

UCLA Latin Americanist

LATIN AMERICAN CENTER □ UNIVERSITY OF CALIFORNIA, LOS ANGELES

From the Director's Desk

Several noteworthy events have marked the beginning of the 2000–2001 academic year. Mentioned here briefly, they are covered in more detail in the pages that follow.

We kicked off fall quarter with Hewlett Week at UCLA during the first week of classes. A major conference—"The Evolving Political Economies of Argentina, Brazil, and Mexico: Economic Restructuring, Democratization, and Turmoil"—funded by the William and Flora Hewlett Foundation, featured presentations by distinguished scholars from Latin America and UCLA faculty and students. We were delighted to

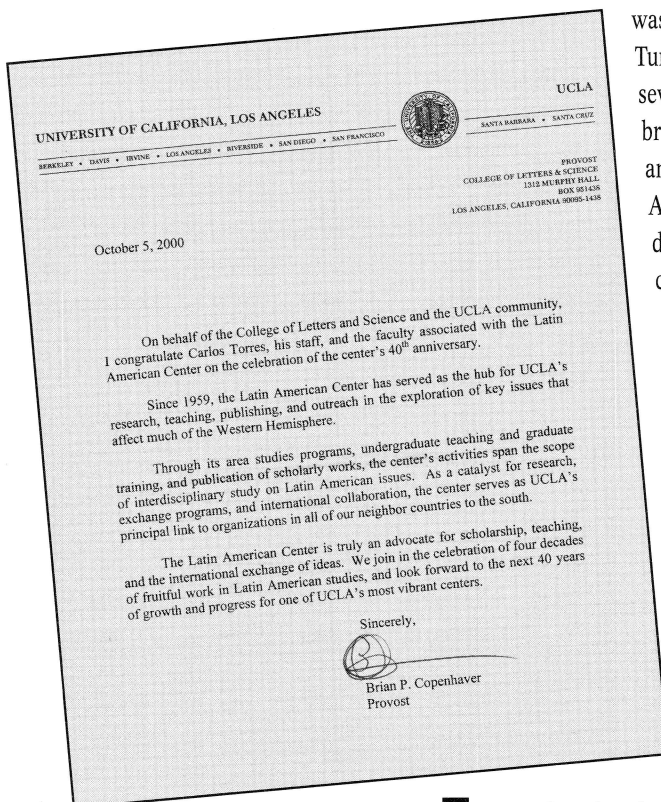
welcome Dr. Sergio Zermeño, from the Instituto de Investigaciones Sociales, UNAM, as the keynote speaker at a festive dinner during the conference. The event also featured the reading of a message from Provost Brian Copenhaver congratulating the Center on the occasion of its 40th anniversary. The Center presented the Charles V. Johnson Merit Award for outstanding academic achievement to David García, a 2000 graduate of the Latin American Studies M.A. program. To conclude the celebration, dinner guests were treated to a world-class tango presentation. On the final day of the Hewlett conference, the Center hosted a roundtable discussion among directors of five leading U.S. Latin American centers about the future of Latin American studies in the United States.

Another highlight of the quarter was a visit by Rigoberta Menchú Tum. The Center cooperated with several other campus groups to bring the Nobel Laureate to UCLA and hosted a luncheon for Latin American studies faculty and students following her address to the campus community.

Finally, at the end of the quarter a small delegation of UCLA faculty and students, led by José Ramón de la Torre, director of the Center for International Business Education and Research, Anderson Graduate School of Management, and me, traveled to Cuba under a two-year license provided by the U.S. Department of the Treasury. We had an opportunity to meet with officials from the University of Havana, FLACSO, and Casa de las Américas. The goal of the trip was to establish long-term relationships that, we hope, will lead to cooperative cultural, educational, and academic programs.

I am also delighted to report that UCLA has made faculty appointments in the Latin American area in the departments of economics, art history, ethnomusicology, and political science. During the course of the year, we will profile these new members of the UCLA Latin Americanist community in the pages of our newsletter.

**Carlos Alberto Torres, Director
Professor of Education**



Congratulatory letter from Brian P. Copenhaver, Provost, College of Letters and Science

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Latin American Center Directors Meet at UCLA

At the invitation of Carlos Torres, the directors of five U.S. Latin American centers convened at UCLA in October to discuss the future of Latin American studies in the United States. It was a rare and welcome occasion for students, faculty, and guests to hear the views of these distinguished leaders in the field and to exchange ideas and opinions about the challenges and opportunities that lie ahead for Latin Americanists. In addition to Torres, the other panelists were Nicolas Shumway, Director, Institute of Latin American Studies, University of Texas at Austin; Gilbert W. Merkx, Director, Latin American and Iberian Institute, University of New Mexico; Charles H. Wood, Director, Center for Latin American Studies, University of Florida, Gainesville; Billie R. DeWalt, Director, Center for Latin American Studies, University of Pittsburgh.

Carlos Torres opened the session with comments on three broad themes: the relationship between area studies and global studies, the kind of discourse that accounts for changes in the field of Latin American studies and the field's intellectual repositioning, and areas of investigation that deserve additional research and programmatic attention.

In assessing the future of Latin American studies in an increasingly global world, Torres pointed out the difficulty, in his view, of determining "the core set of principles that Latin American studies entails" and in assembling "a core set of methodologies that can be used to move that knowledge forward." He suggested that the theories of the past may no longer be useful and that new approaches that nudge us toward thinking in a more "bidimensional way—historically and structurally" might be helpful.

Torres concluded his remarks by pointing out three areas that Latin Americanists need to pay more attention to. "Clearly," he said, "we need to give far greater attention to issues of multiculturalism if we are going to build much-needed bridges to Chicano studies, ethnic studies, and global studies." Another area of neglect, he said, is conflict studies. "We have always looked at conflict as a clash between nations. But nowadays the issue is violence—among groups, individuals, and

corporations rather than simply nations. The separation between public and private has become far more distinct. As we pursue many more activities and pursuits in the comfort and privacy of our homes, the street has become a hostile environment. Issues related to violence affect human life in many ways and have become central concerns in urban and rural Latin America."

"And finally," he added, "if we are going to justify Latin American studies in terms of United States geopolitical interests, then we must concern ourselves with narcotraffic. . . . Narcotraffic is a critical issue in U.S.-Latin American security especially since the *narcotraficantes* no longer confine their political control to the regions where they have traditionally operated, but now control politics in several regions of Latin America, at the national level in some countries, and through political emissaries."

The second speaker, Nicolas Shumway, addressed the issues of agenda and audience. He urged educators in Latin American studies to resist efforts by others to set the research agenda, know the audience, and remain focused on what universities do best—teaching and research.

"It is wonderful to think that we academics set the agenda in Latin American studies," Shumway said, "but anyone who works in this field knows this is not the case. In many instances, our agenda is set by the funding agencies—the people who pay the bills—and what their funding priorities happen to be. Another group setting the agenda for us is the foundations, which can be very prescriptive and formative. . . . Sadly, our agenda is being set by people who are not informed about our field."

"In addition to determining who sets the agenda," he said, "we educators must have a clear idea of the audience we serve. Our primary audience is our students and the intellectual community. . . . The university has two major functions that simply cannot be done by other institutions—teaching and research. And these two functions ought to be what value us, what define us."

In closing, Shumway reminded Latin Americanists that "we set the agenda, we define

our audience. Although we are a profession besieged by fads, we are a profession that is doing a spectacularly good job. We have to be convinced of that and we have to convince the public of it."

"We are a profession that is doing a spectacularly good job. We have to be convinced of that and we have to convince the public of it."

The third panelist, Gilbert W. Merkx, spoke about Latin American studies as four different enterprises: a field, a profession, a form of social organization at the university, and as content.

"As a field, Latin American studies is nested in foreign area studies and language studies in the United States. Latin American studies will rise or fall with the entire area of foreign area and language studies. . . . The premise that foreign area studies is as important as scientific research is under question now—in Washington, within the academy, and among public agencies. The challenge to area studies is a real one and one that we have had a great deal of trouble responding to."

"As a profession, the critical issue . . . has to do with the institutions that define us. The most important of these are the Latin American Studies Association (LASA) and the various journals in our field. The *Latin American Research Review* was the first interdisciplinary journal of Latin American studies. Now there are twenty or thirty, a sign of the professionalization of Latin American studies. From modest beginnings in 1966, LASA now hosts an international meeting every eighteen months that attracts some four thousand to five thousand attendees."

As a form of social organization at the university, Latin American studies faces "another set of challenges. Center directors are all too familiar with the constant struggle . . . to retain core faculty,

(Cont. on p. 4)

Conferences Stimulate Scholarly Exchange

"The Evolving Political Economies of Argentina, Brazil and Mexico"

An international conference at UCLA in October brought to a conclusion the Latin American Center's research grant from the William and Flora Hewlett Foundation for studies of the divergent forces that are reshaping the political economies of Brazil, Argentina, and Mexico and their relationships with the United States and other nations. A major goal of the project was to make a contribution to understanding the relationship between democratization and growth in Latin America.

At the beginning of the grant period, three working groups were formed comprising UCLA faculty and students and their counterparts in Brazil, Argentina, and Mexico. These groups identified important country-specific research issues with respect to three major themes:

- ♦ Political and Economic Decentralization in Brazil: Political Reform and Economic Competitiveness within the Global Economy
- ♦ Reformulation of the Societal Pact in Argentina: Governance and Sustainable Development
- ♦ Political and Economic Restructuring in Mexico: Political and Economic Decentralization within the Context of Economic Globalization

The October conference served as a forum for the presentation and discussion of the research carried out during the grant period. It is anticipated that the collaborative work, networking, and exchange among scholars initiated with the assistance of the Hewlett grant will form the basis for further studies of broader issues such as the domestic impact of economic globalization; political democratization; political and economic decentralization; and sustainable, equitable development in Latin America.

"Mexico and Public Policy"

Morelia, Michoacán, was the site of an international conference on public policy in Mexico, sponsored by the Latin American Center's Program on Mexico, the UCLA School of Public Policy and Social Research, and PROFMEX, a consortium for research on Mexico.

Titled "Mexico and Public Policy," the conference featured presentations organized around five general themes: public policy education; policy issues affecting the U.S.-Mexico relationship; new directions for public policy; new education technology; and environmental policy. UCLA participants included faculty members from public policy, urban planning, anthropology, medicine, political science, Chicano studies, and ethnomusicology.

"The Hidden Histories of Brazilian Landscapes"

A conference organized by **Susanna Hecht**, professor of urban planning and associate director of the Latin American Center, offered a unique perspective on 500 years of Brazilian history. William Denevan, Sauer Chair of Geography, University of Wisconsin, delivered the keynote remarks: "Pre-European, Humanized Landscapes of Amazonia." The other speakers and the titles of their presentations were as follows:

- ♦ Robert Voeks, Professor of Geography, California State University, Fullerton, "Landscapes of the Diaspora"
- ♦ Sasan Saatchi, Jet Propulsion Laboratory, Pasadena, California, "Recent Land Use Transformations in Brazil: The View from Space"
- ♦ Chris Brown, Lecturer, UCLA Department of Geography, "Corruption and the Discourses of Sustainability"

According to Hecht, "the conference used the anthropogenic and biogeographical formation of landscapes and the political ecology of physical place as an unusual and potent theoretical optic for discussion of Brazil's variable regional histories." □

Nobel Peace Laureate Speaks on Campus

During an eight-day visit to Los Angeles in November, **Rigoberta Menchú Tum**, 1992 Nobel Peace Prize winner, spoke at UCLA. In her address to the campus community, titled "Indigenous Peoples' Rights in Latin America," she urged renewal of a commitment to creating a "culture of peace, a culture rooted in respect." "My people are a testimony to the fact that the world is multiracial, multiethnic, and multicultural. To be different doesn't mean we do not have rights," she said. "The vast majority of the world's people do not know their rights—that there are international and regional conventions that gave them their dignity and respect."

After receiving the Nobel Prize, she established the Rigoberta Menchú Foundation to continue her work for human rights around the world and to promote democracy, peace, and reconciliation.

In 1993, Menchú was nominated by the United Nations as Goodwill Ambassador for the International Year of Indigenous Peoples. She now works on behalf of the International Decade of Indigenous Peoples (declared by the U.N. General Assembly in December 1994), is personal advisor to the general director of UNESCO, and presides over the Indigenous Initiative for Peace.

Menchú's UCLA lecture was sponsored by several campus organizations: Latin American Center, Central American Student Network, American Indian Studies Center, UCLA North American Integration and Development Center, School of Public Policy and Social Research, Office of Residential Life, Center for the Study of Women and Men, Lewis Center for Regional Policy Studies, César Chávez Center for Chicana and Chicano Studies, and Center for Social Theory and Comparative History. □



Rigoberta Menchú Tum.

Photo by J. Roth

Directors Meet

(Cont. from p. 2)

attract the best students, secure funding, and organize programs in a way that works for the people and the community. Other campus programs, particularly disciplinary departments, resent our presence and claim they could spend the money better. Every time we lose a key faculty member to retirement or recruitment, we feel the program is at risk and a lobbying effort commences. The reality is that, compared to departments, interdisciplinary programs are very weak in funding, in power, and in faculty resources."

"I think we are in a new ball game in Latin American studies, one that promises optimism."

With respect to the intellectual content of Latin American Studies, Merckx reviewed the evolution in focus from the 1950s to the present. "... we have what I see as a healthy shift from overarching explanations to a more medium level of interpretation and understanding, much more closely grounded in theories about microeconomic behavior, anthropological work, interaction studies of self-interest, and so forth. This I think offers us a way out of the crisis of Latin American studies... I think we need to recapture the intellectual high ground, or the middle ground if you like, take it away from the disciplines that are criticizing us... In foreign area studies and in academic life in general, our perceptions of what we are doing are often behind the reality of what we are doing. I wouldn't call it pragmatism but rather a new kind of policy-relevant idealism. I think we are in a new ball game in Latin American studies, one that promises optimism."

Charles H. Wood continued on a note of optimism. Citing examples from his experience as director of the Center for Latin American Studies at the University of Florida, he spoke about the institutionalization of area studies in the context of the forces that are impinging upon universities today.

"It seems to me," he began, "there are three major things that influence the way in which the Center for Latin American Studies at the University of Florida positions itself vis-à-vis the rest of the university. One of them has to do with what I perceive to be a major trend within the scientific community and among funding agencies. I am referring to a growing impatience with parochial disciplinary approaches to real-world problems, and the explicit endorsement of the need for interdisciplinarity." He cited the global environmental crisis as an example of a topic that demands an interdisciplinary approach and suggested that Latin American studies can play an important role in shaping new alliances in response to the need for interdisciplinarity and a "more holistic approach to reality."

The second major influence upon universities today, according to Wood, is the internationalization of the curriculum. He commented, "Driven partly by globalization, national security issues, and the rise of transnational corporations, many universities are actually talking about internationalizing the curriculum and the university."

And the third element impinging on the university from the outside, he said, is information technology, "specifically distance learning and the way it influences how the curriculum is constructed and how degrees are offered. This is a major issue in universities across the United States, and one that poses both interesting challenges and interesting opportunities." The Latin American center at the University of Florida is working with Lucent Technologies, Bell Labs, and Southwestern Bell to create an infrastructure enabling real-time course offerings and live communication between Florida's classrooms and classrooms in Brazil and some institutes in Mexico. In Wood's opinion, "there are a lot of opportunities as well as lots of risks involved in bringing information technology's products and processes to the classroom."

The final panelist, **Billie DeWalt**, was somewhat more pessimistic about the future of Latin American studies. In his view, Latin American studies and area and international studies in general find themselves in a severe crisis in the nation's universities. The crisis, he contended, is in part institutional because some Cold War-era organizational structures, for example, the Department of Education Title VI National Resource Center program and the Fulbright Program, have been slow to change and innovate, limiting the ability of area studies programs to change the way they operate. He also cited the lack of interest on the part of the National Association of State Universities and Land Grant Colleges in building international scholarly exchanges beyond those that relate to international agriculture.

DeWalt also expressed concern about the people within area studies and cautioned that "although we may have won the battle [against the rational choice proponents], we are losing the war." He continued, "Within area studies programs... we have our own discourses and we talk mainly to one another. We don't work extensively across boundaries, in part because the institutional structures of many of the programs that fund us inhibit us from doing so."

Nor, he said, does area studies do enough to incorporate students in the technical fields and professional schools, many of whom are Latin Americans who come to the United States for an advanced degree, into its programs and make meaningful contributions to their educational goals.

DeWalt concluded, "... we need to critically examine ourselves and our programs so that our relevance and importance are not diminished." □

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New Graduate Students Welcomed

Twenty-seven new graduate students began the Latin American Studies master's program in fall 2000. M.A. students have the option of pursuing a master's degree in Latin American Studies or a combined/articulated degree. Master's articulated degree programs are available in education, library and information studies, and public health. Master's concurrent degree programs are available in management and urban planning. Students in these programs pursue a master's degree in Latin American Studies and one in a professional field and are expected to meet the requirements of both degree programs.

The new graduate students (with their undergraduate institution and major noted) are listed below.

Latin American Studies

James Barrio, UC Riverside (Anthropology)

Matthew Benjamin, Florida State University (International Affairs)

Susana Caceres, California State University, Long Beach (Liberal Arts)

Juan Contreras, UCLA (History)

Paul Corson, Vassar College (Sociology/Latin American Studies)

Sharika Crawford, Kalamazoo College (Anthropology)

Rita Dávila, UCLA (Latin American Studies)

Esther Escobar, Pepperdine University (Political Science/Spanish)

Pablo Garza, UC Davis (English)

Gabriela González, University of Redlands (Spanish)

Doris Maldonado, UC Santa Barbara (Anthropology)

Jedidiah McClure, Vanguard University (Anthropology)

Adriana Melgoza, UCLA (Latin American Studies)

Ana Bárbara Mungaray-Moctezuma, Universidad Autónoma de Baja California (Economics)

Karen Peterson, Portland State University (History)

Arthur Sherwood, UC Berkeley (B.S., M.S., Physics; J.D.)

Frances Sherwood, UCLA (Political Science)

Kari Zimmerman, University of San Francisco (History)

Information Studies/Latin American Studies

Katheryn Gallant, California State University, Los Angeles (Liberal Studies)

Management/Latin American Studies

Stacia Conlon, Vanderbilt University (Economics)

Public Health/Latin American Studies

Diana Careaga, UC Davis (Sociology)

Tamiza Teja, California State University, Long Beach (Health and Human Services)

Urban Planning/Latin American Studies

Euripedes de Oliveira, California State University, Northridge (Urban Planning)

Andrea Gibbons, Swarthmore College (Sociology/Anthropology)

Joshua Kirshner, Harvard University (Anthropology)

Linda Loera, UCLA (Latin American Studies)

Nicole Norori, UCLA (Latin American Studies)

Student Profile

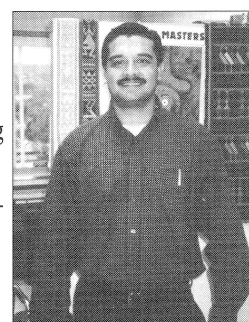
Graduate Student Honored for Academic Achievement

David Gumaro García is the recipient of the 2000 Charles V. Johnson Merit Award, in memory of Charles V. Johnson, a very special Latin American Center volunteer. The award was established to recognize outstanding academic achievement in the Latin American Studies master's program.

"This award means a lot to me because Charles Johnson knew the meaning of creating community, crossing borders, and the importance of education that occurs inside and outside the classroom,"

said García. He went on, "The majority of the students from my neighborhood did not graduate from high school. Unfortunately, like many other Mexican and low-income students in the U.S. public school system, we were placed on a vocational track. Most teachers at my high school also had low expectations for bilingual, working-class students. I graduated from high school and, as expected, I ended up in a vocational program at the community college." He later realized that he was not content with his full-time job, and decided to enroll at Oxnard College to take general education courses. "My high school had been preparing me for a lifetime of manual labor instead of offering me options and preparing me for college." A few years later, García transferred to UCLA.

At UCLA, García earned a sociology degree with a specialization in Chicano Studies. He also pursued his interest in theater arts. "The courses I took challenged me to write creatively about political, social, and economic issues, which historically impact Latinas/os and Chicanas/os," he remembers. His academic studies also informed his work alongside filmmakers, "who were trying to tell stories about Latina/o populations with a sense of humanity and integrity." García interned on the feature film *My*



David García

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Graduate Student Honored

(Cont. from p. 5)

Family/Mi Familia (written and directed by UCLA alumnus Gregory Nava), which depicted a social history of Mexicans in Los Angeles. He also worked with writer/director (and UCLA alumnus) Carlos Avila on the PBS television series *Fotonovelas*, an imaginative treatment of Latino family and community experiences. "Working as a bilingual coordinator and supporting Latina/o filmmakers with these projects challenged me to be both analytical and creative in my own work," García stated.

In the years between graduating from UCLA with a B.A. and going on to the M.A., García taught part-time in the Santa Monica/Malibu Unified School District and in two outreach programs: Upward Bound, which serves low-income potential college students; and Migrants Engaged in New Themes in Education (MENTE), a program which serves bilingual potential college students whose parents are migrant farmworkers. He said, "Teaching in these programs was a great experience because I could relate to the struggles these students face and I had the opportunity to encourage them to pursue a college education."

Upon entering the Latin American Studies M.A. program, García began work that linked his experiences in education with his interest in history. He became deeply interested in understanding the ways in which history is taught, both inside and outside the classroom, through cultural discourses. His studies led him to explore how films and theater productions "perform" history. García wants to pursue this research at the doctoral level, in a Ph.D. program in U.S. history. "I want to contribute to the literature on theater, comedy, and performance in the United States," he said. García hopes to add to the historiography of the U.S. Chicano-Latino community by examining the comedy-theater trio "Culture Clash." Drawing on multiple qualitative methods, he plans to study "Culture Clash" within the historical context of bilingual Chicano-Latino performance arts. "I want to look at 'Culture Clash'

within the tradition of Chicana/o, Latina/o performing arts as a form of resistance to oppression in the United States," he said. Currently, García is teaching part-time at California State University, Northridge—a course on the U.S. Constitution and the Chicano and another on Chicano culture.

Expressing his gratitude once again to the Latin American Center, García said, "I appreciate

Carolyn Ramírez-La Faso for guiding me through the M.A. program and I thank the Latin American Center for the award. Being named a Charles V. Johnson scholar has encouraged me to pursue my studies and remain focused on effecting positive change in the community." □

Special Report

UCLA Becoming Center for Zapotec Language Study

Editor's Note: In response to the Editor's request for "News from Faculty," linguistics professor **Pamela Munro** submitted the following article about UCLA's expanding role as a leader in the study of languages of the Zapotecan family. The Editor encourages similar submissions about ongoing programs and activities of interest to the community of Latin Americanists.

Zapotecan is a large family of more than 50 mutually unintelligible indigenous languages with over 400,000 speakers. A considerable amount of research is in progress at UCLA on languages of the Zapotecan family, spoken primarily in Oaxaca, Mexico, but also by numerous immigrants to the Los Angeles area.

The work involves: two professors and eleven students from six different UCLA departments and programs, an Occidental College professor, a student at USC and another at Santa Monica College, as well as two recent UCLA Ph.D.'s and a faculty member at the University of Northern Iowa. The research spans eight different languages of the Zapotec language family, as well as varieties of Zapotec documented from hundreds of years ago. The work is of high quality and represents diverse areas of linguistics: theoretical syntax and phonology, basic description, historical linguistics, lexicography, conversational analysis, and language acquisition.

Three graduate students in Linguistics are working on dissertations or theses, incorporating extensive fieldwork, on three different Zapotec languages:

John Foreman (dissertation), Macuiltianguis Zapotec

Heriberto Avelino (thesis), Yalálag Zapotec

Brook Lillehaugen (thesis), Tlacolula Zapotec

A graduate student in Applied Linguistics (**Olivia Méndez**) is beginning a dissertation on San Juan Guelavía Zapotec, having just completed a thesis on San Lucas Quiaviní Zapotec. All of these students have expressed interest in producing dictionaries of these languages in addition to their theses and dissertations. In addition, Aaron Sonnenschein, a graduate student at USC who is writing a dissertation on Zoogocho Zapotec, again based on his own fieldwork, often meets with UCLA scholars working on Zapotec.

Two other UCLA graduate students have done extensive fieldwork on other Zapotec languages:

Natalie Operstein, Zaniza Zapotec; she is involved in a major project that will also result in a new dictionary

Christina Esposito, San Dionisio Ocotepéc Zapotec

Seven students meet weekly with Munro and Prof. Kevin Terraciano (History) and Prof. Lisa Sousa (History, Occidental College) to analyze native-language Zapotec texts from 16th- to 19th-century Colonial Oaxaca. Called the "Zapotexts," the group includes:

(Cont. on p. 7)



The "Zapotexts" examine a document from sixteenth-century colonial Oaxaca. *From left:* Brook Lillehaugen, Prof. Lisa Sousa (Occidental College), John Foreman, Prof. Kevin Terraciano (History), Christina Esposito, Natalie Operstein. *Standing:* Xóchitl Flores and Prof. Pamela Munro (Linguistics).

Zapotec Language Study

(Cont. from p. 6)

Heriberto Avelino, Linguistics
Tim Arbisi-Kelm, Linguistics
Christina Esposito, Linguistics
John Foreman, Linguistics
Brook Lillehaugen, Linguistics
Natalie Operstein, Indo-European Studies
Xóchitl Flores, History

Also, the American Indian Linguistics seminar, which meets weekly in the Linguistics department, has become a de facto Zapotec seminar because so many students are concerned with these languages.

Two graduate students in Linguistics (**Brook Lillehaugen** and **Shabnam Shademan**) are conducting a pilot study on the acquisition of San Lucas Quiaviní Zapotec. Prof. John Grinstead, University of Northern Iowa, is preparing a major grant proposal on this subject, in which UCLA students or perhaps Silvia López (Santa Monica College) may participate. In recent years, two students have written dissertations on San Lucas Quiaviní Zapotec:

Michael Galant, "Comparative Constructions in Spanish and San Lucas Quiaviní Zapotec" (Romance Linguistics, 1998)

Felicia Lee, "Antisymmetry and the Syntax of San Lucas Quiaviní Zapotec" (Linguistics, 1999)

In 1999 Pamela Munro and Felipe H. López, with Olivia V. Méndez, Rodrigo García, and Michael R. Galant, published *Di'csyonaary*

X:tè'n Dii'zh Sah Sann Lu'uc: San Lucas Quiaviní Zapotec Dictionary: Diccionario Zapoteco de San Lucas Quiaviní (Chicano Studies Research Center, UCLA). The first Zapotec-English dictionary, it contains over 9,000 entries and cross-references. López and Munro are working on a revised edition and are also editing a collection of narratives about the experience of immigrating to the United States contributed by people from López's hometown. (López, who earned an M.A. in Latin American Studies at UCLA, is now a graduate student in urban planning.)

In addition to the wide range of studies underway among UCLA graduate students, with assistance from Kevin Terraciano (History) and Prof. George Aaron Broadwell (SUNY, Albany) and financial support from the Latin American Center, Pamela Munro organized a conference titled "La Voz Indígena de Oaxaca" held in UCLA in May 2000. Specialists on Zapotec and other indigenous languages of Oaxaca met productively to discuss the history and modern grammar of these languages.

Another reflection of UCLA's leadership role in the study of Zapotec languages is its representation on the program of the 2000 Annual Meeting of the Linguistic Association of the Southwest, held in Puebla, Mexico, in October 2000. The conference theme was "Minority Languages in the America." Of the six papers on Zapotec languages, five of the authors were from UCLA (Heriberto Avelino, John Foreman, Olivia Méndez, Natalie Operstein, and Pamela Munro). □

New Faculty

As noted in the Director's message (p. 1), the departments of art history, ethnomusicology, economics, and political science have made new appointments in the Latin American area:

Charlene Villaseñor Black, assistant professor of art history

Alberto Díaz-Cayeros, assistant professor of political science

Aaron Tornell, associate professor of economics

Anthony Seeger, professor of ethnomusicology

The first two faculty members are profiled below. Future issues of the *UCLA Latin Americanist* will contain articles introducing the others.

Art History

Charlene Villaseñor Black, assistant professor of art history, publishes and teaches in the areas of colonial Latin American, Spanish, and Chicana/o art. The principal focus of her research is religious imagery and the artistic exchanges between Spain and the Americas in the seventeenth century.



Charlene Villaseñor Black

During fall quarter 2000 she completed work on a study of Holy Family images in Spain and Mexico and the articulation of gender discourse in these areas during the colonization. The monograph, "Mothering Fathers in Spain and the Americas," examines the cult of the Holy Family and St. Joseph, which were created in the early modern period and very quickly exported to the New World. According to Villaseñor Black, "St. Joseph was made patron of Mexico at the end of

(Cont. on p. 8)

the conquest and conversion in 1555. Everyone thinks it's the Virgin of Guadalupe. She was elevated as his co-patroness in 1746, so there is a period of about two hundred years when Joseph was patron of Mexico and of the conversion.

"My study looks at the exportation of this cult from Spain to Mexico. At first St. Joseph's cult was used in the conversion so there are some very early images. The very first Indian parish is named after Joseph. Many early chapels in Tenochtitlan are named after Joseph. There are sermons in Nahuatl and texts in Otomí very specifically targeted at indigenous converts.

"The question I examine is how successful was this saint's cult. It's obvious to me that St. Joseph's cult was not very successful because by 1746 the Virgin of Guadalupe was elevated to co-patroness. Joseph remained incredibly popular in Spain and among Hispanized populations of Mexico. He was the perfect figure to present to indigenous peoples as a model because he was Jewish. It was claimed that he was the first convert because of his daily contact with Christ. What is interesting is that sermons preached to Nahuatl and those preached to conversos in Spain are very similar.

"So Joseph was first used in the conversion and then he became a key figure in the attempt to Hispanize the gender discourse and family structures. That's a more important role, and I think the attempts to impose these gender ideals were quite successful. I also explore resistance to the Hispanization, which can be seen in the paintings."

"I'm also interested in how Chicana artists take the language of Catholicism and subvert it to their own ends. It's an important part of Chicano culture that has not been examined in the literature."



Unknown artist, *St. Joseph and the Christ child*, 17th century, San Cristóbal de las Casas, Chiapas, polychromed wood sculpture

Villaseñor Black earned her Ph.D. in art history from the University of Michigan and taught there as well as at Michigan State University and the University of New Mexico before coming to UCLA. She was a Mellon postdoctoral fellow (1998–2000) at UCLA prior to her faculty appointment. During that time she taught a course on Golden Age Spain, a seminar on Spain and colonial Latin American religious imagery, and a class on modern Mexican art.

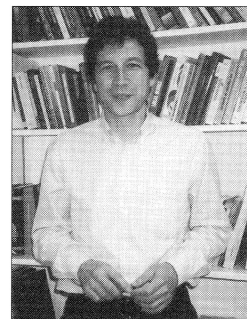
In addition, she teaches Chicano art. "Although I teach a course on Chicano murals," she says, "I am more interested in all the art that gets left out of the Chicano canon. The canon has been built around murals." For example, she published a book chapter on religious imagery and the use of the Catholic symbolism in art by Chicanas ("Sacred Cults, Subversive Icons: Chicanas and the Pictorial Language of Catholicism," in D. Letticia Galindo and María Dolores Gonzales, eds., *Speaking Chicana: Voice, Power, and Identity* [University of Arizona Press, 1999]). "I'm also interested in how Chicana artists take the language of Catholicism and subvert it to their own ends. It's an important part of Chicano culture that has not been examined in the literature. I think religious icons have been neglected," she says.

Villaseñor Black's background in Latin American, Spanish, and Chicano art adds further breadth to the art history department's already extensive course offerings and research opportunities in pre-Columbian, colonial, and contemporary Latin American art.

Political Science

Alberto Díaz-Cayeros, assistant professor of political science, comes to UCLA from CIDAC, Centro de Investigación para el Desarrollo, an independent, not-for-profit think tank in Mexico City, which does research on crucial issues of Mexico's medium- and long-term development. His association with CIDAC began in 1988 and he remains on the institute's consulting staff.

Over the course of his career, Díaz-Cayeros's research and writing have dealt with two major themes. He elaborates, "The first is federalism and questions of regional inequality and the effect of federal systems on regional differences; the second theme, which is connected to the first, has to do with taxation and the way tax authority is constructed." His work focuses on trying to understand when



Alberto Díaz-Cayeros

states in a federal system are willing to give up the power to tax their citizens and give that authority to a higher level of government, to the federal government, for example, and when they are not. "The U.S. is a prime example of states unwilling to do this," he says. "Most countries in the world, even the federal systems, are not like the U.S. Latin America is extremely centralized in terms of tax collection and tax authority and represents the other extreme."

(Cont. on p. 9)

He has pursued the policy implications of his work on issues of fiscal federalism and the politics of how fiscal transfer systems on the national level are constructed as a consultant for the World Bank, the Inter-American Development Bank, and, most recently, Mexican president Vicente Fox's transition team. He remarks, "When you don't have local taxation, for example, you have very complicated systems of transfers. The federal government collects revenues and transfers them down to national governments. Then it becomes a big dispute about who should get the larger shares and why shares are allocated the way they are."

"The biggest issue in Mexico about transforming the system is that [it] gives a lot of money in a very discretionary, and disproportionate, way. Some states get a lot of money, and some states get much less than they should."

Díaz-Cayeros is hopeful, and somewhat confident, that the new administration in Mexico will give serious attention to the whole issue of federalism. "The biggest issue in Mexico about transforming the system," he says, "is that the system gives a lot of money in a very discretionary, and disproportionate, way. Some states get a lot of money, and some states get much less than they should. To create a good system you have two views pulling in completely different directions. One is that some states really need compensation from the federal government, states like Oaxaca and Chiapas. In these cases what is needed is a transfer system that will redistribute a lot of money to those states. On the other side are the states that want more devolution of power and

more authority because they want to be free to develop their industrial base and to generate more growth. Those states, mostly in the north but also in the central region, are closely tied to NAFTA. In their case, they want a system that allows them to retain as much as possible of what is generated in their own state.

"Trying to change the status quo against the backdrop of completely different visions of what a federal system should be doing is going to be very hard. It involves legislative changes and maybe constitutional changes. The biggest issue is that it will really involve the question of federalism in Mexico. After eighty years of states being rather irrelevant, you have the question of how state executives will behave, not just the legislatures but also the governors. We sometimes forget that the PRI was the party controlling the majority of the governors—and it still is. Choosing between compensation and devolution will be complicated because you can see the rationale for both views."

He suggests that an approach to compensation to the states along the lines of the Canadian system might hold some promise in Mexico. "Perhaps establishing a minimum floor provided by federal transfers; all states would be above that floor. Such an equalization grant might be more acceptable in the Mexican political arena than other arrangements that let states differ more widely. But the advantage of the equalization grant is that once above the minimum floor, states can vary in their tax capacity, retaining resources to the extent that they can tax their productive activity more or less effectively. Nuevo León or Chihuahua, which have big industrial bases, would be free to tax as they see fit, in order to obtain resources above the equalization grant.

Díaz-Cayeros came to the United States initially in 1990 for graduate study at Duke University where he earned his Ph.D. in 1997. His dissertation, "Political Responses to Regional Inequality: Taxation and Distribution in Mexico," analyzes the historical construction of tax authority in Mexico in the 1930s and 1940s. "There is some discussion of contemporary issues," he explains, "but the bulk of the study is devoted to understanding how the PRI, as a political arrangement, was built on compromise, a compromise that was built from the regions. An important aspect is that it was very much a local coalition. That local coalition enabled the federal government to have

the power to wrest tax authority away from the states. The process was not easy, though. The federal government tried a couple of times to centralize the sales tax and failed, even with the PRI in existence. What I actually show is that the PRI is not so powerful, at least in this realm." His dissertation was named the Best Dissertation in Political Economy by the American Political Science Association (1998).

He is the author of *Desarrollo económico e inequidad regional: Hacia un nuevo pacto federal en México* (México, D.F.: Editorial Miguel Angel Porrúa, 1995) and co-author of three chapters in *Achievements and Challenges of Fiscal Decentralization: Lessons from Mexico*, a book published by the World Bank, including a proposal for fiscal federalism reform in Mexico.

"Trying to change the status quo against the backdrop of completely different visions of what a federal system should be is going to be very hard. It involves legislative changes and maybe constitutional changes."

During winter quarter Díaz-Cayeros will be co-teaching a course on the politics of development with Daniel Posner, a specialist on African politics (Political Science 169, Political Economy of Development). "We organize the course around substantive issues and then bring our own areas of expertise to bear on the content. It's very exciting for me and I expect to learn a lot too," he says. He will teach a course in Mexican politics in spring quarter and a graduate seminar in what he calls "fiscal politics." The course is about political economy in the realm of taxation, with reference to Latin America as well as other areas. □

Faculty News

Clara M. Chu (Information Studies) reports receipt of two grants related to her work with the Asians in the Americas Working Group. (1) "Counting and Discounting Asians in the Americas: National and Local Constructions of Race and Ethnicity" (Chancellor's Academic Border Crossing Research Grant), with co-principal investigator Henry Yu (History). The study focuses on migrants from Asia as a test case for understanding how migration and subsequent contacts between peoples have been categorized. (2) Canadian Studies Program Enhancement Grant to develop a searchable digital database/bibliography of Asian Canadian research and a network of U.S. and Canadian scholars studying Asian Canadians. Collaboration will be sought with producers of bibliographies on Asian Americans and Asians in Latin America to produce an Asians in the Americas bibliography.

Martin L. Cody (Organismic Biology, Ecology and Evolution) continues his studies of bird diversity patterns in Mexico and Central America, resulting in two recent papers: "Antbird Guilds in the Lowland Caribbean Rainforest of Southeast Nicaragua," *Condor (Journal of the Cooper Ornithological Society, 2000)*; "Bird Diversity Components in North American Oak and Australian Eucalyptus Woodlands," *Journal of the American Ornithologists Union*, in press.

Edwin L. Cooper (Neurobiology) was awarded an honorary degree (honoris causa) in biology from the University of Palermo, Italy (October 2000), for his pioneer work in comparative immunology and neuroimmunology.

He also reports the following recent publications: (1) Lange, S., Kauschke, E., Mohrig, W., Cooper, E.L. 1999. Biochemical characteristics of Eiseniapore, a pore-forming protein in the coelomic fluid of earthworms. *Eur J Biochem.* 262:547-556. (2) Cikutovic, M.A., Fitzpatrick, L.C., Goven, A.J., Venables, B.J., Giggelman, M.A., Cooper, E.L. 1999. Wound healing in earthworms *Lumbricus terrestris*: a cellular-based biomarker

for assessing sublethal chemical toxicity. *Bull Environ Contam Toxicol* 62:508-514. (3) de Eguileor, M., Tettamanti, G., Grimaldi, A., Boselli, A., Scari, G., Valvassori, R., Cooper, E.L., Lanzavecchia, G. 1999. Histopathological changes after induced injury in leeches. *J Invertebr Pathol* 74:14-28. (4) de Eguileor, M., Grimaldi, A., Tettamanti, G., Valvassori, R., Cooper, E.L., Lanzavecchia, G. 2000. Different types of response to foreign antigens by leech leukocytes. *Tissue and Cell* 32:40-48. (5) Cooper, E.L., and Bosch, T.C.G. 2000. Ontogeny recapitulates Phylogeny: Comparative Immunology in Germany. *Exp. Clin. Immunogenetics* 17:77-82.

Patricia Greenfield (Psychology) is the author of "Children, Material Culture, and Weaving: Historical Change and Developmental Change," in J. S. Derevenski, ed., *Children and Material Culture*, pp. 72-86 (London: Routledge, 2000).

Cecelia Klein (Art History), who specializes in pre-Columbian and early colonial art history, received the 2000 Distinguished Teaching of Art History Award from the College Art Association.

Elizabeth Marchant (Spanish and Portuguese) has published "Naturalism, Race, and Nationalism in Aluísio Azevedo's 'O mulatto,'" *Hispania* 83:3 (2000), 445-453.

In July and August 2000 she directed a new and very successful UCLA travel study program in Salvador, Brazil, organized by UCLA Summer Sessions and the Department of Spanish and Portuguese. Housed at ACBEU (Associação Cultural Brasil-Estados Unidos), the Salvador program offers three levels of Portuguese language instruction and an introduction to Afro-Brazilian culture. Information about the summer 2001 program is available through the Office of Summer Sessions at (310) 794-8340 or www.summer.ucla.edu/travel.

Peter McLaren (Education) has written *Che Guevara, Paulo Freire, and the Pedagogy of Revolution* (Rowman & Littlefield Publishers, 2000). He has been named Amigo Honorífico

de la Comunidad Universitaria de la Universidad Pedagógica Nacional Unidad 141 Guadalajara. McLaren also delivered the keynote speech to literacy workers, "Alfabetización y construcción de ciudadanía en el tercer milenio," at the Facultad de Filosofía y Letras, Universidad de Buenos Aires.

José Moya (History) is the author of *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930* (UC Press, 1998) which has won a fifth prize: *Choice* magazine's Outstanding Academic Book award. Also, the journal *Historical Methods* (Winter 2000) devoted a special forum to a discussion of the book.

Vilma Ortiz (Sociology) presented a paper on Puerto Rican migration at the "Latinos in the U.S." conference in Havana, Cuba, in December.

Robert Rhoads (Education) presented (with Liliana Mina of Michigan State University) a paper titled "The Student Strike at the National Autonomous University of Mexico: A Political Analysis" at the Association for the Study of Higher Education International Forum in Sacramento in November.

Jayne Spencer (History) was among the presenters at a colloquium sponsored by the Center for Vulnerable Populations Research, UCLA School of Nursing. Her talk, with co-presenter Leticia Ibarra, Project Manager, Rescatando Salud/Health Rescue Immunization Project, was titled "The Internet: A Vehicle to Community Health Access." Spencer is president of Computación Sin Fronteras, an organization which partners with local communities to establish computer centers that promote training, technical, and educational activities with the flexibility to meet the unique needs of individual communities. Rescatando Salud/Health Rescue has an immunization component that will translate into an easily accessible Web-based training packet. Information literacy will expand the ability of Angelenos to make better health choices for their families.

(Cont. on p. 12)

New Title

Latin American Center Publications

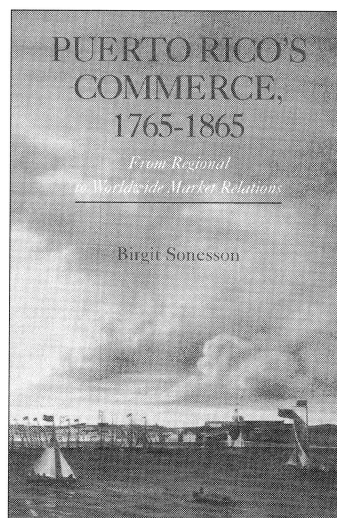
Puerto Rico's Commerce, 1765-1865: From Regional to Worldwide Market Relations

Birgit Sonesson

In the conceptual framework of center-periphery world economic relations, this case study analyzes Puerto Rico's incorporation into the world economy in the nineteenth century through development of export agriculture. It identifies the stages of the process and stresses the importance of demand at the periphery, an offshore regional market system, and the initiatives of second-generation immigrant merchants in Puerto Rico.

The evolving composition of export products, the development of local regions, and the importance of weather-related crises are identified. The author's analysis of overseas markets demonstrates that the island's exporters could and did take advantage of shifts in demand between Europe and the United States and, to some extent, for different crops. The capacity to satisfy demand for imports kept pace with population increase until the 1840s but was insufficient in the next decade. Then, as the new coffee sector expanded, the improved economy permitted local importers to establish direct market relations and even some subsidiary businesses overseas. Such relations entailed greater risks, however. The effects of international business crises were no longer absorbed by offshore houses.

Sources include Puerto Rican trade statistics; documents from archives and libraries in Puerto Rico, Spain, the United States, France, Germany, and Denmark; and published primary sources such as Spanish and American trade statistics, collections of Spanish colonial legislation, debates in the Cortes, newspapers, memoirs, pamphlets, and city directories. Secondary sources are used to furnish a context of current research on relevant topics.



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Birgit Sonesson, a native of Sweden and longtime resident of Puerto Rico, is the author of *La Real Hacienda de Puerto Rico: administración, política, y grupos de presión (1815-1868)* and *Catalanes en las Antillas: un estudio de casos*, as well as articles in scholarly journals.

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Faculty News

(Cont. from p. 10)

Robert Stevenson (Musicology) was named Profesor Honorario by the Conservatorio Nacional de Música, Lima, in recognition of extraordinary contributions to the field of musicology and lifelong dedication to promoting greater understanding and awareness of Peruvian music. While in Lima to receive the award, Stevenson delivered a lecture at the Centro Cultural, Pontificia Universidad Católica del Perú, and was interviewed for an article in *El Comercio*.

The next issue of the *Inter-American Music Review*, edited by Stevenson, will contain an indexed reprint of his ten music contributions to the Humanities volumes of the *Handbook of Latin American Studies*, 1976–1998.

Kevin Terraciano (History) received the James A. Robertson Memorial Prize (honorable mention) from the Conference on Latin American History for his article "The Colonial Mixtec Community," *Hispanic American Historical Review*, vol. 80, no. 1 (February 2000). The prize is awarded to the best article in Latin American history. □

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