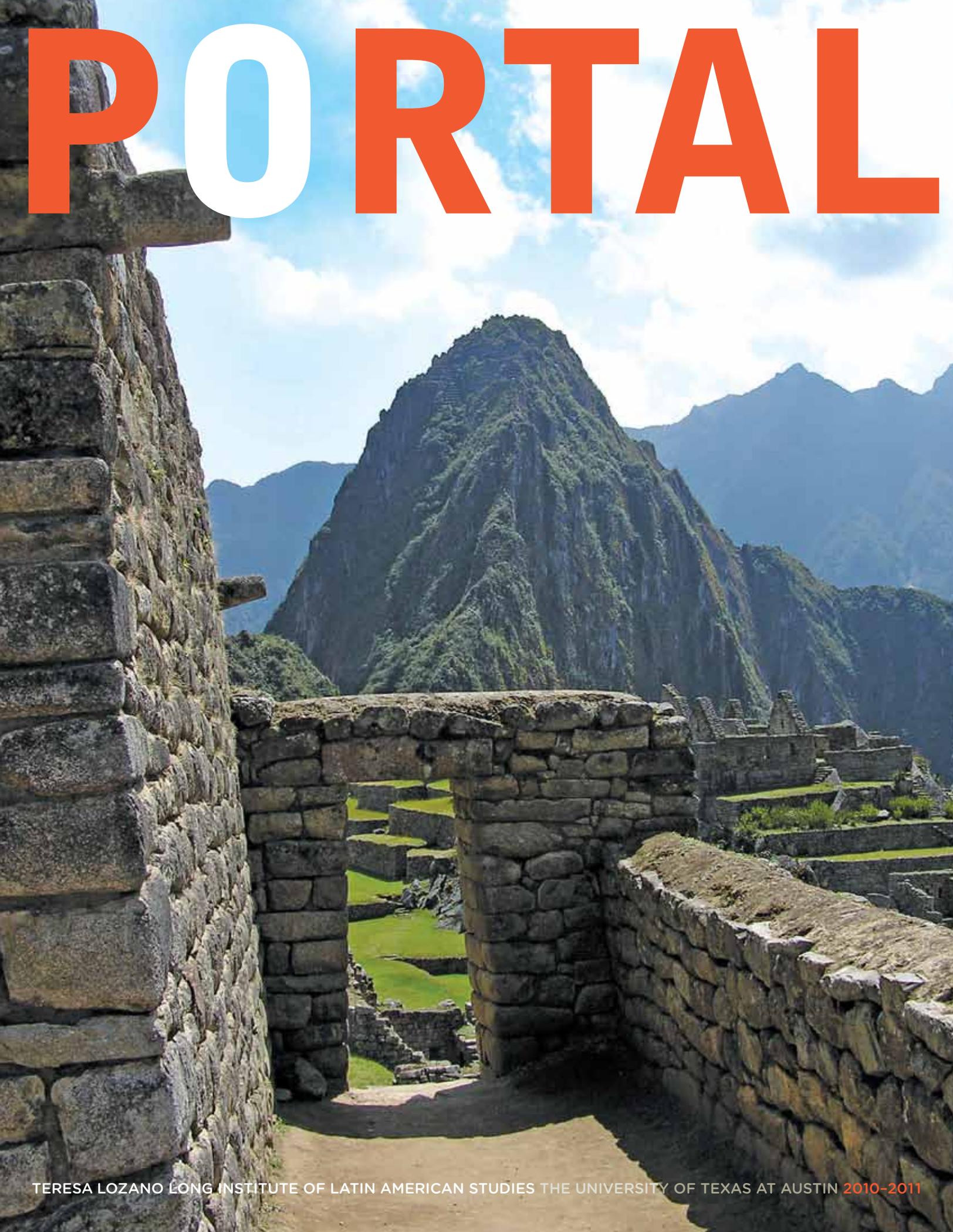


PORTAL



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PORTAL

2010-2011

VIRGINIA HAGERTY AND CAROLYN PALAIMA, EDITORS

TERESA LOZANO LONG INSTITUTE OF LATIN AMERICAN STUDIES | THE UNIVERSITY OF TEXAS AT AUSTIN

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A MESSAGE FROM THE DIRECTOR



With great pleasure and pride, we give you this sixth edition of *Portal* from the Teresa Lozano Long Institute of Latin American Studies. The 2010–2011 academic year has been momentous in many ways. We weathered the storm of a severe budget challenge, and at the same time, launched an ambitious major gifts campaign. We had another year chock-full of exciting scholarly programs, we expanded our nationally recognized public engagement activities (formerly known as “outreach”), and we took major steps toward a

closer relationship with our sister institution, the Benson Latin American Collection. Amid all this activity, we continued to serve our stellar graduate students and undergraduate majors, while introducing a newly energized and expanded network of alumni who will help open doors for current students and work with us to keep the LLLILAS intellectual community vibrant long after graduation.

Budget cuts affected the entire UT System, and LLLILAS was no exception, requiring belt-tightening and restructuring. But our principal response has been to accelerate processes of innovation already under way: with six new faculty-led research initiatives, supported by LLLILAS seed monies, which later become self-sustaining; with programs such as the Professional Development Seminars and Faces of the Americas lecture series, which generate their own revenues; and with much-expanded fund-raising activities. Cutbacks also gave us a pointed object lesson in the importance of endowment. The principal reason we were able to continue the full complement of activities that makes our Institute shine was the generosity and vision of our donors from past years, especially Joe and Teresa Long. This lesson, in turn, spurred us on to begin our major gifts campaign, despite (indeed because of!) the hard economic times.

Launched in April 2011 with the name *Bridging the Americas*, our major gifts campaign has “gone public” with the goal to match the Long gift of \$10 million by September 2014. The lion’s share of this new endowment will go to student support. We want the incoming graduate class of 2014 to have full two-year scholarships, which will allow us to recruit the best students in the hemisphere, guarantee our diversity goals, and make sure students finish the program in a timely manner. Proceeds will also support student study and research in Latin America. Other priorities in our campaign include binational professorships in areas of strategic importance for Latin American Studies, our Indigenous Language Initiative, and the Latin American and Latino Studies Digital Library (see article p. 16).

Our confidence in relation to this ambitious goal has many sources, central among them our deeply committed Advisory Council. Each of these 17 individuals believes fervently in the mission of LLLILAS and of the University, and all are taking concrete actions to help us lay the groundwork for success. If you would like to learn more or make a contribution, please visit the “giving” section of our website or <http://www.bridgingtheamericas.org>

Our vibrant scholarly program is well represented in these pages, but since *Portal* cannot cover everything, I would like to mention a few additional highlights. One signature commitment of our scholarly program is to increase the reach and density of collaboration with Latin American colleagues by holding more conferences in Latin America rather than Austin. In the year under review, LLLILAS co-organized three such conferences in São Paulo, Bogotá, and Guadalajara, and such events are instrumental to our goal of solidifying LLLILAS’s reputation as a hemisphere-wide catalyst for scholarly exchange. For a list of all our conferences in 2010–2011, see p. 49.

As I write this welcome note, I am returning from a productive visit to Brazil, where LLLILAS is taking strides to expand and deepen our presence. In conjunction with the U.S. Fulbright Commission, we have initiated a five-year program of scholarly exchange on Environmental Science and Policy (see article p. 26). During my visit, I also participated in an innovative study abroad program, cosponsored by LLLILAS and the new UT Department of African and African Diaspora Studies (AADS), in collaboration with the Universidade do Estado do Rio de Janeiro and a Rio-based NGO (Criola), focused on “Theories of the African Diaspora.” You can expect to receive more news as we take actions to establish new initiatives in each of our three programmatic priorities: social inequalities, sustainable democracies, and cultural agency.

As I reflect on our activities, one unifying theme comes to the fore as a source of inspiration and as affirmation that our footing is sure. LLLILAS is committed to putting scholarly excellence to the service of collective endeavors that make a difference in the world. This unifying theme—in keeping with the UT motto, “What starts here changes the world”—informs all facets of the LLLILAS mission, and serves as the ethical-political compass that guides our plans for the future. It is the principal source of the renewable energy that propels us forward.

Read on! I hope and trust that you will be inspired as well.

Sincerely,

A handwritten signature in black ink, reading "Charles R. Hale".

Charles R. Hale, Director
Teresa Lozano Long Institute of Latin American Studies

STADIUMS AND NATIONAL REMEMBERING THE

T

THE 2011 LOZANO LONG CONFERENCE, *From Natural Events to Social Disasters in the Circum-Caribbean*, which took place at the University of Texas at Austin February 23–25, 2011, was a stimulating cross-disciplinary conversation

about the multiple effects of so-called natural disasters for the peoples of the Caribbean, the coastal regions of the southern United States, and Central America. As a region linked together by U.S. imperial power, the circum-Caribbean has been an area where environmental disasters have often been catalysts for social and political transformation. Inspired by the striking parallels between the January 2010 earthquake in Haiti and the 2005 Hurricane Katrina catastrophe, the conference explored how disasters expose historical and ongoing forms of social inequality, environmental hazards, and political crisis that have plagued the circum-Caribbean region. Organized by Prof. Jossianna Arroyo and myself, LLILAS's annual signature conference was a genuinely cross-disciplinary, cross-national endeavor that included participants from the U.S. National Weather Service and the U.S. Geological Survey, along with scholars and activists from universities and NGOs in Venezuela, Puerto Rico, Haiti, and the United States.

My own research on the social and political impact of natural disasters stems from an interest in the relationship between sport and society in general, and more specifically, the social and cultural functions of stadiums within and beyond the arena of the sporting world. These concerns prompt an analysis of the ways the Louisiana Superdome, the showcase sporting venue of the city of New Orleans, became an iconic symbol of the Hurricane Katrina disaster of August 2005. If New Orleans shares a long history of linkages to the circum-Caribbean—from its shared Spanish and French colonial heritage, to its role as a key port city in the region's economy (recall that U.S. fruit companies imported Central American bananas through New Orleans) during the twentieth century—its geographic location as part of a prime zone of hurricane activity also links the city to the broader circum-Caribbean

region. Hence New Orleanian history is shaped by its connectedness to the Caribbean and Latin America as much as its geographic location within the boundaries of the United States. Moreover, the Katrina disaster showed that the city's shared similarities with the region also include its similar forms of racialized social inequality.

The Louisiana Superdome opened its doors in August 1975 with much fanfare and celebration. The opening was a dedication “to the people of Louisiana who built this magnificent structure—the largest enclosed stadium-arena-convention facility in the world.” Promoters encouraged New Orleanians to “bring your family and friends to share in the historic celebration.”¹ The dome project was a hefty public investment, costing the state of Louisiana \$178 million, a price that more than doubled after subsequent renovations to the stadium following Katrina.² Despite the Superdome's exorbitant cost, the stadium became part of the city's attempt to make New Orleans into a “major league” city, both in the sport world and in the convention business. Constructed at the tail end of the Civil Rights era, the stadium also was a site of athletic achievement and spectatorship for African Americans in the city and the state, serving as a stage for black stars of the local professional football team, the New Orleans Saints, as well as the “Bayou Classic,” the annual college football game between regional black college football powers Southern University and Grambling State University.

Thirty years later, the Louisiana Superdome transformed into what one journalist called an “epicenter of human misery.” On August 28, 2005, thousands of New Orleanians, the majority of them African Americans, converged on the stadium not to cheer for the Saints, but to seek refuge from Hurricane Katrina. Municipal authorities made the Superdome a “refuge of last resort” for city residents who were unable to evacuate the city. After the storm battered the city and the stadium itself, ripping a hole in its roof, knocking out power and its plumbing system, the city's landmark quickly turned into a horror scene for the nearly 25,000 people who were trapped within it. After the city's fragile

TRAUMA: KATRINA DISASTER

by FRANK A. GURIDY

levees broke and millions of gallons of water flooded three-quarters of the city, evacuees suffered through inadequate food and water, unbearable humidity, and an equally unbearable stench generated by the building piles of human waste and filth throughout the stadium. When relief workers finally arrived two days after the storm had hit, they transported 150,000 evacuees to Houston, Texas, relocating almost 20,000 to yet another domed stadium: the Houston Astrodome. Thus, the sight of tens of thousands of evacuees stranded in these sporting venues vividly symbolized the utter disregard for the region's poor, and predominantly black, population by the neoliberal U.S. state.

My research is revisiting these moments of despair at the Louisiana Superdome during the first week of the Katrina disaster in the late summer of 2005 in order to underscore the multiple ways the Superdome became a public monument to the Katrina disaster. The fact that a sporting venue became an iconic symbol of the catastrophe reveals the workings of the neoliberal state in contemporary U.S. society. In an era when state and federal governments are slashing budgets to public services, stadiums remain one of the few areas of public investment, due to their ability to generate profits for owners of professional teams and other businesses that benefit from the sport industry. The Katrina disaster, however, transformed the Superdome, and the Houston Astrodome, where evacuees were also housed, into something beyond their function as entertainment venues. Although these stadiums became improvised emergency shelters, they also became public monuments to the suffering created by the government's inadequate response to the crisis. But like all monuments, these

stadiums, particularly the Superdome, serve as sites of forgetting, a process that has become clear in the city's effort to make the renovation of the stadium (and the recent success of the Saints) a symbol of New Orleans's "comeback" from Katrina.

Stadiums are prominent parts of cityscapes throughout the world. While commonly known as venues for athletic competition, they have also been arenas of social and political trauma in the Americas. Geographer Christopher Gaffney has described stadiums as semi-public

"sites of convergence," that are "iconographic parts of the urban landscape," akin to the Eiffel Tower, White House, and Golden Gate Bridge. "Because of their size and public character," he writes, "stadiums function monumentally in a number of ways. First, they serve as nodes of orientation in the city. Second, stadiums provide communities with a large public space that can be used for a number of mundane and extraordinary purposes ... Third, because stadiums are huge and attract a

lot of people, local residents tend to identify with them."³

Gaffney's insights are clear not only in his own research on the cultural and spatial significance of soccer stadiums in Latin America, but also upon an examination of the relationship between stadiums and political transformations. In other parts of the Americas, stadiums have served as sites for other social and political "disasters." Perhaps the most infamous convergence of stadiums and politics took place in the immediate aftermath of the military coup that overthrew Salvador Allende in Chile in September 1973. In the days that followed the coup, the military government used the Estadio Nacional

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as a concentration camp for thousands of detainees. These political prisoners were incarcerated in inhumane conditions as they awaited interrogation, torture, and in some cases death.

In New Orleans, the construction of the Superdome in the 1970s concretized the remaking of the city as a symbol of the new, modern, and desegregated South. Despite the fact that the stadium sought to cater to a suburbanizing white population, it nonetheless provided a space for black athletes and performers in the Gulf Coast region. This history between the Dome and African American population was washed away by the government's mistreatment of black New Orleansians during the Katrina catastrophe, a treatment that painfully revealed the disposability of the black and poor in contemporary U.S. society.

The Superdome Debacle

The class-based and racialized assumptions embedded in the city's preparations for Hurricane Katrina were evident right from the start. On Sunday, August 28, 2005, Ray Nagin, then mayor of New Orleans, belatedly issued a mandatory evacuation order with Hurricane Katrina only hours away. Those who could not evacuate the city were encouraged to seek refuge in the Superdome. The mayor sent buses to designated points throughout the city to pick up residents and take them to the Dome. Nagin ordered evacuees not to bring weapons or large items while recommending that they "bring small quantities of food for three or four days, to be safe." The Mayor's message was contradictory. The Dome would be a "refuge of last resort," which by definition is a temporary shelter that houses evacuees during the storm. Yet, the Mayor's message tacitly implied a rather flexible understanding of "temporary"

when he asked evacuees to be prepared to remain in the stadium for "three or four days." Those who arrived at the stadium that Sunday encountered an hours-long wait at the Dome, due to the extensive weapons searches conducted by National Guardsmen who were on duty at the entrance. The searches unnerved NBC News anchor Brian Williams, who was covering the storm at the Superdome. He recalled that as "evacuees were arriving, some of them with children, some of them with very few belongings ... the National Guard were being quite rough verbally and physically with them." Theron Boldt, a New Orleansian poet who was stranded at the Superdome for five days, described the procedure at the Dome's entrance as being "processed." "Being processed [was] like going to jail or something. 'Put your hands behind your head' they say and they search you. I had a plastic comb they took."¹⁴

Conditions only worsened in the Superdome after the hurricane battered New Orleans and the levees broke, pouring millions of gallons

of water into the city. The storm ripped a hole in the stadium's roof and knocked out the power and plumbing system, which turned the Dome into a dark sauna-like cesspool. Yet in the hours after the storm, the few relief workers in the city decided to herd more evacuees to the Dome, despite the fact that there was no food and declining supplies of water. For Boldt, the situation was clear: "More and more people, and more and more people, and no food, but more and more people." At this point, Boldt recalled, the situation had gotten completely out of hand at Mayor Nagin's "shelter of last resort." "By Tuesday I decided I am not sleeping inside the Dome again," he remembered, "I don't care what they say... they are bringing too many people in. It's getting really, really crowded. The smell was ... I can't even describe it."¹⁵ Desperate for nourishment, many in the Dome raided stadium concession stands and luxury boxes for food and items that might facilitate survival.

The raiding set in motion the racialized and class-based narratives of violence, "thuggery," and rape that swirled inside the Dome and were taken up by the national media. Yet, the media's preoccupation with this "lawless" activity obscured the sheer dehumanization taking place in the Superdome.

The disposability of poor African Americans was painfully clear in the lack of a response by the federal government's disaster relief agency (FEMA). The incompetence of FEMA director Michael Brown and his superior, Michael Chertoff, in the days after the storm has been well documented. Government inaction persisted even as the news media provided extensive coverage of the suffering and death that marked the Superdome and the Norial Convention Center. It wasn't until Wednesday, September 1, that the federal government's evacuation effort showed signs of life. The cen-

terpiece of the evacuation plan was the transplanting of 20,000-plus evacuees stranded in the Superdome to Houston, where local and state authorities established shelters at the Houston Astrodome and the larger Reliant Park complex. Jabbar Gibson, a 20-year-old New Orleansian, did not wait to be rescued by FEMA's buses. He took matters into his own hands by commandeering one of the many buses that lay dormant in New Orleans to bring stranded Louisianians to Houston. Gibson pulled into the Astrodome parking lot, where he was greeted by a befuddled relief staff who initially refused to let Gibson and his fellow evacuees into the shelter. A disbelieving Gibson insisted to Red Cross workers: "We heard the Astrodome was open for people from New Orleans. They don't want to give us no help. They don't want to let us in."¹⁶ Janice Singleton, a Superdome worker who was among the first evacuees to arrive in Houston, conversely, was fed up with the dehumanizing conditions of these shelters of "last resort" for evacuees.

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'Put your hands behind your
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She told the *Houston Chronicle*: “I don’t want to go to no Astrodome. I’ve been domed almost to death.”⁷

Remembering Disaster

Stadiums are not only arenas for entertainment and athletic competition, but they are also sites of remembrance. In 2003, the Chilean government designated the Estadio Nacional as a national monument to commemorate the repression of the Pinochet years. In 2009, then-president Michelle Bachelet announced a massive \$40 million project to renovate of the Estadio Nacional. The project included the preservation of a section of the stadium as it was in 1973. This effort serves as an example of a state’s explicit attempt to maintain the cultural memory of a disturbing episode in the nation’s past.

In New Orleans, the effort to remember the Katrina disaster has been pioneered by community organizations and artists who have constructed their own creative memorials throughout the city. At the Superdome site, for example, the African-American Leadership Project, a network of community activists, has been organizing “Hands Around the Dome,” an annual commemoration since 2006. The powerful program features participants holding hands and encircling the Superdome as an act of remembrance of those who suffered and died at the stadium. However, commemorations of the Superdome disaster are almost completely submerged under the effort to make the Saints the symbol of the city. Indeed, the narrative of the Saints’ triumph permeates even critiques of the post-Katrina reconstruction effort in New Orleans, including Spike Lee’s recent documentary, *If God Is Willing and Da Creek Don’t Rise*. The Saints’ victory in the 2010 Super Bowl has been touted by many as an indication of New Orleans’s “comeback.” Yet the unfinished business of rebuilding the city and foregrounding the needs of those who suffered the most from the Katrina disaster remains. The ongoing centrality of the Superdome to the city’s political economy should ensure, at the very least, that efforts to remember the suffering in the stadium in the late summer of 2005 will continue to contest the process of forgetting that often accompanies the sporting activity that takes place inside the Dome. ✨

Frank A. Guridy is director of the John L. Warfield Center for African and African American Studies and Associate Professor of History and African and African Diaspora Studies at the University of Texas.

Notes

1. See republished brochure in Dave Dixon, *The Saints, the Superdome, and the Scandal* (Gretna, LA: Pelican Publishing, 2008), 156.
2. *New York Times*, August 4, 1975, p. 31.
3. Christopher Thomas Gaffney, *Temples of the Earthbound Gods: Stadiums in the Cultural Landscapes of Rio de Janeiro and Buenos Aires* (Austin: University of Texas Press, 2008).
4. Theron Boldt, interviewed by Zachary George, in *Voices Rising: Stories from the Katrina Narrative Project*, Rebecca Antoine, ed. (New Orleans: UNO Press, 2008), 25.
5. Boldt to George, *Voices Rising*, 29.
6. *Houston Chronicle*, September 1, 2005.
7. *Houston Chronicle*, September 2, 2005.

LLILAS



SCHOOL OF
information

LLILAS ANNOUNCES NEW DUAL MA DEGREE PROGRAM

The School of Information (iSchool) and LLILAS will offer a dual degree program leading to the Master of Science in Information Studies (MSInfoStds) and the Master of Arts in Latin American Studies (MA) beginning in fall 2011. The program will include 60 total credits: 30 credits in the iSchool program and 30 in the LLILAS program.

Graduates will be qualified to work as information specialists in important cultural repositories such as archives, museums, governmental and nonprofit organizations, and academic, public, and school libraries. They will possess specialized research competencies and a deep awareness of the interrelatedness of technologies and cultural products of all kinds, and they will be qualified to pursue a doctoral degree or other research opportunity, or to work in a professional library or other information-centered career.

Collaboration between the two academic units is already under way at UT. Graduate students in both departments are currently working on such research topics as: development of the Cuban library system, preservation of Maya identity and culture, documenting indigenous land rights, archival practices in Central America, art history and visual culture of racial politics in Brazil, and social, cultural, and economic implications of historic preservation in Latin American cities. The dual degree program will encourage students to develop working relationships with the professional librarians and archivists at some of the outstanding collections on campus and beyond, such as the Benson Latin American Collection, the Harry Ransom Center, the Briscoe Center for American History, and the UT Tarlton Law Library.

LLILAS Hosts Haiti Photo Exhibit

I

IN CONJUNCTION with the Lozano Long Conference *From Natural Events to Social Disasters in the Circum-*

Caribbean, LLILAS hosted the photo exhibit *Haiti between Destruction and Hope* February 23–April 8, 2011. The exhibit featured a series of composite images of post-earthquake Port-au-Prince by acclaimed photographer Maggie Steber.

Following the earthquake on January 12, 2010, Steber photographed the destruction along a quarter-mile stretch of the Boulevard Jean-Jacques Dessalines—commonly known as the Grande Rue—a busy street that serves as both a commercial and cultural center in Haiti’s capital. The resulting composite image, which was featured in the *New York Times*’s coverage of the earthquake, depicts collapsed colonial buildings, local business owners, police guards, and a flurry of activity in the heart of Port-au-Prince. Accompanying the Grande Rue composites was a selection of photographs that highlight not only physical devastation but also hope and human agency in the face of disaster.

Maggie Steber is a University of Texas graduate in journalism who has worked as a

documentary photographer in 61 countries. Her longtime work in Haiti received the prestigious Alicia Patterson Foundation Grant and the Ernst Haas Grant. A collection of the Haiti photographs was published in *Dancing on Fire:*

Photographs from Haiti by Aperture. Steber was a contract photographer for *Newsweek* magazine for four years and has worked for several press agencies as well as the Associated Press in New York as a photo editor. ✨



Photographer Maggie Steber at the exhibit opening at LLILAS.



Top: Composite image of the Boulevard Jean-Jacques Dessalines. Bottom: Conference photography panel discusses Steber's work.

A Focal Point for Art: UT's Center for Latin American Visual Studies

by ANDREA GIUNTA

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THE ESTABLISHMENT OF A CENTER FOR Latin American Visual Studies at the University of Texas at Austin is an initiative that is as natural as it is necessary, for many reasons.

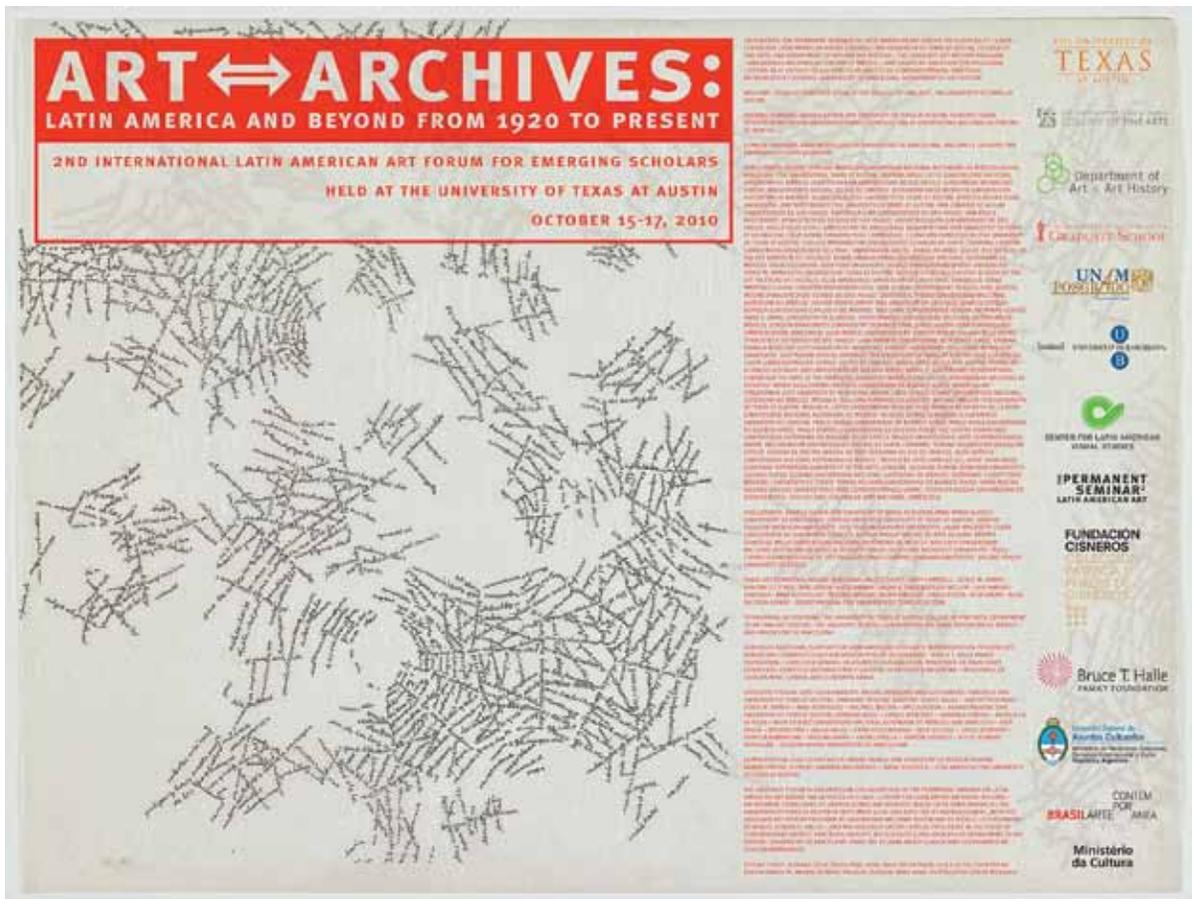
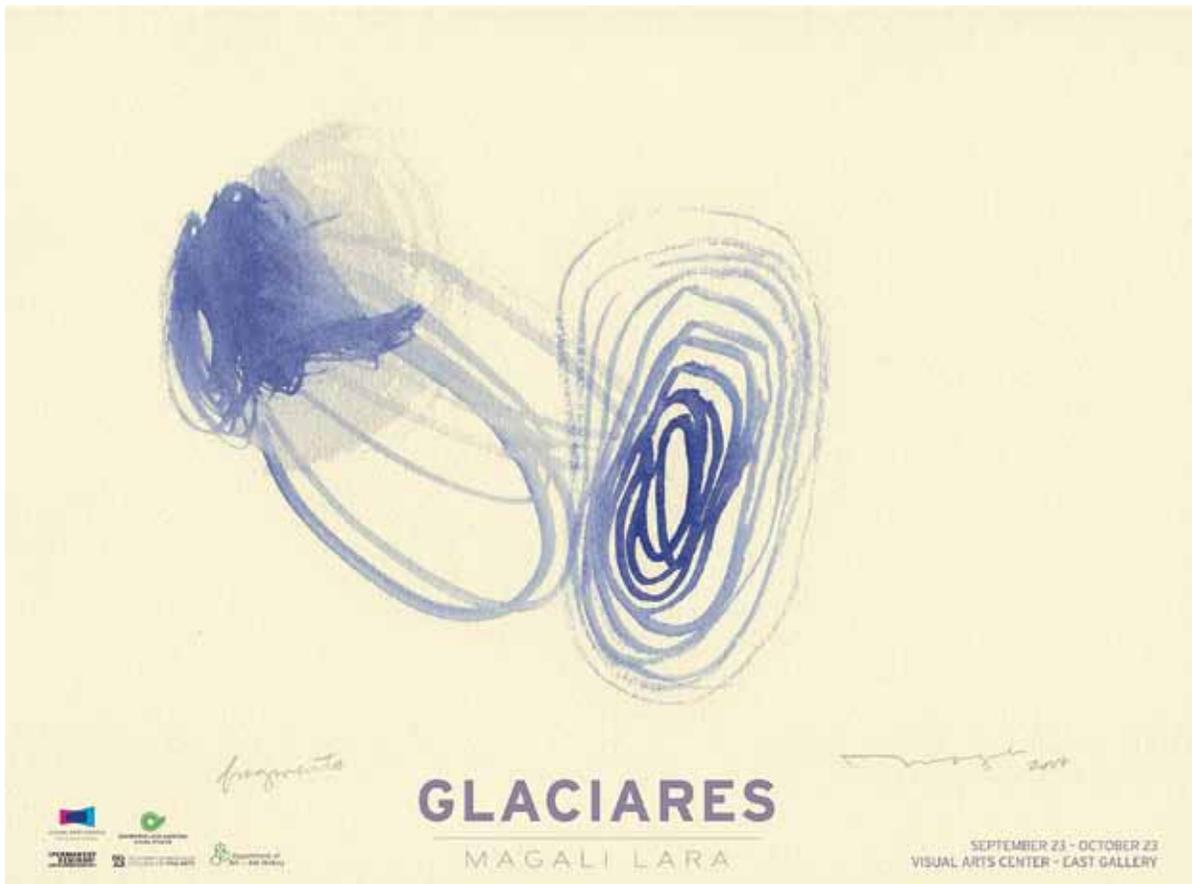
It is natural because UT is the university with

the longest tradition of Latin American Studies in the United States, with the most extensive collection of archives, libraries, and works of art in this area. In this sense, an overview of the spaces that host its vast collection of resources deserves mention: the Art and Art History program in the College of Fine Arts; the Blanton collection of Latin American art; the Benson Latin American Collection; the Teresa Lozano Long Institute of Latin American Studies; the Mesoamerica Center; the Harry Ransom Humanities Research Center; the University of Texas Press; and the Museum Studies program in the College of Fine Arts. For any investigator in Latin American art, contact with the University of Texas produces amazement: in the Benson Library, collections of magazines, periodicals, and other documents that cannot be accessed in any other academic center are available, and the Blanton's collection brings together exemplary pieces of Latin American art.

What makes it necessary to create a research center for the visual arts? In the first place, because articulation at an institutional level was necessary in order to give visibility to a pre-existing tradition that has been reconfigured in recent years in relation to an expanding field of research and exhibitions. A brief genealogy on this point

will be useful. During the 1960s, Latin American art (both Latino and Latin American) generated a cycle of interest in the United States that found expression through a group of exhibitions that reached an apex in 1966: *Art of Latin America since Independence* (curated by Stanton Catlin and Terence Grieder for the Yale University Art Gallery and the University of Texas Art Museum) and *The Emergent Decade. Latin American Painters and Painting in the 1960s* (curated by Thomas M. Messer for Cornell University). These exhibitions evidenced an interest in the history of Latin American art from the nineteenth century onward, and the moment in which experimental avant garde movements exploded during the sixties, respectively. Along that same curve of interest, the creation of the Center for Inter-American Relations (today the Americas Society) in New York in 1966 can be inscribed, with its agenda of exhibitions of Latin American art. Interest in collecting, exhibiting, and studying Latin American art was also represented in depth by the Museum of Modern Art in New York from the very beginnings of its collection and in its agenda of activities—in this regard, we should recall that in 1931 the MoMA's second exhibition dedicated to a single artist featured Diego Rivera's work. The coherence and articulation of this cycle of interest diminished during the seventies, held in check by being a challenge to U.S. cultural policies in Latin America as well as the context of dictatorships throughout Latin America.

Since the 1960s, the University of Texas has carried out a group of initiatives that delineated its pioneering role in the academic



Posters for the exhibition GLACIARES – Mexican Artist Magali Lara and the 2nd International Latin American Art Forum for Emerging Scholars.



Talk by Magali Lara at the Permanent Seminar in Latin American Art.

field. Here we will list a brief chronology for the reader. Between 1963 and 1978, when Donald Goodall was director of the Huntington Archer Gallery, the collection of Latin American art was assembled. In 1966 the previously mentioned landmark exhibition curated by Stanton Catlin and Terence Grieder was organized. From 1973 to 1976, Damian Bayón was hired as Visiting Professor of Latin American Art, and in 1975, along with *Plural* magazine and the periodical *Excelsior* from Mexico, he co-organized a historic symposium on Latin American art (in which Marta Traba, Juan Acha, Aracy Amaral, Jorge Alberto Manrique, Rita Eder, and Kazuya Sakai participated, among others). In 1983, the university created the first tenured position dedicated to the research and teaching of Latin American art, occupied by Prof. Jacqueline Barnitz; in 1988 the Huntington Archer Gallery was established, as well as the first curatorial position in the country devoted to Latin American art, for which Dr. Mari Carmen Ramírez was hired. For many years, the University of Texas was the only university where graduate studies in modern and contemporary Latin American art could be undertaken, and it was also one at which exhibitions that

investigated new chapters in the history of Latin American art were organized. In this regard, it is worthwhile to point out two of these pioneering exhibitions: in 1985 Jacqueline Barnitz and her graduate seminar prepared *Latin American Artists in New York since 1970* (on display in 1987), and in 1991 Mari Carmen Ramírez curated *The School of the South*, the first exhibition to research the impact of Torres-García's painting and teaching in Montevideo and Buenos Aires. Research then expanded by way of two projects directed by Mari Carmen Ramírez that received support from the Rockefeller Foundation during the nineties. Starting in 2004, with Curator of Latin American Art Gabriel Perez-Barreiro of the Blanton Museum (previously the Huntington Gallery) and with support from the Cisneros Foundation, the project investigating abstract art was developed that would culminate in the exhibition *The Geometry of Hope: Latin American Abstract Art from the Patricia Phelps de Cisneros Collection*.

This entire tradition has been inscribed within the University of Texas's role of leadership in Latin American art studies, continually redesigned on the basis of current challenges, thus renewing its leading position. In a field

of academic research that has expanded in depth and complexity during the past ten years (in U.S. universities as well as in Latin America and Europe) and in an ever-broadening context of Latin American art collecting (in terms of private as well as public collections) and exhibitions, it was absolutely indispensable to generate a sphere of academic research capable of both consolidating existing traditions and of redirecting them in response to new challenges. It is essential to operate as a space for the visualization of new lines of investigation, to promote spaces for academic exchange, and to create an arena of excellence for critical debate in order to provide formation for our graduate students. In this sense, the first initiative consisted in the formation of the Permanent Seminar in Latin American Art, a space for discussion of research projects in progress created in 2008 by Prof. Roberto Tejada and myself when we were hired by the UT Department of Art and Art History. With its weekly meetings, the Permanent Seminar is an arena for the analysis of ongoing projects and for presentations by invited artists and professors. In 2009, the first initiative of CLAVIS centered on organizing the *1st International Research Forum for Graduate Students and Emerging*

Scholars, held at the University of Texas at Austin—a collaboration between the Permanent Seminar in Latin American Art (UT) and Meeting Margins (University of Essex and the University of the Arts, London); in 2010, the *2nd International Latin American Art Forum for Emerging Scholars, Art ⇔ Archives: Latin America and Beyond: From 1920 to Present*, was organized by the Permanent Seminar and CLAVIS, together with the graduate program of the Universidad Nacional Autónoma de México and in association with the Universidad de Barcelona. These forums included the participation of sixty papers that gave visibility to a new generation of investigators. CLAVIS generated an active policy of obtaining grants from international collections and institutions, as well as from the universities that participated in organizing both forums. These encounters constitute the ultimate expression of one of CLAVIS's primary objectives: to contribute to the creation of knowledge and exchange of ideas between Latin American investigators and institutions.

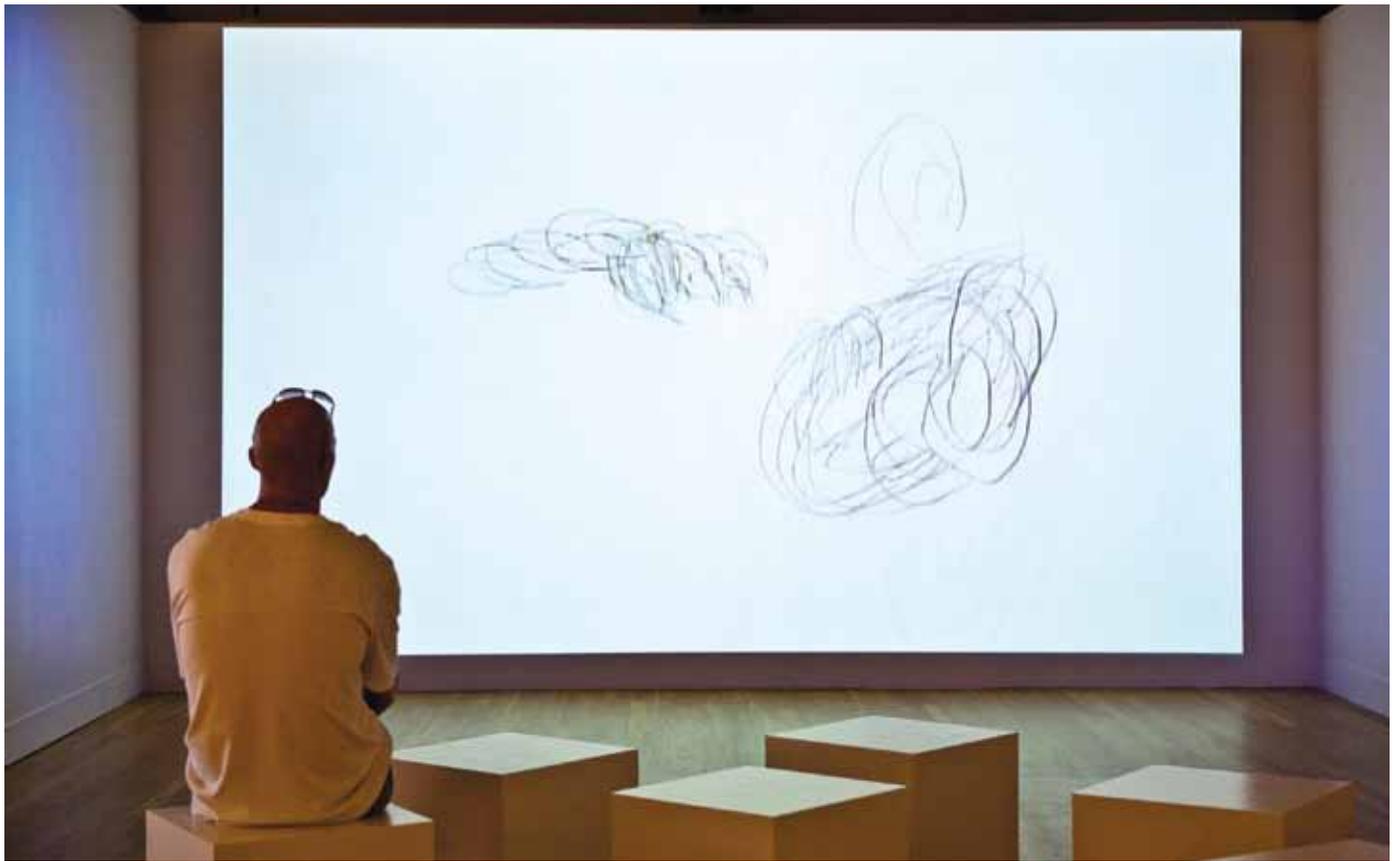
Along with their individual research projects, graduate students in Latin American art from the University of Texas participated in two investigation projects that are currently in progress. The first is on art in Latin America during the nineteenth century and will culminate in the organization of a reader that will bring together new voices in research on this topic for the first time, through investigations carried out across the continent. The second is an investigation of women artists' radical contribution in Latin America from 1960 to 1980. This is a joint project being developed with the Museum of Latin American Art in Los Angeles and its curator, Cecilia Fajardo-Hill, and it will come to fruition in an exhibition that will reunite previously unknown works by pioneering women artists for the first time. Both projects represent new lines of investigation and manifest collaboration between institutions, a practice that it is essential to consolidate in today's environment.

CLAVIS also promotes policies of representation in images in the University of Texas's

academic life. By way of support and curating exhibitions—among them *Magali Lara: Glaciers* at the Visual Arts Center and *Familias Mexicanas / Mexican Families* by Óscar Sanchez at the Fine Arts Building—notions of nation, family, gender, and frontiers have been revised.

During 2010, the academic environment underwent unprecedented expansion in the United States: ten art history departments opened new positions for professors in Latino and Latin American art. The University of Texas, with its cutting-edge projects and the solid backing of a long, consolidated tradition, is positioned as the best graduate program in Latin American art in the U.S. academic system. CLAVIS, as an initiative that stimulates investigation, exchange, and the generation of new knowledge, is a central piece in the continuing reconfiguration of this outstanding leadership. ☀

Andrea Giunta is director of the Center for Latin American Visual Studies and Professor of Latin American Art at the University of Texas.



Exhibition *GLACIARES* of works by Mexican artist Magali Lara, curated by Dr. Andrea Giunta and Dr. Roberto Tejada.

Environmental Suffering, Here and There

by JAVIER AUYERO

I “I RAISED THREE KIDS HERE. I myself have been inside many of the chemical plants, and I don’t have any health problems,” a 70-year-old resident of Flammable—a highly contaminated shantytown on the outskirts of Buenos Aires, Argentina—told me. The shantytown sits adjacent to one of the largest petrochemical compounds in the country (the site of the only oil refinery Shell has in the Southern Cone), and it is surrounded by a hazardous waste incinerator and by an unmonitored landfill. Other residents expressed their doubts about pollution in the following ways: “I don’t really know if I am contaminated or not. . . . I don’t even know what the symptoms are” or “We don’t really know if we have something.” Flammable residents are routinely exposed to chromium and benzene (both known carcinogens) and to toluene. But lead, “the mother of all industrial poisons . . . the paradigmatic toxin [linking] industrial and environmental disease” (Markowitz and Rosner 2002:137), is the main toxin affecting primarily shantytown children. Despite ample evidence of pollution, residents, both young and old, express serious doubts about its sources, extent, and effects. Indeed, in a detailed analysis of the ways in which shantytown residents think and feel about widespread air, water, and ground contamination (Auyero and Swistun 2009), I found dramatic patterns of pervasive *toxic uncertainty* and paradoxical *absence of community protest*. Together with a group of graduate students (Lindsey Engelman, Emily Spangenberg, and Pamela Neumann) and with funding provided by LLILAS, we have begun a new research project that seeks to extend that analysis to other places across Latin America (Esmeraldas, in Ecuador; Abra Pampa, in Argentina; and La Oroya, in Peru), and to delve more deeply into (a) the sociopolitical production of uncertainty regarding origins, degree, and impacts of contamination, and (b) the intricate relationship between toxic uncertainty and presence or absence of environmental protest.

The project, tentatively entitled “Environmental Suffering in the Americas,” will use ethnography, archival research, oral history, and photography to describe the life-threatening effects of environmental

contamination in three highly polluted marginalized communities in the Americas and to explain the (sometimes puzzling and contradictory) meanings their poor residents ascribe to it. The main questions our project will address are the following: How do poor people make sense of (and cope with) toxic danger? When and why do they fail to understand (and to act on) what is objectively a clear and present danger? How and why are (mis)perceptions shared within a community? In answering these questions, we will contribute to the resolution of the two-decades-long effort among scholars to understand the intermingling between *risk frames* and *collective (in)action*.

The miserable physical environment in which the urban poor live, “the real grounds of [their] history” to use Karl Marx’s expression, remains a marginal preoccupation among students of poverty in Latin America, despite having been raised on some of the existing literature on urban environmental problems (Lemos 1998; Pezzoli 2000; Evans 2002; Hochstetler and Keck 2007). Both a recent comprehensive review of studies of poverty and inequality in Latin America (Hoffman and Centeno 2003) and a symposium on the history and state of the studies of marginality and exclusion in Latin America published in the most prominent journal of Latin American Studies (González de la Rocha et al. 2004) make no mention of environmental factors as key determinants in the reproduction of destitution and inequity. With few notable exceptions (Scheper-Hughes 1992; Paley 2001; Farmer 2004), ethnographies of urban poverty and marginality in Latin America have also failed to take into account the simple fact that the poor do not breathe the same air, drink the same water, or play on the same playgrounds as others.

Poor people’s lives do not unfold on the head of a pin. There is an often-polluted environment that seriously affects their present health and future capabilities, and about which scholars, myself included, have long remained silent. This silence (another incarnation of what Sherry Ortner [1995] famously called “ethnographic refusal”) is shocking given the prominent place of the material context of poor people’s lives both in a founding text in the study of poverty and

inequality, Friedrich Engels's *The Condition of the Working-Class in England*, and also in one of the seminal texts on the lives of urban pariahs in Latin American cities. In *Child of the Dark, The Diary of Carolina Maria de Jesus*, Carolina, a longtime resident of a favela during the 1950s, provides a firsthand account of everyday life in a shantytown in São Paulo, Brazil. She refers to her favela with words that will sound painfully familiar to the inhabitants of poor neighborhoods throughout Latin America and much of the Third World: "It is a garbage dump," she writes. "Only pigs could live in a place like this. This is the pigsty of São Paulo" (27). Throughout the book, she points to polluted waters and what she calls the "perfume" of "rotting mud (and) excrement" (40), as defining features of the lives of the poverty enclaves. Half a century later, the shantytown poor are still surrounded by filth, disgusting smells, and contaminated grounds and water.

Any social-scientific sketch of urban marginality and its effects on socially organized suffering should pay sustained and systematic empirical attention to the highly polluted and risky surroundings where the urban poor dwell. Together with income, employment, education, and other conventional variables, social scientific analyses of the causes and manifestations of urban deprivation should take account of poor people's relentless exposure to environmental hazards. In other words, if we want a better, more comprehensive understanding of "the texture of hardship" (Newman and Massengill 2006), and a more adequate grasp on the possibilities of a full-fledged social inclusion, the garbage-filled sidewalks the poor traverse daily, the polluted grounds and streams where they live and play, the open air sewers and the muddy streets they are forced to deal with, and the toxic air they breathe are inescapable objects of analysis.

Our project thus heeds the call of a new generation of geographers and urban sociologists (e.g., McFarlane and Rutherford 2008; Murray 2009) who are beginning to focus on social inclusion and exclusion (and on citizenship more broadly) as dynamic processes inextricably linked to the biophysical fabric of urban spaces. ☀

Javier Auyero is Lozano Long Professor in Latin American Sociology at the University of Texas.

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Ingeniero Budge, Buenos Aires. Photo taken by a local fourth grader.

Coming in 2012: The Latin American and Latino Studies Digital Library

by CAROLYN PALAIMA

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LLILAS AND THE NETTIE LEE BENSON
Latin American Collection (BLAC) not only share the same building, they share a common purpose in facilitating and promoting the highest level of research and intellectual

discourse for Latin American Studies. Formal recognition of our complementary relationship this past year has led to a forging of new and deepened collaboration. With LANIC, a leader in providing access to digital content on Latin America since 1992, and the Benson Latin American Collection, the leading specialized university library on Latin America in the world with a number of digital resources, the concept of merging our virtual space to build the Latin American and Latino Studies Digital Library (LALSDDL) emerged.

LALSDDL also addresses a practical concern—how in times of reduced budgets does the University of Texas continue its commitment to preeminence in Latin American resources?

Given the costs and complexity of operating a large-scale platform for acquisition, management, production and dissemination, and preservation of digital content, it was essential to consolidate as much of the content and processing as possible to fully leverage the existing server, storage, and network infrastructure of UT Libraries.

LALSDDL also will allow for integrated search across content. Users of LALSDDL will be able to search Latin American resources at UT from

a single user interface for increased discoverability and relevance. Content anchors for the initial phase of the library are LANIC, AILLA, Human Rights Documentation Initiative, and Primeros Libros, as well as pulling the Latin American content of faculty and students held in the UT Digital Repository. Content drawn from the Benson includes its collections for Mexican American and Latino studies, broadening

LALSDDL's offerings to bridge Latino and Latin America. A closer look at these anchor resources gives a glimpse of what users will find in the LALSDDL collection.

LANIC's editorially reviewed directories contain over 10,000 unique URLs, one of the largest guides for Latin American content on the Internet. Currently, LANIC's directory contains pages for 42 countries and 84 subjects. Digital projects developed and hosted by LANIC comprise the Latin American Web Archiving Project including the Latin American Government Documents Archive, the Latin American Open Archive Portal, and, under construction, the Latin American

Electronic Data Archive. LANIC also hosts extensive digital content on Latin America through its Etext Collection, including thousands of full-text books, journals, speeches, and research papers. Included are the full text of over 2,000 speeches by Fidel Castro; over 75,000 pages of Presidential Messages from Argentina and Mexico; and hundreds of papers on Latin American topics presented at conferences around the world.

LALSDDL ALSO WILL ALLOW
FOR INTEGRATED SEARCH
ACROSS CONTENT. USERS OF
LALSDDL WILL BE ABLE
TO SEARCH LATIN AMERICAN
RESOURCES AT UT FROM
A SINGLE USER INTERFACE FOR
INCREASED DISCOVERABILITY
AND RELEVANCE.

AILLA, the Archive of Indigenous Languages of Latin America, is a digital archive of recordings and texts in and about the indigenous languages of Latin America. The heart of the collection is recordings of naturally occurring discourse in a wide range of genres, including narratives, ceremonies, oratory, conversations, and songs. Many of these recordings are accompanied by transcriptions and translations in Spanish, English, or Portuguese. AILLA also publishes original literary works in indigenous languages, such as poetry, narratives, and essays. The archive also collects materials about these languages, such as grammars, dictionaries, ethnographies, and research notes. The collection comprises teaching materials for bilingual education and language revitalization programs in indigenous communities, such as primers, readers, and textbooks on a variety of subjects, written in indigenous languages.

The UT Libraries' Human Rights Documentation Initiative (HRDI) is committed to the long-term preservation of fragile and vulnerable records of human rights struggles worldwide, the promotion and secure usage of human rights archival materials, and the advancement of human rights research and advocacy around the world. Materials cover Latin America broadly as well as country-specific documentation for El Salvador, Mexico, Colombia, Chile, and others. A project currently under construction is the holdings of the Guatemalan National Police Archive. Mexican American civil rights movements are represented in depth.

The Primeros Libros project is building a digital collection of the first books printed in Mexico before 1601. These monographs represent the first printing in the New World and provide primary sources for scholarly studies focused on a variety of academic fields. Approximately 220 unique titles are held in institutions around the world, with most held in Mexico and the United States. To date, 91 of these first books have been digitized and most are currently available on the project website. Project participants include: Biblioteca Palafoxiana in Puebla, Biblioteca José María Lafragua in Puebla, Biblioteca Franciscana in Cholula, Universidad de las Américas Puebla, Universidad Autónoma de San Luis Potosí, Universidad Michoacana, Centro de Documentación Histórica Vito Alessio Robles in Saltillo, Benson Latin American Collection,



Los Primeros Libros.



Latin American Network Information Center (LANIC).

The Archive of the Indigenous Languages of Latin America

Welcome to AILLA

AILLA is a digital archive of recordings and texts in and about the indigenous languages of Latin America. Access to archive resources is free of charge. Most of the resources in the AILLA database are available to the public, but some have special access restrictions.

You will have to Register and Login in order to access any archive resource, but you can browse the catalog information without registering.

To get started, read [How to Use the Archive](#), or go directly to the [Search](#) page.

The Collection

The heart of the collection is recordings of naturally-occurring discourse in a wide range of genres, including narratives, ceremonies, oratory, conversations, and songs. Many of these recordings are accompanied by transcriptions and translations in either Spanish, English, or Portuguese. These works contain a wealth of information about Latin American indigenous cultures as well as knowledge about the natural environments that the people live in. AILLA also publishes original literary works in indigenous languages, such as poetry, narratives, and essays.

The archive also collects materials about these languages, such as grammars, dictionaries, ethnographies, and research notes. The collection includes teaching materials for bilingual education and language revitalization programs in indigenous communities, such as primers, readers, and textbooks on a variety of subjects, written in indigenous languages.

Our [Links](#) page has links to many indigenous organizations that are developing literature, publication, and education projects for their communities.

Mission #1: Preservation

AILLA's primary mission is to preserve recordings made in the indigenous languages of Latin America safely and permanently. There are hundreds of native languages still spoken in Latin America, but they are all endangered ([read more](#)), and so it is vital to collect and preserve recordings of native speakers performing oral works that are important to their cultures, as well as simple everyday speech. And even in communities where the languages are still vibrant, culturally important ways of speaking are being lost, such as ceremonial dialog or traditional narratives and songs. We preserve recordings of these works of verbal art so that future generations can remember and perhaps re-learn them.

Archive of Indigenous Languages of Latin America (AILLA).

Cushing Library at Texas A&M, and the Biblioteca Histórica Marqués de Valdecilla of the Universidad Complutense in Madrid.

Benson, UT Libraries, and LANIC staff have come together and a conceptual framework for LALSDDL is in place. A launch date is proposed for mid-year 2012. LALSDDL is designed for continued acquisition and integration of the evolving array of digital resources for Latin American and Latino studies. Input from the academic community on resources useful for research and teaching are most welcome. Send suggestions or comments along to <c.palaima@austin.utexas.edu>. ✨

Carolyn Palaima is LILAS Administrative Manager and LANIC Project Director. She is also a graduate of the LILAS master's program.

DUAL DEGREE PROGRAM IN GLOBAL POLICY STUDIES WITH LILAS AND LBJ SCHOOL

LILAS and the LBJ School of Public Affairs offer a dual degree program leading to two graduate degrees, the Master of Global Policy Studies (MGPS) degree and the Master of Arts (MA) in Latin American Studies. Students can earn both degrees simultaneously in approximately three academic years. The program will include 70 total credits: 37 credits in Global Policy Studies and 33 in Latin American Studies. The first year of study is in the LBJ School of Public Affairs; thereafter, courses can be taken in both Latin American Studies and Public Affairs.

The dual degree combines advanced studies of globalization with a focus on the politics, economy, and cultures of Latin America. Graduates should possess substantial career flexibility and attractiveness to prospective employers in government, private industry, and the nonprofit sector.

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the human rights documentation initiative

the University of Texas Libraries
THE UNIVERSITY OF TEXAS AT AUSTIN

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Dick & Bevie Peters, 1969-2002

Partido Proletario Unido de America Supporters, Desech, Mexico

HRDI UPDATES

Introduction to a Digital Tutorial for Archival Research on Human Rights at UT-Austin

The HRDI and Museo de la Palabra y la Imagen (C.I. Selva) are honored to honor our heroes

The Museo de la Palabra y la Imagen Preserving the Video Archive of the Free Burma Rangers

View the HRDI Blog

Search our sites

- Audiovisual Documentation
- UT Collectors
- Archived Web Resources

Search related sites

- Human Rights Database
- UT Library Catalog
- UT Digital Resources
- Texas Archival Resources Online (TARO)

Or try...

Preselected keywords and subject searches of the UT Libraries Catalog

- Human rights
- Human rights violations
- Human rights activists
- Human rights education
- Human rights advocacy
- Youth organizations
- Human rights and gender
- Sex rights
- Homosexuality rights
- Indigenous rights
- Labor rights
- Genocide
- State-sponsored terrorism

The Bernard and Audre RAOPOPORT CENTER For Human Rights and Justice

Un silencio rotundo: El defensor de derechos humanos en un ambiente autoritario

September 7, 2011 - 4:00pm - 6:00pm

Human Rights & the Arts Film Series presenta Tres de Mayo (Lilo, José, Cecilia)

September 7, 2011 - 7:00pm - 9:30pm

Human Rights Meetup Meet with Interreligiosa, Hemerisleria, Ciliaentia and Rocio, Kikou and the Global Meet on Texas

September 19, 2011 - 3:30pm - 5:30pm

Human Rights Documentation Initiative (HRDI).

Beyond the Burrito: Foodways of Mexico

by CLAUDIA ALARCÓN

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THE IDEA ORIGINATED with Gail Sanders, Program Coordinator of LLILAS's Mexican Center, as she was planning events for the Mexico 2010 series to celebrate the dual anniversaries of the bicentennial of Mexican independence

from Spain in 1810 and the centennial of the Mexican Revolution in 1910. Gail thought there might be something LLILAS could do to explain the rich history of Mexican cuisine and to educate people on what really constitutes Mexican food, to dispel the misconception that it is all burritos and enchilada plates. Anthropology professor Brian Stross, who has led a graduate seminar on the topic of foodways, suggested a former student, a native of Mexico City and longtime Austin resident who had become a professional food writer. That would be me.

When I was a student at UT, the concept of studying food as a serious topic met with some skepticism, except from Stross, who through his encouragement helped launch my food-writing career. Today, foodways is considered a legitimate area of study, and many colleges offer courses and even degrees on the subject. Organizations like Slow Food International, the James Beard Foundation, and the Oxford Symposium are at the forefront of this movement.

Gail and I met in the summer of 2009 to discuss the possibility of organizing a series of lectures on the history of Mexican cuisine, and as soon as we started talking we knew we had something special in the works. Because of my connections in the world of food writing and research, Gail encouraged me to run with it in organizing the series. I had met many foodways scholars at conferences and events, so we came up with a list of potential speakers on our first meeting. The idea was to have representation of multiple disciplines and viewpoints to explore lesser known aspects of Mexico's rich culinary history,

from pre-Columbian times to the present day. My A list of speakers was ambitious: culinary historian Rachel Laudan, legendary cookbook author and researcher Diana Kennedy, historian Jeffrey Pilcher from the University of Minnesota, and Iliana de la Vega, a renowned chef and culinary instructor at the Culinary Institute of America in San Antonio. Our timing was right, and all agreed to participate. The result was the speaker series *Foodways of Mexico: Past, Present, and Future*.



Iliana de la Vega.

I agreed to be the opening speaker in November 2009 with a presentation titled "A Brief History of Tamales," based on my research that will be published in book form by UT Press in fall 2012. In this talk, I offered some little-known aspects of the history of tamales, along with a few anecdotes, to open the door into their fascinating world. Ask any Mexican and they will tell you: one can hardly celebrate a special occasion without the presence of tamales, from baptisms to first communions, birthdays, and weddings. Although they may appear at first glance to be a humble, common item, tamales are really one of Mesoamerica's oldest foodstuffs, with roots that reach deep into the past. They possess a complex connection to Mesoamerican mythology, rituals, and festivities, and are represented

in Maya art and hieroglyphics, as well as in Maya and Aztec codices. Because of their constant representation as an offering and association with depictions of the maize god of their complex myths, I propose that tamales may have been used as representations of the body of the maize god and also may be interpreted as a symbolic human sacrifice. As such, they have been offered in rituals for deities, for the dead, and at feasts for special occasions since pre-Hispanic times. Clearly, these ritual uses carry through to today, and tamales remain an important cultural link between the ancient and modern beliefs of the peoples of Mesoamerica.

The next lecture in the series, in February 2010, featured prize-winning historian Rachel Laudan, a tireless researcher who straddles the culinary and academic worlds, having been scholar in residence for the International Association of Culinary Professionals and winner of the Sophie Coe Prize of the Oxford Symposium of Food and Cookery. After living in Guanajuato for a number of years, she and husband Larry—a world-renowned philosopher of science and frequent visiting professor at the UT School of Law—moved to Mexico City in 2010. Her thesis that Mexican cuisine is shaped by the cuisine of medieval Islam has been much discussed by leaders of the Mexican culinary community, including chefs, food photographers, historians, anthropologists, and restaurateurs. In her lecture, “Transplanted Cuisines: Migrants in the Making of Mexican Cuisine,” Laudan showed how the usual story that authentic Mexican cuisine is just a fusion of Spanish and indigenous traditions is much too simple, and revealed how the French, Germans, Italians, Africans, English, Chinese, Japanese, Americans, and Lebanese, among others, have played key roles in its development. Her extensive research leads to insights into the origin of mole, pan dulce, chamoy, and other dishes and traditions that are considered iconic Mexican, begging the question “What can really be considered authentic Mexican food?” Read more on Laudan’s research and musings on Mexican culture and cuisine on her blog at <http://www.rachellaudan.com/>.

Thanks to my friendship with Tom Gililand, owner of beloved Austin restaurant

Fonda San Miguel, I was able to meet Diana Kennedy in 2003, when I published a review of her book *From My Mexican Kitchen*. No one has done more to introduce the world to the authentic cuisine of Mexico than Diana Kennedy. She has been an indefatigable student of Mexican foodways for more than fifty years and has published several classic works on the subject, including *The Cuisines of Mexico* and *The Art of Mexican Cooking*. She has been recipient of the highest honor given to foreigners by the Mexican government, the Order of the Aztec Eagle, and also has received numerous awards from gastronomic institutions throughout the world. Her latest book, *Oaxaca al Gusto: An Infinite Gastronomy* (UT Press, 2010), won the Cookbook of the Year Award from the James Beard Foundation in May 2011. It was on one of her visits to Austin during the pro-

THE USUAL STORY
THAT AUTHENTIC MEXICAN
CUISINE IS JUST A FUSION
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TOO SIMPLE

duction of the book that we were able to host her as a guest speaker. More than 200 people attended her April 2010 “chat” on the “Unknown Gastronomy of Mexico,” an informal presentation of some of her extensive collection of slides taken during her years of culinary research throughout Mexico. These photos revealed a wealth of regional ingredients, dishes, and traditions that are seldom, if ever, known by outsiders. A fierce environmentalist, Kennedy pointed out how many of these fruit, vegetables, and herbs are becoming extinct due to devastation in their natural habitat, standardization of crops by multinational agribusiness, and introduction of foreign cuisines. She also mentioned how many of Mexico’s important ingredients, such as vanilla and hibiscus flowers, are now imported from foreign countries instead of grown in Mexico, economically devastating a large portion of the rural population.

Another ardent student of Mexican cuisine and traditions, Chef Iliana de la Vega has won international acclaim for her modern interpretations of Mexican food, especially the cuisines of Oaxaca. Formerly the chef at the highly regarded Oaxaca-based restaurant El Naranjo, she and her family now reside in Austin and run a trailer incarnation of El Naranjo in downtown Austin, with a full-service restaurant in the works. De la Vega is also chef-instructor at the Culinary Institute of America in San Antonio, where she teaches on Mexican and Latin American cuisines. Because we felt it was important to explore the cuisine in historic eras in Mexico, we asked her to focus her lecture on the watershed moments in Mexican gastronomy that gave rise to a distinct culinary identity. In her presentation, “The Culinary Birth of a Nation: Gastronomy and the Making of Mexican Identity” in November 2010,

she talked about the evolution of Mexican cuisine from pre-Hispanic times to the classic dishes that were created in the convents and palaces of the colonial cities of Puebla and Oaxaca (and the myths that accompany such dishes), and how they became an essential part of Mexico’s culture. She also touched on the evolution of the cuisine through the turbulent era of the Mexican Revolution of 1910, including the essential role of the *soldaderas*, and

concluded with a look forward at contemporary Mexican food, including the recent designation by UNESCO of Mexican cuisine as the first to be included in its Intangible Cultural Heritage list. “Mexican cuisines are my passion and my life. I have been studying and teaching them for years,” says de la Vega. “Food is a key component of any culture, and in Mexico we have deep roots in this field; food is very important for us. It was an honor to be invited to present with LLILAS at UT; it was a great experience. The most important part was to realize how many people attended, the auditorium was overfilled, and the people were engaged and had many important and interesting questions.” When asked to explain why it is important to study the foodways of Mexico, de la Vega does not hesitate with an answer. “Perhaps the obvious is that we are neighboring countries. I have seen that in the USA people know



De la Vega lectured on the evolution of Mexican cuisine from pre-Hispanic times to the classic dishes such as mole.

UT-FULBRIGHT VISITING PROFESSOR IN ENVIRONMENTAL SCIENCES AND POLICY

LLILAS and the Fulbright Commission of Brazil are pleased to announce the University of Texas–Fulbright Visiting Professorship in Environmental Sciences and Policy, which brings an eminent Brazilian scholar to UT Austin for one semester each academic year from 2011 through 2015.

The visiting professor will be hosted by LLILAS, and the Brazil Center will assume a coordinating role in the program. In addition to the Fulbright Commission, the program is supported by five different units within UT, including: the Office of the President, the Jackson School of Geosciences, the LBJ School of Public Affairs, the McCombs School of Business, and the School of Law. The program is a testimony to the strong cross-university interest in Environmental and Brazilian Studies and to LLILAS's leading role in bringing these diverse constituencies together, while attracting prominent Latin American scholars to the UT campus.

Dr. Oswaldo dos Santos Lucon of the Universidade de São Paulo was the first UT-Fulbright Visiting Professor in Environmental Sciences and Policy, here during the 2011 spring semester. Dr. Lucon taught the course Energy and Climate Change: Policies and Challenges, which provided an overview of the ongoing initiatives in emerging economies and developing countries that address challenges posed by climate change. (See related stories pp. 22 and 26.)

more about Asian cuisines than Mexican,” she says. “But also for the Mexican American population to understand the cultural and historical importance of our background is enlightening. All of us [immigrants] that live in this country [USA] should always be very grateful, as it is our home now. But we can contribute a lot to its greatness if we understand the value of our own history and past; we should be very proud of it!”

For the last lecture in the series, we invited Jeffrey Pilcher, a professor of history at the University of Minnesota who has long studied the history of Mexico through its food. He is the author of several books on the subject, including the award-winning *¡Qué vivan los tamales! Food and the Making of Mexican Identity* (1998) and *The Sausage Rebellion: Public Health, Private Enterprise, and Meat in Mexico City* (2006). He is currently interested in the globalization of Mexican cuisine, hence his March 2011 lecture, “Planet Taco: The Globalization of Mexican Food.” Mexican food has joined Chinese and Italian as one of the three most popular ethnic varieties in the United States, although many people know that the tacos and burritos they eat are no more representative of the cuisines of Mexico than chop suey and pizza are of Chinese and Italian. Moreover, the American version of Mexican food has spread around the world,

to the chagrin of Mexicans who find Tex-Mex wherever they travel. Pilcher’s insightful and at times controversial lecture followed the history of Mexican and Mexican American food from the “chili queens” of San Antonio and the taco shops of southern California to contemporary global versions spreading throughout the world.

“You might conclude at first glance that the *Foodways of Mexico* lecture series is ‘just’ about food,” says Charlie Hale, director of LLILAS. “If so, guess again! This brainchild of Claudia Alarcón has it all: an engaging topic that draws large crowds from both the university and the community, and provides them with educational content at many different levels. In the first year of the series, we learned about Mexican history, national and ethnic identities, migration, *mestizaje*, politics, and globalization, all through the prism of Mexican cuisines. The *Foodways* series has been a resounding success for LLILAS and certainly is a ‘keeper.’ We are already hard at work on an exciting program for year two. Stay tuned!” ☀

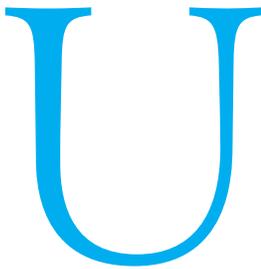
Claudia Alarcón is a professional food writer based in Austin and a graduate of the University of Texas.

Climate Change:

Bridging Texas

and São Paulo

by OSWALDO LUCON



UPON MY arrival from Brazil to lecture at the Teresa Lozano Long Institute of Latin American Studies on energy and climate policies, I found in Texas interesting possibilities for long-term research and collaboration with my home state of São Paulo. Both have a huge policy influence in their countries, which makes comparisons

inevitable. Texas has the second largest economy in the U.S., with a gross product equivalent to two-thirds of Brazil's. São Paulo has the largest economy and population in Brazil, indicators that make it comparable to Argentina (see Table 1).

Considering the advantages of a new and greener economy, Texas and São Paulo have many possible opportunities ahead for change and collaboration, sharing their best practices, creating new and durable jobs, and developing a positive environment for state-of-the-art technologies. If this happens, there may be significant positive spillovers to the national contexts.

Pursuing economic growth coupled with increased carbon emissions poses a threat to humankind. As a result of following practices established during the Industrial Revolution and with the idea that they have a right to pollute based on historical and/or per capita contributions (Figure 1), countries like China, India, Brazil, and other emerging economies are now emitting as much or more carbon into

the atmosphere as their developed counterparts (Figure 2). According to the U.S. Department of Energy (2011a), non-OECD (developing nations) energy-related emissions of carbon dioxide exceeded OECD (developed countries, or literally, the Organization of Economic Cooperation and Development) for emissions in the year 2007 by 17%. In their reference case scenario, energy-related carbon dioxide emissions from non-OECD countries in 2035 will be about double those from OECD countries. These projections are, to the extent possible, based on existing laws and policies, but may change significantly if laws and policies aimed at reducing greenhouse gas emissions are altered or new ones are introduced. Discussing the effect of global warming on the world economy, the UK *Stern Review* (2006) states that the window of opportunity to reduce emissions at the expense of 1%–3% of the GDP is open only for the next two decades; otherwise, economic losses may reach 20% by 2050. From conceiving a policy to having its ultimate environmental goal—that is, to stabilize global carbon atmospheric concentrations at safe levels (around 450 parts per million CO₂) and to reach an average temperature of no more than 2 degrees Celsius (36 degrees Fahrenheit)—there are several delays to consider. It is a long and winding road from raising awareness to proposing, enacting, and enforcing legislation, then to developing and implementing the necessary technologies at large scale, then to effectively reducing emissions and stabilizing temperatures (Goldemberg and Lucon 2009).

Moreover, taking into consideration that growing in a global market requires being innovatively competitive, this approach seems ineffective.

After an increase of 9.2% in 2009, China's economy grew 10.3% in 2010, and is expected to increase 8% this year. India's favorable demographics, with over 30% of its population below age 15 and a comparatively higher intellectual level, look set to support the country's consumption and economic growth in the long run. The Brazilian economy rebounded robustly in 2010 with 7.5% growth thanks to strong domestic demand and heavy government investment (Fei et al. 2011). In the U.S., President Obama has rightly said in the State of the Union Address that *rules have changed* (White House 2011). Beyond a threat to the U.S. welfare, limits to growth have now exceeded the earth's carrying capacity, bringing new and still not well understood rules to the economy's game. Public expenditures are also higher with effects from climate change (e.g., induced migration control, responses to natural disasters, and increases in healthcare costs). Moreover, oil-producing regions are not infrequently unstable in geopolitical terms, entailing additional burdens to governmental budgets all over the world.

Many regions in the world are vulnerable to extreme weather events and other associated impacts. Unfortunately, this is the case with Texas and São Paulo, where agriculture, cities, coastal areas, and ecosystems are environmental hotspots that adequate policies will necessarily have to address accordingly and with a growing intensity (IPCC 2007). The São Paulo metropolitan area has around 25 million people within a 75-mile radius of the city center, exposed to air pollution, heat islands, flash floods, and dengue fever outbreaks. Many of Texas's urban regions were designated as having some of the worst air quality in the nation (Pew Center 2007). Houston is a perfect laboratory for climate change: wetlands, buildings, and infrastructure exposed to rises in sea level, floods, and hurricanes. Forest fires and water deficits are now widespread in both states. Biodiversity losses are impossible to evaluate in monetary units. Texas, the leading crude oil producing state in the nation, is becoming a net importer of such fuel, and natural gas also may not last for long.

The role that Texas and São Paulo can play in this scheme can be prominent if they opt for alternative pathways rather than those based

on maintaining or increasing the addiction to oil. This is not an easy task. Texas produces and consumes more electricity than any other state, and per capita residential use is significantly higher than the national average (Pew Center 2007). In São Paulo, massive oil and gas fields were recently discovered offshore—with a magnitude comparable to those of Iraq or Venezuela—which could lead to a more carbon-intensive economy (Lucon and Goldemberg 2010). If Texas and São Paulo were countries, they would be the seventh and forty-third, respectively, on the global list of top fossil-fuel-related CO₂ emitters (see Table 1).

Yet, our states can exchange their best practices. Opinion polls conducted across Texas demonstrated unexpectedly strong public consensus for a new commitment to renewables. Electric vehicles and car-sharing schemes, common in the Austin area, may contribute toward reducing urban pollution and greenhouse gas emissions. While wind energy in São Paulo is virtually unexplored (especially offshore), Texas leads the U.S. in wind-powered generation capacity, with more than 2,000 wind turbines in West Texas alone. Despite the historic role of Texas in fossil fuel development and use, the Renewable Portfolio Standard (RPS) enacted in Austin in 1999 is widely viewed as having launched a new chapter in energy development in the Lone Star state, triggering a massive increase in the supply of renewables that is being provided at prices highly competitive with conventional sources. The program has proven so successful and so popular that the Texas Legislature overwhelmingly endorsed a major extension and expansion of the legislation in 2005 (Pew Center 2007).

São Paulo can contribute to expanding the Texas fleet of alternative-fueled vehicles (100,000, or 12.9% of the U.S. total in 2008). The Brazilian state produces one-fifth of the world's ethanol, with surpluses that could raise the average blend of 6.7% in Texas (in 2009 ethanol consumption was 19.2 million barrels, while gasoline's was 289.5 million barrels, according to the U.S. DoE 2011b). Biomass-based electricity technology (e.g., sugarcane in São Paulo) can mutually benefit our states as well, increasing energy security, improving air quality, and mitigating carbon emissions via the substitution of fossil fuels. This will benefit both regions, curbing greenhouse gas emissions and providing energy security.

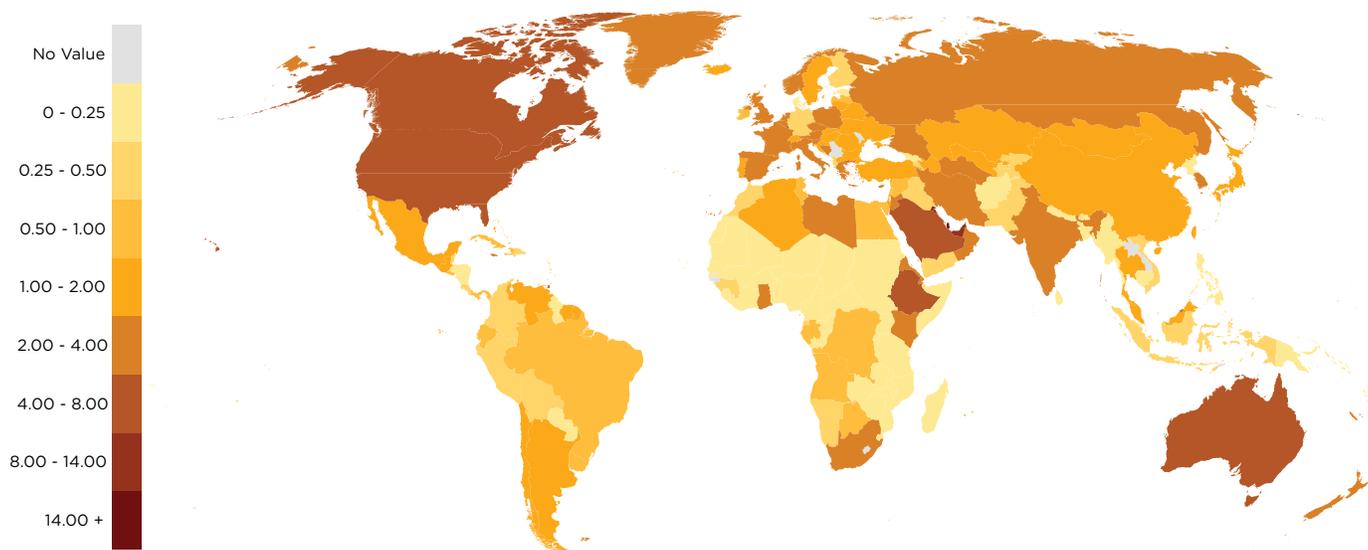


Figure 1. Countries by 2007 per capita carbon dioxide emissions from burning of fossil fuels (tons of CO₂). Data from CDIAC (Boden et al. 2011).

	Texas	São Paulo
Area		
1,000 sq km	696	249
1,000 sq mi	269	95
Population		
Total mln	25	42
Capital, mln	Austin, 0.8	São Paulo, 10
Gross Product		
Total \$ bln	1,224	550
share of country's	8%	34%
1,000 \$ per capita	48	13
Fossil-fuel CO₂ Emissions		
Total million tons	630	85
Ranking in the world	6th	43rd
Per capita, tons	25.2	2.1
Per dollar GDP	0.51	0.15
Energy Consumption		
Total tons of oil equivalent (toe)	300	58
Per capita toe	12.0	1.4
Typical Environmental Impacts Associated with Climate Change		
	Hurricanes, severe droughts and water shortages, flash floods, heat waves and cold blasts, sea level rise, losses in crops and fisheries, climate-induced migration from other countries	Severe droughts and floods, sea level rise, landslides during thunderstorms, heat islands in cities, epidemics of dengue fever and other weather-associated diseases, agricultural losses, enhanced air pollution episodes

With a significant part of the economy depending on fossil fuels, a long-term view cannot leave out the possible benefits of new technologies, such as hydrogen associated with carbon capture and storage (CCS). More than for local use, these technologies have a huge potential for enhancing value-added exports of goods and services from Texas and São Paulo. Local benefits include urban air pollution abatement and improved clean energy security through better use of coal, oil, and gas.

Obviously, such challenges are often seen as barriers to be avoided by eliminating environmental regulations (a *laissez-faire* approach) or by promoting the idea of a certain “right to emit,” because other nations have caused damages to the earth’s climate system in the past (the *differentiated responsibilities* view). As a result, a race for unsustainable growth is happening in many parts of the world. Unfortunately, the denial of global warming is leading to serious risks to humankind. There is no environmental room for such controversy, since there is no other Planet Earth as a laboratory control; this one bears the consequences of an ample and accelerated consumption footprint. Man-made climate change skepticism is a good topic to sell paperbacks and to lobby against so-called job slashing legislation, but it is

Table 1. Texas and São Paulo, basic information (2008 data from SSE 2011; 2005 CO₂ SP emissions from CETESB unpublished; U.S. DoE 2011b; ranking as if a country by Wikipedia 2010; vulnerabilities from IPCC 2007; Pew Center 2007; Environmental Defense et al. 2000; and SMA unpublished.

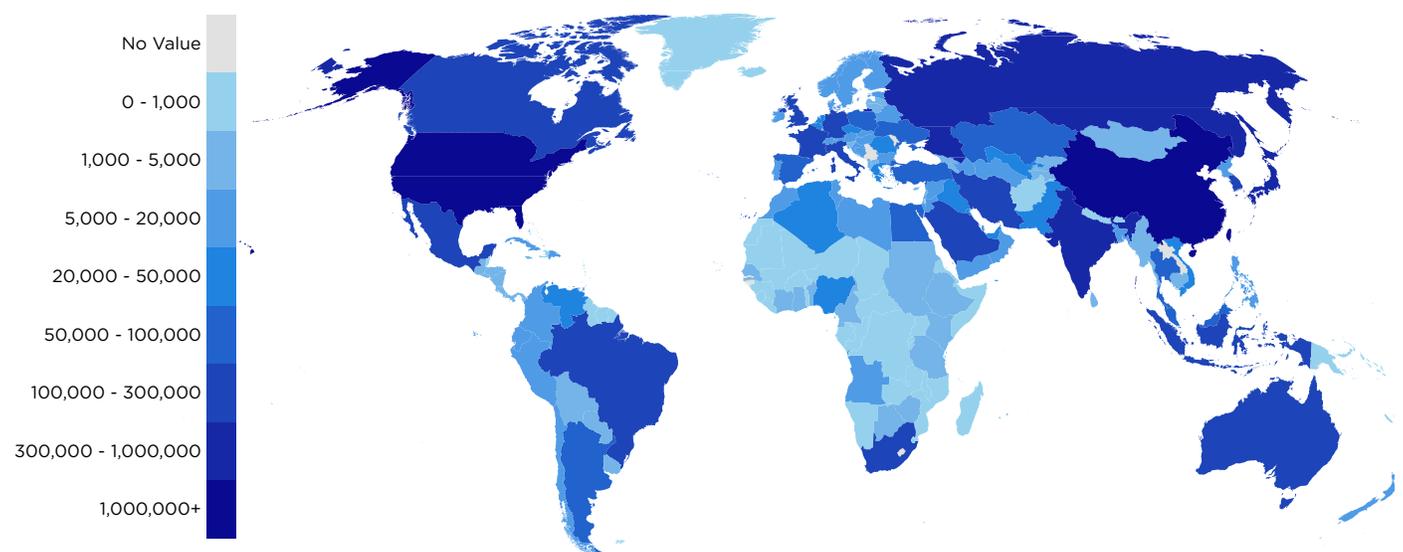


Figure 2. Countries by 2007 carbon dioxide emissions from burning of fossil fuels (thousand tons of CO₂) (Boden et al. 2011).

also a head-in-the-sand option with long-term effects that are economically risky and inconsistent scientifically. The scientific community has reached a consensus, with even skeptical scientists reaching similar conclusions. This was the case of the Berkeley Earth Surface Temperature project, financed by the Koch Foundation (Krugman 2011). Skeptical scientists have been reaching conclusions similar to NASA and other groups analyzing climate trends. Benefits from the business-as-usual economy do not last for long and are counteracted by escalating hidden costs (paid by the society as a whole). Jobs, for example, are not secured against losses in competitiveness to other markets that have opted for a high-value-added and low-carbon economy. This is the path that China is pursuing aggressively, as demonstrated by the country's five-year plan (Seligsohn and Hsu 2011).

Adapting to extreme weather events is a whole new area of discussion, in which the Texas experience could make a significant contribution to São Paulo, Brazil, and the whole Latin American and Caribbean region. I have invited students from my UT class to write a special article here (see p. 26) on this topic, covering best practices from the Austin area. It was a great satisfaction to find such a proactive environment here.

Collaboration can happen in several different forms. A good and reasonable first step in the area of climate change could be through institutional departments (e.g., LLILAS and the Universidade de São Paulo's Instituto de Eletrotécnica e Energia). Furthermore, it could be expanded to the whole of UT and USP, as well as to other universities. A more ambitious step would be an agreement between the states of Texas and São Paulo, as was made by the Brazilian region with California in 2005 and 2007 (Reid et al. 2005; SMA 2007). São Paulo and California have adopted ambitious climate policies—including emission targets. This may not be seen as a recipe for Texas, but without any doubt, diversification of energy supply and improved economic competitiveness would be a major driver for mutual interests. ☀

Oswaldo Lucon was the first UT-Fulbright Visiting Professor in Environmental Sciences and Policy and taught during the spring 2011 semester. He is Assistant Professor at the Instituto de Eletrotécnica e Energia at the Universidade de São Paulo and was the

coordinating lead author of the *Intergovernmental Panel on Climate Change*, which received the Nobel Peace Prize in 2007.

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ADAPTATION TO CLIMATE CHANGE: A Prospective Collaboration

by M. ANWAR SOUNNY-SLITINE,
JENNIFER ALEXANDER,
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PAUL WARD, EVA HERSHAW,
and SCOTT MOORHEAD

A

AMONG THE many contributions from the University of Texas at Austin to Latin America, collaborative

research on climate change adaptation is an area of study ready for expansion. UT has expertise in human-environment relationship, environmental engineering, and regional planning that could respond to this growing field. In this article, students from the Fulbright-sponsored course *Energy and Climate Change* taught by Prof. Oswaldo Lucon (see article p. 22) explore climate adaptation in the two regions and UT's role as a catalyst for South-South and North-South provision of adaptation techniques.

Despite continuing global debates over both the effects of greenhouse gases and mitigation of their effects, the risk is high that climate change will occur despite any response. Consequently, solutions will require both mitigating future damage and adapting to inevitable changes. Climate adaptation—finding ways to live with the consequences of global warming—will become increasingly important. Warmer average temperatures mean more energy in the atmospheric system, leading to more extreme and frequent weather events, increased effects of natural disasters, and changes to rainy seasons (IPCC 2007). Societies in both the developed and the developing world are not yet prepared to respond to these changes and have much to learn from each other.



in Flood Control



Yanamito water retention structure to store water during wet seasons for use in dry seasons.

Vulnerability to climate change is a function of exposure to climate conditions, sensitivity to those conditions, and the capacity to adapt to the changes (USAID 2007). The world's poor are often considered most vulnerable to these impacts. Most economic activities in the developing world are sensitive to climate, and infrastructure used to regulate environmental extremes is not well developed. While developing nations may face challenges that developed countries are better equipped to handle, there is much to learn from nations that have dealt with harsh environments since long before concerns over anthropogenic climate change. On the same note, the developed world has a responsibility to share adaptation techniques with developing countries. Thus, bidirectional collaboration and technology transfer could benefit both developed and developing countries. Institutions like the University of Texas at Austin can serve as catalysts by studying and developing climate adaptation techniques transferable to nations of both the developing and developed worlds.

Climate Adaptation in Texas

Implementing flood control mechanisms without compromising livability has been a major success in Texas. Developing linear parks along rivers and streams has helped avoid risky development in floodplains while increasing value in communities. Cutting through urban areas along waterways, linear parks act as corridors connecting formerly undeveloped areas within a fragmented urban environment and provide great natural amenity within densely populated cities. Exemplifying this idea in Austin, the Lady Bird Lake hike and bike trail has transformed the lake's once barren floodplains into a beautiful recreational area for outdoor enthusiasts, leading to development and higher quality of life for Austin's urban core. In Dallas, the Trinity River Corridor Project began in 1998 to extend the city's flood protection through a complex network of levees, wetlands, downtown lakes, recreational parks, hike and bike trails, and equestrian centers. Once completed, this project is anticipated to be among the United States' largest urban parks (TRCP 2011).

The San Antonio River Walk, along the banks of the San Antonio River, is one of the most famous of Texas's linear parks and currently the number one tourist destination in Texas ("The Official Website of the San Antonio River Walk" 2011). Although the River Walk is home to many of the city's most popular bars, restaurants, shops, museums, and cultural centers, its dams and floodgates also provide critical flood protection to the city above. The concept of the River Walk began in the 1920s in response to a decade of devastating floods. However, recently variable water flow had made the River Walk unsustainable. Beginning in 2000, recycled water from the city's water treatment and reuse system replaced the Edwards Aquifer as the main water source of the River Walk in efforts to slow the aquifer's depletion and to provide constant flow for the attraction. A valuable resource, the aquifer provides 99% of the city's municipal supply (Glennon 2002). Other recent environmental initiatives aim to protect indigenous and remove invasive species, and to improve the hydrology of the river to ensure adequate water flow, enhanced water quality, and reduced flood risk (SWA 2001).

Austin, located in the Central Texas "Flash Flood Alley," is prone to flooding events due to frequent and intense storms. Flood policies are determined in Austin through detailed studies by the Federal

Emergency Management Agency (FEMA), which runs the National Flood Insurance Program. NFIP's studies result in delineation of 100-year and 500-year floodplains, which represent a 1% and 0.5%, respectively, chance of flooding in any year. Compounded, however, this represents different risk. For example, in a 30-year period, a property within the 100-year floodplain has a 26% chance of being flooded sometime in the period. Cities like Austin have regulations that prevent building within 100-year floodplain as a way to live with the natural process of flooding. Central Texas streams normally flow sparsely, but during heavy rain events they quickly flood, putting lives and property at risk. Flood control structures can temper this risk and modify the floodplain to make otherwise unsuitable areas available for development.

The Waller Creek Tunnel project under way in downtown Austin is attempting to mitigate flood risk while building amenity in the city center. Like other Austin streams, Waller Creek frequently overflows its banks. Its location along the eastern edge of downtown prevents adjoining land from being developed because of flood hazards. Current flood policy and hazards limit development along Waller Creek; according to the City of Austin, if flooding hazards were controlled, an additional 11 percent of downtown would become available for development. The City of Austin is pursuing a flood control project that will control water by diverting flows underground. The floodwater will bypass creeks and flow through a tunnel system directly into Lady Bird Lake. This flood control system will modify the floodplain both to reduce the flood hazards and increase land available for development.

Texas linear parks present examples of adaptation techniques that can serve as models of floodplain management applicable to urban areas worldwide. Other examples of environmental management and monitoring can serve as models as well. One often taken for granted in Texas is weather monitoring from the National Weather Service (NWS). Providing the public with warnings and watches helps keep people prepared for severe and inclement weather. Sophisticated monitoring helps build data-sets that improve the accuracy of floodplain mapping. Monitoring technologies like Doppler radar, satellite imagery, and weather gauges enhance weather alert systems as well. In an age of uncertainties, these systems and the people at the NWS are a great asset in coping with climate change.

Climate Challenges for Latin America

Latin American climate challenges and responses provide opportunities for study of climate change adaptation. This section provides a look at UT research in several areas of this region, and exhibits how multiple disciplines are researching and addressing climate adaptation. Interaction between UT and Latin American universities through information exchange, technology transfer, and capacity building could expand this research to other regions of Latin America, benefiting both UT and Latin American universities.

The Andean glaciers provide natural buffers in Latin American ecosystems. Glaciers in Ecuador, Peru, and Bolivia have all been observed to be rapidly shrinking. Considering IPCC climate change scenarios, these glaciers are expected to continue retreating in the coming century (Vuille 2008). Daene McKinney, Professor of Civil Engineering at the UT Center for Research in Water Resources, studies

how structural systems can be installed to reduce the urban flooding impact of variable runoff resulting from glacier loss and melt. According to McKinney's and students' models, the main impact of glacier melt is lower water flows during the dry season and unpredictable flows in general. With glacier loss, the smoothed water flow of slowly melting ice also will be lost. Andean region hydrology instead would be regulated by rainstorm events and precipitation. In the Rio Santa Basin of Peru, this forces rural populations into situations where they must adapt. Here, the UT Chapter of Engineers Without Borders (EWB) is installing water retention structures to store water during wet seasons for use in dry seasons. These small-scale projects can be replicated throughout this and other glacial regions to provide reliable water supplies to rural populations. While technological solutions play a large role, understanding beliefs of societies affected by climate change facilitates removing social barriers to adoption. The EWB project consulted UT professors who specialize in the region to learn how to integrate this system effectively into the society it benefits.

Kenneth Young, Professor of Geography at UT Austin, studies different scales of climate adaptation in Latin America: household, community, regional, national, and multinational. Professor Young's research has highlighted the differences between adaptation strategies of rural mountain communities and those of mega-cities like Lima. People living in smaller communities in Peru, and more generally across Latin America, tend to be well-adapted to climate variability, regularly living with flood hazards, droughts, and other climatic variation. To reduce impacts, they plant diverse crops—including over 80 varieties of potato—across various parcels at different elevations to hedge against crop failures due to drought, flood, and insect infestation. Developed over generations, indigenous techniques are threatened by imported practices. Understanding and documenting indigenous methods is vital, not only for scholarship but for knowledge and methodology transfer. Exemplary functional Andean technologies can benefit rural areas in the developing and developed worlds. UT can position itself as a catalyst for technology transfer by studying these systems and reframing the discourse on methods that could be innovative adaptation strategies in other parts of the world.

While flooding is a major problem in Latin America, adaptation to it provides benefits. Through fieldwork, Mario Cardoza, PhD candidate in the Department of Geography and the Environment, has observed indigenous population adaptation regimes for flooding, using methods both to sustain their livelihoods and profit economically. The Iquitos farmers of the Peruvian Amazon adapt to flooding by planting their crops based on flooding patterns: faster growing crops are planted in areas lower in flood plains, and longer developing crops in upper areas. Cardoza notes that with sediment and nutrients delivered by alluvial deposits, floodplains are the most fertile lands in this region with predominantly poor soils. Providing lessons in adaptation, the Iquitos' practices exemplify indigenous methods learned from and adapted to harsh environments.

On a regional scale, climate adaptation is difficult in Latin America, where rapid urbanization occurs, and economies are closely linked to climate-sensitive resources. Latin America has the highest urbanization rate of the entire developing world. At the same time, rainfall

in some areas of the region accumulates at a volume equal annually to that of Hurricane Katrina. This has an immense impact on dense urban areas, with flooding killing thousands yearly. Increased severity of urban and rural flooding is expected with climate change, as natural buffers—such as glaciers—that exist slowly disappear, while land-use and land-cover changes increase runoff.

Throughout Latin America from Mexico to Argentina, megacities flood every year due to a combination of impervious ground cover, largely brought from Spain and Portugal, and the high volumes of rain. Climate change models predict longer droughts and stronger rains. UT School of Architecture professor Fernando Lara is researching ways to adapt architectural response to rainfall levels greater than 40 inches per year. Professor Lara is a founder of Studio Toró, a nonprofit group focused primarily on the threat of flooding. He explores how the urban environment can be built to adapt to the hazards of flooding. Through his experience in Latin America he sees parallels to Austin, which, as it continues to grow and densify, must plan for the possibility of more extreme droughts and flooding as the impacts of climate change are realized. Urban areas in Latin America could serve as a model for living with hazards if solutions can be developed in the region and shared in North-South technology transfers.

Conclusions

Climate-change adaptation is about more than learning how to live in harsh environments. It also is about modifying our systems both quickly to handle rapid change, and successfully for the types of changes that will come. People have lived and thrived in widely different environments of the world, so adaptation knowledge exists. Studying and sharing this knowledge across boundaries will help all nations face the uncertainty of climate change.

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SWIMMING UPSTREAM: Student Human Rights Advocacy in Costa Rica

by ANJELA JENKINS and BRANDON HUNTER



WHEN THE HUMAN RIGHTS CLINIC at the UT School of Law kicked off its third semester in spring 2010, we had no way of knowing what the experience would mean for us—and how could we? We didn't yet know each other,

much less the scope of our project, the amount of dedication and diligence it would require, and the degree of pride and satisfaction we would have every step of the way. What we would soon learn, however, is everything we could want to know (and more!) about the El Diquís hydroelectric project.

In addition to Prof. Ariel Dulitzky's superb direction, and the support, guidance, and approval of our contacts in Costa Rica, seven students have worked on the clinic's Costa Rica project over the course of three semesters. The group that worked on the project during spring 2010 comprised Brandon Hunter, a first-year master's student at LLILAS; Anjela Jenkins, a 2L at the Law School in her second semester in the Human Rights Clinic; and Susan Orton, an LLM student at the Law School. Brandon carried on with the project in fall 2010, working with Kristian Aguilar, a 2L at the Law School, and Eva Hershaw, a dual master's student in LLILAS and journalism. Kristian has continued work on the project with LLM student Santiago Mesta and LLILAS master's student Leticia Aparicio Soriano during the spring 2011 semester.

During the three semesters, students in the clinic carried out a fact-

finding mission, produced a comprehensive report of their findings, returned to Costa Rica to publicize the report, and worked diligently to follow up with officials in Costa Rica and at the international level. During three very different phases of the project, the members of each team became—and somehow managed to stay—friends. Because of division of labor, we each had a unique experience, developing different knowledge and skills, but all of us learned a great deal in the clinic; in particular, we have enjoyed and benefited from Ariel's knowledge and mentorship. And now we can proudly say that we designed and executed major phases of a human rights advocacy campaign—a considerable personal and professional achievement for all those involved but also, we hope, a significant contribution to the larger human rights community.

Anjela, Brandon, and Susan began the first stage of work on the Costa Rica project during spring 2010. From the description provided to us beforehand, we had a general idea of the project—we knew that it concerned an indigenous community in Costa Rica and their opposition to a proposed dam the government wanted to build on their land. Furthermore, we knew we would be writing a report about these facts and that part of that research would involve conducting a fact-finding mission in Costa Rica.

When we first met with Professor Dulitzky for an introduction to the project, we established a schedule for weekly meetings and a set of tasks to complete as we prepared ourselves for the mission to

Costa Rica. First on our list was to research and get a better picture of the situation there; second was to coordinate with our contacts in Costa Rica a timetable for our visit. Immediately we began to pore through documents, websites, and other public material, researching both the present stage of the El Diquís dam project as well as the previous attempts to construct a dam in the region.

The Proyecto Hidroeléctrico El Diquís is the current manifestation of a thirty-year venture by the Instituto Costarricense de Electricidad (ICE)—a state entity—to design and construct a dam in the southern region of Costa Rica. The current project’s predecessor, called the Boruca-Cajón project, was proposed in the early 1970s, but progress on this dam moved slowly until the 1990s, when Costa Rica signed and ratified the Framework Treaty of the Central American Electrical Market, allowing it to sell electricity to other Central American countries. The project’s proposed location at Cajón, on the boundary of the indigenous territories of Boruca and Curré, implied serious social and environmental impacts. Construction of the dam would have led to the inundation of approximately 4,000 hectares of indigenous territory and the relocation of thousands of indigenous individuals.

In light of its large-scale effects, the Boruca-Cajón project was met with serious opposition by indigenous and non-indigenous communities alike. Over the next thirty years, conflict between the Costa Rican government and the communities of the southern region intensified, garnering international attention and leading to further opposition to the project. Combined domestic and international resistance to the Boruca-Cajón project eventually resulted in its abandonment by the Costa Rican government and replacement with a new proposal.

In lieu of the Boruca-Cajón plan, ICE proposes instead to construct the dam on the Rio General, a major tributary of the Rio Térraba. Supported with funds from the Inter-American Development Bank (IDB), ICE began working on plans for further feasibility studies related to the economic and environmental viability of the El Diquís dam and to determine the potential energy output of the new project. For some observers, the new project also illustrated ICE’s attempts to minimize the ecological and social effects of the dam in comparison to the Boruca-Cajón proposal. The new proposal, originally named the Veraguas Hydroelectric Project, offers significant differences in comparison to the Boruca-Cajón project (see Table 1).

We were given two weeks to prepare for a 10-day fact-finding mission. We worked hard to schedule meetings, coordinate with our contacts, and ensure we connected with all relevant actors. This involved minute-by-minute communication among team members, officials in Costa Rica, our contacts, and Ariel. Yet we worked hard and managed to obtain meetings with just about everyone on our initial list. Arriving in San José with only a cursory understanding of the El Diquís project and the human rights situation in Térraba, we

	Boruca-Cajón	El Diquís (formerly Veraguas)
Power generated (megawatts)	852	631
Reservoir size (hectares)	1,2581.6	6,815
Area of Inter-American highway affected (kilometers)	37.25	3.6
Indigenous territory inundated (hectares)	4,039.7	734.1

Table 1. Comparison of El Diquís project to Boruca-Cajón project based on ICE data.

left 10 days later filled with knowledge about Costa Rican domestic law and human rights, indigenous rights history and law in Costa Rica, the El Diquís project, and the varied perspectives on the project’s implications. In writing our report, the goal became to condense all our information into a succinct document that clearly and adequately spoke to the human rights violations taking place. After further research and

much deliberation, we focused our attention on ICE’s violation of the right to free, prior, and informed consent due to the intrusion of ICE into Teribe territory. After several drafts, many revisions, and long nights in the clinic office, we completed the report. Adding a spiffy title, edits from our contacts, and Ariel’s approval, we ended the semester exhausted and full of accomplishment, yet the work was not over.

The summer of 2010 was spent translating and publishing the report. Anjela and Susan would

not return in the fall, but Brandon stayed on and was joined by Eva and Kristian to begin the advocacy plan for the report. We began the semester by familiarizing ourselves with the report and developing a campaign that would address the media, state officials in Costa Rica, and international actors. By sheer happenstance, our contacts in Costa Rica helped get us a spot presenting our report at a conference held by the University of Costa Rica on the El Diquís project. Alongside engineers, members of the Teribe community, and even officials from ICE, we were given the opportunity to present our findings. In addition, this allowed us to make a follow-up visit to Costa Rica and advocate for our report in front of state officials, NGOs, and the media.

It was decided the second trip would be shorter than the first since we would be meeting with fewer people. In addition, we prepared differently for the second trip, working on our understanding and presentation of the report and developing talking points rather than investigative questions. We established goals determined by how we thought state officials would deal with the implications made in the report, and we returned wanting to know the trajectory and current

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stage of the El Diquís project. We scheduled meetings, practiced our lines, and put together a clear and comprehensive presentation of our report and its findings.

Similar to the first trip, we found ourselves in countless conference rooms and offices, talking with state officials and soaking in a great deal of information. We presented our report at the conference, met with many of the same people we had met with during our first visit, and even returned to the Térraba to pass out copies of our report, present our findings, and ask about the current situation in their community. Most of the time we were met with sincere interest and enthusiasm for our report, yet in our meeting with the executive president of ICE we received criticism and our credibility was questioned. Despite our standing up for our report and findings, the meeting proved futile and we left feeling shocked, upset, and worst of all, powerless. In concluding the trip, we essentially concluded our work for the semester. We had achieved our goal of advocating and publicizing our report, and thus were left to wait for the results of our labor.

In the first few days following our visit, several stories were published about our report in both the English and Spanish language media. As the weeks passed, we were notified of several more, including coverage by Univision. In addition, we received follow-up e-mails from some government agencies, and after our report was sent to several international actors, we received correspondence from them as well. More important, we continued to keep in contact with the community in order to stay abreast of the situation and to learn about any updates with respect to the project and ICE's activities there.

Following the fall 2010 semester, the clinic continued to work on the project in a limited manner. We made the decision to send our report and findings to the United Nations Committee on the Elimination of Racial Discrimination, and on March 11, 2011, Mr. Anwar Kemal, the President of the Committee, sent a notice requesting that the Costa Rican state share any information on the advances and decisions made regarding the El Diquís project. Additionally, they asked that the state pay special attention to the methods used to guarantee the rights of the indigenous people affected, including consultation and obtaining free prior and informed consent in all the phases of the project that affect their territories or culture. In this letter the committee asked that the Costa Rican state respond to their request by July 31, 2011. The committee and the clinic currently are awaiting the Costa Rican state's response.

The clinic also submitted our report and findings to the Inter-American Development Bank. We received a response on April 18,

2011, stating that IDB had not financed any of the studies conducted by ICE thus far. However, they did state they still intended to support ICE in the completion of the environmental and social impact assessments, and they assured the clinic that they would take measures to ensure all relevant IDB policies are complied with and followed throughout the completion of the studies.

The most recent development was an official fact-finding mission conducted April 24–27, 2011, by James Anaya, United Nations Special Rapporteur on the Rights of Indigenous People. During his visit, he met with indigenous leaders, the Teribe community, and ICE. He asked ICE

for information regarding the studies they conducted on the Teribe territory, spoke with indigenous leaders about issues they faced, and consulted the community on the steps needed to ensure free, prior, and informed consent with regard to the El Diquís project. One development of note is that during Anaya's visit, ICE announced that they would be leaving the Teribe community and transferring all machinery and equipment to locations outside Térraba. Despite these changes, however, ICE has not halted its work on the El Diquís project in locations outside indigenous territory.

A Collective Reflection

In reflecting on our involvement with the clinic and on this project, we learned valuable lessons about the hard work, determination, and

level of strategy that go into human rights work. We gained a new appreciation for the efforts of human rights defenders and developed practical and professional skills that will be invaluable to us in the future. As an academic experience, we can say it was perhaps one of the most rewarding, interesting, and engaging projects of our academic careers and an experience none of us will soon forget.

Our work on this project now spans three semesters and includes a cast of characters uniquely talented and incredibly passionate about human rights. We owe the project's success to the teamwork, dedication, and intelligence of all those involved, but also to the guidance and wisdom of Professor Dulitzky, those who helped us on both visits in Costa Rica, and those who agreed to speak with us, answer our questions, and read our report. The project, like this article, was a collective effort, and one that utilized the special skills and diverse disciplinary expertise of those involved. At the same time, it is one of many examples of the Human Rights Clinic's ability to unite different students under the banner of advancing human rights and bridge the gap between the ivory tower and the activist community. ✨

Anjela Jenkins graduated with a JD from the UT School of Law, and Brandon Hunter graduated with an MA from LLILAS in 2011.

ONE DEVELOPMENT OF NOTE IS THAT DURING ANAYA'S VISIT, ICE ANNOUNCED THAT THEY WOULD BE LEAVING THE TERIBE COMMUNITY AND TRANSFERRING ALL MACHINERY AND EQUIPMENT TO LOCATIONS OUTSIDE TÉRRABA. DESPITE THESE CHANGES, HOWEVER, ICE HAS NOT HALTED ITS WORK ON THE EL DIQUÍS PROJECT IN LOCATIONS OUTSIDE INDIGENOUS TERRITORY.

From Indigenous Land Rights to the UN: Making a Meaningful Contribution

by AMY WEESNER

I RECEIVED NEWS OF MY acceptance to LLILAS while living and working in Peru in 2000. I'd been in Peru for the better part of a year teaching English in Cuzco and realized that at 24 I still didn't have the intellectual maturity to really comprehend the widespread disparities that I observed there and in the world at large. I hoped to go back to graduate school and to have the complexities of Latin America spelled out for me so that I could then focus on how to make a more meaningful contribution to society than I felt I'd made so far. Of course, once I began my graduate studies I soon realized that if anything I'd just signed up for two more years of existential angst.

You see, I struggled during those two years at LLILAS. I struggled with my own idealism about my academic passions and with my own naïve notions of self. There is no doubt that the courses I chose (primarily in geography and anthropology) gave me the tools to explore the complexity that had left me feeling so uninformed before, but each course, each professor, and each trip to the field brought with it the realization that there was so much more that I would never understand and that I probably couldn't change.

My field of study, indigenous territorial rights, meant grappling with a set of social, economic, and environmental justice questions on a scale that could test the idealism of the most dedicated activist. In fact, I remember making the decision to take courses in GIS not just so that I could take part in making some of the first maps of a remote Achuar territory in Ecuador, but also because I desperately needed to create a tangible counterpoint to academic analysis and concomitantly to my own idealism. Luckily, I had chosen an academic environment that not only encouraged interdisciplinary

approaches but also attracted activist faculty. As a result, I learned how to marry the theoretical with some very concrete outputs on a manageable scale. This allowed me to live up to my own ideals and contribute something meaningful to a community I cared about. In short, I remained an idealist but one who learned how to develop realistic expectations. It's a lesson that I've had to apply to just about every job I've had since graduate school and especially since I joined the United Nations.

Indeed, from a social justice perspective, the UN represents just about every lofty ideal—from human rights and development to peacekeeping and peacebuilding. As such it's likely no surprise that the UN can be a dangerous place to work for an idealist. The expectations for this organization are incredibly high, the scale and scope of the humanitarian problems it tries to solve truly complex and global—astronomical even, if you count the UN Office on Outer Space Affairs (yes, it exists). Add to that the unique intergovernmental mechanisms that drive decision-making at the UN plus an outdated politically hamstrung bureaucracy and you get an organization that is destined to disappoint almost anyone.

This is an environment that demands not just a substantive knowledge of a field of study, but also the kind of pragmatic realism that I developed at LLILAS. As a result, my professional experiences at



Amy Weesner, Class of 2002



Boarding UN helicopter for fieldwork in Haiti.

the UN have evolved along with the ways I've found to best express my commitment to the ideals laid out in the UN Charter. What this means is that I haven't actually taken the path I thought I would. Alas, I do not currently work at the UN Permanent Forum on Indigenous Issues on territorial rights and self-determinism. Instead, I found myself working in crisis mapping and participating in inter-agency efforts to share spatial data more effectively in the field during disasters, a project that brought me to Haiti and introduced me to peacekeeping in the field. It turns out that I'm also fascinated with UN reform and the intergovernmental bodies that both stymie and drive change in this organization. This interest resulted in my current post on one of the main committees of the General Assembly, where I primarily focus on peacekeeping and reform initiatives. In short, each project and each new focus I take at the UN requires that I find a tangible, realistic anchor to ground me in the face of what can often seem overwhelming or less than ideal—a lesson not uniquely applicable to the UN but for any idealist working toward substantive social change. ✨

Amy Weesner graduated from LLILAS with an MA in Latin American Studies in 2002.





Migration and Human Rights in El Salvador

by ALLISON RAMIREZ



SALVADORAN migrants are known as “tres veces mojados” because they must cross three border-rivers on their journey north to the United States. While folks from the U.S. no doubt consider the Rio Grande, or Rio Bravo, to be the most infamous, it is the Rio Suchiate dividing Mexico and Guatemala that represents

the beginning of the most perilous part of the journey for Central Americans. Upon entering Mexico, Central Americans descend into “undocumented” status, essentially a license to become victims of assault, kidnapping, rape, and murder at the hands of organized crime and both local and national Mexican authorities. While these abuses are well documented by Mexico’s National Human Rights Commission and the United Nations, recent years have only seen an upswing in the violence, including the massacre of 72 migrants in Tamaulipas, Mexico, in 2010 and the discovery of many more clandestine graves in 2011. On the other end of the line are hundreds of families waiting to hear news of their loved ones while at the same time trying to survive the very conditions of poverty and insecurity that push hundreds of Central Americans to leave their homes each day to embark on this journey.

I first became acquainted with this issue in the summer of 2006, as I read through the case files of hundreds of migrants who had disappeared one day, never to be heard from by their families again.

CARECEN International, a small Salvadoran NGO, had gathered these stories, bits and pieces of information and documentation, from distraught mothers and wives who had found no recourse through institutional means to search for their loved ones. I was assigned to make phone calls, contacts with migrant houses and human rights organizations in harm’s way, to scan pictures of the missing to see if anyone had noticed this traveler in particular among the multitude headed north. To me, it was a needle-in-the haystack search. The families, however, managed to maintain an enduring hope that somehow their case would be resolved.

Entering the University of Texas at Austin in 2009, I knew that these issues would be at the cornerstone of my research as part of the LLILAS program. I have pursued both my academic and advocacy interests as a dual-degree student with the LBJ School of Public Affairs, combining a professional policy focus with a rigorous research agenda. At the heart of it all has been a continuing relationship with the family members, who pulled together during that first summer to form COFAMIDE, the Committee of Family Members of Migrants Who Have Died or Disappeared. Over the course of the spring 2011 semester and into the summer, I was able to return to El Salvador to pursue independent coursework on COFAMIDE’s evolving advocacy strategies with the Salvadoran government, while at the same time continuing to provide technical, administrative, and moral support to the organization. Working at the intersection of policy and academia has been a unique and rewarding experience that I’m not sure I would have had the chance to pursue outside this graduate program.



Family members of the disappeared advocate for search of loved ones.



Families manage to maintain hope that somehow their case will be resolved.



Right before I came to Austin in 2009, I was able to witness the most historic political moment to occur in El Salvador during its modern history: the ascendancy of a left-wing political party to the presidency. The FMLN party, with its roots as the guerrilla organization fighting for social change during the Salvadoran civil war, was elected on a platform of change with moderate candidate Mauricio Funes at the helm. Many human rights organizations, including COFAMIDE, were anxiously anticipating an about-face in human rights policies, after what they considered to be years of rejection and dismissal by previous administrations. COFAMIDE, finding little concern for the issue at home, had previously staged a *Caminata de la Esperanza* to Mexico, meeting with local authorities and voicing their concerns. A transnational advocacy network of activists in Mexico and Central America had emerged, serving as an alternative source of information while trying to use their moral leverage to spur their governments to action.

With the election of the FMLN, COFAMIDE hoped the government would assume its obligations to its citizens: pressure Mexico to protect transit migrants, provide support for repatriations, and begin a program of reparations for the victims. Although several key figures were replaced within the government, many lower level officials remained. Despite good intentions, change, as we have learned in the United States as well, is slow. COFAMIDE did not hesitate to partner again with international allies to pressure its own government on human rights policies.

Notable among these initiatives is the first attempt at a regional DNA database to compare samples taken from family members with unidentified bodies that are most likely migrants. The main protagonist: the Forensic Anthropology Team of Argentina (EAAF, for its initials in Spanish), a world-renowned group of professionals that began in Argentina, identifying the disappeared of the Dirty War. Years ago, the EAAF worked to exhume the massacre and identify the dead at El Mozote, one of the largest that took place during El Salvador's 12-year civil war. Now, the EAAF finds itself identifying a new generation of those who have "disappeared," although the fundamental reasons for these phenomena remain the same—structural poverty, marginalization, and the attempt to escape these conditions, whether by taking up arms or fleeing the country.

While it is a noble initiative that will help resolve the uncertainty that plagues hundreds of Salvadoran mothers, fathers, spouses, and children, the activists I work with believe it never would have taken off without international pressure from the EAAF. Fears of image problems can still go a long way to help cut the bureaucratic red tape and muster the political will to move forward. The hope is that this project will continue to grow, and that unidentified bodies throughout Mexico and the U.S.-Mexico border will be exhumed and tested against the samples provided from families waiting for a match. Five years ago I never would have imagined that I would be present for the start of this project, but I do hope that five years from now I will have seen more than one match made and more than one family brought out of uncertainty; that there will be enough political will on all sides of the border(s) to remove the curse of being "tres veces mojado." 🌟

Allison Ramirez is a dual degree master's candidate in Latin American Studies and Global Policy Studies.

Training Teachers, Transforming Education

by NATALIE ARSENAULT

I FIRST RECALL STUDYING Latin America in college when, on a whim, I enrolled in a Brazilian Portuguese class because my Spanish professor told me it would be fun. Little did I know how that class would change my life: for nearly two decades, I have dedicated my academic and professional life to Latin America. However, I have often questioned why I was not learning about Latin America in high school or earlier in my education. When I began working at LLILAS in 2001, this concern propelled me to build an active public engagement program that focuses primarily on helping K–12 teachers integrate Latin American content into their classes. Learning about Latin America—and the rest of the world—should begin long before a student reaches college.

With a population today that is 40% Latino, Texas has become the country's fourth majority-minority state. The Latino population, which represents many countries from Mexico to Argentina, continues to grow exponentially. Latinos constitute the single largest ethnic group in Texas public schools and comprise 50% of the total students enrolled. Latin America is not a separate place, south of the border along the Rio Grande; Latin America surrounds us and is relevant to our daily lives. Not only do we need to understand better the distinct peoples and cultures that constitute our state (and, increasingly, our nation), but we need to collaborate with our neighbors in the Americas to address the challenges facing our hemisphere.

Texas teachers are required to teach about Latin American histories, cultures, and peoples in a variety of courses. For example, the sixth grade social studies course, focused on the study of contemporary world cultures, must include coverage of North America, Central America and the Caribbean, and South America. However, teacher certification requirements neglect region-specific background training that provides teachers with in-depth knowledge of Latin America. Lack of foundational knowledge causes teachers of these courses

to rely on limited textbook coverage or gloss over the region. Furthermore, the possibilities for inclusion of Latin America across the curriculum are wide-ranging: elementary students can apply their counting skills to Mayan math; music students can play Latin American rhythms; English classes can study theme and genre through traditional folktales. Gaps in their knowledge keep teachers from integrating diverse content into their classes.

As a leading area studies program at a state university, LLILAS is uniquely positioned to share expertise about Latin America with educators in Texas. Scholars at the university generate new ideas and thinking, and Public Engagement (formerly Outreach) serves as the conduit to deliver that information to educators. Moreover, Public Engagement extends LLILAS's core activities of education, research, and exchange to K–12 teachers, creating a series of opportunities for them to connect to Latin America.

Education

Teachers teach what they know. Given that currently a United States history teacher can be transferred to world history without additional training or certification, teachers often struggle to cover material about which they know relatively little. LLILAS addresses the critical need for foundational training on Latin America. Teachers who have never taken a college-level course on Latin America need answers to the most basic questions: What is Latin America? What are its histories, cultures, challenges, successes? How are countries similar and/or different?

LLILAS Public Engagement conducts professional development sessions in school districts and regional service centers throughout Texas to answer these, and other, essential questions. Our sessions provide basic information and dismantle common misconceptions about the region. To ensure that teachers teach the region free of stereotypes, we address student perceptions—from “Latin America is poor” to “everyone speaks Spanish”—and provide methods to discuss the region in a way that respects its diversity and complexity.

Once they have background information, teachers need classroom-appropriate materials. Textbooks are outdated and cover only a small amount of information. To address the need for quality materials, Public Engagement has created a set of standards-aligned curriculum units that are complete and ready to use in the classroom. The units combine brief but thoughtful background materials, primary source documents that are not easily accessed by most teachers, and age-appropriate activities for students that build both skills and content knowledge. Professional development sessions include presentations of the units' overarching themes and specific content. Curriculum development allows us to bring current research to K–12 schools: we draw on university courses and texts to convey key ideas to a younger audience. Unit themes include human-environmental interactions (e.g., air pollution in Mexico City); the journeys of global commodities (chocolate and rubber); women in world history (the role of mothers in protesting dictatorships in Argentina and Chile); comparative slave systems; and human rights.

Professional development sessions, which last from two hours up to a full day, draw in teachers who are not able to attend on-campus workshops. Public Engagement launched the program in 2003 as a way to reach teachers across the state. On average,

we visit 5–10 sites and present to 200–400 teachers per year. Since 2003, we have presented to more than 1,750 educators in Texas to ensure that Latin America is covered adequately, accurately, and thoughtfully in K–12 classrooms.

Research

Elementary and secondary teachers have little time to conduct research in areas that interest them. Many strive to bring original content into their classes, but their heavy teaching schedules do not allow them to explore new directions. Through on-campus workshops and support of teacher-generated curriculum, LLILAS provides research opportunities to educators who do not normally have access to them.

LLILAS Public Engagement partners with campus libraries and archives to organize workshops that incorporate educational components—university faculty and graduate students present information related to a central theme, and extend research possibilities by introducing our collections to a new audience. For example, LLILAS collaborated with the Nettie Lee Benson Latin American Collection on *Chile 1973: An International Search for Truth and Justice*. The workshop discussed Chile's coup d'état, as well as the abduction, torture, and murder of American journalist Charles Horman, whose story is documented

in the Joyce Horman and Edmund Horman Papers held by the Benson. This workshop provided directed access to the vast resources of the country's best collection of Latin American materials. Workshop attendees were encouraged to conduct their own research within the Horman Papers to find documents that best served their teaching needs.

Through Hemispheres (the international outreach consortium at UT), LLILAS worked with the Lyndon Baines Johnson Library and Museum to organize *Cold War Cultures*, a week-long educator workshop designed to address the global impact of the Cold War. One goal of the workshop was to introduce attendees to the archival collections of the LBJ Library, which include government documents and recorded presidential phone conversations about the 1964 Guantanamo water crisis and the 1965 revolt in the Dominican Republic, among other important events. Once again, teachers were encouraged to conduct research in the archives to gather items that would connect to key course themes.

LLILAS Public Engagement also provides guidance and consultation during the research process. Teachers have specific interests and themes they would like to address, but do not always know the best way to find reliable materials. Since 2004, Public Engagement has worked with the Fulbright-Hays Seminars Abroad program, which sends K–16



Left: Fulbright-Hays Seminars Abroad group in Austin for predeparture orientation for Mexico and Peru. Right: Natalie Arsenault.

educators to Latin America for month-long seminars, on the research and development of curriculum projects. We facilitate the process by presenting training sessions on best research practices and recommending specialized resources related to the topics of participants' projects. We draw from the expertise of the Benson Latin American Collection to assist with the process. Public Engagement supports research by educators so as to enable them to integrate new content into their courses. The research process generates the knowledge, and comfort level, that allows teachers to improve their coverage of Latin America. The results are better educated teachers, dynamic content for the classroom, and more engaged students.

Exchange

While education and research are important aspects of our public engagement program, study abroad truly transforms the teaching of Latin America. Global classrooms start with personal international experiences. Meaningful teaching about Latin America results from a connection to the content: teachers must feel this connection in order to captivate their students. Firsthand experience in the region provides teachers with insights, knowledge, and a perspective that can be gained in no other way. LLILAS Public Engagement facilitates experiential learning opportunities that are about exchange, not

tourism: while we visit important sites and attend cultural events, the emphasis of these programs is to meet with local experts who can facilitate a deeper understanding of their country and culture.

Thus far, we have conducted three Fulbright-Hays Group Projects Abroad: *Study Seminar and Curriculum Development Project in Brazil* (2004), *Performing Arts and Culture in Mexico* (2006), and *Arts and Empowerment in Brazil* (2010). These programs have three main objectives: (1) to enhance knowledge and understanding of Latin America in a variety of courses through expert lectures, site visits, and other experiences that provide an intellectual foundation for a group of selected lead teachers; (2) to work with participants to develop interesting, accurate, standards-based curriculum units that are complete and readily usable in a variety of classes where vibrant resources can add depth and breadth to the subjects being taught; and (3) to post projects on our multimedia website for wide dissemination of the new curriculum to enrich classroom teaching of Latin America throughout the country.

Our Fulbright programs have transformed the teaching of Latin America in the classrooms of all those who participate. As one participant commented, "I had visited Brazil twice prior to the seminar. I realize now that previously I had viewed Brazil through the lens of an accidental tourist ... Having

spent the month studying Brazil's history, society, and cultural programs, as well as the Portuguese language, I now feel that I really experienced Brazil for the first, as opposed to the third, time." This type of comment, reflecting a new appreciation for a country, is typical. Teachers return excited about teaching the country and integrating their experiences into the classroom. In addition, they return with photos, videos, music, and realia that enliven their teaching. In the end, generations of students are the beneficiaries as their teachers' enthusiasm sparks their interest in learning more.

Experiential learning also allows Public Engagement to integrate teaching and research objectives. Their in-country experiences furnish participants with a wealth of knowledge, delivered through lectures, site visits, and conversations with locals. We choose the lens through which they study the country, striving to make it an appealing and compelling entry point into a country and its culture. Our strength in developing these programs lies in our ability to couple access to leaders, artists, educators, and other people not generally on the tourist circuit with solid academic lectures that provide the background information necessary to understand the central themes we are studying. Participants then return to their schools to conduct additional research and develop curriculum to be shared with their peers. Through these programs, Latin America can be presented to U.S. students in all its complexity; the programs allow us to create materials that engage and enlighten students across the nation.

Teacher education has placed LLILAS at the forefront of world studies education in Texas. The multiplier effect of educating teachers is evident in generations of students whose cultural awareness and global competence have improved as a result of our efforts. Demand for our services is high, as our audience needs, appreciates, and utilizes our resources. We are currently raising funds to bring the K-12 program to the next level and ensure its permanence: educators in every corner of the state should have access to teaching, research, and exchange opportunities that allow them to present the real, vibrant Latin America to their students. ☀

Natalie Arsenault is director of the LLILAS Public Engagement Office.



A "living picture" exercise about water at a professional development session for teachers.

Media Cold Warriors: How the Pedro Panes Reinforced Cold War Policies toward Cuba

by MEGHAN VAIL

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MEGHAN VAIL, WHO graduated with an MA from LLILAS in 2011, received the award for Best LLILAS Student Paper at the ILASSA31 Conference in February. Her paper is reprinted here in an abridged version. The full-text version with

complete references is available in the LANIC Etext Collection/LLILAS Archive at <http://lanic.utexas.edu/project/etext/>.

In *The Lost Apple: Operation Pedro Pan, Cuban Children in the U.S., and the Promise of a Better Future*, María de los Angeles Torres situates Cuban children at the heart of U.S. Cold War strategy to destabilize the Fidel Castro regime, undermine the Cuban revolutionary government, and eliminate the threat of communism in the Western Hemisphere. Describing the migration of more than 14,000 Cuban children to the United States in what would be termed by the U.S. media in the early 1960s as “Operation Pedro Pan,”¹ Torres writes, “for the United States, the young refugees were living proof of the horrors of communism, children who had to be saved and brought to freedom” (2).

“Saving” the children became a *de facto* U.S. foreign policy objective that was marketed not only to Americans, but also to Cuban families. The CIA convinced many parents that they would lose parental authority over their children if the children remained in Cuba (Torres 89–92). This rumor was disseminated through CIA-operated Radio Swan and by word of mouth from underground groups, such that “the fear that the government would control the children was persuasive” (90). *Time* magazine warned Americans that “since taking power, Castro ha[d] worked tirelessly to mold his nation’s youth into loyal—and militant—Communist cadres ...” (“Now the Children”).

The U.S. government’s objective of garnering public support for its Cuba policies was facilitated by media propaganda stressing the plight of Cuban children under Castro. The use of Cuban children as media pawns can easily be observed in American newspaper articles from the early 1960s that feature Cuban “refugee” children who immigrated through Operation Pedro Pan.

While this paper does not provide a comprehensive examination of Operation Pedro Pan press coverage, it is worth examining several

of these publications in order to understand how the publicity surrounding this underground operation reflected U.S. policy interests both in overthrowing the Castro regime and in defeating communism. Children of Operation Pedro Pan played a critical role in U.S. media efforts to emphasize the threat posed by other Cold War actors, to exaggerate and criticize social conditions under Castro, and to depict the horrors of communism.

In order to recognize how U.S. media publications in the early 1960s reflected U.S. policy interests, one must

first recall essential U.S. foreign policy objectives concerning Cuba during that time. When the Cuban Revolution succeeded on January 1, 1959, the primary concerns of the Eisenhower administration were the socialist economic initiatives taken by the Castro government, and chief among these, the Agrarian Reform of May 1959. Eisenhower’s “chief concern was the extent of communist activities in Cuba” (Welch 42) fed by CIA indications that Castro posed a security threat to the United States (45). The flames of mistrust were fanned by the trade agreement established between Cuba and the Soviet Union in February 1960, as well as by the nationalization of U.S. companies in Cuba in August 1960.

Attempts to overthrow the Castro regime through covert military action and assassination were authorized by Eisenhower and continued when John F. Kennedy assumed the presidency in 1961. The Bay of Pigs operation that took place in April 1961 was planned with the theory that “the revolution would collapse” without Castro



Meghan Vail

(Kornbluh 9). The Bay of Pigs initiative had embodied two central U.S. foreign policy goals: the first, that “the Castro regime should be overthrown. The other was that the political and moral posture of the United States before the world at large should not be impaired” (13). In the wake of an embarrassing defeat of Cuban exile forces, the United States was awakened to the reality that Castro enjoyed popular support from the Cuban people.

The Bay of Pigs fiasco strengthened Cuba-Soviet ties through Cuba’s fear of continued U.S. aggression, as well as through the willingness of the Cuban government to accede to armed protection from the Soviet Union in the form of missiles placed in Cuban territory in late 1962. Operation Pedro Pan developed amid this background of international Cold War conflict and can be understood not only as an attempt to undermine Castro, but also as a state-sponsored, if, like Bay of Pigs, a “technically deniable” (Kornbluh 13), effort to prove the ineffectiveness of communism in the international arena.

When Operation Pedro Pan emerged in the American press in 1962, it appeared in newspapers nationwide and was featured in many local papers that were published by towns and cities that had welcomed the foreign “youngsters” in response to a call for foster homes by the Catholic Welfare Bureau in Miami, the entity that was authorized by the State Department to carry out the covert endeavor.

An interesting example of U.S. foreign policy propaganda filtered through Operation Pedro Pan, a *Miami News* article written by Mary Louise Wilkinson in February 1962 tells the story of several youth who are refugees from a Cuba that is at the mercy of the Soviet Union. Wilkinson writes, “As the Soviet bear [tightens] its stranglehold on the Cuban people...all too often the fathers and mothers have no choice” but to send their children to the United States (3A). The article suggests that Cuba is a puppet of Soviet influence, emphasizing Cuba’s dependency on the Eastern superpower in the wake of the suspension of the U.S. sugar quota in July 1960 (Franklin 26–31).

In addition to the critical portrayal of Cold War actors, a second dominant theme that can be observed in articles featuring Pedro Panes is the portrayal of Cuba as an impoverished country under Castro’s leadership. A March 1962 article from the *Evansville Press* relates the story of fifty Pedro Panes who are resettled in Indiana after journeying to Miami. The article paints a vivid image of the Cuba that two particular little girls, one arriving in “four thin dresses,”² left behind. In addition to avoiding “the Communists,” the girls are reported to have made the journey both because “they hadn’t seen the inside of a school house since Castro closed the schools” the previous year and because “they were hungry.” Portrayed as helpless, the children are depicted as youngsters full of gratitude for their American rescuers.

In an effort to undermine the Castro regime, the news reporter

neglects to report factually on other educational initiatives undertaken by the Cuban government in the aftermath of the revolution, including the 1960–1961 Literacy Campaign to engage urban youth as reading and writing teachers in rural Cuba (Cluster and Hernández 215). Similar to other articles, “Cuban Tots” attempts to sensationalize the operation by cloaking Operation Pedro Pan and the identities of the minors in secrecy. News reporter Gene Miller writes, “no one is telling how it (the Operation) is done” because “the risk of reprisal is too great.” Concerning the arriving children, he writes, “the names used will not be real” (7).

This exaggeration of the Cuban social conditions under Castro can also be seen in the aforementioned Wilkinson article, which features “pocket-size Cuban refugee” Oscar, whose journey to the United States is a consequence of the apparent inability of his “Communist-caught parents” to provide for him. “I came here,” Oscar advises, “because my grandmother couldn’t get me anything to eat in Cuba. She’s too old to stand in line.” Despite the historic context of Oscar’s

observation, the establishment of a food-rationing system in Cuba in March 1962 due to changes in farm ownership and organization, as well as the U.S. embargo (Alvarez), the pity for Oscar is intended to evoke criticism toward the Cuban government which, from the U.S. perspective, is responsible for its own economic crisis.

The most eye-opening element of this article is the politicization of the children’s game “Cops and Robbers”³ in which the embodiment of Fidel Castro as a “bad guy” is indicative of a U.S. desire to sell governmental opinion of Castro through Pedro Panes. At play, 6-year-old Pedro (who “insists that

it’s pronounced Peter”) withdraws a toy gun and cries, “Fidel will die when I shoot him. Bam! He’s bad. He shoots Americans. He’d shoot me, too, if I was there.” Oscar, who is also at play with Pedro, “dashes off momentarily to chase an unseen Communist adversary...” (Wilkinson 3A). Pedro’s incorporation of political aggression into the children’s game can be understood as a tactic not only to reveal contempt for the Castro regime on the part of its own citizens, but also to communicate that Castro’s communist influence has so profoundly affected Cuban youth that even their simple child’s play has not been spared. From the perspective of U.S. policy, the utility of these and other articles containing criticism of the Cuban government was that these criticisms were voiced not by Americans, but by (young) Cuban citizens renouncing their own leader. Moreover, the political subtext of many of the articles pandered to the conservative, resident Cuban-American community.

A February 1962 article in the *Marathon Keynoter* of Marathon, Florida, attempts to appeal to conservative Americans intolerant of the newly designated atheistic state of the Cuban government. In what the author describes as “Communist cunning, carefully employed,” the

CHILDREN OF OPERATION PEDRO PAN PLAYED A CRITICAL ROLE IN U.S. MEDIA EFFORTS TO EMPHASIZE THE THREAT POSED BY OTHER COLD WAR ACTORS, TO EXAGGERATE AND CRITICIZE SOCIAL CONDITIONS UNDER CASTRO, AND TO DEPICT THE HORRORS OF COMMUNISM.

children have recalled for the author an activity administered in their Cuban schools in which prayers to God for ice cream go unanswered, while prayers to Castro result in a cup of ice cream placed before each student. Only under the guidance of an American guardian, the author argues, will “these Godless thoughts ... no doubt soon vanish from the minds of Carlos, Marjorie, and Alicia” (“Displaced Tots”). Cuba, then, becomes a conversion project for the American populace to restore religious observance in Cuba, beginning with the Pedro Panes temporarily sheltered in their care.

The children of Operation Pedro Pan play a pivotal role in U.S. media efforts not only to illustrate the threat posed by other Cold War actors and to criticize socioeconomic conditions under the Castro government, but also to provide a condemnation of communism as an international menace. *The Steubenville Register*, a Catholic⁴ publication from Steubenville, Ohio, features a March 1962 article entitled “Cuban Reds Concentrate on Conquering Children” in which the author portrays Cuban children as victims of a governmental campaign to “capture the minds of Cuban children.” The campaign that is referenced by the article refers to the two student groups created to monitor counter-revolutionary activity, the Union of Rebel Pioneers and the Association of Rebel Youths (Conde 30–31).

Offering no factual, propaganda-free reference to the student organizations, or to the Cuban Government’s literacy campaigns, the author(s) dramatize(s) that “from the moment the Cuban child leaves the cradle until he reaches young manhood, his education is rigidly prescribed by the state.” In the article’s conclusion, Cuba’s Rebel Youth Association is deprecatingly recognized as one in which, to the apparent detriment of Cuban youth, membership is a matter of ideological achievement, and “mountainous hatreds are instilled” into the nation’s boys and girls (“Cuban Reds”). While not specifically children of the Operation Pedro Pan program, these Cuban children are used to illustrate an explicit link between hatred and communist ideology.

A careful reading of American news publications in the early years of the Cuban Revolution between 1959 and 1962—years that were characterized by Cold War conflict and competing domestic and foreign policy interests on the part of Cuba, the Soviet Union, and the United States—reveals that the children of Operation Pedro Pan were employed by the United States media as a propaganda tool to emphasize the threat posed by other Cold War actors, to criticize Cuba’s socioeconomic conditions attributed to Fidel Castro, and to publicize the horrors of communist ideology that demanded its eradication from the Western Hemisphere. At the hands of the media, the Pedro Panes ultimately served as a living justification for U.S. foreign policy objectives concerning Cuba and the Soviet Union in one of the most ideologically charged periods of the Cold War. ✨

Notes

1. Or “Operation Peter Pan,” in reference to J. M. Barrie’s work about a boy who flies and never grows up.
2. The “thin dresses” are likely a reflection of the Cuban climate but, I argue, can also be understood as an attempt to appeal to the American interpretation of “thin” in this context as connoting poverty.
3. Traditionally enjoyed as “Cowboys and Indians” by children in Cuba. See Pedro Pan Carlos Eire’s memoir, *Waiting for Snow in Havana*, in which he references the popular American theme of the cowboy

in Cuban culture (p. 71).

4. With the authority of the U.S. Department of State, the Catholic Welfare Bureau in Miami coordinated Operation Pedro Pan, arranging for housing, foster care, and social services for Cuban youth in Miami and in thirty-six states throughout the country (Thomas). The significance of publications such as the *Steubenville Register* is that the Catholic Church in the United States and Cuba was vehemently counter-revolutionary and vocally critical of Castro and communism. Torres explains, “Communism was seen as the antithesis of a Catholic way of life that valued family and private education,” such that “one of the strongest allies of the U.S. government’s fight against communism became the Catholic Church” (36). Within Cuba, Crespo and Marrawi write that “la Iglesia, al oponerse al proceso transformador revolucionario de la sociedad, asumió una posición de confrontación política no solo con la dirección revolucionaria, sino también con las masas populares” (24).

ALEJANDRO JUNCO SCHOLARSHIPS FOSTER COLLABORATIVE RESEARCH

LLILAS is pleased to announce the creation of the Alejandro Junco Scholarships for the Study of Social Problems in Mexico. By facilitating collaborative research, this program will shed light on how sectors of society in the U.S. and Mexico approach shared social problems from different perspectives.

Six scholarships of approximately \$3,000 each are available, three for UT students and three for students from Mexican universities, with each UT student paired with a counterpart from Mexico. The teams work in the field for 8–10 weeks during the summer with a private or civil society organization or university on a social problem of significant importance to Mexican society or to bilateral relations between Mexico and the U.S. At the completion of their research, the students meet with media experts in Mexico to discuss dissemination of their findings.

The six recipients of the first Junco Scholarships were, from UT, Leticia Aparicio, Ingrid Haeckel, and Brandon Hunter, and from Mexico, Martin Barrios (Comisión de Derechos del Valle de Tehuacán), Yureli Garcia De La Cruz (Universidad Veracruzana), and Oscar Montiel Torres (CIESAS–Distrito Federal).

The scholarships are funded by noted Mexican journalist Alejandro Junco, a graduate of the University of Texas who has spent his career working to heighten the political awareness of Mexican citizens. He is the publisher of *Reforma*, *Mural*, and *El Norte*, and for his contributions to journalism received UT’s Distinguished Alumnus Award in 2000.

EATING PIZZA IN BRAZIL: POVERTY AND OTHER

T

THE ENTIRE WORLD EATS PIZZA, or something that resembles it, such as seafood pizza in Japan or the pizza with fruit Brazilians eat here in Belo Horizonte, Minas Gerais. At LLLILAS, my concentration is officially Portuguese,

but my true focus lies in food studies. Normally, a student like myself who is interested in learning about pizza would probably focus on the food itself: the toppings, the sauces, or the crust. However, in my studies, I learn about larger social issues through my personal experiences and interest in food. I am currently studying abroad in Brazil and have had the honor of living with an amazing host family of four: father, mother, and two sons, ages 22 and 16. The other night on the way home from an event, we decided to get a pizza for dinner. I did not realize how different the whole process was going to be from the “American” way of getting a pizza. The experience revealed many social and economic issues related to poverty. The following story about eating pizza with my new Brazilian family reveals a deeper social context, beyond gastronomy, in the way pizza is obtained, received, and consumed. Enjoy.

After heading home from an event at 9 o’clock one night, my host *família* and I decided to get a pizza for dinner. We were hungry since it had been eight hours since our last meal; however, the hunger pangs did not speed up the process or cause us to alter our decisions based on convenience. I learned firsthand, a slightly shaking hand, that hungry people are the most patient. The Brazilian pizza industry does not resemble the pizza infrastructure I have been accustomed to in the United States. We did not call ahead to order since cell phone credit is ridiculously expensive. Inevitably, I knew that this experience was going to take a little bit longer than ordering an industrialized fast-food pizza, but I did not realize that this pizza adventure would teach me about larger global issues.

We spent the first half hour driving across town passing various pizzerias and deciding where to purchase a pizza. For my host family, all decisions were based on economic factors rather than convenience,

brand, or specific taste. This made sense because when you are impoverished, finding pleasure in what is cheap or free is most important to one’s mental health and security. We found a place with a *promoção* (special offer) of two “large” 30 cm (12 inch—in the U.S. we call them Personal Pan size) pizzas for R\$16 (about U.S.\$10). We walked up to the gated window to order, but quickly learned they didn’t accept checks or credit cards. I was surprised that they didn’t sell *fiado* (on credit) like so many other things are sold here. Since no one in my family had any cash, my host dad asked me somewhat hesitantly if I could lend him some money. Unfortunately, I did not have any on me. It was late and many Brazilians, in particular my host family, have taught me to be extremely paranoid of being robbed at night. Maybe this paranoia is caused by spending too much time watching the horrible *notícias* (news) on Brazilian television and reading the inexpensive subsidized newspaper; it was quite a new experience seeing actual dead bodies and thieves killing people for what few possessions they have. The Brazilian media as a whole seem to be focused on this type of news coverage, but the locals appear to find great pleasure and security in being able to keep up with the news. I think most people, like my host father, would prefer to enjoy the more expensive “professional” media, but when you make a monthly minimum wage of only R\$555 (U.S. \$370) as a *porteiro* (door guard), the cheap things are always going to be more popular.

At 10 o’clock, we made another trip across town to the ATM so that my host dad could take out barely enough money for our pizza promotion, a three-liter bottle of Coca-Cola (even the poor pay a premium price for the addictive globalized beverage), and a package of mayonnaise and ketchup. You may be asking, “What is with the condiments?” The answer is, “Yes, they put hamburger toppings on pizza in Brazil.” When we returned to the pizza joint, we ordered and waited outside, taking random group photos, singing, and dancing a little bit. I was surprised I did not hear many complaints about hunger. I heard my host dad say once or twice, *estou com fome* (I am hungry) but my host family is used to hunger pangs. For example, my

SOCIAL ISSUES

by DANIEL HERON

16-year-old brother usually comes home from school hungry because he did not have money to buy lunch or he was unable to get someone to buy him something to eat. Yet, I rarely hear him or anyone in my family complain about being hungry. This cultural difference was unique to my American experience where there are many comments and complaints while waiting at a restaurant. I began to realize that, as Americans, we tend not to enjoy being or even communicating with each other while waiting for our meals. Here is a tip for my fellow Americans—order an appetizer, it helps. Whether in Brazil or the United States, food is something to be appreciated, and our relationship with it should be respected and treated with patience. I think witnessing poverty allows one to realize this.

Finally, arriving home around 11 o'clock, my host family and I sat down to eat but we ended up "discussing" how to cut the pizza so that all five of us could get some. To add to the confusion, my host dad brought home a roller cutter that left my host mom confused about how to use it. Cutting the pizza seemed obvious to me; however, it was something new for her. My host mom had a difficult life growing up, and her lack of formal education and poor health (obesity) contribute greatly to her limitations. To make matters worse, her husband and sons do not hear her cry for help. A couple of years ago she was diagnosed with Type-II diabetes, and she depends on the free medications that the government provides her to survive each day. With no outside income or allowance from her husband, her life consists of household chores, watching television, attending mandatory health meetings, and receiving free treatments at various clinics. I wonder how much she understands from those meetings? I don't expect her, or anyone for that matter, to fully comprehend nutrition, but it is really difficult

for me to help her understand that there is a lot of sugar in the coke she drinks as well as in the ketchup she puts on the pizza.

We all knew the large pizzas were not going to be enough to fully satisfy us, so we decided to make rice. We ate white rice to fill our stomachs, and the pizza was to give some flavor. The luxury of eating pizza seemed to raise my family's self-worth; it was an outlet that assisted with the struggles of poverty. I do not like to say that my host family is poor, but I have to accept the reality of their poverty when I see them argue over *centavos* (cents), water down juice, liquefy *feijao*

(beans), tell each other constantly to put more rice on their plates, and repeatedly ask me to pardon them for being "humble." Yet, the vocabulary they use never criticizes the life they live; I never hear them mention the words *poor*, *unhealthy*, or *sad*. Instead, I hear expressions of gratitude and other positive comments about life. Since I am a guest, more healthful changes are happening at home: the unused plates come

out, the kitchen and dishes are cleaned more often, more fruits and vegetables are added to the daily rations of rice and beans, and we even brought a pizza home to enjoy—something they have never done before. I want a healthier life for them, not just for me. I fear when I go away that many of these changes will revert to the old way. I can only hope our exchange of ideas and cultures will benefit all of our lives. I realized that I was not just sharing with them what has helped me in my life, but they were teaching me about what has helped them in theirs. Our pizza adventure that had begun three hours earlier finally concluded when we finished eating around midnight. ✨

Daniel Heron is a LILAS senior with a concentration in Portuguese and author and creator of the blog Food Studies (<http://studyfood.wordpress.com/>).

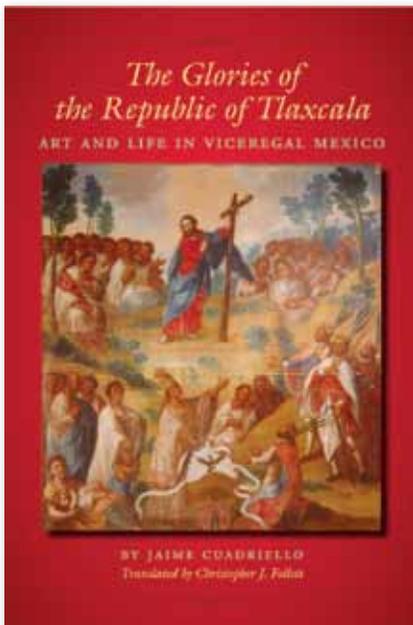
THE LUXURY OF EATING PIZZA
SEEMED TO RAISE MY FAMILY'S
SELF-WORTH; IT WAS AN OUTLET
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New from LILAS Publications

The LILAS Book Series, which dates from the 1960s, has a long history of publishing work on and from Latin America by respected scholars in the field. In the midst of our Bridging the Americas campaign, the Translations from Latin America Series is particularly relevant in fostering the academic exchange with Latin America that is a major priority of the institute, while the Special Publications Series enables us to disseminate work by esteemed scholars like Roderic Camp. Below are our two latest books in the series, which is copublished with the University of Texas Press.

The Glories of the Republic of Tlaxcala: Art and Life in Viceregal Mexico

by Jaime Cuadriello, translated by Christopher J. Follett
Translations from Latin America Series



In 1996 Mexico's Museo Nacional de Arte acquired a remarkable dossier of text and images that included an eighteenth-century document requesting permission to carry out a specific iconographic program in Tlaxcala. This discovery planted a seed that grew into Jaime Cuadriello's landmark work *Las glorias de la República de Tlaxcala*, now available in English for the first time.

In 1789 Don Ignacio Mazihcatzin, the Indian pastor of Yehualtepec, commissioned noted regional artist José Manuel Yllanes to do a set of oil paintings for his parish church. As a formal record of inquiry and approval between Don Ignacio and the bishop of Puebla, the document includes depositions about the prospective paintings and watercolor sketches of them. From this material, art historian Cuadriello reconstructs both mythic and historic events in Tlaxcala's collective

memory, providing an extensively contextualized study of art, society, religion, and history in eighteenth-century New Spain.

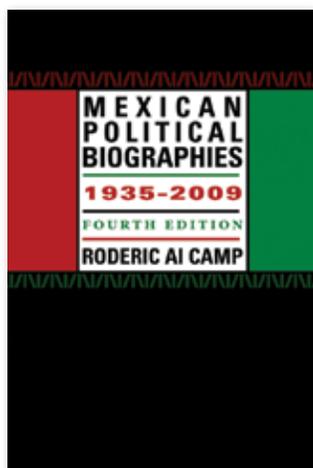
In its broad scope, the book reaches far beyond a mere deciphering of the symbolism of iconic images to provide a new social history of art for colonial Mexico. It will appeal to art historians, historians of colonial Latin America, and scholars interested in how indigenous communities took the initiative, through a mythic and prophetic discourse, to negotiate and claim their own place within New Spain. Beautifully illustrated, it contains the first full-color section in a LILAS book.

Jaime Cuadriello is a world-respected art historian at the Universidad Nacional Autónoma de México. Christopher J. Follett is a professional translator in Mexico City.

These books may be ordered through the University of Texas Press at <http://www.utexas.edu/utpress/>. For more information, contact LILAS Managing Editor Virginia Hagerty at <vhagerty@mail.utexas.edu>.

Mexican Political Biographies, 1935–2009, Fourth Edition

by Roderic Ai Camp, LLILAS Special Publications Series



This fourth edition of Roderic Camp's highly respected *Mexican Political Biographies* is an updated comprehensive biographical directory of leading state and national politicians in Mexico, covering the years 1935–2009. The original edition, published in 1976, was the first and only comprehensive biographical work on contemporary political figures in any language and served as the prototype for the Mexican government's brief foray into its own official biographical directory. The Mexican Supreme Court has cited every biography of justices

in the third edition as the basis of its biographies in the late 1980s. With updates of the existing biographies and appendices, plus almost

1,000 additional biographies, this fourth edition now features close to 3,000 entries and serves as a unique resource list of the chronological occupants of all leading national political posts. The need for such information has become even more pronounced since Mexico's political transformation from a semi-authoritarian to a democratic model.

This latest edition allows readers access to information about Mexican politicians into the new century, and like its earlier versions, will be a valuable tool for government officials, journalists, historians, social scientists, the business community, and students.

Finally, it includes a detailed bibliographic essay that identifies and explains the significance of biographical sources and has been enhanced by numerous up-to-date Internet sources. An added convenience is an accompanying CD that allows readers to search the biographies and appendices, enhancing the longevity, usefulness, and uniqueness of this edition. ✨

Roderic Ai Camp is McKenna Professor of the Pacific Rim at Claremont McKenna College in Claremont, California.

CAMP PAPERS DONATED TO BENSON COLLECTION

Librarians receive scholars' archives with a mixture of excitement and dread. Some of these collections hold large quantities of raw materials generated in the process of investigation that, while essential for the compiler's work, lack the context or the organization that would make them useful for subsequent study. Happily, this is not the case with the Roderic Ai Camp papers recently donated to the Nettie Lee Benson Latin American Collection at the University of Texas.

Camp's papers combine the felicitous nature of their documentary form with the donor's meticulous organization and preservation of them. Much of the raw material for his multiple editions of *Mexican Political Biographies* takes the form of letters from those featured in the entries or from the politicians' friends and associates. While written in response to a questionnaire, the correspondence often goes beyond the dry details of birth, education, and office holding. Political alliance and intrigue and the writers' own views of historical events punctuate many of the accounts. These letters, which Camp has organized by author and date for his own research, are now immediately accessible for consultation.

Dr. Camp began his donation with correspondence generated by his early research conducted as a graduate student at the University of Arizona and a junior professor at Central College in Iowa. The Benson expects to add additional files to the collection as the owner makes them available, and welcomes the opportunity to work with other scholars interested in having their papers join its distinguished collections of manuscripts and printed works.

LLILAS CONFERENCES

Spring 2010

ILASSA31 Student Conference
on Latin America (p. 43)

Abriendo Brecha VIII: Eighth Annual
Activist Scholarship Conference

The 2011 Lozano Long Conference:
From Natural Events to Social
Disasters in the Circum-Caribbean
(p. 4)

Lati2udes: Architecture
in the Americas

Conference Collaborations in Latin America

Corporate Accountability
(São Paulo, Brazil)

Participatory Mapping
(Bogotá, Colombia)

New Interpretations of the Mexican
Revolution (Guadalajara, Mexico)

A Commitment to Excellence: Our Latin Americanist Faculty

Focusing on issues from vote-buying in elections to urban criminality, the social consequences of mass deportation of immigrants to cultural identity of Asians in the Americas, the faculty profiled below are recognized for their excellence in teaching, to the benefit of Latin American Studies at UT.



Kenneth F. Greene

In a year when both Mexico and the U.S. are preparing for the 2012 presidential elections, Prof. Ken Greene's background in democratization, political parties, elections, and voting behavior is especially relevant. The UC Berkeley PhD has been on the faculty of the University of Texas Department of Government since 2003. Greene is author of the prize-winning *Why Dominant Parties Lose: Mexico's Democratization in Comparative Perspective* (Cambridge University Press, 2007; new in paper, 2009), which examines why dominant parties around the globe, including Mexico's PRI, remained in power for so many decades and why nearly all of them were voted out by century's end.

His current work on Mexico investigates a key issue in the dynamic of vote-buying. Most payoffs to voters occur before elections, so why would voters follow through on their part of the bargain once in the voting booth?

Do they fear that politicians know how they vote and will sanction them for going back on the clientelist deal, reminiscent of the bad old days under authoritarian rule? Or do voters comply because they feel a sense of obligation to reciprocate favors? Greene says that the answer has deep implications for how clientelism works and how public policies can combat its incidence. To research these themes, he put together a binational team and is principal investigator on the Mexico 2012 Panel Study that has applied for major funding from the National Science Foundation. He also has benefited from three Mellon Summer Research Grants from LLILAS that permitted important pilot fieldwork for the project.

Dr. Greene has been a visiting faculty fellow at the University of Notre Dame's Kellogg Institute of International Studies and at Georgetown University's Center for Democracy and the Civil Society as well as the Department of Political Science. He has been acknowledged with a Liberal Arts Council Teaching Award for "an outstanding commitment to students both within and beyond the classroom" and by the American Political Science Association and Pi Sigma Alpha "for outstanding teaching in political science," both in 2009. This year, he was awarded the Raymond Dickson Centennial Endowed Teaching Fellowship in "recognition of exemplary performance and commitment to teaching" by the College of Liberal Arts.

Regarding his role as a professor at UT, his obsession with cycling, and his life in Austin, Dr. Greene says, "Good students, good colleagues, the Benson Library, and an avid road-racing community—what could be better?"

Lorraine Leu

Lorraine Leu is Associate Professor in the Department of Spanish and Portuguese at the University of Texas with a longtime interest in cultural studies. Her current research project is a social and cultural history of urban criminality and its cinematic representation in Rio de Janeiro, which she plans to publish as the book *Cinema, Crime and the City: Banditry in Rio de Janeiro*. It explores the interrelationships between urban spaces, their social meanings, and their cultural production in the context of criminal behavior, and will critique forms of spatial and representational politics that relate to subaltern groups such as Rio's Afro-descendant underclass.

A PhD of King's College, University of London, Dr. Leu previously taught at the University of Bristol, where she was chair of Hispanic, Portuguese, and Latin American Studies. Prior to that, she taught at Middlesex University, where she was Coordinator of the Centre for Brazilian Studies. A dual citizen of Trinidad and Tobago and Great Britain, Dr. Leu draws



from multiple cultural history disciplines, including music and film history, cultural anthropology, geohistory, and urban studies. Her first book, *Brazilian Popular Music: Caetano Veloso and the Regeneration of Tradition* (Ashgate, 2006), was selected by The Year's Work in Critical and Cultural Theory as one of the most important books in the field in 2008.

Since 2000 she has been an editor of the *Journal of Latin American Cultural Studies*. A faculty member at UT since January 2011, she teaches courses in Brazilian studies and cinema and cultural identity of urban Brazil. Regarding her time here, she says, "I've already benefitted from considerable support provided by LLILAS and my department for research and teaching initiatives. I think that UT offers one of the most dynamic environments in the country, and even internationally, for the study of Latin America."

Néstor Rodríguez

In 1996, with the passage of the Illegal Immigration Reform and Immigrant Responsibility Act, the U.S. government implemented a policy of massive deportations, which rose from 50,000 in 1995 to 393,000 in 2009. More than two-thirds are Mexicans, with Central Americans next.

Néstor Rodríguez, Professor of Sociology at the University of Texas, is the faculty coordinator of the LLILAS Faculty-Led Research Initiative on Social Consequences of the U.S. Policy of Massive Deportations, an issue he has long been passionate about. LLILAS faculty associates and students, in collaboration with Mexican and Central American researchers, are undertaking a pilot study that will examine the effects of these deportations on migrants, their families, and their communities.

Dr. Rodríguez wrote about migration issues in a previous issue of *Portal* (see "Latin American Developments in the 'Age of Migration,'" issue no. 4, 2008–2009, pp. 8–11). A UT Austin PhD, he joined the faculty here in 2008 after more than 20 years at the University of Houston, where he was chair of the Department of Sociology and co-director of the Center for Immigration Research.

In 2007, Dr. Rodríguez testified before a U.S. House of Representatives subcommittee on the consequences of U.S. deportations of immigrants to Latin American countries. In recognition of his work, he has received a human rights award from Coordinator 96 and the Houston Immigration and Refugee Coalition, as well as the Joseph Werlin Award for Latin American



Research at the University of Houston for a series of papers about immigrant relations.

Dr. Rodríguez was one of the organizers of the 2009 Lozano Long Conference, *Migration during an Era of Restriction*, a highly successful colloquium that brought together scholars from around the world to address international immigration policy issues and migration trends.

Regarding his experience with migrant populations, Dr. Rodríguez says, "It is clear that Congress is in no rush to pass a new immigration law suitable for the present-day realities of migration, and this is hugely unfortunate because the grave and severe social costs of the absence of such a law are paid by migrant populations, including the deaths of several hundred migrants each year who attempt to cross the border to look for work without visas."

Lok Siu

Do people of Asian descent dispersed throughout the Americas share a common cultural identity? To what extent do they feel a sense of affinity and connection with one another, and how does locality shape their ideas of ethnic, racial, and cultural belonging? These are some of the many research questions explored by Associate Professor of Anthropology Lok Siu, who came to the University of Texas in 2009. A PhD of Stanford University, she had previously been on the faculty at New York University, where she was director of Asian/Pacific/American Studies. In addition to her affiliation with LLILAS at UT, she also works with the Center for Asian American Studies.

Professor Siu's wide range of interests includes diaspora, transnationalism, migration, cultural citizenship and belonging, and race, ethnic, and gender formation. She was the recipient in 2009 of the Social Sciences Book

Award from the Association for Asian American Studies for *Asian Diasporas: New Formations, New Conceptions*, coedited with Rhacel Parreñas (Stanford University Press, 2007), and in 2007 of the Social Sciences Book Award from the Association for Asian American Studies for *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama* (Stanford University Press, 2005). The latter book explores how the Chinese construct a home in diaspora amid the cultural and political crosscurrents of Panama, China/Taiwan, and the United States. Dr. Siu is currently working on *Transnational Asian America: New Theories and Approaches in Asian American Studies*, which examines how the shifting relationship between Asia—China, in particular—and the United States is transforming the cultural, social, and economic practices of Asian Americans.

The role played by food in cultural experience is yet another avenue of exploration for Dr. Siu, who has studied how Chino Latino restaurants in New York City provide points of cultural contact and exchange. Established in the 1960s by Chinese Cubans, these restaurants are frequented by a diverse population, including Latinos, Asians, blacks, and whites. As such, they offer a unique site where people of different backgrounds gather, interact, and form unexpected ties and community.

Regarding her work, Dr. Siu says, "My family's roots in Asia and Central America have inspired my interest in studying Asians in Latin America and Asian Latinos in the United States. Understanding how they got here and how they have become an integral part of society helps enrich our understanding of the complexities of global migration, transnational community formation, and—quite simply—the making of the Americas." 🌟



Visiting Professors for 2010–2011 at LLILAS

Bringing new perspectives and regional insights to the study of Latin America is the goal of LLILAS's Visiting Professors programs. Distinguished Latin American scholars are brought to UT to teach courses or a set of classes, sharing their expertise and facilitating the exchange of ideas.

The Joe R. and Teresa Lozano Long Annual Visiting Professorship was established as part of the Joe R. and Teresa Lozano Long Endowment and supports visiting scholars to teach at UT for one semester. Maria Aparecida da Silva Bento was our Lozano Long Visiting Professor for fall 2010. She is a research professor and executive director of the Centro de Estudos das Relações de Trabalho e Desigualdades in São Paulo, Brazil. Dr. Bento holds a PhD in educational psychology and human development from the Universidade de São Paulo, an MS from the Pontífca Universidade Católica de São Paulo, and a BA from the Farias Brito School of Philosophy, Science, and Letters.

The Tinker Visiting Professor program dates back to 1973 when it was endowed by the Edward Larocque Tinker Foundation. The goal of the program has been to bring pre-eminent thinkers from Latin America and the Iberian Peninsula to provide an opportunity for U.S. scholars, students, and the general public to discover the contributions made by Latin American and Iberian scholars in a broad range of disciplines. Jacinto Rodríguez was the spring 2011 Tinker Visiting Professor. He has an MA in Spanish American literature from the Universidad Nacional Autónoma de México (UNAM). A journalist who has gained a national reputation for his writing on Mexican politics and the press, he currently works as coordinator of the program Prensa y Democracia at the Universidad Iberoamericana in Mexico City, where he lectures on journalist rights, the press and politics in Mexico, and the role of Mexican intelligence in Mexico's dirty war of the 1960s and 1970s.

In 2010, the Teresa Lozano Long Institute of Latin American Studies and the Fulbright Commission of Brazil signed an agreement to create a Fulbright Visiting Professorship in Environmental Sciences and Policy. It will bring an eminent Brazilian scholar to UT for one semester per academic year from 2011 through 2015 to teach a graduate course and conduct research. Oswaldo dos Santos Lucon

of the Universidade de São Paulo (USP) was the first UT-Fulbright Visiting Professor in Environmental Sciences and Policy, teaching at UT during the spring semester of 2011. Dr. Lucon is a technical adviser to the São Paulo State Environmental Secretariat and currently serves as the executive secretary of the São Paulo State Climate Change Council. He received his PhD in energy from USP and also holds an MS in clean technology from the University of Newcastle upon Tyne, Scotland. Dr. Lucon is currently a member of the Intergovernmental Panel on Climate Change, which received the 2007 Nobel Peace Prize. (See related story p. 22.)

LLILAS Visiting Resource Professors

The LLILAS Visiting Resource Professors (VRP) program allows for scholars to come to UT for shorter periods. Visiting Resource Professors are invited by UT Latin Americanist faculty members to lecture for one to two weeks in either undergraduate or graduate classes. The VRP program addresses three academic goals: to enhance the international community of scholars working on Latin American topics; to establish and strengthen contacts between Latin American institutions of higher learning and the University of Texas; and to allow Latin American scholars access to UT library collections and archives. For the 2010–2011 academic year, LLILAS welcomed the following Visiting Resource Professors.

FALL 2010

Paola Bergallo

Paola Bergallo is a professor at the Universidad de San Andrés in Buenos Aires, Argentina. Her research interests center on feminist critiques of the law, sociolegal theory, and constitutional and human rights issues. Professor Bergallo has held fellowships at the Hewlett Foundation and Stanford and has been Professor of Law at the University of Palermo and the Universidad de Buenos Aires.

Demetrio Cojtí

Demetrio Cojtí is one of the most prominent Mayan intellectuals in Guatemala and currently serves as an educational expert for the European Youth Commission. He has worked as a consultant on the construction of programs for the benefit of indigenous groups for the

United Nations Children's Fund (UNICEF), the Organization for American States (OAS), and the European Union, and was appointed Vice Minister of Education in 2000.

Fernando García Serrano

Fernando García Serrano is a professor and investigator for the Anthropology Department at FLACSO (Facultad Latinoamericana de Ciencias Sociales) in Quito, Ecuador. His work focuses on ethnic diversity and inequality in Latin America, and the development of cultural processes and symbols that exclude indigenous groups from the rest of society. He has worked as a consultant for international organizations that focus on development and indigenous rights and conducted research for various government agencies and nonprofit organizations.

SPRING 2011

Claudia Briones

Claudia Briones is professor and director of the Graduate and Postgraduate Program in the School of Humanities and Social Sciences at the National University of Rio Negro (UNRN) in Argentina. She is a coordinator of the Anthropological Science degree program and is a senior researcher at the National Council for Scientific Research. Briones has researched and written widely on the Mapuche Indians in Chile and Argentina.

Carlos Antonio Costa-Ribeiro

Carlos Costa-Ribeiro is Professor of Sociology at the University Research Institute of Rio de Janeiro (IUPERJ), where he is also director of the Center for the Study of Wealth and Social Stratification. Professor Costa-Ribeiro's research focuses on social mobility and stratification, with an emphasis on class, race, and inequality in Latin America, particularly in Brazil.

Lucio R. Renno

Lucio R. Renno is director and associate professor in the Research Center and Graduate Program on the Americas at the University of Brasília. His research focuses on politics and governance in Latin America, particularly Brazil. Most recently his studies have focused on political crises in Latin America and the effects these have on citizens' views of democracy and democratic institutions. ✨

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"Machu Picchu, Peru"
Photo by Carolyn Palaima
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