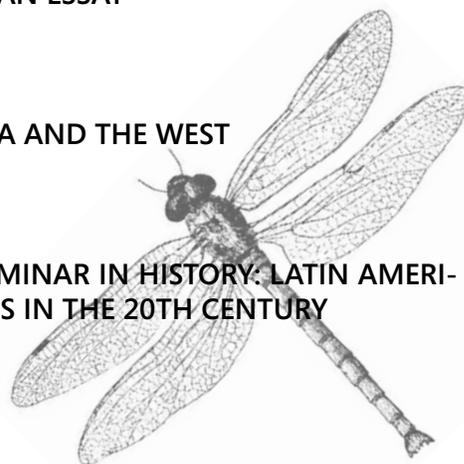
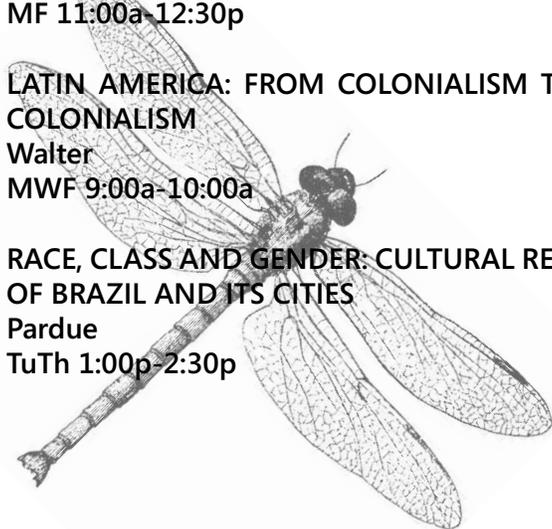
Garganigo  
M 4:00p-6:00p

### LATIN AMERICA AND THE WEST

Moraña  
W 4:00p-6:00p

### ADVANCED SEMINAR IN HISTORY: LATIN AMERICA AND THE US IN THE 20TH CENTURY

Walter  
Tu 2:30p-5:00p



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Mabel Moraña

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Francisco Leal

D e s i g n  
Ángeles Donoso  
César Barros

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