

Issue 3
Fall 2013



THE CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

Focus on Faculty

Welcome to *Focus on Faculty*

We are pleased to bring you this new issue of *Focus on Faculty*. Comprising nearly 100 Brown faculty members in the humanities, natural sciences, and social sciences who work on Latin America and the Caribbean, the CLACS faculty community is broad and diverse (see p. 12 for a complete list of CLACS-affiliated faculty).

Focus on Faculty offers a window onto the cutting-edge scholarship our colleagues across the University are doing on Latin America and the Caribbean. In this issue, you will find interviews with CLACS faculty and visiting scholars about their research and teaching as well as information from other CLACS-affiliated faculty about recent publications,

awards, and other professional achievements. We are especially pleased to welcome several new CLACS faculty affiliates to Brown, including **Scott AnderBois**, Assistant Professor of Cognitive, Linguistic, and Psychological Sciences (see p. 2); **Roquinaldo Ferreira**, Associate Professor of History and Portuguese and Brazilian Studies; **Richard M. Locke**, Professor of Political Science and Director of the Watson Institute for International Studies; and **Sarah Thomas**, Assistant Professor of Hispanic Studies.

Thanks for your support of CLACS!

Richard Snyder, *Director, Center for Latin American and Caribbean Studies*

Cogut Visiting Professor María Esperanza Casullo

Where do you teach currently? I am an Associate Professor at the Universidad Nacional de Río Negro in Argentina. I also teach at Universidad Torcuato Di Tella. I teach Research Design at Universidad de Río Negro, as well as Democracy and Citizenship and a course called Geopolitical Order.

At Torcuato Di Tella, I teach a course on Latin American Populism in Comparative Perspective and another on Latin American Party Systems.

What are your research interests? My main areas of research are Democratic Theory and Comparative Populism.

What are you teaching at Brown? I am teaching a seminar on Populism in Latin America and the U.S. in Comparative Perspective. Next semester I will teach a seminar on Latin American Political Party Systems.



María Esperanza Casullo

What are your plans for this year as a Cogut Visiting Professor? For the most part, I'm teaching. I'm also working on a number of publications and trying to publish a book on deliberative and populist democratic theories.

In addition, I'm developing a research project with Professor of Sociology José Itzigsohn on democracy and immigration in the U.S. and Argentina. Finally, I am editing a special volume on populism for the journal of the Argentine Society of Political Analysis, which is like the Argentine APSA [American Political Science Association].

What are your favorite aspects of being at Brown?

First of all, the undergrad students are very good, especially my students. They are really outstanding: all of them read Spanish and have a very deep understanding of Latin American history and society.

You can move quickly into the conceptual analysis and you don't have to cover the basic political history of the region.

I also love the interactions with other professors. I have found Brown to be a very plural and active community.

I enjoy being at the Watson Institute and going to talks that have to do with other regions of the world that I don't do a lot of research on. It is always good to be informed of the most recent developments.



The Center for Latin American and Caribbean Studies
The Watson Institute / Brown University



WATSON INSTITUTE
FOR INTERNATIONAL STUDIES
BROWN UNIVERSITY

CLACS Welcomes New Faculty Affiliate Scott AnderBois

CLACS is very pleased to welcome several new faculty affiliates to Brown, including Roquinaldo Ferreira, Associate Professor of History and Portuguese and Brazilian Studies; Richard Locke, the new Director of the Watson Institute for International Studies; and Sarah Thomas of the Department of Hispanic Studies. Scott AnderBois recently joined the faculty at Brown as an Assistant Professor of Cognitive, Linguistic, and Psychological Sciences.



Scott AnderBois

What are your research interests? My research looks at the principles underlying linguistic meaning (semantics) and how those interact with the context of the particular conversation in which they are uttered (pragmatics). While these fields have traditionally been quite English-centric, my research is part of a growing body of work examining these issues in non-Indo-European languages. My primary research language is Yucatec Maya, which is one of 30 languages in the Mayan family, spoken by roughly 800,000 speakers throughout the Yucatán Peninsula. One kind of meaning which I am currently investigating examines morphemes and words called ‘evidentials.’ Just as speakers of English or Spanish must regularly indicate when an event took place through the use of tense, many languages oblige speakers to encode how they came to know that an event took place (i.e. what their information source is) through the use of evidentials. In languages such as Quechua or Cheyenne, such marking is required on more or less every sentence. Mayan languages are interesting in that many languages have a rich set of elements encoding such meanings, but their use is typically not obligatory in the same way, giving a different perspective on the semantics and pragmatics of evidentials.

What classes are you currently teaching? And what do you plan to teach in the future? This semester, I have not been teaching, which has given me a wonderful opportunity to get to know folks in my department and across the university and also to focus on research. This spring, I am teaching two courses. Introduction to Pragmatics is a course which investigates all of the different ways in which sentence meaning interacts with discourse context. My research is part of a growing body of work looking at pragmatic issues outside of English, and I try to incorporate insights and data from such languages in the class as much as possible. The second course I will teach this spring is a topics course focused on the semantics and pragmatics of evidentials cross-linguistically. In future years, I plan to teach a course on Linguistic Field Methods, possibly working with a speaker of an indigenous language of Latin America such as K’iche’ (a distantly related Mayan language of Guatemala spoken by many immigrants in Providence and the surrounding areas).

As a linguist, what drew you to Latin America as a region of study? Growing up in a place with a large Latino community (Colorado), I had always had a strong interest in Latin America. As for the specific interest in Yucatec Maya, I went to grad school in the San Francisco Bay Area, which has a quite sizable Yucateco community, many of whom speak Maya, so it was a natural language to work on. Sadly, as is the case in other parts of the world, many indigenous languages of Latin America will likely no longer be spoken in one hundred years. However, Latin America also represents an interesting opportunity to me in that many indigenous languages, including Yucatec Maya, are still quite vibrant. There are clear economic and other incentives to speak languages like Spanish (and, increasingly, English), but the potential for a multilingual and multicultural future is still quite real in much of Latin America.

How are you finding your first year at Brown? I’ve been really enjoying the interdisciplinary environment here both within my own department and outside the department. It is very exciting to get to meet colleagues in various departments doing everything from archaeology to robotics. And Brown students have certainly been as intelligent and interesting as their reputation suggested!

Geri Augusto: 2013-2014 Fulbright Scholar in Brazil

Geri Augusto is a Professor of Africana Studies at Brown. Her areas of interest include science, technology and society in the Global South, indigenous knowledge systems in southern Africa and the Caribbean, knowledges of the enslaved in the Caribbean and Brazil, black transnationalism, and transformation of higher education in pluralist societies.

On October 25, at the invitation of the Nucleus of Interdisciplinary and Alterity Studies at the Federal University of Minas Gerais in Belo Horizonte, I gave an invited talk entitled “A lingua nao deve nos separar!” My reflections on a praxis of black transnationalist translation were part of a broader discussion around the work of Afro-Brazilian novelist, poet and professor Conceicao Evaristo, whose novel *Becos da Memoria* has just been launched in a new edition. The talk and discussion can be viewed at <http://bit.ly/1dyAQ55>. I conducted a workshop November 7-9 at the Center for the Study of Afro- and Indigenous Peoples -Cepaia at the State University of Bahia (UNEB) in Salvador on the Transformation of Higher Education in Pluralist Societies. We explored the cases of South Africa and Brazil with graduate students who are working on affirmative action, educational psychology, law, art and media studies in Brazil. Community activists, a city councilman and city council staff also attended. Topics ranged from comparative



Geri Augusto and colleagues at Cepaia semi-

history of education under slavery to the links between Paulo Freire and southern African liberation movements with respect to education as liberation, the current global debates on the humanities and STEM in universities, and the need for research on the cradle-to-prison pipeline entrapping many black youth in Brazil and the U.S.

Meanwhile, my main research here as a Fulbright Scholar in Brazil continues apace. The project "Sentient Quilombos" explores how *quilombola* (maroon) communities and institutions in Bahia are utilizing, thinking and resignifying new digital media. I am particularly interested in how visibility, orality and what I am calling *quilombola* ideas are shaping their use of the Internet, videos and cell phones.

Cesario Bianchi and the 7th Anniversary of *Cientistas do Futuro*

Cientistas do Futuro of the Faculdade de Ciências Médicas da Santa Casa de São Paulo (FCMSCSP) will welcome five medical students in January 2014. Launched in 2007 by Brown alumni Tony C. Bianco and José L. Setubal, the program is a two-month training initiative that teaches participants about various branches of medicine. These include Cardiovascular (taught by Ruhul Abid and Cesario Bianchi), Pediatric Oncology (taught by Jennifer Sanders), Gastroenterology/Neuropathology (Suzanne De La Monte), and Hematology/Oncology (Peter Quesenberry).

Due to the differences in the schools' academic calendars, the Brazilian medical students trade their summer for our winter. Each year the students are better-prepared (mentally and physically) and alumni access better quality residency programs in Brazil and demonstrate a growing interest in overseas training. Cientistas do Futuro also indirectly brings additional students to Brown for short-term internship rotations and yearlong training through Programa Ciências Sem Fronteiras.



Cientistas do Futuro 2013 medical students meeting with Brazilian Senator Cristovam Buarque at the Watson Institute's Kim Koo Library.

More importantly, it has generated an acute increase in our curiosity about and interaction with Brazilian medical institutions. Essential to its success is the teamwork between Lifespan departments, Brown Medical School and the Office of International Students & Scholars. With elite Brazilian universities/schools facing increasing internal and external pressure to globalize their education, many are wondering if this program should be expanded and improved.

Paja Faudree Wins Major NSF Grant

Assistant Professor of Anthropology Paja Faudree reports that she has recently won an NSF grant for the project “A Linguistic Ethnography of the Global Trade in Indigenous Plants.” The project is a linguistic ethnography of how connections among people, words, and things collectively shape global trade in indigenous plants.

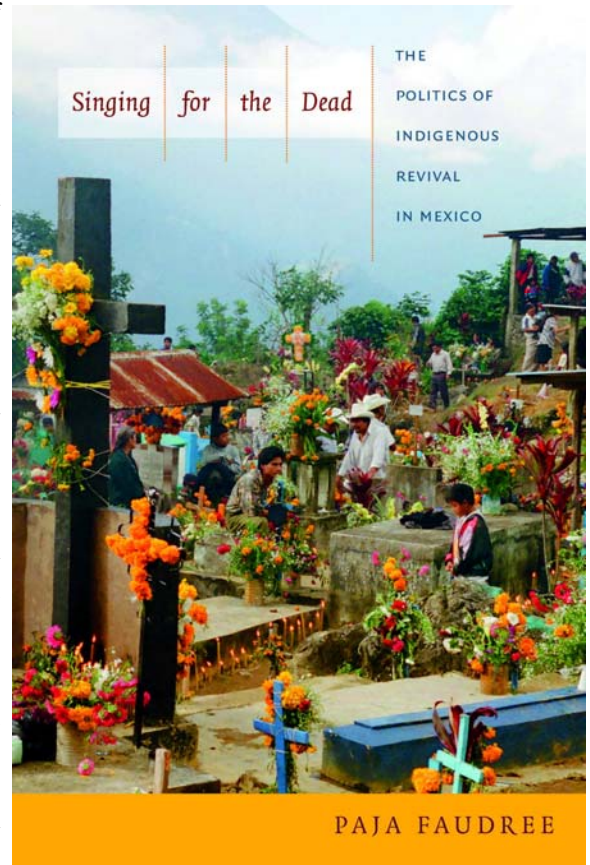
Professor Faudree’s research is set in Oaxaca, Mexico, one of the most bio-diverse regions in the world; it is also among the most linguistically diverse, with 16 language groupings and more than a hundred linguistic variants occupying a region roughly the size of the state of Indiana. Many of the region's plants have been used for centuries by local indigenous peoples during religious medicinal rituals. Some have recently become widely available on a global basis, sold worldwide by cyber and other vendors.

In most countries, the sale and use of these plants remains legal, and some of the most popular are now advertised by thousands of online videos documenting users' experiences. Though biomedical researchers are interested in the pharmaceutical and medical potential of such plants, some are increasingly criminalized due their ostensible side effects.

While scientific research on such plants is in its infancy, popular and journalistic discussion of some have implicated them in such social ills as addiction to harder drugs, suicide, and homicide.

This NSF-funded research project analyzes this new global trade, focusing on how the different practices and discourses people use to interact with these plant saturate them with conflicting forms of value. Methodologically, this project joins close analysis of both language use and other forms of semiotic representation deployed in interactions involving the plant with anthropological study of the history and political economy of these emerging global commodity chains.

This research has implications for a wide range of other cases in which formally local "things" sit at the intersection of competing social agendas. In addition, as states around the country debate banning these plants and other new botanical substances, this research has significant policy implications as the first social scientific study of the communities that have sprung up around these plants' use and sale.



*Professor Faudree is also the author of a new book entitled *Singing for the Dead: The Politics of Indigenous Revival in Mexico* (see page 11 for more information).*

Next semester, CLACS will host the launch of this book on March 3 at 5 p.m. in McKinney Conference Room.

News Briefs

CLACS Faculty Affiliates are invited to submit articles, short news pieces or interview requests for each issue of *Focus on Faculty*. The paragraphs that follow highlight recent scholarly activities by several Faculty Affiliates from units across campus.

Michael Hamerly of the John Carter Brown Library was formally inducted into the Academia Nacional de Historia del Ecuador as a foreign corresponding member on May 2, 2013. His acceptance speech was entitled "La Familia Pin de Jipijapa: Indios Principales, Indios 'Alucinados' y Maestros de Capilla." It will be published in the Boletín de la Academia Nacional de Historia del Ecuador.

He is currently working on his 21st book, *Historia de la población de la antigua Provincia de Cuenca del Ecuador, 1785-1923*, which will be published by the Universidad Estatal de Cuenca.



Professor Weitz-Shapiro

Professor of History, American Studies, and Ethnic Studies *Evelyn Hu-DeHart* has presented several papers and lectures over the course of the semester. She presented "Sugar and Coolies: Chinese Contract Laborers on the Sugar Plantations of 19th Century Cuba" at the conference Beyond Sweetness: New Histories of Sugar in the Early Atlantic World. The event, which was held October 24-27, was sponsored by the John Carter Brown Library. She also presented "Los Chinos de Manila y la construcción del primer barrio chino en América, 1560 a 1660" at Seminario Internacional "Navegando el Pacífico. Japoneses, Chinos y Filipinos en la Nueva España. Siglos XVI y XVII." The conference, which took place November 7 and 8, was organized by Colegio de Michoacán y Departamento de Estudios del Pacífico at Universidad de Guadalajara.

Professor Hu-DeHart was also the keynote speaker at the event *Conmemoración del 53 aniversario de la Repatriación de Chinos Mexicanos de 1960* at Universidad Autónoma Metropolitana in Mexico City on November 9. Her lecture was entitled "Chinos en México a lo largo de la historia." Finally, she was co-organizer with Dr. Caroline Frank (American Studies) and in collaboration with the John Carter Brown Library of *Interconnected: Finding East Asia in Early America*. The conference, which took a hemispheric approach to "America," was held at Brown on December 5 and 6.

Professor of Portuguese and Brazilian Studies and Comparative Literature *Luiz F. Valente* spent most of the summer in Brazil, where he supervised the Brown-in-Brazil Program at the Catholic University of Rio and conducted research. In mid-July the Faculty of Letters at the State University of Rio de Janeiro honored him with a roundtable discussion of his book *Mundivivências: leituras comparativas de Guimarães Rosa*. He also presented three invited talks: "Modernity e Identity in Manoel Bomfim" (Federal University of Rio Grande do Sul), "Literature and Dissidence" (UNIRitter University, Porto Alegre), and "The Poetry of Salgado Maranhão" (SESC, Rio de Janeiro). In September he travelled to the University of Oxford to present the paper "Antonio Cicero and the Poetics of Ruins" at the biennial meeting of the Association of British and Irish Lusitanists (ABIL). Earlier in the summer Professor Valente gave a plenary talk on "New Vectors in Graduate Education" at the annual seminar for department chairs sponsored by the Association of Departments of Foreign Languages (ADFL) at Rice University. His article "Salgado Maranhão: Poetry and Resistance" was published last spring in *elyra: Revista da Rede Internacional Lyracompoeics*. He has essays on Manoel Bomfim, Gilberto Freyre, Ferreira Gullar and Lima Barreto scheduled to appear within the next few months.

During the last week of October, Stanley J. Bernstein Assistant Professor of Political Science *Rebecca Weitz-Shapiro* traveled to São Paulo as part of a grant from Santander Universities to fund exchange between Brazilian and U.S. institutions. As part of that trip, Weitz-Shapiro gave a talk at the State University of São Paulo (UNESP) on the topic of "Credibility and Specificity: Voter Responsiveness to Information about Corruption."

J. Timmons Roberts: The Sociology of Climate Change

J. Timmons Roberts is Ittleson Professor of Environmental Studies and Sociology. He was Director of the Center for Environmental Studies at Brown from 2009 to 2012.

What are your current research interests? I am interested in how inequality and perceptions of injustice make it extremely difficult for us to address the global problem of climate change. I am finishing two books for MIT Press with my co-authors. One is on the new geopolitics of climate change (with Sociology doctoral candidate David Cipler and Bangladeshi professor and negotiator Mizan Khan). The other, co-authored with Center for Environmental Studies fellow Guy Edwards, focuses entirely on Latin America's role in the UN climate change negotiations.

The region has emerged as a potential leader, with some nations having excellent domestic profiles of greenhouse gas emissions and some very innovative approaches to reducing their climate impacts. There are also extremely vulnerable island nations in the Caribbean, and some quite complex political blocs. For example, there is a relatively new group called AILAC composed of the Bolivarian alliance led by Venezuela and Bolivia and other nations which



J. Timmons Roberts

are more willing to accept carbon markets and very ambitious emissions reductions targets.

Besides those projects, I'm writing a few articles, and my lab group authors a series of policy briefings and blogs. Some of these are listed on our website, climatedevlab.org.

What is quite remarkable this year is the big crop of new students in the lab who chose to focus on Latin America, from issues of Costa Rica's balancing act of low-carbon development to indigenous peoples' representation at the talks.

What classes are you currently teaching? And what do you plan to teach next semester?

I am teaching a brand new class called Power, Justice and Climate Change. My lab group meets weekly and I just brought ten students in the lab to the UN climate negotiations in Warsaw, Poland. In the spring I'm teaching another new course, An Introduction to Environmental Social Science, and one I'm updating called Globalization and the Environment.

As an environmental scientist, what drew you to Latin America as a region of study? Back in college I went to Costa Rica to study seed dispersal in the tropical dry forest. I was interested in forest ecology, especially "mutualistic" relationships between species to disperse seeds. While I was there I saw poor farmers cutting rain forests to have the chance to make a living. This shook up my world and led me to be interested in the economic, political and social drivers of environmental problems. I went on to do my PhD dissertation in the Brazilian Amazon on urbanization and mining. I taught Latin American Studies at Tulane University for my first ten years teaching college, and really loved the community of scholars in the interdisciplinary field. I continue to find it a fascinating and under-studied region.

CLACS to Co-Host Conference on Climate Change

Next semester, Brown will host a major international conference entitled **Governing Climate Change: New Ideas and Latin American Leadership as Peru Prepares to Host the 2014 U.N. Climate Negotiations**.

The event will be co-organized by CLACS and the Center for Environmental Studies and also enjoys the support of the Office of the President and the Watson Institute for International Studies at Brown University.

Specific information including the schedule for sessions that are open to the public and livestreaming links will be published at the beginning of the Spring 2014 semester.

The conference will take place on April 16 and 17 in Joukowsky Forum at the Watson Institute for International Studies.

Joshua Tucker Explores *Chimaycha* Music In Peru



Joshua Tucker

In 2013, Assistant Professor of Anthropology **Joshua Tucker** published a book about music, media, and racialization in contemporary Peru entitled *Gentleman Troubadours and Andean Pop Stars: Huayno Music, Media Work, and Ethnic Imaginaries in Urban Peru*. This year also saw the appearance of two further publications dealing with other aspects of Peruvian musical life.

The first, a chapter about Peruvian *cumbia's* central position in Peruvianist scholarship on social change, is entitled "From *The World of the Poor* to the Beaches of Eisha: Chicha, Cumbia, and the Search for a Popular Subject in Peru." It appears in the volume *Cumbia!: Scenes of a Migrant Latin American Music Genre* published by Duke University Press.

The second, an article entitled "Producing the Andean Voice: Popular Music, Folkloric Performance, and the Possessive Investment in Indigeneity," appeared in the journal *Latin American Music Review*. The latter is part of a new project on the way that the transnational circulation of people, sounds, and political ideologies is restructuring indigenous Andean musical performances, and in turn the bases of indigenous consciousness for people within the Andes as well as those abroad.

Professor Tucker is currently on sabbatical in Ayacucho, Peru with support from the Wenner-Gren Foundation and is conducting research pursuant to this project on the dissemination and transformation of a local musical genre called *chimaycha*.

Though *chimaycha* originates in a handful of indigenous communities within the Pampas River drainage, it has recently attained a leading position within the musical landscape of the entire region due largely to the efforts of local NGOs, radio stations, and community leaders committed to the protection and revitalization of the Quechua language and of rural-indigenous lifeways. Professor Tucker's research activities are thus focused largely on the media channels and organic intellectuals who guide this process of musical and cultural change.

He is also studying the aesthetics of instrumental sound via an apprenticeship with master instrument maker Marco Tucno, a respected luthier and a key figure in *chimaycha's* ongoing sonic transformation. The accompanying picture shows him putting the finishing touches on a *chinlili*, a small lute whose unique construction has long been a central factor in *chimaycha's* distinctive sound.

Brazilian Ministry of Justice Honors Opponents of Dictatorship in U.S.

On October 9 and 10, the Brazilian Ministry of Justice's Amnesty Commission visited Brown to honor individuals who organized campaigns in the 1970s to educate the U.S. public about the use of torture by the Brazilian military regime (1964-85). Among those honored was Marcos Arruda, a Visiting Professor at Brown in 2005 who had been arrested and tortured in Brazil in 1970 and later helped organize activities in the U.S. against repression in Brazil. Paulo Abrão, Brazil's Secretary of Justice and President of the Amnesty Commission, gave special recognition to history professor and conference organizer James N. Green for his past work opposing the dictatorship and his ongoing dedication to improving understanding between the U.S. and Brazil. Class of 2014 members Lanna Leite, Emma Wohl, Megan Hauptman, and Joaquim Moreira Salles, who have been working on the "Brazil: From Dictatorship to Democracy" project over the past two years, presented biographies of the honorees before they received certificates from the Brazilian government thanking them for their efforts.

In addition, scholars presented works about transitional justice in Brazil and campaigns to overturn the 1979 Amnesty Law. Adam Waters'15 presented the results of the work of ten Brown students in support of deepening research and knowledge about contemporary Brazilian



Brazil Conference Honorees

issues. Last summer, Brown students as well as two students from the State University of Maringá, Paraná worked at the National Archives, scanning and indexing the U.S. State Department documents on Brazil from 1963 to 1971. The "Opening the Archives" Project, the first of its kind sponsored by the U.S. National Archive and Record Administration, will make these documents available on the Brown University Libraries' website in an open-access format so that scholars worldwide can have easy access to this material.

The event was sponsored by CLACS, the Watson Institute for International Studies, the Department of Portuguese and Brazilian Studies, and the History Department.

New CLACS Undergraduate Advisor José Itzigsohn

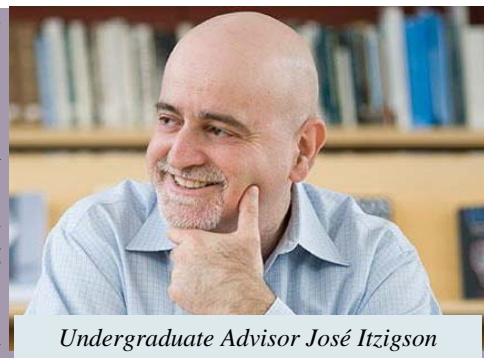
Professor of Sociology José Itzigsohn recently became the CLACS Undergraduate Advisor. In addition to advising students, he is working on several projects with other faculty affiliates.

How does your work at CLACS differ from other work you have been involved with at Brown? I've been linked to CLACS in different ways before. The difference is that now I'm the concentration advisor for Latin American Studies. It's a part of what's important at Brown: guiding the students, making sure they are taking the right courses, advising them on what to do. It's fun.

What are your current research interests? I'm working on a book on industrial democracy in Argentina, looking at enterprises that are run by workers and how democratic decision-making in an enterprise works. Another area that I'm looking into is how Latinos here enter the American labor market and influence class structure. I am also working on a project with Esperanza (Casullo). That is more or less what I am doing.

What classes are you currently teaching? I am teaching a seminar on comparative historical sociology. Next semester I will teach the sophomore seminar on development, which is a Development Studies class.

What drew you to Latin America as a region of study? I am Argentinean, so in a sense it is the region that I come from and have the most interest in. I am interested in what's going on and what may be, how things change or don't change. It's not my only interest, but it is certainly an academic interest that derives from my own personal interest. It's also the region that I know the best because I grew up there and I've been linked to it through my personal history. So I guess I had this interest in Latin America before I was a sociologist. When I became a sociologist it kind of just became self-evident.



Undergraduate Advisor José Itzigsohn

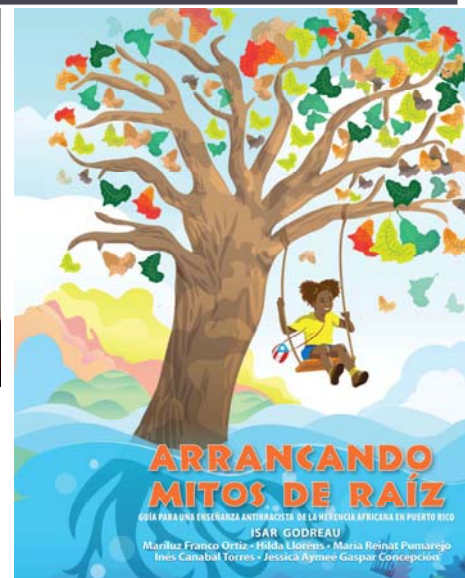
Hilda Lloréns Publishes Textbook on Racism in Puerto Rico

Hilda Lloréns holds a Ph.D. in Anthropology and is a Visiting Assistant Professor in the American Studies Department. She co-authored *Arrancando Mitos de Raíz* (2013).

Her book *Representing Puerto Rico: National Art, Colonial Photographs, and Race* is forthcoming. She has published articles on race and representation in Puerto Rican cultural production, success and wellbeing among Latina youth in New England, and Latina body and beauty practices.



Hilda Llorens



Arrancando Mitos de Raíz: Guía para una Enseñanza Antirracista en Puerto Rico was published in early 2013. It is intended to assist in educating teachers, students, social workers, educational policy makers, and anyone interested in combating racism in Puerto Rico. The book is the result of an interdisciplinary research project entitled, “Beyond the Self: Towards an Integral Approach to an Anti-racist Pedagogy in Elementary Education,” which was funded by the National Institutes of Health.

The initial field research took place over a six-year period (2004–2009). A multi-disciplinary team conducted observations, focus groups, interviews, questionnaires, textual, discourse, and visual analysis at two elementary schools, one in Cayey and one in Arroyo, PR. They sought to ascertain: (1) whether institutional racism was embedded within school curricula; and (2) whether children who exhibited “black” physical features were routinely exposed to racism and discrimination in school.

Findings from the study—parts of which have been published in various journals—revealed that racism was pervasive. At the institutional level, it was determined that materials and lessons taught students five recurrent and specific myths about Africa, the African heritage, and blackness in Puerto Rico. These five myths are: (1) Africa is a poor, primitive place of

little importance in the world; (2) slaves were passive victims of slavery; (3) all black persons in Puerto Rico were slaves prior to the abolition of slavery; (4) the contributions of our African heritage are limited to music, folklore and hard labor; (5) in Puerto Rico, the majority of black persons disappeared as a result of race mixing or *mestizaje*.

Racial discrimination among students included the rejection, humiliation, mockery, and even physical abuse of children who exhibited “black features.” There was widespread rejection of physical traits associated with blackness, specifically as it related to hair, skin color, and lip shape. There were also clear gender dimensions associated with particular traits.

It was determined that students who are victims of racism experience emotional instability, anxiety, and isolation. Students often begin to face racial discrimination in elementary school and continue to encounter racism throughout their schooling.

These on-going aggressions lead to feelings of marginality, low self-esteem, dropping out of school, and even engaging in self-destructive behavior such as drug use. It was found that although well-intentioned, teachers and other school personnel are inadequately prepared to confront and handle incidents of racism in school.

The book offers (1) definitions of

racism and examples of its manifestations in Puerto Rico and in the school context; (2) positive messages to counteract the existing myths (detailed above); (3) practical dialogues offering concrete examples and tools to respond to racism in real-world situations; (4) an annotated list of resources for teachers including readings, stories, films and videos, websites, and other resources about the themes developed throughout the text; (5) curricular suggestions for developing positive lessons about Africa, as well as a model for a Mathematics and Spanish lesson plan; and (6) practical recommendations and resources for confronting interpersonal racism.

Finally, this research project and the publication of the textbook led to the 2013 founding of the collective *Movimiento para una Educación Antirracista* (MovEA), which is open to anyone interested in combating racism in Puerto Rico. Its goals are to establish a nationally recognized working agenda and create a network committed to promoting racial equality and justice.

Professor Lloréns will offer a talk at CLACS about documenting and challenging racial hierarchies in Puerto Rican classrooms on February 20.

Sarmiento Visiting Fellow Yailenis Mulet Concepción

Dr. Mulet, who holds a doctorate in Economics from Universidad de la Habana, is currently a Consultant at the Centro de Estudios de la Economía Cubana (CEEC). She spent one month this semester at CLACS as the Sarmiento Visiting Fellow. Her reflections on her time at Brown follow:

I focused on the topic of Business Intelligence for seven years. Two years ago, the CEEC asked me to change the focus of my work because it did not have specialists in the areas of territorial policies and local development. I also was asked to help prepare government data on local economics. A few months ago, the CEEC was asked to take part in the design and evaluation of specific proposals regarding the process of decentralization and territorial policies in Cuba. As a result, I began to work directly with territorial projects and government data,

accumulating experience on those topics. However, there are limited theoretical sources in Cuba, and there is very limited access to the Internet. Direct contact with specialists in this area is key when one is looking to design proposals that can be useful to policy makers.

As a result, my time at Brown was an excellent opportunity to meet with specialists in the field in Providence and in Washington, New York and Boston. I met with a few by phone and chat, which was not possible for me to do from Cuba. The library at Brown has a great deal of documentation about case studies on Latin America, and I accessed available bibliography online as well.

I attended three or four talks a week at the Watson Institute, and it was an important space for learning about other countries, key aspects of politics in Latin America (a paradigm for many reforms in Cuba today) and the topics that are being discussed in International Relations (which are necessary for improved insertion of Cuba in international standards).

I was also able to attend classes and meet students and researchers, which opened up an important space for me for understanding and recognizing the changes that Cuba needs to make.

Working with Richard Snyder was a great opportunity. He is a leader in the field of Comparative Politics, and I believe that comparative analysis is an important basis for being able to formulate the proposal that I intend to present in the coming months.

When I return to Cuba, I intend to write and publish a large part of the work that I have done over the past several years. My main goals are to write a proposal for the government and a book about the process of decentralization in Cuba from a comparative perspective. For now, I am focusing on finishing the first article from this project. I also want to structure my presentation for LASA, which contains a second proposal that I am co-authoring with a graduate student at Brown, and which we will present at a post-LASA workshop for publication.

It will take years to analyze the changes taking place in Cuba, and that process requires taking the changes seriously. I don't want to be removed from that process. I would like to make my small contribution from an academic position. I believe that I have made a lot of progress in that regard, and I owe a great deal of that to the time that I spent at Harvard and now at CLACS at Brown. There are a lot of things that I appreciate about being here: the time that I had, the assistance that I was given, and the training, dialogue, and exchange of ideas which allowed me to realize that Cuba is not the only country with problems.



Recent Publications by CLACS Faculty Affiliates

Faudree, Paja. *Singing for the Dead: The Politics of Indigenous Revival in Mexico.* Duke University Press, 2013.

Gander, Forrest. *Fungus Skull Eye Wing: Selected Poems of Alfonso D'Aquino,* Copper Canyon Press, 2013: <http://forrestgander.com/daquino.html>

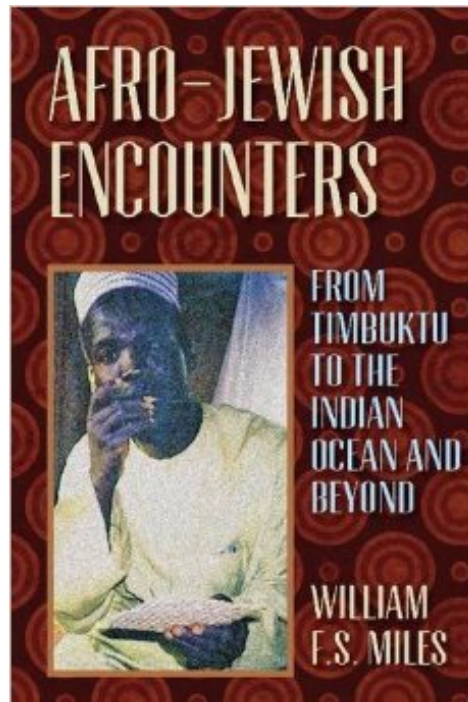
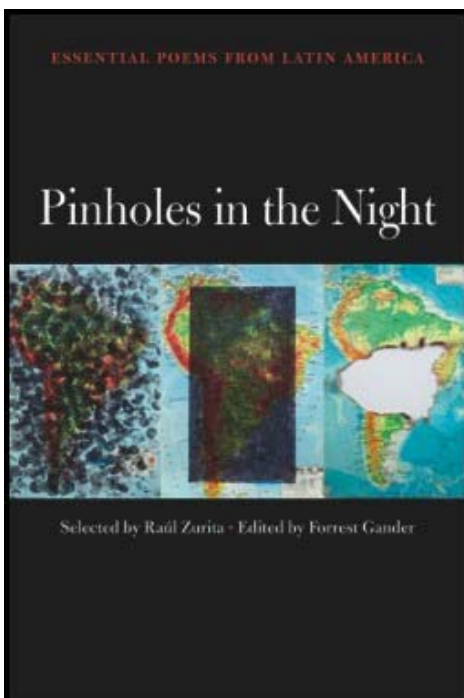
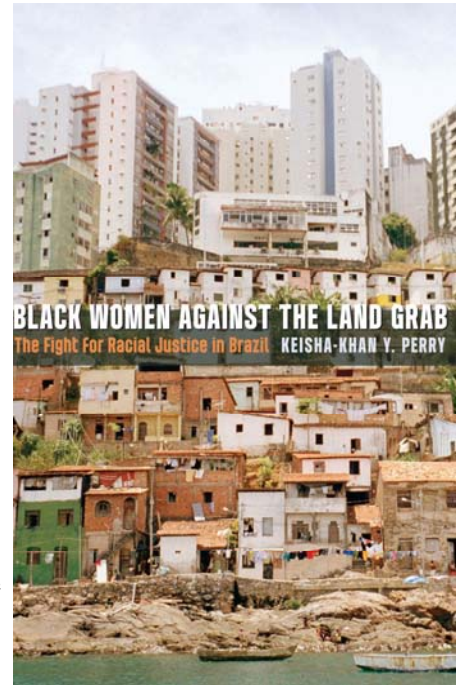
Gander, Forrest. *Pinholes in the Night: Essential Poems from Latin America Selected by Raúl Zurita,* Copper Canyon Press/Poetry Foundation, 2013: <http://forrestgander.com/zurita-anthology.html>

Leinaweaver, Jessaca B. *Adoptive Migration: Raising Latinos in Spain,* Duke University Press, 2013.

Miles, William. *Afro-Jewish Encounters: From Timbuktu to the Indian Ocean and Beyond.* Marcus Weiner Publishing, Inc., 2013.

Miles, William. "Schizophrenic Island, Fifty Years After Fanon: Martinique, the Pent-Up 'Paradise.'" *International Journal of Francophone Studies* 15:1 (2012), pp. 9-33.

Perry, Keisha-Khan Y. *Black Women Against the Land Grab: The Fight for Racial Justice in Brazil.* University of Minnesota Press, 2013.



Do you have news to submit to Focus on Faculty?

Email Kate Goldman at kate_goldman@brown.edu by March 1 so that we can be sure to include your news in our next issue!

Faculty and Staff Working on Latin America and the Caribbean

Almeida, Onesimo Portuguese and Brazilian Studies	Leinaweaver, Jessaca Anthropology
Amor y Vázquez, José Emeritus, Hispanic Studies	Leslie, Heather Environment Sciences and Biology
AnderBois, Scott , Linguistics	Lewis, Thomas Religious Studies
Andreas, Peter Political Science / Watson Institute	Lindstrom, David Sociology
Augusto, Geri Africana Studies	Lloréns, Hilda American Studies
Bauer, Beth Hispanic Studies	Locke, Richard Watson Institute
Becker, Adeline Portuguese and Brazilian Studies	Lowenthal, Abraham Watson Institute
Bensmaïä, Réda French Studies	MacCarthy, Sarah Division of Biology and Medicine
Bianchi, Cesario Medical School	Mazzucchelli, Aldo Hispanic Studies
Bliss, Joseph Medical School	McGarvey, Stephen Medical School
Bogues, Anthony B. Africana Studies	Merrim, Stephanie Hispanic Studies / Comparative Literature
Borkan, Jeffrey Medical School	Miles, William F.S. Political Science
Burgess, Katrina Watson Institute	Miller, Kiri Music
Bushnell, Amy Research Associate, History	Nagavarapu, Sriniketh Economics
Clayton, Michelle Hispanic Studies	Neil, Christopher Marine Biology Laboratory
Cope, R. Douglas History	Nunn, Amy Medical School
Coulombe, Dominique University Library	Ortega, Julio Hispanic Studies
Dal Bo, Pedro Economics	Pacheco, Maria Portuguese & Brazilian Studies / Education Alliance
Delessio, Dorothy Medical School	Perry, Keisha-Khan Africana Studies / Anthropology
Diaz, Joseph Medical School	Remensnyder, Amy History
Dzidzienyo, Anani Africana Studies	Rivas-Drake, Deborah Education
Egilman, David Community Health / Biology & Medicine	Roberts, Timmons Sociology
Elliott, Claudia International Relations	Rodriguez, Besenia Associate Dean of the College
Empkie, Timothy Medical School	Rodríguez, Pablo Medical School
Fagan, Mark Medical School	Rodríguez, Ralph American Civilization
Faudree, Paja Anthropology	Saint-Amand, Pierre French Studies
Ferreira, Roquinaldo History and Portuguese and Brazilian Studies	Scherer, Andrew Anthropology
Fiering, Norman Emeritus, John Carter Brown Library	Schuhmacher, Nidia Hispanic Studies
Figuroa, Patricia University Library	Simas-Almeida, L. Portuguese & Brazilian Studies
Fischer, Karen Geological Sciences	Simon, Peter Medical School
Flanigan, Timothy Medical School	Skidmore, Thomas Emeritus, History
Gander, Forrest English / Literary Arts	Smith, Marcia Medical School
García Coll, Cynthia Education / Psychology and Pediatrics	Smith, Victoria Hispanic Studies
Goldman, Roberta Medical School	Snyder, Holly University Librarian
Granai, Skip Medical School	Snyder, Richard Political Science, Director of CLACS
Green, James N. History	Sobral, Patricia Portuguese & Brazilian Studies
Gutmann, Matthew Anthropology	Sobral, Silvia Hispanic Studies
Hamerly, Michael John Carter Brown Library	Stallings, Barbara Watson Institute
Harrison, Emily Medical School	Stonestreet, Barbara Medical School
Hastings, Justine Economics	Sylvain, Patrick CLACS
Heath, Dwight Emeritus, Anthropology	Taub, Joshua International Advancement
Henderson, John V. Economics	Thomas, Sarah , Hispanic Studies
Henry, Paget Sociology	Tucker, C. Joshua Department of Music
Houston, Stephen Anthropology	Valente, Luiz Portuguese & Brazilian Studies
Hu-DeHart, Evelyn History	Vieira, Nelson Portuguese & Brazilian Studies
Itzigsohn, José Sociology	VanWey, Leah Sociology
Jacoby, Karl History	Walker, Corey Africana Studies
Jaquette, Jane Watson Institute	Ward, Kenneth John Carter Brown Library
King, Dawn Center for Environmental Studies	Warren, Kay Anthropology / Watson Institute
Kirkman, Geoffrey International Advancement	Weitz-Shapiro, Rebecca Political Science and Public Policy
Kriz, K. Dian History of Art and Architecture	Whitfield, Esther Comparative Literature
Lagos, Ricardo Professor-at-Large, Watson Institute/CLACS	Ybarra, Patricia Theatre, Speech & Dance