



CLAS Receives \$1.6 Million Federal Grant

Vanderbilt University's Center for Latin American Studies will expand its trans-institutional collaborations and public engagement in Tennessee and across the country—thanks to a \$1.64 million grant from the U.S. Department of Education. The four-year grant designates CLAS as a comprehensive National Resource Center for Latin America. The National Resource Center designation is the highest recognition an academic center can receive; Vanderbilt is one of 12 stand-alone LAS NRCs in the country, and along with Stanford University is the only other private institution to receive the designation. Dean of Arts and Sciences John Geer commented, "The Center for Latin American Studies is one of the leading centers of its kind in the nation. I'm pleased by this renewed federal investment in our 'One Vanderbilt in Latin America' model of trans-institutional collaboration."



The Center's model integrates teaching, research and public engagement, with a focus on particular places and themes. This federal funding will allow CLAS to expand its initiatives across Vanderbilt's colleges and schools, fund native language instruction and support summer research for students. It will also support secondary outreach programs and collaborations with historically black colleges and universities in the region. Working with Peabody faculty, CLAS will help prepare K-12 teachers to teach students from diverse backgrounds; in conjunction with the Library, it will digitize Afro-Colombian collections and make those materials

CLAS Welcomes Guillermo Galindo as Visiting Artist in Residence for October 2018

In collaboration with the Department of Art, the Blair School of Music, and the Comparative Media and Analysis and Practice (CMAP) program, CLAS welcomed Guillermo Galindo, post-Mexican composer/performer/visual artist for a month long residency in October 2018.

The culmination of his residency was an original performance in Nashville's Public Square Park with Vanderbilt students titled "Sonic Re-Activation: Unearthing Public Square's Forgotten Pasts" on October 25.

The complex history of the site inspired the performance. Galindo's interest in the history of the Americas drew him to the Public Square and its many roles in the founding of Nashville—as the former site of a slave market, its proximity to the toll bridge along the Trail of Tears, and as a site of political activism during the city's civil rights history.

While at Vanderbilt, Galindo also offered a solo performance, "Sonic Borders III," in the Steve and Judy Turner Recital Hall at the Blair School of Music. The process-oriented sound performance was a sonic ritual featuring instruments built with materials found around the Mexican-U.S. border fence. "Sonic Borders III" has been performed in

museums and concerts halls across the United States and Europe.

Galindo's artistic practice emerges from the crossroads between sound, sight and performance and includes everything from orchestral compositions, instrumental works and opera to sculpture, visual arts, computer interaction, filmmaking, electro-acoustic music, instrument building, three-dimensional installation and live improvisation.

Galindo's works have been shown at major museums and art biennials in America, Europe, Asia and around the world including "documenta14" (2017), "Pacific Standard Time" (2017) and "CTM Festival" (2017). The *New York Times*, *National Public Radio*, *CBC* and *Reforma* are among the print and broadcast media who have reported on his artistry.

In honor of Galindo's presence on campus, Vanderbilt held a one-day symposium, "Border Elegies: Refugees, Migrants and Contemporary Art and Literature," on Oct. 26. Presenters explored different artistic responses to the issue of migration and discussed the human rights implications of today's flows of refugees.

Center for Latin American Studies

VANDERBILT UNIVERSITY

230 Buttrick Hall
PMB 351806
2301 Vanderbilt Place
Nashville, TN 37235-1806
Tel: 615-322-2527
Fax: 615-322-2305
Web: vanderbilt.edu/clas

Director: Edward F. Fischer
Executive Director: Avery Dickins de Girón
Assistant Director: Nicolette Kostiv
Outreach Coordinator: Colleen McCoy
Administrative Assistant II:
Alma Paz-Sanmiguel
LAS Bibliographer: Paula Covington

Steering Committee 2017–2018

Celso Castilho (History)
Earl Fitz (Spanish and Portuguese)
T.S. Harvey (Anthropology)
Carolyn Heinrich (Peabody)
Jon Hiskey (Political Science)
Doug Morgan (Medicine)
Tiffany Patterson (African American and
Diaspora Studies)

CLAS Affiliated Faculty

Rhonda Collier, Tuskegee University
(English)
Theron Corse, Tennessee State University
(History)
Gregory Hammond, Austin Peay State
University (History)
Larry Harrington, Chief Deputy, Attorney
General, State of Tennessee
Michael LaRosa, Rhodes College (History)
Jana Morgan, University of Tennessee
(Political Science)
Stephen Morris, Middle Tennessee State
University (Political Science)
Richard Pace, Middle Tennessee State
University (Anthropology)
Gerald Reed, Middle Tennessee State
University (Political Science)
Christoph Rosenmuller, Tennessee State
University (History)

2017–2018 Teacher Advisory Board

Denise Croker, Harpeth Hall School
Stephanie Knight, Center for Applied
Second Language Studies, University
of Oregon
Caroline Miller, Glenclyff High School
Anne Moctezuma, Martin Luther King Jr.
Academic Magnet School
Paul Troy, Hillsboro High School

Edited by Avery Dickins de Girón

DIRECTOR'S CORNER: EDWARD F. FISCHER

Disciplinary depth is at the heart of a great research university such as Vanderbilt. But that depth also produces silos of knowledge and learning that can hinder creativity, discovery, and clinical practice. In fact, many, perhaps even most, big research advances come from cross-fertilization from other fields, putting together seemingly disparate ideas to approach a problem in a new way.

Area studies programs are a key space for the social sciences, humanities, and hard sciences to work across departmental and disciplinary boundaries. A large part of our role at CLAS is to bring together different parts of campus around particular projects. We have an amenable campus geography and lots of good will among colleagues. All the same, this is not easy work. It means not just having a structure, such as the Center, but investing in building relationships and getting to know people's work.

Two examples of trans-institutional initiatives from this year's activities: In October we hosted acclaimed Mexican (actually, he identifies as post-Mexican) artist Guillermo Galindo as a Visiting Resource Professor. Galindo worked with faculty and students in LAS, Art, Blair, and the Program in Comparative Media Analysis and Practice

(CMAP); while he was here, we commissioned an original piece of performance art, and he (along with a number of students) premiered "Sonic Re-Activation: Unearthing Public Square's Forgotten Pasts" on October 25 in downtown Nashville. In February, we hosted our third Indigenous Uses of Digital Media (InDigital) conference, bringing together dozens of scholars and artists from anthropology, film, communications, and literature for three intense days of presentations and discussions.

Such collaborations are not limited to Vanderbilt. Executive Director Avery Dickins de Girón has spearheaded our work with Tuskegee University to collaborate on providing Portuguese language instruction as well as programs and courses focused on Afro-Latin America for their students. And we continue our vibrant outreach program with collaborations with MNPS, the Frist Center, Nashville Children's Theatre, Cheekwood, and others.

We like to bring people together, on campus and off, and we believe a lot of value comes from planting these seeds. But that is only possible because of the amazing work of our faculty and students. ¡Adelante!

New TIPs Focus on Latin America

Three new Trans-Institutional Programs (TIPs) awards for 2018 include a focus on Latin America:

The Vanderbilt Initiative for the Study of Antimicrobial Resistance challenges the existing paradigm and expands the understanding of the environmental drivers of antimicrobial resistance through research and teaching activities. The goal of the project is to increase institutional and community awareness of the problem of antimicrobial resistance, understand the environmental sources of antimicrobial resistance, design effective strategies to modify unwarranted practices, and generate an informed global framework for assessments of antimicrobial resistance and its impact on human health and our environment. Led by Carlos Grijalva and Leigh Howard, the project focuses on communities in the Cajamarca region of Peru.

The Digital Heritage Cultural Research Cluster harnesses expertise across multiple disciplines and schools at Vanderbilt to develop new digital methods for identifying, studying and preserving historic cultural expressions. This project connects humanistic research with emergent digital technologies for the creation and manipulation of 3-D models, immersive digital environments and complex databases and data formats capable of

modeling the heterogeneous and complex forms of humanistic data. These resources will support digital research and next-generation undergraduate and graduate education on cultural heritage. Faculty will unify traditional disciplinary-specific university infrastructures to foster and maximize the impact of Digital Cultural Heritage projects already underway, including the Slave Societies Digital Archive led by Jane Landers.

The Vanderbilt Initiative for Geospatial Research coordinates disparate research efforts across campus, enhances Vanderbilt's geospatial facilities, and catalyzes transdisciplinary projects that immerse students in impactful research. Program faculty will develop consultation resources and assess Vanderbilt's long-term research and teaching needs, with the goal of eventually establishing of a geospatial center. Key LAS collaborators include Steve Wernke (lead faculty), Tiffany Tung, and T.S. Harvey.

Now in its fifth year, TIPs are a centerpiece of the Academic Strategic Plan. The program is designed to serve as a catalyst for new ideas, cutting-edge research, and the development of infrastructure.

CLAS, MTSU, and the Smithsonian Host InDigital III: The Americas

In February 2019, CLAS again partnered with Middle Tennessee State University to host the third InDigital Conference; this year's conference added the Smithsonian Center for Folklife and Cultural Heritage as co-host. The biennial conference is the only conference to focus on the use of digital media by indigenous people, and presents ways that indigenous people engage with media as a form of political self-determination, creative resistance, and cultural and linguistic autonomy.

Since the 1990s researchers in the emergent field of Indigenous Media have documented and analyzed indigenous peoples' engagement with various forms of digital and electronic media, including cameras, cell phones, Facebook, and YouTube. These platforms have opened up a new universe of expression and interaction that is evolving in unpredictable ways, and that elicits changes in

worldview and behavior that have been largely unexamined. The InDigital Conference series explores these themes through a series of individual papers, roundtable discussions, performances, and short films.

This year's conference was expanded to cover all of the Americas and focused on the growing North-South exchange among indigenous media makers. It kicked off on February 14 with a mini-film festival at the Tennessee State Museum. The conference took place on February 15–16 in Vanderbilt's Jean and Alexander Heard Community Room and was attended by 65.

CLAS and MTSU have hosted two previous InDigital conferences; in 2015 the event featured indigenous filmmakers, and in 2017



InDigital III Filmmakers at the Tennessee State Museum

Maya, Mapuche, and Kayapó musicians were highlighted. Papers from the first InDigital resulted in a volume edited by Richard Pace and published by VU Press: *From Filmmaker Warriors to Flash Drive Shamans: Indigenous Media Production and Engagement in Latin America*.

In addition to the three organizing institutions, InDigital 2019 was sponsored by the Jean and Alexander Heard Libraries and Vanderbilt University Press.

Federal Grant *(Continued from page 1)*

available online; and it will commission and produce a new play in collaboration with the Nashville Children's Theatre.

The new grant will strengthen the One Vanderbilt in Latin America model in a variety of ways, according to Edward F. Fischer, director of the Center for Latin American Studies and Cornelius Vanderbilt Professor of Anthropology. "We will be able to better integrate research and teaching and to increase language offerings by employing virtual classroom technologies," he said. "In addition, the grant funds a Visiting Resource Professor program that integrates four-week visits by prominent scholars and political leaders into on-campus seminars."

Fischer praised the accomplishments of faculty and students that have made the center's leadership in Latin American studies possible. "We are blessed with an especially accomplished and engaged group of faculty and students, and Vanderbilt is the perfect size and environment to foster interdisciplinary

collaboration," he said. The center is home to the Vanderbilt Institute for Coffee Studies, the InterAmerican Health Alliance, and other research and teaching initiatives.

In addition to the designation as a National Resource Center, the award includes Foreign Language and Area Studies fellowships that will support the study of K'iche' Mayan, Brazilian Portuguese, Haitian Creole and Quechua at Vanderbilt and abroad. CLAS collaborates with Tulane University to offer the Mayan Language Institute each summer in Guatemala, and the Portuguese Language and Brazilian Culture program.

"Our long-standing collaborations with minority-serving institutions, and particularly those with Tuskegee University, are one of the key focuses of this grant," said CLAS executive director Avery Dickins de Girón. "The funding will expand Portuguese and Spanish language instruction for students at Tuskegee and Meharry Medical College, and introduce new study-abroad opportunities

for students at those institutions to study alongside Vanderbilt students, increasing diversity and inclusion."

Founded in 1947 as the nation's first Institute of Brazilian Studies, the Center for Latin American Studies has a long history of engagement with the region. Vanderbilt has a remarkable concentration of Latin Americanists, with particular strengths in Brazil, Central America, the Black Atlantic and the Andes. CLAS has been designated as a National Resource Center since 2006.

Over the last decade, the center has increased its engagement with faculty and students; currently, 16 percent of the College of Arts and Science faculty have an affiliation, as well as 42 faculty in the professional schools. "We are the only program at Vanderbilt to have substantive joint programs with every school and college on campus," Fischer said. The center's public outreach program has also grown over the last decade, reaching more than 150,000 individuals in 2017-2018.



MacArthur Fellow Jason De León discusses Human Smuggling Across Mexico

On February 8, Jason De León gave a public lecture to a packed house. Named a MacArthur Fellow in 2017, De León has been documenting the lives of Honduran smugglers who profit from transporting undocumented migrants across Mexico since 2015. His research employs analog photography as the central ethnographic methodology, and his photos served as the substance for his talk, “Soldiers and Kings: Violence, Masculinity and Photoethnographic Practice in the Context of Human Smuggling Across Mexico.” He discussed the evolving relationship between transnational gangs and the human smuggling industry, and outlined the complicated role that photography plays as a field method and data source in this violent, hyper-masculine and ethically challenging ethnographic context. A recording of the talk is available at <https://www.youtube.com/watch?v=e2DbckpKloE&t=49s>

De León is author of the award-winning book, *The Land of Open Graves: Living and Dying on the Migrant Trail*. He is the director of the Undocumented Migration Project, a long-term anthropological study of undocumented migration between Mexico and the United States that uses ethnography, archaeology and forensic science to better understand this social process. De León is associate professor of anthropology at the University of Michigan.

De León’s visit was co-sponsored by the Jean and Alexander Heard Libraries.



Leading Expert on Central American Gangs Presents “5 Myths About MS-13”

CLAS kicked off the month of October 2018 with a public lecture by Jose Miguel Cruz, “5 Myths about MS-13” at the John Seigenthaler Center at the First Amendment Center. Cruz received his Ph.D. in Political Science from Vanderbilt and is now director of research at Florida International University’s Kimberly Green Latin American and Caribbean Center.

Cruz is an expert in the area of criminal violence, gangs, police, democratization and public opinion in Latin America and has studied Central American gangs for over 20 years. He argues that much of current U.S. policy is based on misunderstandings of these gangs. In his talk, Cruz used his research to address of the most common myths about MS-13. “The Trump administration’s campaign against immigration conflates the flow of undocumented immigrants from Central America with the growth of MS-13—the brutal transnational street gang,” said Cruz. “Information about the four-decade-old gang, formally named Mara Salvatrucha, is scarce, but we know enough to dispel some of the misconceptions that have grown up around it.”

Center of Latin American Studies Director and Cornelius Vanderbilt Professor of Anthropology Ted Fischer welcomed Cruz, noting that “he is one of the world’s leading experts on Central American gangs and violence. His work is important and more timely than ever, as his rigorous research has implications for U.S. immigration and policing policies. He shakes up stereotypes about MS-13 and other gangs, and the data he presents reveal the misleading preconceptions that underwrite recent policy shifts.”

CLAS Welcomes Latin American Humphrey Fellows



Ivana Zacarias is the Director of Learning Assessment at the National Ministry of Education in Argentina, where she led the implementation of the first national student teacher evaluation. Her previous positions include Researcher at the

National University of San Martín, educational specialist for the Chief of Cabinet of the Minister's Office, and program coordinator at the IIEP-UNESCO in Buenos Aires. She also chairs the Education Committee of the Harvard Club in Argentina, where she organized a national prize for education projects, and serves as a Board Member of America Solidaria, a regional organization for volunteer development. During her time at Vanderbilt, Ms. Zacarias plans to explore educational innovations for low-achieving students, educational assessment, and best practices in teaching and learning. Upon her return home to Argentina, she plans to pursue additional leadership opportunities in education policy, with the long-term goal of reducing social inequalities through targeted education-based interventions.

Jenny Urrutia Viveros is the Technical Pedagogical Supervisor at the Provincial Department of Education in Cautín Norte. She provides technical support to multiple networks of public and semi-private schools and facilitates the implementation of education policy and



government initiatives at the regional level, serving as a liaison between the Ministry of Education and education communities. Ms. Urrutia Viveros' previous roles included Coordinator of Adult Education, Coordinator of Adult Literacy, and teacher of history, geography, and civic education. She is committed to fostering greater inclusivity at all levels of Chile's education system. During the course of the Fellowship, Ms. Urrutia Viveros will focus on public policy in education, teacher training systems, and ensuring educational access for diverse student populations. She aims to explore new leadership models in education administration, as well as gain practical experience through school visits and observation opportunities. Upon her return to Chile, she plans to conduct an international educational seminar in for education practitioners in her community, integrating best practices and technical support from international networks.

Marcela Aguilar Rodriguez currently serves as the Academic Exchange and Project Manager for the Secretariat for Education of the State of Jalisco in Mexico. She is responsible for developing and coordinating academic, scientific, and cultural exchange



programs, including international internships, language exchanges, and training programs. Ms. Aguilar also serves as education advisor for regional and international organizations and potential foreign investors to the region. She has helped facilitate 24 international "sister school" partnerships, coordinate international professional development opportunities her Fellowship year, Ms. Aguilar aims to explore the ways in which education policy and practice can eliminate barriers for migrant students. Upon her return to Mexico, Ms. Aguilar plans to continue to support international cooperation through educational exchange, advocating for expanded for 1,500 teachers, and share international learning and exchange opportunities with over 5,000 students. She is also a certified teacher of English, and taught for four years at the university level. During educational opportunities for vulnerable youth as well. She also plans to pursue research on education policy implementation.

The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late senator and vice president and his lifelong commitment to international cooperation and public service. The program brings accomplished educational leaders from developing nations and emerging democracies to the United States for an academic year to study, gain related professional experience, build their leadership capacity, and foster mutual understanding. The program provides a basis for lasting ties between U.S. citizens and the fellows while strengthening the global exchange of knowledge and expertise. Humphrey fellows are selected based on their potential for leadership and their commitment to public service in either the public or the private sector.

LAS Faculty Receive Global Micro-Grants

Noam Lupu (Political Science) and **Karla McAnders** (Law) received funding through the Global Research and Engagement Micro-Grant program to conduct international research and outreach.

Noam Lupu received funding to support his work in Lima on how civic engagement affects political attitudes in the country. He examined the longstanding belief that citizens with more resources are more likely to engage with politics, and that political engagement correlates with political knowledge, support for democracy and confidence in state institutions and elections.

Karla McAnders used funding to support a service-learning trip by law and divinity students through the Immigration Practice Clinic to the border of Tijuana in December 2018. The students, in collaboration with law school immigration clinics from across the country, volunteered in crowded refugee camps and centers for women and children who were waiting to apply for asylum. Over the course of two days, students gave Know Your Rights presentations, and informed asylum seekers that they may be detained indefinitely and possibly separated from their children at the border.

Tom Verrier (Blair) received an Arts and Humanities Rapid Response Micro-Grant to host Blair School of Music's Latin American Initiatives and Resources Conductors Symposium in April in collaboration with **Jose Sibaja** (Blair) and the University of Costa Rica. The event is the first bilingual English-Spanish concert band/wind ensemble conducting symposium in the United States and brought together musicians from several countries to gain skills, cultural perspectives, and teaching strategies.

BRAZIL WEEK 2018
RIGHTS & RESISTANCE

MONDAY, SEPTEMBER 10
 DISCUSSION OF "VINEGAR AND WORDS: LITERATURE AND POLITICS IN POST-LULA BRAZIL" FEATURING DR. LEILA LEHNEN, VU ALUMNA AND PROFESSOR AT BROWN UNIVERSITY
 BUTTRICK HALL 100 | 12:00 PM

TUESDAY, SEPTEMBER 11
 VU FACULTY ROUNDTABLE: "CORRUPTION AND THE PUBLIC GOOD," FEATURING CELSO CASTILHO, BETH CONKLIN, AND NOAM LUPU
 BUTTRICK HALL 100 | 12:00 PM

WEDNESDAY, SEPTEMBER 12
 STUDY ABROAD ROUNDTABLE FEATURING VU STUDENTS: IAN HERRERA, LYDIA HARMON, AND DANIELLE DORVIL
 BUTTRICK HALL 100 | 12:00 PM

THURSDAY, SEPTEMBER 13
 "ENGINEERING, ETHICS, AND THE BENTO RODRIGUES DISASTER" FEATURING DR. EUGENIO SINGER, VU ALUM AND COUNTRY MANAGER AT RAMBOLL BRASIL
 BUTTRICK HALL 100 | 12:00 PM

FRIDAY, SEPTEMBER 14
 FEIJOADA BRAZILIAN DINNER & CONCERT BY CHORO NASHVILLE
 FOOD PROVIDED BY CAFE MINEIRO AND GRINS
 BUTTRICK HALL TERRACE | 5:00 PM

CHEESE AND WINE RECEPTION
 CLAS INVITES YOU TO ATTEND A RECEPTION WITH VISITING STUDENTS FROM THE FIA EMBA PROGRAM
 BUTTRICK HALL ATRIUM | 4:30 PM

DRUMMING AND AFRO-BRAZILIAN CULTURE BRIEF DISCUSSION WITH DR. GILMAN WHITING AND DRUMMING DEMONSTRATION LED BY ZACH HIMMELHOCH
 SARRATT TERRACE | 4:00 PM

BRAZIL WEEK IS SPONSORED BY:
 Center for Latin American Studies
 VANDERBILT UNIVERSITY

AND CO-SPONSORED BY: THE ROBERT PENN WARREN CENTER, DEPARTMENT OF SPANISH AND PORTUGUESE, OWEN AND GEE
 FOR MORE INFORMATION CONTACT: CLAS@VANDERBILT.EDU

Brazil Week

Brazil Week 2018 offered a diverse array of programming focused on the theme of “Rights and Resistance” and boasted record-breaking turnout of 374. Keynote speaker Dr. Leila Lehnen opened up the week with a lunch talk on September 10, “Vinegar and Words: Literature and Politics in Post-Lula Brazil” that explored the intersections between popular poetry and public protest. Lehnen is Chair of Brown University’s Department of Portuguese and Brazilian Studies and a Vanderbilt alumna, receiving her Ph.D. in Spanish and Portuguese in 2003. Later that evening, CLAS hosted a reception to welcome students visiting campus from FIA Business School’s EMBA program in São Paulo. The following day, Vanderbilt faculty led an interdisciplinary roundtable discussion, “Corruption and the Public Good.” **Celso Castilho** (History) examined the nature of corruption from a historical perspective, **Beth Conklin** (Anthropology) addressed the recent destruction of the National Museum in Rio de Janeiro, and **Noam Lupu** (Political Science) dissected public opinion data to reveal the unique character of corruption in Brazil.



Students participate in samba drumming lesson on Rand Terrace

Wednesday’s events featured a study abroad roundtable led by three Vanderbilt students who discussed their experiences studying in Brazil. **Ian Herrera**, an undergraduate music composition major at Blair, described his year abroad in Rio de Janeiro. **Lydia Harmon**, a doctoral student in Earth and Environmental Sciences, explained how funding from the Tinker Foundation helped her lay the groundwork for her doctoral dissertation project on volcanic activity in Southern Brazil. **Danielle Dorvil**, a doctoral student in Spanish & Portuguese, shared her experience as a Foreign Language Area Studies (FLAS) fellow in the 2018 Portuguese Language and Brazilian Culture intensive summer program. That evening, “Tuberculosis Diaries: A Hidden Epidemic” was screened as part of the Latin American Film Festival series.

Marshall Eakin (History) led a short group discussion of public health and infectious disease in Brazil.

The following day, **Dr. Eugenio Singer**, Country Manager at Ramboll Brasil, gave a talk, “Engineering, Ethics, and the Bento Rodrigues Disaster” summarizing the events leading up to rupture of the Bento Rodrigues dam in Mariana, Minas Gerais and the complex process involved in the clean up. An alumnus of Vanderbilt, Singer received his doctorate in Environmental Engineering from Vanderbilt. Later in the afternoon, **Gilman Whiting** (AADS) and local public school teacher, **Zach Himmelhoch**, teamed up to present a public workshop on samba drumming and Afro-Brazilian culture on the Rand Terrace. After a brief historical introduction from Whiting, student participants were

invited to learn about Brazilian percussion through a drumming demonstration led by Himmelhoch.

The week-long celebration concluded on Friday with a Brazilian dinner and an open-air concert by Choro Nashville on the Buttrick Hall Terrace. Café Mineiro and Grins provided a traditional feijoada meal to over 100 attendees, including VU faculty, staff, students, and the general public. Along with co-sponsorship from the Robert Penn Warren Center, the Department of Spanish and Portuguese, Owen Graduate School of Management, and the Global Education Office. Vanderbilt’s student newspaper, *The Hustler*, supported the event series with day-by-day coverage. The full report on Brazil Week 2018 from *The Hustler* can be found here: <https://essay.vanderbilthustler.com/brazil-week>.



Carnaval: FEBRUARY 2019

Benjamin Legg (Portuguese) worked with Fisk University Foreign Language Teaching Assistant Thaynara Lima to organize a Brazilian Carnival event series for Vanderbilt and Fisk students titled “Beyond Folia.” The two-day celebration began with an evening film screening of Carnival-themed motion picture “Orfeu” on February 18th. The second day featured a lunch talk by Legg and Lima highlighting the history of Carnival and the intersections of politics and celebration in contemporary Brazilian blocos (parade groups). In the evening, MNPS world music teacher, Zachary Himmelhoch, led a samba percussion workshop and participants engaged in a Brazilian-style Carnival parade. This year is the first time CLAS has sponsored a Carnival celebration.

Visiting Speakers Address the Losses in Brazil’s Museu Nacional Catastrophic Fire

In the wake of the fire that destroyed Brazil’s National Museum on September 2, 2018, Vanderbilt invited **Carlos Fausto** and **Aparecida Vilaça** to speak about the museum. As social anthropologists, UFRJ faculty, and museum staff, both were directly affected by the fire and able to provide insight on the catastrophic losses it entailed. Fausto’s talk on November 13, “Under Heavy Fire: The Politics of Anti-Memory in Brazil” exposed the years

of systematic neglect that preceded the tragic event. Later that day, Vilaça touched upon the extensive collection of indigenous artifacts that had been housed at the museum in her talk, “Inventing Nature: Christianity and Science in Amazonia.” Both Fausto and Vilaça met with undergraduate students over coffee and casual conversation in Portuguese, moderated by graduate instructor and doctoral student, Jacob Brown. The visit was sponsored the Brazilian Studies Reading Group, the Robert Penn Warren Center, the Center for Latin American Studies, and the Departments of Anthropology and History.



Brazilian Studies Reading Group

The Brazilian Studies Reading Group, a lecture series coordinated by VU graduate students from across the social sciences and humanities, hosted several speakers during the 2018-2019 academic year. In October, **Amanda Anderson** (PUC-Rio) presented “Queering Education Design in Brazil.” **Roberto Guedes Ferreira** (Federal Rural University of Rio de Janeiro) offered a new perspective on “Compradazgo Networks in the South Atlantic World: A Comparative Look at Baptism Rituals and Slavery in Luanda (Angola) and Rio de Janeiro (Brazil c. 1701–c.1850)” in November. **Benjamin Legg** (Portuguese) sparked a lively discussion about food and identity with his February 5th talk entitled, “Açúcar Agridoce: Scarcity and Abundance in Portrayals of the Brazilian Northeast.” The BSRG is sponsored by the Robert Penn Warren Center and CLAS.



Brazilian Initiatives Working Group

The Brazilian Initiatives Working Group brings VU faculty who specialize in the region together to share their research and foster collaborative projects. Led by Assistant Director, **Nicolette Kostiw**, the group meets once each semester. With over 20 members, the group includes representatives from across the social sciences, humanities, hard sciences, and professional programs on campus and reflects Vanderbilt’s current and historic depth in Brazilian studies.

GLOBAL HEALTH



Taylor Matherly (MEd/MPH, 2019) and **Tom Klink** (MD/MPH, 2019) (above) spent their summer in Quetzaltenango, Guatemala where they worked at Primeros Pasos Clinic for their MPH practicum. Primeros Pasos is a primary care community clinic and outreach center that serves ten rural K'iche' Mayan communities. Their practicum projects grew from a MPH course, Essential Skills in Global Health, in which their small group collaborated with clinic staff to enhance Primeros Pasos' nutrition education outreach program. During the spring semester course, they developed a year-long nutrition education curriculum, monitoring and evaluation protocols for the program, and a plan for the rollout of mobile clinics.

The program is comprised of two main parts: 1) a mother's group, primarily with children under 6 years old and 2) school visits. Twice weekly, the Outreach Nutritionist visits one of the four highest-need communities in the Palajunoj Valley to deliver interactive lessons developed by Taylor and Tom to mothers and local primary school students.

While in Quetzaltenango, Taylor and Tom also co-facilitated focus groups investigating child-rearing practices, designed REDCap surveys, and analyzed results after a week-long visit from a group of travelling doctors, the 'Medicos Voladores.' They also re-painted the exterior of the clinic during power outages and cared for the clinic's four-legged mascots, Frijol and Canela.

Didier Mugabe (MD) is an M.P.H. candidate in the Global Health Track who carried out his practicum in clinical research at Hospital de Câncer de Barretos, in Barretos, Brazil. He worked to unite his medical expertise with MPH coursework to design and implement clinical trials in an advanced yet resource limited setting. Additionally, he sought to learn how research could improve a community's health and patient satisfaction.

Celso Give is an MPH Candidate in the Global Health track who's practicum research focused on neurodevelopment and vector-borne diseases at the Windward Islands Research and Education Foundation at St. George's University, Grenada. Specifically, he explored their potential association between mothers' exposure to the mosquito-borne virus chikungunya and neurodevelopmental problems in their children.



Kayla Somerville (MPH, 2019) worked in rural Guatemala at the international organization, Curamericas, for her practicum project. Within Curamericas' network of Casa Maternas (loosely translated as "birthing houses"), Kayla assisted medical

staff during and after infant deliveries, conducted group interviews with staff and community volunteers of each of the regional Casas Maternas, and completed an update of the Complications and Referral Registry. Additionally, she collected and entered data for the Nutritional Census for the community of Calhuitz.

Nate Yohannes (MD, 2020) traveled to Guatemala to for a month-long clinical rotation at Vanderbilt's long-time partner, Primeros Pasos Clinic. As part of his rotation, he worked alongside physicians, nurses and medical students to learn about health conditions, health systems and health disparities particular to the rural region of Quetzaltenango and to Latin America as a whole. In addition, he worked on a variety of quality improvement projects and participated in the community nutrition outreach program. About his experience, Nate wrote, "My time in Quetzaltenango was incredible. It exposed me to a healthcare system both very different and very similar to our own. It fueled my passion for global health and validated what truly motivates me to want to serve as a doctor."

MHS (Medicine, Health, and Society) student **Sangami Pugazenthi** traveled to Guatemala in January 2019 to conduct research in collaboration with Engineering students' senior design project overseen by **Lori Troxel** and **Kevin Colvett**. Working with **Avery Dickins de Girón** and the staff at Primeros Pasos, Pugazenthi carried out focus groups, analyzed data on parasitic infection rates for children in the Palajunoj Valley, and conducted water tests. She shared her results with the engineering students, which they used to inform a water improvement project design for the community of Candelaria. The engineering students presented their project on campus in April, and will share it with Primeros Pasos and the community for future implementation.



Students from the School of Nursing traveled to Guatemala during Spring Break 2019 to work with the Primeros Pasos clinic. Led by faculty **Shelza Rivas** (Nursing) and **Brent Savoie** (Medicine), the group executed a quality improvement project as part of their year-long Community Health course. Students **Mallory Brooks, Emily Diener, Rachel Hilton, Katie Mann, Hannah McGrew, and Emily Paddon** spent January and February analyzing and evaluating the clinic's community outreach activities. They developed a needs assessment tool to gauge barriers to attending mobile clinics within four communities that have the greatest medical and health education needs. While in Guatemala, the students participated in a mobile clinic and outreach activity to carry out the assessment. Before departure, they proposed a model to Primeros Pasos staff to help clinic volunteers create meaningful community outreach activities that would target community needs and maintain attendance. They also visited the ACAM maternity center, which is directed by Mam Mayan midwives and serves as a training center and clinic for expectant mothers.

As part of their preparation, the students participated in the Central America Seminar led by **Avery Dickins de Girón** (LAS) and studied medical Spanish with **Chalene Helmuth** (Spanish) in Fall 2018. For the first time, CLAS opened these medical Spanish courses to Vanderbilt MPH and medical students, as well as Meharry medical students. This effort is part of a larger CLAS initiative to support inter-professional learning and promote access to our Latin American clinical sites for Meharry students.



New Latin American & Caribbean Studies Titles from



VANDERBILT
UNIVERSITY PRESS



In the Shadow of Powers
Dantès Bellegarde in Haitian Social Thought [2nd Edition]
Patrick Bellegarde-Smith
With a Foreword by Brandon R. Byrd



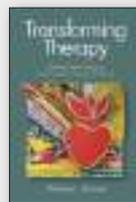
From Filmmaker Warriors to Flash Drive Shamans
Indigenous Media Production and Engagement in Latin America
Edited by Richard Pace



Atenco Lives!
Filmmaking and Popular Struggle in Mexico
Livia K. Stone



A Good Position for Birth
Pregnancy, Risk, and Development in Southern Belize
Aminata Maraesa



Transforming Therapy
Mental Health Practice and Cultural Change in Mexico
Whitney L. Duncan



Beyond Cuban Waters
África, La Yuma, and the Island's Global Imagination
Paul Ryer



FORTHCOMING | JULY 2019
Changing Birth in the Andes
Culture, Policy, and Safe Motherhood in Peru
Lucia Guerra-Reyes



FORTHCOMING | SEPTEMBER 2019
Writing Revolution in Latin America
From Martí to García Márquez to Bolaño
Juan E. De Castro



FORTHCOMING | DECEMBER 2019
La proyección del neoliberalismo
Las transformaciones del cine mexicano (1988–2012)
Ignacio M. Sánchez Prado

For more information about these and other Vanderbilt University Press titles, visit us at www.vanderbiltuniversitypress.com.

Undergraduate Opportunities Abroad

Vanderbilt undergraduates have several new and recently expanded opportunities to study in Latin America through Maymesters, field schools, and semester abroad programs.

Maymester offerings in Latin America have doubled for 2019 and include:

- **SPAN 3330:** Cultural Studies in the Andes take students to Cuzco, Machu Picchu, and Lima—led by Herald Falconi
- **MHS 3890** (Public Health & Health Care Delivery in Cuba) serves as introductory overview to health care in Cuba—led by Gilberto Gonzales
- **HART 3810/LAS 4951:** Exhibiting Contemporary Art, Literature, and Culture immerses student in literary and artistic traditions of Cuba and takes them to the Havana biennale—led by Vivien Green Fryd and William Luis
- **ANTH 2114:** Above and Below the Surface: The Caribbean between Climate Change and Tourism places students in the tourism center of Utila Honduras—led by Norbert Ross

For more detailed program descriptions: vanderbilt.edu/summer/maysession/abroad-listings.php

This year, CLAS introduced two new study abroad programs in the Amazon. The first is offered in partnership with Middle Tennessee State University (MTSU) and Purdue University and gives Vanderbilt students the opportunity to participate in a 6-credit summer field school course: The Brazilian Amazon: Indigenous Peoples, Film, and Conservation. The course takes place in the Kayapó village of A'Ukre and pairs students with local residents to produce film and other media with the goal of preserving Kayapó culture and defending their livelihood.

CLAS also collaborated with MTSU to offer a semester exchange program coordinated with the Universidade Federal de Pará (UFPA) in Belem do Pará, Brazil. In this program, students spend March–June engaged in internships (Environmental Sciences, Anthropology/Archaeology, Film Studies and related disciplines) at the UFPA and the Goeldi Museum and Research Institute. Participants in the exchange program will take Portuguese language courses in addition to interning with local faculty. Interested students should reach out to Program Coordinator, Dr. Richard Pace (eguagurupa@gmail.com).

Vanderbilt students also have the opportunity to study abroad for a semester at several sites in Latin America. In collaboration with the Global Education Office (GEO), CLAS has established four semester abroad programs through the Consortium of Advanced Studies Abroad (CASA). Coordinated by Brown University, CASA is a consortium of leading universities including Vanderbilt, Columbia, Cornell, Dartmouth, Harvard, Johns Hopkins, Northwestern, the University of Pennsylvania, and others. CASA's programs are immersive and focus on improving students' oral and written skills in the local language; facilitating students' knowledge of the region; and providing students the opportunity to enroll in leading institutions of higher learning in Latin America. CASA offers four sites in Latin America to Vanderbilt students for study abroad: **Havana, Rio de Janeiro, Santiago, and Buenos Aires**. More information on these programs can be found on GEO's website: vanderbilt.edu/geo/



100 Students Travel to Latin America during Spring Break

Over 100 Vanderbilt students traveled to Latin America during Spring Break through programs organized by the Office of Active Citizenship and Service (OACS), the Turner Family Center for Social Ventures (TFC), and Nursing.

OACS provides opportunities for students to engage with and learn from communities through meaningful service and civic participation, both nationally and globally, to create lasting change. OACS coordinated four programs in Latin America for Spring Break 2019. Undergraduate students traveled to Honduras, Guatemala, and Ecuador through student-led organizations including: Global Brigade, Manna Project, Alpha Epsilon Delta, and AMIGOS. For more information on these programs and student organizations, check out the OACS website here: <https://vanderbilt.edu/oacs>.

- Global Brigade Honduras: 27 students
- Manna Project Guatemala: 8 students
- Manna Project Ecuador: 9 students
- Alpha Epsilon Delta Honduras: 15 students
- AMIGOS Honduras: 11 students

Project Pyramid is an interdisciplinary, student-led program that uses in-classroom and hands-on learning experiences to engage with socially conscious organizations and provide market-driven solutions to help fulfill their missions. For Spring Break 2019, 13 graduate and professional students traveled to Guatemala to work with three healthcare companies, and another 8 students went to Ecuador to work with two companies that produce locally sourced tea (see next page for more detail on Project Pyramid).

Six Nursing students traveled to Guatemala as part of their community health training (see previous page for more detail).



Rayos Contra Cancer team in Guatemala



Project Pyramid students working with Wuqu' Kawoq interview pharmacists

Project Pyramid Partnerships in Latin America 2019

Graduate students from across the university consulted with social ventures in Latin America through Project Pyramid during the Spring 2019 semester. Housed in Owen, the Project Pyramid course is designed and managed by student leaders at the Turner Family Center for Social Ventures. It enables students from various disciplines to work together to address ways to alleviate poverty via market-driven forces in partnership with local and foreign organizations. Students are tasked with addressing specific problems presented by the social ventures throughout the course of the semester, pulling knowledge from their own disciplines to think of original solutions. Teams then have the chance to further contextualize their understanding of these issues by meeting with the organizations on the ground during their Spring Break. Five of this year's Project Pyramid teams were sent to Latin America: three to Guatemala and two to Quito, Ecuador.

Guatemala

In Guatemala, teams were sent to three different locations. One group worked with the digital health system, Bitmec, which delivers quality medical care at low costs to underserved rural areas. Founded in 2018, Bitmec aims to improve health care and access to health professionals in rural communities in Guatemala, using telemedicine and a team of local health promoters to bring health care and treatment options to Guatemalans who live hours or days away from health facilities. The team analyzed the sustainable business model for Bitmec to provide healthcare to and collect data from rural communities to determine the best micro-financial model for the enterprise to be successful.

Another team worked with Wuku' Kawoq, a non-profit healthcare provider in rural Guatemala founded in 2007 by a global team of physicians, public health practitioners and entrepreneurs. The team worked directly with Co-Founder and Executive Director Anne Kramer Diaz on

strategic priorities, including evaluating the feasibility of implementing a new series of for-profit pharmacies to improve the sustainability of the overall organization.

The third team worked with Rayos Contra Cancer, a US-based organization conceived in 2017 by a Vanderbilt medical team and a Project Pyramid alumnus. The organization's goal is to leverage academic & industry partnerships with radiation oncology clinics and hospitals in Latin America. The Project Pyramid team met with the radiation oncology public clinic in Guatemala, analysing the current operational efficiency and collecting data on operational improvements.

Ecuador

In Ecuador, one team collaborated with social enterprise Waykana, an organization that produces energy drinks, teas, and other beverages from the Guayusa leaf. This plant is touted for providing a good tasting source of energy without causing the jitters. Waykana is particularly focused on securing fair pay to pickers and improving the environmental impact of their agriculture. The Project Pyramid team helped expand international sales and created a new marketing strategy for further expansion.

The second team worked with TippyTea, which produces teas and other beverages with a strong market share in Ecuador. Like Waykana, this organization focuses on fair pay for pickers, who are mostly women, and improving the environmental impact of their agriculture. The team here created a new marketing strategy to expand and differentiate this business, which recently began to sell through Amazon.

Having the opportunity to collaborate with peers from across campus has prompted students to learn the importance of interdisciplinary work when addressing global issues, pushing them to think beyond the scope of their perspective fields to find new and innovative solutions.

—Megan Skaggs

Blair Latin American Initiatives and Resources: ¡BLAIR!

Vanderbilt's Blair School of Music continues to engage with Latin America in substantive ways and in collaboration with CLAS. Director of Jazz Studies, **Ryan Middagh**, was a featured soloist at the Confa jazz festival in Manizales Colombia, where he also worked with students at the University of Caldas.

Under Middagh's direction, Vanderbilt students explore Latin Jazz—listen to their recording of Mambo Inn here: <https://www.youtube.com/watch?v=Sm-Px1P-coc&feature=youtu.be>.

Several of Middagh's students worked with CLAS Outreach Coordinator, **Colleen McCoy**, to bring Latin American jazz to Nashville schools in Spring 2019 as part of an independent study. Their first performance was at Sylvan Park's Caribbean Night; the ensemble engaged elementary students and their parents with an energetic and interactive performance. In addition to facilitating contacts with MNPS, CLAS supported the Blair students by purchasing educational instruments. This outreach work with local schools is slated to continue as part of a new course in the Blair School.

In April 2019, **Thomas Verrier** organized the ¡Blair! Conductors Symposium, which was the first bilingual English-Spanish concert band/wind ensemble conducting symposium in the U.S. This three-day intensive experience included roundtable discussions on topics including the role of youth in bands and orchestras in Latin America, recruitment and retention of at-risk-youth, strategies for promoting responsibility, leadership, and teamwork. It took place at the First Amendment Center on April 15, in partnership with CLAS and the Curb Center.

In Fall 2019, Verrier has organized the premiere performance of "A Tune of Atone-ment" by Venezuelan-born Composer Ricardo Lorenz with the Vanderbilt Wind Ensemble. The performance will take place on November 3 in Blair's Ingram Hall. The composition is in homage to the people of Venezuela amidst the current socio-economic crisis within the country. Nashville's Venezuelan community will provide food and artwork for the reception accompanying the performance.

Additional upcoming Blair activities engaged with Latin America include:

- BANDAYUDA Project: This initiative to produce a series of YouTube videos presenting concert band pedagogy material in Spanish will serve as a free tool for band directors throughout Latin America.
- April 29–May 6, 2019: Three Music Education majors (**Samuel Christensen**, **Thomas Desrosiers**, and **Julia Culp**) and **Thomas Verrier** (Blair School of Music) completed a weeklong residency in the Dominican Republic. The Blair students performed with a select group of musicians, and taught lessons and masterclasses as part of an annual national concert band contest.
- May 28–June 3, 2019: Verrier will serve as the international clinician for ASODIBANDAS, a nation-wide event in Cajicá, Cundinamarca, Colombia.
- September 17–22, 2019: Blair School will host a chamber group of 6 musicians from the National Air Force Band of Colombia. The ensemble will perform a recital at Blair, work with the brand program at Antioch High School, receive coaching and lessons from Blair faculty, and perform as part of the Vanderbilt Wind Symphony.
- September 26–29, 2019: Verrier will serve as the international member of the panel of judges for the national concert band contest in Paipa, Boyacá, Colombia.
- October 22–27, 2019: Verrier will guest conduct the Banda de la Fuerza Aérea Colombia in Cali, Valle del Cauca, Colombia.
- November 23–30, 2019: Verrier will guest conduct the Banda de Conciertos de Gendarmería Nacional in Buenos Aires, Argentina.



Tom Verrier in concert in Colombia



Carlos Grijalva speaks at a training session in Peru

CLAS Welcomes New Faculty

Jesus Gomez-Velez is assistant professor of Civil and Environmental Engineering. He earned his Ph.D. in Hydrology from the New Mexico Institute of Mining and Technology. His research focus is environmental flow and transport, groundwater-surface water interactions, watershed hydrology, analytical and numerical modeling, data mining and assimilation. Prior to Vanderbilt he was an assistant professor at his alma mater, and National Research Program postdoctoral fellow at the U.S. geological Survey.



Described as "ferociously talented" (*The Oregonian*), Grammy-Award winning flutist **Molly Barth** specializes in the music of today. In demand as a soloist, clinician, and adjudicator, Molly has visited esteemed venues throughout the world, recorded over two dozen CDs, and commissioned over 100 works of music. She recently released her first solo album "Vento Appassionato" on the Albany label. As a founding member of Eighth Blackbird, Molly won a 2007 Grammy Award.

Molly is currently involved with two ensembles, both formed by Mexican-American musicians. Formed with guitarist Dieter Hennings, Duo Damiana is focused on broadening the body of repertoire for flute and guitar. The Zohn Collective brings together a core ensemble of musicians with deep musical ties.

Hiba Baroud is assistant professor of Civil and Environmental Engineering, Littlejohn Dean's Faculty Fellow, and director of graduate recruiting for Civil Engineering. She holds a Ph.D. in Industrial Systems Engineering from the University of Oklahoma. Her research focuses on critical infrastructures modeling, risk analysis, statistical modeling, risk-informed decision analysis and resilience modeling. She is a two-time recipient of the Best Paper Award in the Homeland Security Track of the Industrial and Systems Engineering Research Conference.



FACULTY PROFILE

Carlos Grijalva

Dr. Carlos G. Grijalva is an Associate Professor at Vanderbilt University Medical Center in the Department of Health Policy, Division of Pharmacoepidemiology. He co-directs the Vanderbilt's Developing Evidence to Inform Decisions about Effectiveness (DEcIDE) research center. He has appointments at the Vanderbilt Epidemiology Center, the Vanderbilt Center for Health Services Research, the Vanderbilt Institute for Global Health, the Vanderbilt Center for Data Science, and the Veterans Affairs Tennessee Valley Geriatric Research Education and Clinical Center (GRECC).

Dr. Grijalva earned his MD from Universidad Nacional San Luis Gonzaga in Ica, Peru in 2001. After training in field epidemiology and biostatistics, he received a scholarship to attend the Summer Institute of Tropical Medicine and Public Health at Johns Hopkins Bloomberg School of Public Health in 2003. In 2004, he joined the department of Preventive Medicine at Vanderbilt as a postdoctoral research fellow and earned his MPH from Vanderbilt in 2006. Grijalva was promoted to Associate Professor in 2014.

Dr. Grijalva's research interests include the study of acute respiratory infections, safety and effectiveness of medications and vaccines, and methodologies for comparative effectiveness research. He has published more than 170 peer-reviewed articles, many of those in high-impact journals.

Currently, he is the principal investigator for an international prospective cohort study of young Peruvian children designed to examine the activity and interactions of common respiratory viruses and colonizing bacteria. He leads a new Vanderbilt Trans-Institutional Program (TIPs), focused on the study of environmental drivers of antimicrobial resistance in the community. His current work is supported by the National Institutes of Health, the Agency for Healthcare Research and Quality, the Food and Drug Administration and the Centers for Disease Control and Prevention, among other sources.

In addition to his international work, Grijalva is the principal investigator for a prospective case-ascertained study designed to assess the transmission of influenza within households in Nashville, TN. He is also the Co-Principal Investigator for the new Vanderbilt PROGRESS (Patient/ Practice Outcomes And Research In Effectiveness And Systems Science) post-doctoral (T32) training program.

Grijalva maintains an active portfolio of teaching and mentoring activities. He is the Course Director for Epidemiology I, Protocol Development and Thesis Research in the Vanderbilt Master of Public Health (MPH) program. He also serves as the Course Director for the School of Medicine PLAN course, an intense 1-month course designed to instruct medical students during the development of a complete research protocol.

In 2017, he was elected a Vanderbilt University Chancellor Faculty Fellow in 2017 and to the Vanderbilt Academy for Excellence in Education and Mentorship in 2018. During the last 10 years he has mentored several students, postdoctoral fellows and junior faculty. Almost all of them remain in academia, and many have received career development awards and launched their independent academic careers.

FACULTY NEWS

Where the Land Meets the Sea: Fourteen Millennia of Human History on the North Coast of Peru (University of Texas at Austin) by **Tom Dillehay** (Anthropology) won five book awards in 2018 and early 2019: Critic's Choice, Society of American Archaeology, American Institute of Geosciences, Foreign Affairs, and Latin American Research Review.

Anna Castillo (Spanish and Portuguese) published "Explicit Complicity: A Grindr Narrative." *Chasqui*, vol. 47, no. 2, 2018, pp. 3–14.

Xiu Cravens (Peabody) embarked on a cross-continental collaboration with Chilean and Chinese partners to implement a teacher



Above: Researchers conduct focus groups with principals in Santiago and Tennessee.



development model that was designed in Tennessee. Supported with grant funding, the teacher development research-practice partnership is led by Vanderbilt (Peabody TERA), East China Normal, Beijing Normal, and the Catholic University of Chile. It uses the Networked Improvement Communities concept to improve instruction. While this method can be applied to all educational areas, priorities are special education, ELL, and STEM.

Earl E. Fitz (Portuguese, Spanish, Comparative Literature) is the author of a new book, *Machado de Assis and Narrative Theory*, Bucknell University Press, Bucknell Studies in Latin American Literature and Theory (2019). Professor Fitz's career was highlighted in "Destaque," a feature in *The Portuguese Newsletter*, a publication of the American Association of Teachers of Spanish and Portuguese. His published essays included "Translating with Greg Rabassa: The Last

Steven Wernke, associate professor of anthropology and director of Vanderbilt's Spatial Analysis Research Laboratory (SARL), has received a \$150,000 digital extension grant from the **American Council of Learned Societies** to develop a digital platform that promises to greatly expand our understanding of Andean culture. Wernke developed a prototype of the project with a National Endowment for the Humanities startup grant, as well as support from the Vanderbilt Center for Digital Humanities and the Center for Advanced Spatial Technologies at the University of Arkansas. Parker VanValkenburgh, an anthropologist at Brown University, is the project's co-director.

The Geospatial Platform for Andean Culture, History and Archaeology (GeoPACHA) will collate and connect satellite imagery from a variety of sources, as well as photos from historic aerial surveys, to build a detailed inventory of archaeological remains in the Andes—including many that have not been discovered yet.

"Archaeology is an inherently piecemeal endeavor," Wernke said. "Excavation is a very slow and small-scale process, and even surface surveys are limited in area and can take years. With this collaborative platform for surveying high-resolution satellite imagery, we can achieve systematic coverage at an inter-regional scale—the scale of large empires like that of the Inkas—for the first time."

Once the satellite imagery is collected, the next step in the project is a student-driven crowdsourcing effort to locate thousands of archaeological sites over nearly 150,000 square kilometers. Using a browser-based tool, students will directly participate in a "virtual archaeological survey," working with regional experts from

the United States, Canada, Peru and Argentina to visually scan the images from the areas they know best. "This is a brute-force approach for imagery survey, but it's currently the most accurate method available," Wernke said.

But hopefully not for long. The third stage of the project is to use these manually-identified data sets as training data for a machine-learning algorithm that will be able to identify sites automatically over even larger areas.

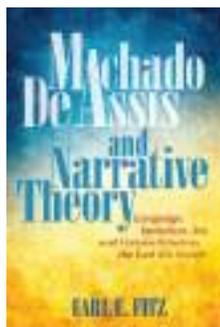
Wernke said this project will provide immersive learning and research opportunities for students, and connects to a number of Trans-Institutional Programs, including the Vanderbilt Initiative for Interdisciplinary Geospatial Research (VIIGR), the Digital Cultural Heritage Research Cluster, the VUSAT Initiative, and Data Science Visions.

"Most directly, through our work with Amrutur Anilkumar and our VUSAT courses, Vanderbilt students are developing novel remote sensing techniques for detecting features and sites, and we are collaborating with Andreas Berling and colleagues in the Data Science Visions TIPs to develop computer vision and neural network approaches to automate these techniques," he said.

Wernke sees transformational potential for GeoPACHA, as it will enable archaeologists to move past traditional piecemeal approaches and toward a view of inter-regional scale networks of interaction in the Andes, while serving as a repository for archaeological settlement pattern data. The data for this project will be housed in SARL, and he aims to start the virtual survey in 2019 and 2020.

—Liz Entman

FACULTY NEWS



Book" and "Issues of Re-Translation," both appearing in *Exchanges: Journal of Literary Translation*, a publication of the University of Iowa Translation Workshop. At the annual conference of the American Literary

Translators Association, Dr. Fitz spoke on "Two's Company: On Teamwork and Co-Translation," discussing his collaboration with the late National Medal of Arts recipient Gregory Rabassa.

Jane Landers (History) received the Florida Historical Society Caroline P. Rosseter Award for Outstanding Woman in Florida History for 2018.

Landers also received several grants in 2018, including the Historic St. Augustine Research Institute Research Associate Grant (\$6,100); Vanderbilt's Research Scholar Grant (\$35,000); and Vanderbilt's Library Collections Initiative Award for the purchase of Delia Zapata Olivella Collection (\$61,000). Other grant funding from Mellon Partners in the Humanities Education Grant supported the project *Haiti: The Need to Know and Preserve the Past* (\$2500), as well as funding from the Andrew W. Mellon Foundation Scholarly Communications Collaborative for "Enslaved: People of the Historic Slave Trade" (\$40,000).

Landers served as a historical consultant for *The Internal Slave Trades*, Center for the Study of Slavery and Justice, Brown University Firelight Media and PBS in 2018, and gave two interviews: "Secrets of Spanish Florida," *Radio Bilingüe*, *Red Nacional de Radio Pública Latina* in January 2018, and "I dig through archives to unearth hidden stories from African-American History," *The Conversation*, December 4, 2018 <https://theconversation.com/i-dig-through-archives-to-unearth-hidden-stories-from-african-american-history-103639>

Landers also published a number of book chapters and presented her research at several conferences in 2018.

Noam Lupu (Political Science) is editor of a new volume, *Campaigns and Voters in Developing Democracies: Argentina in Comparative Perspective*, with Virginia Oliveros and Luis Schiumerini. Published by the University of Michigan Press (2019), the volume includes a chapter by **Elizabeth Zechmeister** (Political Science).



Natasha McClure (Nursing) was promoted to Assistant Professor.

Norbert Ross (Anthropology) received \$19,000 from the **National Science Foundation** to do playback theatre with migrants from the caravan living in refugee camps in Tijuana. As part of the grant, he will travel with eight Salvadoran youth actors for two weeks to Tijuana, Mexico, to conduct approximately 15 playback theatre workshops and follow up interviews with Salvadoran and other Central American refugees living in refugee camps along the southern US border. This research is an extension of his ongoing NSF grant on how children experience and understand violence in El Salvador. That grant provides \$427,600 over 2018-2021 and is centered on playback theatre as a new methodology built around an experimental form of improvisational theatre. Each theatre event is video-taped and all interviews are voice recorded, and then results are disseminated via academic and nonacademic writing, a play, and a short documentary. The documentary and resulting theatre piece will help initiate more discussions with children, youth and policy makers both in El Salvador and the US. This research is also supported through a 2018 Fulbright grant, "Violence takes place: Children's understanding of violence in and around their lives."



Steve Wernke (center) was awarded the Joe B. Wyatt Distinguished University Professor Award at the Spring Faculty Assembly. Created to honor Chancellor Joe B. Wyatt upon his retirement in 2000, the award recognizes faculty accomplishments that span multiple academic disciplines.

Tom Dillehay (Anthropology), Rebecca Webb Wilson University Chair, received a \$510,000 grant from **Chile's Fondo Nacional de Desarrollo Científico y Tecnológico (FONDECYT)** for a four-year interdisciplinary study of the impact of gold mining in western Argentina and Bolivia, southern Peru, and most of Chile. Dillehay and project co-director Jose Manuel Zavala of the Universidad de Chile, Santiago, will study the role gold mining played in the development of the communities in the region, particularly as it relates to Spanish colonial expansion.

Despite widespread Inka resistance to Spanish colonialization, Spain nevertheless managed to rapidly occupy these areas and exploit the mines using indigenous labor to such an extent that gold came to drive the region's economy. As of yet, there is no clear explanation for how that happened so quickly, with the Spanish population so sparse and so little local support from the communities they occupied. In order to answer those questions, Dillehay and his team will undertake anthropological, historical, engineering and geological studies to uncover the many forces shaping the region's development.

FONDECYT is a state research funding agency similar to the United States' National Science Foundation. The project is co-supported by the NSF's Latin American Cooperative Program.

—Liz Entman

Profesora de Northwestern U. Enfatiza la Importancia de la Colección Manuel Zapata Olivella

Con el objetivo de ampliar su trabajo sobre la primera bonaza del narcotráfico en Colombia durante los años 1970, la investigadora Lina Britto, visitó recientemente la Universidad de Vanderbilt, donde consultó por espacio de una semana los archivos de la Colección Etnográfica Manuel Zapata Olivella. Esta colección fue creada por el médico y etnógrafo Manuel Zapata Olivella (1920-2004), y constituye un registro único de la historia de Colombia. Britto, profesora asistente de Historia en la Universidad de Northwestern, observa que la colección de grabaciones de audio permite el estudio de las identidades, etnias y regionalidades colombianas a través de testimonios orales y populares. Ella buscaba específicamente los testimonios orales sobre el incipiente tráfico ilegal de marihuana que precedió a la formación de los grandes carteles de drogas en la década de 1980, ya que planea incorporarlos a su proyecto de libro.

Mientras en Vanderbilt, Britto consultó las tres subsecciones principales de la Colección Olivella Zapata: El Grupo Etnográfico (centrado en el registro de prácticas colectivas y costumbres en la Colombia rural), "La Voz de los Abuelos" (Recuperando la historia popular colombiana a través de testimonios de adultos mayores) y el segmento "Wayu y Arijuna, 500 años de confrontación", que explora las identidades étnicas y la diversidad cultural en la Guajira colombiana.

En un sentido más amplio, Britto se propuso familiarizarse con la colección Zapata Olivella con la mira puesta en próximas visitas a Vanderbilt. "Quería explorar su geografía, descubrir su paisaje, subir sus montañas y navegar sus ríos", afirma la historiadora, al resaltar el valor de los archivos sonoros (algunos de ellos aún en proceso de transcripción y catalogación) que rescatan procesos y dinámicas sociales condenadas al olvido por falta de registro escrito. Britto señala que la colección Zapata Olivella captura la etapa crucial de una Colombia en transición hacia la modernidad, cuando el estado aún no se había consolidado y la mayoría de la población era iletrada. "Muchos de esos saberes se iban a perder si no se consignaban y el gran mérito de Zapata Olivella, al frente del Grupo Etnográfico, fue recuperar gran parte de conocimiento sin establecer jerarquías de dominación," sostiene Britto. En vez de utilizar categorías de letrados o analfabetos, Zapata (quien prefería usar la palabra anágrafo para significar el no uso de escritura), empoderó a la gente común como narradores y poseedores de un saber único que se transmite a través de formas alternativas de lenguaje.

—Alejandro Botia Botia

Professor from Northwestern University Highlights Importance of Manuel Zapata Olivella Collection

In order to broaden his work on the first boom of drug trafficking in Colombia during the 1970s, researcher Lina Britto recently visited Vanderbilt University for a week to consult the archives of the Manuel Zapata Olivella Ethnographic Collection. This collection was created by physician and ethnographer Manuel Zapata Olivella (1920-2004), and constitutes a unique record of Colombia's history. Britto, assistant professor of history at Northwestern University, notes that the collection audio recordings allow the study of Colombian identities, ethnicities, and regionalities through oral and popular testimonies. She was specifically looking for oral testimonies about the incipient illegal trafficking of marijuana that preceded the formation of the big drug cartels in the 1980s, as she plans to incorporate them into her current book project.

While at Vanderbilt, Britto consulted the three main subsections of the Olivella Zapata Collection: The Ethnographic Group (focused on the recording of collective practices and customs in rural Colombia), "La Voz de los Abuelos" (Recovering Colombian Popular History through testimonies of older adults) and the segment "Wayu and Arijuna, 500 years of confrontation," which explores ethnic identities and cultural diversity in the Colombian Guajira.

In a broader sense, Britto set out to familiarize herself with the Zapata Olivella collection with an eye on upcoming visits to Vanderbilt. "I wanted to explore its geography, discover its landscape, climb its mountains and navigate its rivers," says the historian, highlighting the value of sound files (some of them still in the process of transcription and cataloging) that rescue social processes and dynamics that would have been lost due to a lack of written record. Britto notes that the Zapata Olivella collection captures the crucial stage of a Colombia in transition towards modernity, when the state had not yet consolidated and the majority of the population was illiterate. "Much of the knowledge would be lost if they were not recorded and the great merit of Zapata Olivella, at the head of the Ethnographic Group, was to recover a great part of knowledge without establishing hierarchies of domination," says Britto. Instead of using literate or illiterate categories, Zapata (who preferred to use the word anagraph to signify the non-use of writing), empowered ordinary people as narrators and possessors of a unique knowledge that is transmitted through alternative forms of language.

—Alejandro Botia Botia



The Heard Library is now home to the Delia Zapata Olivella Collection, acquired with funds from the Provost and Chancellor's Library Collections Initiative in response to a proposal Professor Jane Landers and I submitted. I had visited Bogotá to see the collection a year ago but the acquisition was not finalized until May while I was in Bogotá to attend the annual book fair. Graduate student Viviana Quintero Márquez and I (with a team of helpers and the family) spent a week organizing, packing and arranging for shipment 50 boxes of papers, manuscripts, videos, film, posters, tapes, and books—a major undertaking. Viviana deserves many thanks!

So what is this collection and who was Delia? Some years ago, the Library acquired the much visited Manuel Zapata Olivella Collection. Manuel, the acclaimed Afro-Colombian novelist, anthropologist, physician and folklorist has been called the “Dean of Black Hispanic Literature” and “perhaps the most outstanding black novelist writing in Spanish” at the end of the twentieth century. As a prominent Afro-Colombian anthropologist he focused on recording and preserving Afro-Hispanic cultures and traditions, and their legacy. He organized and led the World Congresses of Black Culture. He was also deeply tied into the US Black activist network of the 1960s–70s.

Delia Zapata Olivella was a sister and collaborator of Manuel and also a pioneer in her own right. She investigated traditions and customs throughout Colombia, interviewing and studying groups in all regions, from the Wayuu indigenous to the coastal Afro-Colombians. She focused on the performance arts and the ways in which those could transform the lives of marginalized black Hispanics, many subjected to racism and living in poverty. Delia studied and preserved their African heritage through music, and dance. She led her dance troupe throughout Colombia and performed in Africa, and many other parts of the world. Her photo albums contain images and reviews of Delia and Manuel's reception in many countries, where they spoke and performed along with her dance troupe. In the 1950s they traveled and performed in Paris, Spain, Beijing and Moscow, receiving lengthy reviews in all parts of the world. She published many of her writings, taught, preserved and dispersed Afro-Hispanic music, choreography, and folklore and Colombian popular culture. These were lovingly cared for

by her daughter Edelmira who continues her legacy of dance. Acquiring this major collection of Afro-Hispanic materials diversifies our holdings and supports research and possible curricular development in that area.

The Provost and Chancellor's Library Initiative program was intended for the purchase of special collections to support research and scholarship and this collection is already serving that purpose! Visiting scholars from Yale, Northwestern, Texas and institutions in Colombia have recently come to use the Colombian collections, including the new Delia collection. It is still being unpacked and organized. The hope is to be able digitize portions of the collection as is being done with Manuel's papers. This would make a significant contribution to Afro-Hispanic scholarship.

—Paula Covington,
Latin American and Iberian Bibliographer
and Senior Lecturer in Latin American Studies



Students enrolled in Professor **Bill Fowler's** paleography class helped decipher a 18th century manuscript for cataloging purposes. The manuscript forms part of the Library's Helguera Colombiana collection. **Paula Covington**, the library's Latin American subject specialist, attended the course to help students learn paleography and shared the materials with the class. It was a great group effort!



2018 Portuguese Language and Culture Summer Program in São Paulo

Tulane University's Stone Center for Latin American Studies and CLAS hosted the popular Portuguese Language and Culture program in São Paulo again in 2018. This six-week intensive academic program is a FLAS-eligible language program offered in partnership with CET Academic Programs at the Pontifícia Universidade Católica de São Paulo (PUC-SP). Students enrolled in the program earned up to 6 credits and took Portuguese language courses (intermediate and advanced levels) taught by CET faculty, as well as a course on current social issues in Brazil taught by PUC-SP faculty. Students lived with Brazilian host families in São Paulo for a total Portuguese immersion experience and participated in excursions in and around São Paulo. CLAS awarded Summer FLAS fellowships to four Vanderbilt students to attend the program this year: **Danielle Dorvil**, **Ryan Grawe**, **Demetrius Murphy**, and **Tam Wheat**. The program was directed by Megwen Loveless (Tulane University) and took place from June 9–July 21. For more information see: as.vanderbilt.edu/clas/regional-specialties/summer-program/

CLAS congratulates graduating student and former coordinator of the Brazilian Studies Reading Group, **Fernanda Bretones-Lane**, on her new position as Assistant Professor in the Department of University of Florida beginning Fall 2019.

CLAS Welcomes New M.A. Fellow

Megan Skaggs is from Brownsville, Kentucky, and attended Western Kentucky University (WKU) where she earned her B.A. in International Affairs and English, with a minor in Latin American Studies. While at WKU, she spent six weeks working as a tutor at an orphanage in San Lucas, Guatemala and became interested in the connections between NGOs and educational opportunities for marginalized children. After graduation, Megan expanded her understanding of education in Central America as a Fulbright English Teaching Assistant in Esquipulas, Guatemala, working with the Access English Microscholarship Program. Alongside Guatemalan English teachers and community-led foundations, she led conversation clubs, literature clubs, and cultural exchange initiatives within the Esquipulas community. Upon returning to the U.S., she served as an English Composition instructor with the Western Kentucky University Upward Bound Program, which offers potential first-generation college students the chance to better prepare for university courses. At Vanderbilt, she is the second student to enroll in the M.A. in Latin American Studies/M.Ed. in International Education Policy and Management dual degree program. Skaggs is also a graduate assistant with the Turner Family Center for Social Ventures, serving as a CLAS liaison. She is eager to expand her knowledge of the cultural and linguistic factors that influence educational opportunities among marginalized groups in Central America. She plans to explore how education can be a means to promote upward mobility across the region.



In April, Megan was honored with the 2019 **Norma Antillón Award**. Established in 2013 by LAS faculty in honor of beloved Administrative Assistant at CLAS, Norma Antillón, the award goes to the student who best exemplifies the traits we most admire in her: a joyous spirit, concern for others, and collegiality. Megan was recognized for her positive attitude, endless enthusiasm to help others, and countless contributions to the CLAS mission during 2018-19. Award recipients receive a cash prize and their names are engraved on a plaque housed in CLAS.

Graduate Certificate in LAS

The Center for Latin American Studies offers a graduate certificate in Latin American Studies for doctoral and professional students. The certificate allows students to document their regional specialization and engage with the broader community of Latin Americanists on campus, as well as encouraging them to study outside of their home discipline. Requirements include: 1) 12 credit hours in coursework on Latin America, with at least six hours coming from outside the home discipline, 2) demonstrated conversational or reading proficiency in Spanish, Portuguese, or an indigenous Latin American language, 3) participation in a minimum of five extracurricular activities sponsored by CLAS. In Spring 2018, CLAS awarded graduate certificates to five students: **Armando Guerrero Estrada (M.Div.)**, **Lauren Marlar (M.Ed., IEPM)**, **Andrew Reducha (M.Ed., IEPM)**, **Julia Zenker (J.D.)**, and **Kristina Lee (M.A., Anthropology)**. More information on the graduate certificate program is available here: as.vanderbilt.edu/clas/graduate-programs/certificate/.



2018 Mayan Language Institute

The Mayan Language Institute is an intensive six-week language immersion program in K'iche' Mayan and Kaqchikel Mayan. Students study with Mayan linguists and native instructors, and participate in cultural activities, lectures, discussions, and excursions to gain a better understanding of the cultural and political contexts that have shaped the historical development and preservation of the language. Both Kaqchikel and K'iche' students spent the first week in Antigua for a general orientation and introduction to Mayan culture, history, and languages at the University of Texas, Austin's Casa Herrera. The students visited archeological excavations at San Andres Semetebaj, with the Kaqchikel students returning to Antigua for the remainder and the K'iche' students continuing on to Nahualá for the rest of the program. In 2018, the K'iche' program was led by Mareike Sattler (Vanderbilt University), with Judie Maxwell (Tulane University) and Ambrosia (Ixnal) Cuma Chavez leading the Kaqchikel program. The 2018 program ran from June 19–July 29; Vanderbilt student Sagen Eatwell received a FLAS fellowship to attend the program. The MLI was organized by CLAS with Tulane's Stone Center for Latin American Studies, the Latin American and Iberian Institute at the University of New Mexico, and the Teresa Lozano Long Institute for Latin American Studies at the University of Texas. For more information see: wpo.vanderbilt.edu/clas/regional-specialities/guatemala-mayan/



Student Research Roundtables

CLAS holds student research roundtables each September and January to highlight research carried out by our summer award recipients.

Presenters for the Fall 2018 roundtable included:



- **Kathryn Peters**, doctoral student in Anthropology, examined the intersections between community activism and state violence in Curuguaty, Paraguay.
- **Abraham Liddell**, doctoral student in History, looked at Africans and Afro-descended peoples in Santa Marta, Colombia as a nexus of their experiences in the colonial Atlantic World.
- **Jacob Brown**, doctoral student in Spanish & Portuguese, discussed memory, race, and slavery in the manuscripts of Brazilian writer Carolina Maria de Jesus.
- **Paige Southworth**, a M.A. student in Latin American Studies, compared and contrasted factors that influence the international recognition of human rights organizations in Argentina and Chile.

The Spring 2019 roundtable utilized a new, lunch-talk format and highlighted research by the following students:



- **Damien Dom-enack**, a M.Div. student, argued that Afro-Peruvian dance provided evidence of diasporic religious conflict and resilience.
- **Alexandre Pelegrino**, a doctoral student in History, explored the complex inter-workings of colonial empire and race in Maranhão, Brazil through Indian slavery documentation.
- **Alejandro Botia**, a M.A. student in Latin American Studies, used interview data from the current Venezuelan diaspora to offer a new perspective on forced migration theories.
- **Adam Wolsky**, a doctoral student in Political Science, investigated the intersections between scandal and popular outrage in Peru using public opinion survey data.

CLAS awards nearly \$100,000 each summer to support graduate and undergraduate student research or language study in Latin America. These include the CLAS Summer Research Award, Simon Collier Travel Awards, and Foreign Language and Area Studies fellowships. The annual deadline for summer awards applications is in early February. CLAS Assistant Director Nicolette Kostiv coordinates the awards and the roundtables. More information about CLAS summer awards is available here: as.vanderbilt.edu/clas/graduate-programs/financial-aid/student-summer-awards.

EVENTS



MEGAN SKAGGS

Latin American Images Photo Competition 2018

Led and organized by Alma Paz-Sanmiguel for the past five years, our annual Latin America Images Photo Competition invites Vanderbilt students, faculty, staff and visiting scholars to submit their favorite original photo taken in Latin America. The competition continues to grow each year; for 2019, CLAS received 52 submissions representing 16 countries. Judges Gilman Whiting (African American and Diaspora Studies) and Michiru Ichihara Lowe (Asian Studies Program) selected the top twenty photos to be printed and exhibited in Buttrick Hall atrium.

Winners were announced at a reception on January 17. First place was awarded to **Megan Skaggs** for “The Greatest and Smallest Joy: A Glimpse at Semana Santa in Antigua, Guatemala. The second place winner was undergraduate **Weilun Qian** for “Prince Charles Perez”, and third place went to undergraduate **Erin Lallinger** for “On the Edge.” The People’s Choice Award, based on the number of “likes” receive on social media with 177+ on the day of the award ceremony, went to **Hiba Baroud**, Assistant Professor in the School of Engineering for “Streets and Mountains of Bogota.”

This year’s exhibit traveled to Owen for their “Latin Business Week” in February 2019.



WEILUN QIAN



ERIN LALLINGER



HIBA BAROUD

Circum-Atlantic Studies Seminar

The Circum-Atlantic Studies Seminar featured two guest speakers for the 2018-2019 academic year as part of its Black Atlantic History Lectures. Dr. Herman L. Bennett, professor of History at the City University of New York, gave a talk entitled, "Before the Human: Africans, Sovereigns & Slaves," on February 4 in conjunction with Black History Month. In April, Dr. Julia Gaffield, professor of History at Georgia State University, gave the second talk entitled, "'Je suis Chrétien, Chrétien, moi!': Emperor Faustin I of Haiti and Abbé Moussa, African, and the Fight for a National Church." The Seminar and lecture series is sponsored by the Robert Penn Warren Center, the Center for Latin American Studies, and the Bishop Joseph Johnson Black Cultural Center.

2018 Latin American Film Festival

CLAS partnered with the Commons to host the second annual Latin American Film Festival in Fall 2018. The film series is a way to introduce first and second-year students to Latin America as a region and to LAS as a discipline of historic strength on campus. CLAS Assistant Director **Nicolette Kostiw** works closely with the Faculty Head of Sutherland House, **Chalene Helmuth** (Spanish & Portuguese), to select four Latin American films that showcase a variety of themes and countries. Each screening is hosted by a different house in the Commons and offers food from the country featured in the film.

"**Tuberculosis Diaries: A Hidden Epidemic**" focused on poverty and health in Brazil and featured **Marshall Eakin** (History) as the discussant. The following week, **Jon Hiskey** (Political Science) introduced students to Mexico and immigration issues through the film "**Aquí y Allá.**" **Ifeoma Nwankwo** (English) offered a multi-dimensional look at Panamanian history with "**Panama Canal Stories.**" **Tiffany Patterson** (AADS) explored race and identity in Haiti through discussion of the final film, "**The Good Life.**"

This year's series boasted an increase in student attendance and a promotional write-up in the VU Hustler, seen here: vanderbilthustler.com/featured/latin-american-film-festival-kicks-off.html.

Art Exhibit: "The Faces of Colombia—The Invisible Communities"

On October 23, CLAS hosted the opening of the traveling art exhibit "The Faces of Colombia—The Invisible Communities" in collaboration with **Chelsey Dyer**, doctoral student in Anthropology. The exhibit featured paintings by Donna Slade who was inspired to portray human rights defenders after her 2017 visit to Colombia. While there, she witnessed personal and revealing accounts of the social inequities perpetuated by US policies in Colombia as well as the local peace building efforts of Afro-Colombian and indigenous communities. Upon her return to the US, she began working on an art exhibit that would help bring the stories of Colombian communities to the US. The exhibit will be traveling next to Sawtooth School for Visual Art, Craven Arts Council, Caldwell Arts Center/ Caldwell Arts Council, and Queens University of Charlotte.

El aula vacía

In February, CLAS and International Lens presented the documentary *El aula vacía*, directed by 11 film directors, including Eryk Rocha and Pablo Stoll. Produced by Gael Garcia Bernal, the film explores the high school dropout crisis in Latin America in a series of individual stories spread across seven different countries. **Carolyn Heinrich** (Peabody) introduced the film and led the post-screening discussion with attendees.



CLAS Supports Kaqchikel Digital Activists

In July 2018, over 200 digital activists participated in a new effort to make Kaqchikel Mayan resources openly available. Participants engaged in discussion and debate on the Kaqchikel language, and the meeting culminated in the collaborative writing, review, and editing of over 60 articles for Kaqchikel Wikiwuj (https://incubator.wikimedia.org/wiki/Wp/cak/Nab%27ey_wuj). Future plans include the institutionalization of annual *encuentros* to include other Mayan languages spoken in Guatemala.

Haiti Week

CLAS hosted Haiti Week February 11–13 to highlight faculty research on Haiti’s history and literature, as well the study of Kreyol on campus.

The week kicked off with “Cooking and Creole” led by **Danielle Dorvil**, doctoral student in Spanish and Portuguese. The hands-on event engaged Vanderbilt students, faculty, and staff in the preparation of a traditional Haitian meal and included a Kreyol lesson with doctoral student **Nathan Dize** (French).

The following day, **Patrick Bellegarde-Smith** (University of Michigan) presented “The Price of Admission: Louis-Marie Dantes Bellegarde’s Life and Oeuvre in Context.” His talk was followed by the launch of his book, *In the Shadow of Powers*, by Vanderbilt University Press.

On Wednesday, 2018 Américas Award-winning author **Ibi Zoboi** (*American Street*) spoke about “American Street: The American Dream and the Immigrant Imagination.” Haiti Week culminated later that day in a panel discussion featuring Bellegarde-Smith, Zoboi, **Brandon Byrd** (History), and **Tiffany Patterson** (African American and Diaspora Studies): “Haiti at the Crossroads.” Open to the public, the panel was followed by a reception and book signing with Bellegarde-Smith and Zoboi.

A centerpiece of Haiti Week was a day-long professional development workshop for teachers, featuring a presentation by Dize. Educators attended Zoboi’s talk and a private Q&A with her following her talk, and had the opportunity to attend “Haiti at the Crossroads” panel. All participants received a copy of *American Street* for classroom use, as well as resources for teaching about Haiti.

CLAS thanks the following groups for co-sponsoring Haiti Week 2019: Circum-Atlantic Studies Seminar, African American & Diaspora Studies, Callie House Center, History, Latin American & Caribbean Student Association, Vanderbilt University Press, and The Jean and Alexander Heard Libraries.



Teacher workshop participants with Ibi Zoboi



“Haiti at the Crossroads” panel



“Cooking and Creole”

Brazil Institute 2018

CLAS collaborated with Tulane University to host an eleven-day professional development institute for K-12 teachers in July, culminating a four-year series of summer institutes focused on Brazil. “Teaching Brazil: Expanding Perspectives on Colonial History” took educators on a tour through Salvador, Rio de Janeiro, and São Paulo. Ten educators from Arizona, Connecticut, Georgia, New Mexico, Tennessee, and Louisiana explored the history, culture, politics, and economy of Brazil, studied Brazilian Portuguese, and began the development of curriculum units for classroom use.



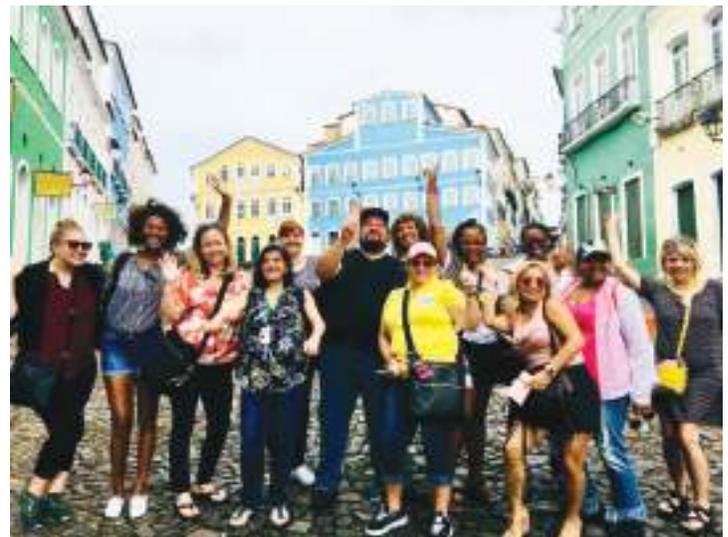
The traveling program featured content from faculty lead **Ben Legg** (Vanderbilt) and **Edilza Sotero** (Universidade Federal da Bahia, Salvador), and included a variety of cultural and academic activities. Highlights included guided city tours and visits to the Instituto Cultural Steve Biko (Salvador), Museu Pierre Verge (Salvador), Jardim Botânico (Rio de Janeiro), Cristo Redentor (Rio de Janeiro), and Museu Afro Brasil (São Paulo).

“It was one of the best professional developments that I have ever experienced. I grew as a student, as a teacher, as a citizen of the world, because of this experience,” said one participant.

Legg, along with institute co-coordinators **Colleen McCoy** (Vanderbilt) and **Denise Woltering-Vargas** (Tulane), led the participants in reflective discussions and curriculum development sessions. NRC funding supported all participants through Curriculum Writer scholarships. Following the institute, participants developed a complete curriculum unit based on what they learned during the institute. This body of curriculum includes themes of music, colonization, world geography, urban geography, slavery, and race, and ranges in education level from elementary to upper high school.

“I did my Brazil curriculum for U.S. history in my classes this week. It was super effective, and so cool to see everything we learned manifested in the classroom. And they LOVED it,” said participant Savannah Strong. “They are now asking for an elective class in Brazilian history next fall, and I’m going to build it for them!”

The institute was also supported by the University of Georgia’s



Latin American and Caribbean Studies Institute. During the 2018-2022 funding cycle, CLAS will again partner with Tulane and UGA to offer a four-year summer institute series, this time focused on Central America.

As are all of our curricular resources, curriculum units from the 2018 Brazil Institute are available for free download on the CLAS website (vanderbilt.edu/clas).



Cheekwood's Día de los Muertos Festival

Each October, Cheekwood celebrates Día de los Muertos in Nashville with a festival that includes traditional music and dance, vibrant art activities, a marketplace, altar displays, and Latin American cuisine from local vendors. CLAS works closely with Cheekwood to provide educational materials for the festival, and Colleen McCoy serves on the festival's advisory board.

LAS produces a bilingual booklet on Día de los Muertos celebrations in different countries that is distributed to festivalgoers; more than 4,500 people attended the festival in 2018 and received the information booklet.

CLAS also participates in the creation of altars for the Cheekwood festival. This year's display was a traditional Mexican Día de los Muertos altar, with orange marigolds, pan de muerto, incense, candles, Mexican embroidery, baskets, chocolate tablets, and small bottles of alcohol. CLAS staff and Vanderbilt graduate students joined other community organizations in the Altar Hall, sharing their knowledge of Día de los Muertos with festival visitors.

ReadWorks Collaboration

As part of an ongoing collaboration, CLAS partners with ReadWorks, a nonprofit organization dedicated to improving reading comprehension for K-12 students. Home to the largest library of curated nonfiction and literary articles in the United States, ReadWorks provides open access to content, curriculum, and training to educators.

Since 2017, more than 27,133 unique teachers in 15,285 schools across the country have engaged with the content produced by CLAS, and more than 63,000 students have received CLAS content as part of an assignment.

Prompted by feedback from teacher workshop participants and members of the CLAS Teacher Advisory board, CLAS is currently developing new article sets in both English and Spanish, increasing accessibility to teachers and students across the country. New article themes will include sports, landmarks, art, and literature, and will be available on *readworks.org* and the CLAS website (*vanderbilt.edu/clas*).

NCSS

CLAS participates in the National Council for Social Studies Annual Conference each year to share curriculum resources with educators. In 2018, NCSS took place in Chicago from November 30–December 2 and highlighted the themes of “Yesterday-Today-Tomorrow: Building the Future of Social Studies.”

Vanderbilt, along with other members of the Consortium of Latin American Studies Programs (CLASP), hosted a booth at the conference, highlighting the *Américas Award for Children's and Youth Literature* as a resource for teachers. In addition, the exhibit offered curriculum resources and professional development opportunities through CLASP member institutions to the over 3000 educators that attended NCSS.

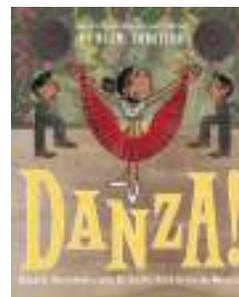
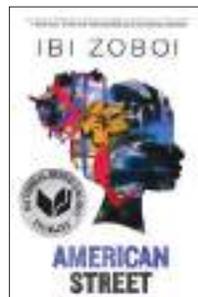


Prior to the conference, CLAS Outreach Coordinator Colleen McCoy attended the Area Studies and Outreach Conference. Hosted by the University of Illinois at Urbana-Champaign's European Union Center in 2019, this annual conference connects outreach professionals from institutions across the country, and provides them with the opportunity to share diverse perspectives and best practices for developing programming to engage educators and the general public in area studies.



Celebrating 25 Years of the Américas Award

In 2018, CLAS and the Consortium of Latin American Studies Programs (CLASP) celebrated the 25th anniversary of the Américas Award. Created by CLASP, the award recognizes authors, illustrators, and publishers who produce quality children's and young adult books that authentically portray Latin America, the Caribbean, or Latinos. CLASP issues two awards each year, and produces a list of recommended titles for use by classroom teachers. CLAS co-coordinates the award with Tulane's Stone Center for Latin American Studies and organizes the award ceremony at the Library of Congress in Washington, as well as a professional development workshop for educators. This year, CLASP presented the 2018 Américas Award to **Ibi Zoboi** for her work, *American Street*, and to **Duncan Tonatiuh** for his work *Danza! Amalia Hernández and Mexico's Folkloric Ballet*. Sixty educators attended the ceremony, and more than 1,700 viewed the ceremony via the Library of Congress' live-stream.



Zoboi's book, *American Street* is a complex and multi-layered story anchored around relationships and questions of loyalty. Zoboi shared her experiences writing this book and provided context for teaching it in a high school classroom. Duncan Tonatiuh's *Danza!* is a magnificent celebration of Amalia Hernández, the dancer and choreographer who founded the famed Mexican dance company, el Ballet Folklórico de México. Tonatiuh shared his unique illustrative style with educators and engaged participants in an exploration Hernández's impact in the world of dance.

The 2018 ceremony also honored **Georgette Dorn**, who retired this year from her position as Chief of the Hispanic Division at the Library of Congress. With a historian's dedication to shedding light on the past and acquiring and preserving current cultural and intellectual materials for future generations, she has led efforts to grow the Library's Luso-Hispanic collections and make them accessible to all. CLAS looks forward to working with the recently appointed Chief of the Hispanic Division, **Suzanne Schadl**, an alumna of the University of New Mexico.

The themes for this year's professional development workshop were diversity and the role of community. CLAS Outreach Coordinator **Colleen McCoy**, along with colleagues from Tulane, kicked off the

week of programming on September 26, with an International Baccalaureate Educator Workshop for 35 high school teachers from Fairfax County, Virginia. In honor of the 25th anniversary, the workshop gave 25 educators an opportunity to learn more about the 2018 book winners, and provided guidance and resources for incorporating the books into their classrooms. Participants brought home signed copies of both 2018 award-winning titles. Howard University's Center for African

Studies hosted the workshop in partnership with Teaching for Change.

Participants represented a variety of education professions, including K–12 teachers, librarians, special education teachers, English as a Second Language teachers, and higher education professors. All participants indicated in feedback surveys that they were "likely" or "very likely" to use the ideas and materials from the workshop in their classrooms. "This is SO needed, and was a great use of my Friday evening," expressed one participant, while others reported additional feedback in the post survey, including "Excellent, as usual!" and "So, so good, I love this program! I recommend it to others every year!"

The Américas Award receives generous support from several LAS centers throughout the country, including: Florida International University, Stanford University, The Ohio State University, UNC-Duke Consortium in Latin American and Caribbean Studies, University of Florida, University of New Mexico, University of Texas at Austin, University of Utah, and the University of Wisconsin-Milwaukee.



2018 Américas Award Review Committee Members with 2018 Winners in the Library of Congress

K-16 WORKSHOPS



Beyond Ofrendas: Exploring Food, Community, and Day of the Dead

Each year in early October, CLAS and Cheekwood host a day-long professional development workshop for K-12 educators to provide them with educational content related to Día de los Muertos traditions in Latin America.

The 2018 workshop “Beyond Ofrendas: Exploring Food, Community, and Day of the Dead” featured presentations by **Anna Guengerich** (Anthropology) and Ph.D. candidate **Keitlyn Alcantara** (Anthropology). Guengerich examined the history of food cultivation and innovation in the Americas, and Alcantara explored both the ancient origins and the modern interpretations of Día de los Muertos across Latin America, highlighting the role of food within the traditions.

Participants also built their own Día de los Muertos altars with personal ofrendas as a hands-on activity that can be implemented in their own classrooms.

“I go to a lot of conferences, and this workshop is my favorite that I attend!” said one participant. “I especially enjoy the different engaging activity every year.”



Overton H.S./MNPS Teacher Workshop

In January, CLAS was invited by Metro Nashville Public Schools and Overton High School to present the professional development session “Teaching Students from Central America: An Overview of Regional Languages, Culture, History, and Emigration” to more than 90 teachers at Overton High School.

Avery Dickins de Girón (Latin American Studies) shared a general overview of Central America, highlighting both colonial and recent history, emigration push factors, and social, political, and economic issues. **Marieke Sattler** (Anthropology) explored the history and culture of Mayan languages spoken in Guatemala. MNPS ELD Coordinator **Megan Trcka** also presented the work of the MNPS SIFE program (Students with Interrupted Formal Education). Avery Dickins de Girón presented the success of the partnership to the MNPS Board of Education in February.

WKU Teacher Workshop

As part of Western Kentucky University’s (WKU) “Year of Cuba,” CLAS collaborated with the WKU Art Education Department to present the teacher workshop “Cuba con

Amor: Creative Bridges through Literature and the Arts” in early February. Nearly 50 teachers attended this two-part workshop, including several educators from Nashville and 12 pre-service teachers from WKU and Northern Kentucky University. Participants explored Cuba through art, history, religion, and children’s literature.

Elvira Aballí Morell (doctoral student in Vanderbilt’s Spanish and Portuguese department) presented “Intersection of Race, Religion, and Art in Cuba,” highlighting Afro-Cuban history and culture through the visual arts. Lisa Jameson (Northern Kentucky University) led participants in a Cuban-inspired Zentangle activity, guiding them in the creation of their own Zentangle art piece.

Miwon Choe (WKU) took the group of educators on photographic journey through Cuba and its education system, introduced 2018 Américas Award honor title *All the Way to Havana*, and led an exploration of a Cuban art exhibition.

Amy Wallace (Warren County Schools) showcased an identity-based poetry activity designed for all learning levels, and performed traditional Cuban music on the violin while the educators created their own poems. Following this, educators enjoyed a traditional meal of picadillo and rice on Friday evening, and Cuban sandwiches and flan for lunch on Saturday.

Inspired by the workshop, Spanish teacher Anne Moctezuma-Baker incorporated the five panel art concept and The String Project into hands-on activities and displays for “Heritage Day” at the Martin Luther King Jr. Academic Magnet High School on March 29.

The Year of Cuba workshop built upon themes of art, identity, and motion introduced in a previous collaboration between CLAS and WKU: “Art in Motion: Guayasamin’s ‘Ecuador’ Unframed” that featured a traveling exhibition and workshop in 2015. Choe and Wallace used curriculum they developed through that workshop in various educational exchanges with Cuban artists and students.



MLK Students on “Heritage Day”



Celebrate Nashville

Metro Parks recognizes the diversity of cultures and traditions in Nashville with their Celebrate Nashville festival, which takes place in Centennial Park each October. Now in its twenty-second year, the festival features a marketplace, food, dancing, and live music from cultures around the world, as well as a global village. CLAS hosts a booth at Celebrate Nashville each year to highlight the unique characteristics and qualities of a country in Latin America.

In 2018, the CLAS booth celebrated Brazil, showcasing the country's history, culture, language, and traditions, and recognizing the rich relationship between CLAS and Brazil. Visitors learned about recent CLAS outreach initiatives focused on Brazil, explored items from the Brazil Culture Box, and received *fitas do Senhor do Bonfim da Bahia*, or Bahian "wish bracelets" from CLAS staff and graduate students.

Teaching Haiti and Immigration with *American Street*

As part of Haiti Week 2019, CLAS hosted a professional development workshop "Teaching Haiti and Immigration with *American Street*," on February 13 at the Jean and Alexander Heard Library. The workshop culminated in a public panel, "Haiti at the Crossroads," featuring author Ibi Zoboi, scholar Patrick Bellegarde-Smith, and **Brandon Byrd** (History), moderated by **Tiffany Patterson** (African American and Diaspora Studies).

Nathan Dize (French) presented workshop participants with overview of Haitian history, culture, religion, and language, and explored the themes of Zoboi's YA novel *American Street*, a 2018 Américas Award winner. Dize highlighted related classroom activities and resources, exploring strategies for teaching about Haiti using *American Street*.

The workshop also featured a public lunch talk with Zoboi, and a private Q&A with the author.

CLAS Collaborates with Teaching and Learning on PD Workshop

In the first of a four-year collaborative series (2018-2022), CLAS partnered with Vanderbilt's Department of Teaching and Learning to present an evening workshop to education students at Peabody College on April 16.

Intended to help prepare the pre-service teachers for working with diverse classrooms, the workshop included presentations on contemporary issues in Central America by Avery Dickins de Girón and on Mayan languages by Mareike Sattler, a panel discussion with Latin American high school students led by MNPS ELD Coordinator Megan Trcka; and the exploration of classroom strategies and resources. Participants also took part in small-group discussions to brainstorm and share strategies for working with diverse student groups.

Américas Award partners with Lipscomb University for Global Voices Conference

In April, the Américas Award partnered with Lipscomb University's College of Education for the second annual Global Voices Conference: Reading and Writing in Our World. Américas Award co-coordinator Colleen McCoy (CLAS) presented on behalf of the book award. McCoy shared related K-12 teaching resources, outlined a variety of programming ideas for teachers, librarians, and outreach professionals, and engaged attendees with previous Américas Award winning titles.

Other conference collaborators included the Vanderbilt Humphrey Scholars, Nashville Public Library, Parnassus Books, Middle TN Writing Project, Metro Nashville Public Schools, and the Tennessee Department of Education.

Second Annual Global Read Webinar Series

Area studies centers from various world regions again collaborated to host a monthly webinar series. Each sixty-minute webinar features the author of an award-winning book and guides educators on incorporating the book into the classroom.

Twenty-two educators and 18 pre-service teachers tuned in to the March 20 webinar hosted by the Américas Award. The webinar featured author Ruth Behar and her book *Lucky Broken Girl*, a 2018 Américas Award Honorable Mention title and winner of the 2018 Pura Belpré award.

Other Spring 2019 webinars were hosted by the South Asia Book Award, the Middle East Book Award, the Africana Book Award, and the Freeman Award. All webinars are open to educators, free of charge, and available online for classroom use.

ALUMNI NEWS

Angelika Albaladejo (M.A., 2014) is a fellow at the Fund for Investigative Journalism to report on US immigration enforcement with The Marshall Project.

Katie Angell (M.A., 2013) is pursuing her Ph.D. in Political Science in University of Pittsburg.

Monica George (B.A., 2016) is working on her MPH at the Rollins School of Public Health at Emory University in Atlanta, GA.

Tara Kingsley (M.A., 2016) serves as the Assistant Director for Academic Programming and Fellowships at the John Carter Brown Library at Brown University, overseeing outreach for one of the most prominent Latin American library collections in the country.

Tyler Marlin (B.A., 2017) just finished his second year as a law student at the University of Notre Dame, specializing in transactional law.

Caitlin Patton (M.A., 2014) is a Program and Grants Manager at the North Carolina Council for Humanities where she works with state and national stakeholders to ensure access to cultural programming funded by the NEH.

Pilar Puyana (B.A., 2018) is a second-year MBA student at the Deusto Business School in Spain pursuing her interest in multi-national corporations and their influence on Latin America.

Shelza Rivas (B.A., 2012) is a dual certified nurse practitioner in Women's Health and Adult-Gerontology Primary Care. She holds a faculty appointment at VUSN and teaches in the Women's Health and Community Health programs, where she uses her LAS degree. She practices at the School of Nursing faculty practice providing women's health and primary care services for women across the lifespan.

Avi Richman (M.,Ed., 2012) recently became an Education Program Officer at the Tinker Foundation in New York City, where he oversees funding for improving educational equity and quality in Latin America.

Paige Southworth (M.A., 2018) will become a 1L law student at the University of Texas-Austin in Fall 2019 and plans to focus on immigration and civil rights issues.

AmericasBarometer Data Used to Understand Central American Migration

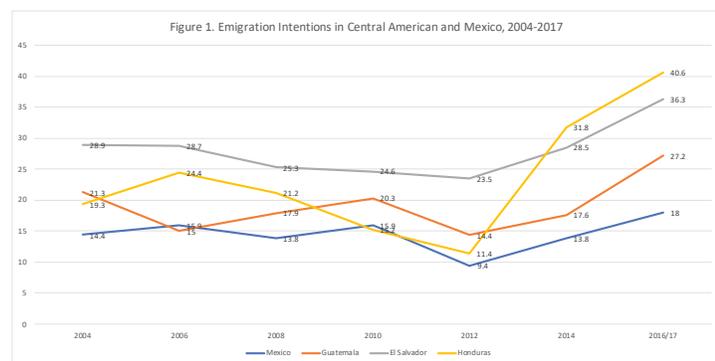
Despite claims of a "national emergency" and a "crisis at the border" by many in Washington and elsewhere, unauthorized crossings at the southwest border in recent years have been at or near 50-year lows. The number of apprehensions of individuals crossing the U.S. southwest border, the most common metric for unauthorized crossings, totaled under 400,000 in 2018, compared to over 1.6 million individuals apprehended in 2000. Prior to 2011, the last time apprehension numbers had dropped below 400,000 was 1972.¹

Thus while overall apprehension numbers have declined dramatically over the past two decades, and the number of Mexicans apprehended has dropped by over 1.5 million since 2000, the number of apprehensions of individuals born outside of Mexico has increased significantly, from 28,596 in 2000 to 244,322 in 2018.² Why have we seen such striking changes in patterns of border crossings over the past 18 years? Data from Vanderbilt's *AmericasBarometer* can provide some clues in answering this question.³

First, through analysis of an *AmericasBarometer* survey item that asks respondents whether they are considering emigration in the near future, we find a sharp upturn in the percentage of those with thoughts about leaving their country in Honduras, El Salvador, and Guatemala in 2014 and 2016/17 (See

Figure 1), while the number of respondents in Mexico with emigration plans has stayed relatively constant since 2004.

In a recently published study that explored the possible reasons behind this surge in potential emigrants from the northern countries of Central America, analyses of LAPOP data revealed that "the violence characterizing the present-day reality of many citizens...exerts a powerful influence on their emigration calculus."⁴ This work finds that an individual victimized by crime more than once in the previous year was close to twice as likely to report having plans to emigrate as her counterpart who was not victimized by crime. Further, through analysis of additional data collected by LAPOP in Honduras, the study finds that knowledge among respondents of the increasing difficulties and dangers associated with migrating to the U.S. did not significantly influence their emigration decisions. These findings call into question efforts by both the Obama and Trump administrations to dissuade Central American migrants through enhanced deterrence efforts. Given its relevance to current debate about U.S. immigration policy, the LAPOP-based research has been widely reported on in many news outlets in recent months, including the *U.S. News and World Report* and *The Wall Street Journal*, as well as being cited in several *Congressional*



¹ Data on southwest border apprehension numbers from 1960–2018 can be found here: <https://www.cbp.gov/sites/default/files/assets/documents/2019-Mar/bp-southwest-border-sector-apps-fy1960-fy2018.pdf>

² Data on the country of origin for those apprehended at the border can be found here: <https://www.cbp.gov/sites/default/files/assets/documents/2019-Mar/bp-southwest-border-sector-apps-fy1960-fy2018.pdf>

³ AmericasBarometer, LAPOP, 2004–2017.

⁴ Hiskey, et al. 2018. "Leaving the Devil You Know: Crime Victimization, US Deterrence Policy, and the Emigration Decision in Central America." *Latin American Research Review*, 53(3), p. 442. Article can be accessed at: <https://larlrasa.org/articles/10.25222/larr.1477>



LAPOP Advises Facebook Data Research Initiative

Elizabeth Zechmeister, Cornelius Vanderbilt Professor of Political Science and director of the Latin American Public Opinion Project, and Noam Lupu, associate professor of political science and associate director of LAPOP, have been named advisers with Social Science One, an independent research commission investigating the impact of Facebook on democracy around the globe.

Social Science One was co-founded by Harvard's Gary King and Stanford's Nathaniel Persily in response to revelations of personal data misuse by Cambridge Analytica and others in recent years. It is designed to provide an ethical framework for conducting social science research using private industry data that also preserves academic freedom. Facebook announced its intention to become the commission's first industry partner in April. The commission's name, structure and first data set were unveiled in a conference call in July 2018.

Social Science One serves as a third-party mediator between industry and potential researchers. It is composed of distinguished academics who will have access to Facebook's proprietary data, while also having the expertise to understand what kind of data would be useful to the academic community. This commission, not Facebook, will identify the data sets that will be made available to scholars and will develop requests for proposals based on those data sets. The first data set is an aggregate list of public links shared across the platform. More data sets are forthcoming.

Zechmeister and Lupu will serve on the regional advisory committee focusing on research involving Latin America. One of the first data sets to come out with input from that group will focus on the recent presidential election in Mexico.

Academics who submit proposals must not just meet the requirements of peer-reviewed social science; they must also pass a rigorous ethical review process developed explicitly for research involving personal data prior to receiving funding and access to the data. This peer review process for the Facebook partnership is administered by the Social Science Research Council (SSRC). Facebook will not review the research before it is published.

—By Liz Entman