After almost 50 years of failed policies toward Cuba, the time has come to change course. On April 13, 2009, days before attending the Summit of the Americas, President Obama announced the fulfillment of his campaign promise to Cuban Americans: the lifting of restrictions on travel and money transfers (remittances) to Cuba. Anyone with relatives in Cuba can now travel unrestricted to the island and no longer face strict restrictions on sending money or packages of goods or medicine, a dramatic change from the policy in place during the past five years. Obama also opened up the possibility of improving communication through U.S. investment in Cuba’s antiquated telecommunications system by allowing U.S. telecommunication companies to provide service in Cuba. This could potentially lead to a great increase in communication to and from the island if it results in lower rates—today AT&T’s rate to call to Cuba is $1.20/minute (calling neighboring Haiti costs $.60/minute, and a call to the U.K. is $.08/minute). Cuba has some of the lowest rates of internet and telephone usage per capita in the Americas; due to a lack of infrastructure, not a lack of interest. Cuba is unlikely to relinquish its monopoly on telecommunications to invite U.S. investment and carrier services, but that may change in the future (Belic, 2009)1.

While President Obama’s lifting of restrictions on travel and remittances are a significant first step in redefining relations with Cuba, it is instructive to note that much wider openings did exist prior to the severe Bush-era restrictions imposed in 2004. Travel was first restricted in 1963 as part of the embargo against Cuba (it is not technically illegal to travel to Cuba, just to spend money on that travel) (Sullivan, 2009). President Carter made serious strides towards normalizing relations with Cuba, including lifting all restrictions to travel from 1977 to 1982. During President Clinton’s second term, opportunities to travel to Cuba greatly expanded through the establishment of sports, music, and educational people-to-people exchanges and direct flights from Los Angeles and New York to Havana. This opening experienced a dramatic reversal with the Bush administration, which eliminated people-to-people educational exchanges and tightened restrictions on travel and remittances. In June 2004, President Bush increased restrictions further, limiting travel to people visiting immediate family in Cuba, and even that was limited to one visit (for a maximum duration of two weeks) every three years. The amount of remittances, already limited to $300 per three-month period, became restricted to immediate family members (not cousins, nephews, or non-relatives). These restrictions were widely unpopular even in the heart of the Cuban exile community. One Cuban American man in Miami confided to me that he was very upset by the restrictions on remittances—he had been sending $100/month to a dissident on the island and was no longer able to continue his support. Obama’s recent policy changes may be baby steps, but they indicate a willingness to explore further openings, hopefully including the ability of all Americans to travel to Cuba.

There are signs that change is coming sooner rather than later, and that the ferry bound from Miami to Havana has now left the proverbial dock. For the first time in decades of polling, a majority of Cuban Americans in Miami indicated that they do not support the U.S. embargo nor travel restrictions to the island. Of 800 Cuban Americans questioned in a December 2008 Brookings Institution–Florida International University poll, 65% favored dropping restrictions on money transfers and travel and favored dialogue and diplomatic relations. Another 55% opposed the embargo.2 Key players on both sides of the Florida Straits have indicated a willingness to change positions. In Miami, the Cuban

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1 Cuba’s telecom service, ETECSA, has a 30% shareholding by an Italian company, which may soon be bought out by a Spanish company.

2 For poll results see: www.fiu.edu/~ipor/cuba-t/1202_cuba_poll.pdf.
The Ferry Has Left the Dock  continued from page 1

American National Foundation (CANF)—a historically staunchly anti-Castro group that has been an authoritative voice for the Cuban exile community since its founding in 1981—called for the lifting of U.S. restrictions on travel and support for Cuban civil society (Cave, 2009). Business and academic lobbies have pressed for a change in Cuba policy for many years, and proposals are currently on the floor in both houses of Congress that would lift restrictions on travel to Cuba for all Americans. In Havana, Raul Castro—who in February 2008 assumed the presidency after his ailing brother Fidel Castro left Cuba’s helm after almost 50 years—favors direct talks with the Obama administration to end the historic impasse. On the other hand, Raul’s reported willingness to discuss previously taboo subjects, such as human rights and political prisoners, was coolly received in an editorial column by the still extremely influential Fidel Castro. Cuba watchers are unclear over Raul’s sincerity to put everything on the table, especially in light of Fidel’s backtracking, but there does seem to be new space for negotiation. If the United States wants an improved relationship with Cuba, however, it will have to treat the island as a sovereign equal with the right to determine its own internal political process (think of China and Vietnam). Lifting restrictions on travel and trade would bring more open dialogue inside and outside of Cuba. Although many Cubans long for economic and political change in their country, Cuban nationalism surges quickly in response to any threat of U.S. interference in its internal affairs.

U.S. policy has been contradictory and unproductive. Demands for democratic and free-market changes were not part of normalizing our relationship with China and Vietnam, and neither should diplomatic progress in Cuba be contingent on such stipulations. Today, the United States remains Communist China’s and Vietnam’s biggest trading partner, yet restrictions on trade remain with Communist Cuba. North Korea and Libya were recently removed from the list of State Sponsors of Terrorism, and North Korea was deleted from the Trading with the Enemy Act in 2008. Nevertheless, Cuba remains on both lists of outcast nations, despite its public rejection of revolutionary movements in Latin America and Africa since 1992, a policy shift that the U.S. has acknowledged.

The U.S.’s hostile posture over the past five decades has stifled internal debate and undermined legitimacy of alternative views within Cuba. The Cuban government considers the U.S. embargo (or ‘blockade,’ as Cubans call it) an open declaration of war. In this context, any internal criticism of the Cuban system is seen as originating in Miami or Washington, D.C. Cubans are taught (in classic Marxist fashion) that while the U.S. government is a hostile enemy, the American people are in solidarity with the Cuban people. While this is too generous a reading of Americans’ perceptions of Cuba, there is considerable interest in Cuba as a source of cultural exchange and tourism. Americans want to know more about their forbidden island neighbor, and Cubans are receptive to American culture and ideas.

Now is the time to redefine our relationship with Cuba. As Brazil’s President Lula de Silva said before meeting with President Obama for the first time, “I’m going to ask the United States to take a different view of Latin America. We’re a democratic, peaceful continent, and the United States has to look at the region in a productive, developmental way, and not just think about drug trafficking or organized crime” (Barrionuevo, 2009). In this vein, the U.S. government should adopt a new view of Cuba, making good on Obama’s stated commitment to an “equal partnership” approach (Associated Press, 2009). Many issues could be negotiated—a prisoner swap of jailed Cuban political dissidents for five Cuban spies in U.S. jails, the return of the Guantanamo Naval Base to Cuban sovereignty, lifting of the embargo—but expanded opportunities for U.S. citizens to travel to Cuba is by far the easiest and politically safest measure, and the one that should be taken immediately.

Strong calls for a new approach to the U.S.’s relationship with Cuba come from Latin American and world leaders, and from the voices closest to the issue—the Cuban exile community and Raul Castro. The ferry does seem to have left the dock, leaving aging Cuban American hardliners in Miami and the Commandante Fidel Castro himself to realize that the time for blocking significant change has passed, and that cooperation in the process is their best option.

Works Cited

Associated Press (2009, April 18). “Obama pledges equal partnership in the Americas.” www.google.com/hostednews/ap/article/ALeqM5jn50s6f7sbCCx-xHBAVdvsf38VK0CxgD97KJB3G.

Sarah Blue is an assistant professor of geography at NIU.
Learning in Guatemala: What Does Schooling Foster?

By Mayra Daniel

Guatemala's educational system reinforces the rigid economic, social, political, and cultural divisions that divide indigenous and non-indigenous communities. Illiteracy remains a key impediment to social mobility and full political participation for the nation's native population, who constitute 40 percent of all Guatemalans. (Smith, Jiménez, and Ballesteros, 2005; Rubio and Chesterfield, 1998; Ferreiro, 1997; Heath, 1972). Illiteracy persists in large part because of political and educational leaders' failure to incorporate indigenous languages into the curriculum.

Article 76 of the Guatemalan Constitution expresses the goal of establishing bilingual schools in predominantly indigenous areas, but little progress has been made toward achieving this objective. The causes are multi-faceted and include endemic racism, inadequate teacher training, poorly built and equipped schools, and the abandonment of public education by elites in favor of private schools. Those who attend public schools do not remain for long. Non-indigenous children average six years of schooling, compared to three years for indigenous children (Hall and Patrinos, 2005). Studies show that each year of schooling completed increases earning potential by 13 percent, which virtually condemns the indigenous to a lifetime of poverty (Shapiro, 2006). My research investigates the underlying causes for the failures of Guatemala's educational system.

My Work in Guatemala

Language prestige in schooling is central to overcoming the economic and social chasm that separates Guatemala's indigenous and non-indigenous populations (Collins and Blot, 2003; Heath, 1972; Brisk and Harrington, 2000; Freeman and Freeman, 2003). Unfortunately, bilingual instruction, where it exists, is inadequately designed and delivered in the classroom. Bilingual instruction only lasts for three years, from kindergarten through the second grade, and relies on a phonics approach that does not, in isolation, produce literacy. Pre-school bilingual programs are designed to teach students Spanish, and to mainstream them into Spanish language classrooms. These programs have failed. Public education in Guatemala provides few connections between home and school, and does not provide instruction in indigenous languages (González, 1995).

My research has investigated the educational philosophy and practice that underpins the delivery of reading and writing by Guatemalan teachers in rural and urban areas. I recently administered a survey to 515 teachers that consisted of 22 four-point Likert scale questions, five open-ended questions, and five demographic questions. Of the Likert scale questions, 11 focused on the delivery of reading instruction, nine on writing instruction, and two on the preparation of reading and writing lesson plans. Open-ended questions asked the teachers to explain their strategies for teaching reading and writing to monolingual and bilingual learners (Daniel, 2007). After analyzing the responses, it became clear that I needed to expand my research to consider how literacy can be both subjective and objective and maintain cultural and social norms (Rodríguez, 1995). Therefore, I conducted five focus groups in rural areas and three in urban areas, as well as seven semi-structured and 20 informal interviews with educators.

Survey results strongly suggest that the Ministry of Education should develop a plan to empower both students and teachers. Teachers recognize the need to improve instruction, but struggle to overcome the conflict between their teaching philosophy and classroom application. Teachers' characterize their training and the Ministry of Education's professional development programming as inadequate.

According to the teachers surveyed, the principal obstacles to literacy are: overcrowded classrooms, shortages of textbooks, the absence of libraries, child hunger, Spanish language texts that students cannot read, unmotivated learners, dilapidated classrooms and bathroom facilities, and the perception that Guatemalans do not read. The data also indicate that teachers do not consider writing as composition, and approach reading as decoding rather than comprehending and creating schemes. In the classroom, writing is reduced to orthography, spelling, vocabulary, and punctuation.

In Guatemala, the normative conception of bilingualism excludes indigenous languages, and views bilingual instruction as remedial education that does not require learners to think within the context of their culture. Teachers do not perceive students as bilingual, and are culturally conditioned to view Spanish and English as more prestigious languages than indigenous dialects. This premise is accepted even by teachers whose principal language is an indigenous one. Teachers seem trapped by the political culture, and an educational system that does not work.

Future Directions

Social mobility and justice for Guatemala's indigenous people hinges to a large degree on the ability of its educational system, from elementary school to the university, to change course. One beacon of hope is a project led by former Congresswoman Lucrecia de Palomo and funded by the Guatemalan Mental Health Department to improve instruction in an elementary school located in Zone 18, a high-risk area in Guatemala City. Change requires more people like Lucrecia de Palomo with patience, optimism, and tenacity. My future research will identify ways in which the educational system can produce better instructors through instructional paradigms that promote active learning. Improvements in the classroom will help Guatemala transition to a society where indigenous children can achieve social equality.

Works Cited


Learning in Guatemala continued from page 3


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Mayra Daniel is an assistant professor of literacy education at NIU.

“Porque la señor dice”: Some Comments on Guatemalan Education

By Matthew Maletz

Carlos Pop has mixed feelings about school. Being able to read a bit and do basic arithmetic has meant that when he goes to sell his family’s recyclables, he’s less likely to be cheated by the middlemen. There’s pride in that; a pride his family shares. But even they send mixed messages. Recently they’ve begun to suggest that he may know enough to get by in life. There are, after all, few opportunities for people like them, no matter their level of education. His sister Chepa was pulled out of school last year, because—as everyone knows—too much schooling can be bad for a girl. His parents could use the extra cash that Carlos would earn by scavenging for tin. Carlos is getting strong now and having turned 14, it is legal for him to be in the garbage dump.1

Carlos’s case illustrates the pressures working against the average child completing even an elementary education in Guatemala. He lives in Zone 3 of Guatemala City, regarded by many as the most dangerous area in the Western Hemisphere because of gang-related violence in the neighborhood called el Gallito. Luckily, Carlos doesn’t live in this neighborhood but in an invasion, the Guatemalan term for a shantytown or slum, where his parents have occupied a piece of land and built a makeshift shelter.

If Carlos has a future outside of working in the garbage dump, he will have to stay in school. Carlos’s education has been provided by Camino Seguro, a foreign-run NGO, financed by a variety of charitable institutions. Public schools are not an attractive alternative for poor children, in part because of their cost. For instance, most public schools require parents to buy expensive uniforms and school supplies, such as pencils, notebooks, and laminated sheets (laminas) of illustrations. Students cut the sheets and paste them into their notebooks, and receive lower grades for drawing images, arguably a more creative method of learning.

After reviewing this situation, USAID concluded that Guatemala’s “…education system is still characterized by insufficient coverage, poor quality, centralized decision-making, little accountability, urban concentration of resources, and ethnic and gender inequities” (USAID, 2005). One of the tragic results, according to UNESCO’s website, is that Guatemala has the highest illiteracy rate for women in the Western Hemisphere (UNESCO, n.d.).

Outside of Guatemala City, public education is especially deficient in the northern highlands, site of intense fighting during Guatemala’s prolonged civil war. Government efforts to implement bilingual education, mandated by the Peace Accords of 1996, have been opposed by conservative organizations that portray Maya dialects as “dead” and “poor” languages, and urge instruction in Spanish as a “modern” language. (Jonas, 2000; Molina, 1999). Such opposition, coupled with lack of resources, has hindered implementation of bilingual, bicultural education, long recommended as a partial solution to natives’ social and economic immobility (Grandin, 2000).

Discussion of educational reform began in earnest under Liberal governments in the late nineteenth century, which mandated that primary education should be “compulsory, free, secular and practical” (Grandin, 2000: 167). The building of schools in urban areas led to the formation of a professional class, but the government failed to introduce primary education in the countryside, and plantation owners ignored laws that required them to build and finance schools for workers’ children (ibid.). In 1943, Robert Redfield published an article on the education of “the primitive child” in the midwestern highlands of Guatemala. Finding no schools, he described education as the transmission of

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1Names and details have been changed to respect the identity of the source.
“Porque la señora dice” continued from page 4

cultural knowledge from one generation to another in a “bookless society” (Redfield, 1943). Beatriz Manz, an anthropologist studying Guatemala in the 1960s, characterized rural education as “haphazard or non-existent,” quoting a peasant who remembers his teacher rolling cigarettes while her students stared at books in Spanish that they were unable to understand. Parents made financial sacrifices to send their children to school, where they floundered under poorly trained and unmotivated teachers. Those students who learned to read were self-taught and unusually clever, and some lucky ones received additional instruction from local priests (Manz, 2004).

In recent years, the Ministry of Education has offered ambitious plans for the improvement of Guatemalan education (Ministerio de Educación, 2008). However, criticism has surfaced from teachers who point out discrepancies between goals and outcomes, the failure to fund programs, and the wasting of resources caused by continuously changing programs instead of implementing those already in place. Everyone agrees that more resources are needed. A 2006 plan to decentralize the education infrastructure proved controversial (González, 2006), and the Guatemalan commentator Hosy Orozco has recently called for the establishment of a national council on education to democratize policy making (Orozco, 2008). Roadside billboards dot the countryside that read, “The town that reads, progresses.” Although school attendance has improved, school administrators and government officials accuse parents of keeping their children at home. Conversely, poor parents blame misguided government policies for the necessity of putting their children to work to supplement family income and avoid starvation. Parents and students also criticize classroom instruction, including assignments that stress memorization at the expense of developing critical thinking skills.

For Guatemala to develop socially and economically, public education officials must modernize the curriculum, produce superior teachers, implement bilingual instruction, and earn the trust of ordinary Guatemalans.

Matthew Maletz is a doctoral student in the Department of History at NIU.

Matt Maletz recently spent two years working as a volunteer for Camino Seguro (“Safe Passage”), a non-profit agency that educates, feeds, and provides essential services for children (6mo.-22) who live in Guatemala City’s poorest neighborhoods and its municipal dump. The following photographs of several of the students were taken by Matt. He invites those interested in learning more about Camino Seguro to visit the organization’s website at www.safepassage.org.

Works Cited


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Matthew Maletz is a doctoral student in the Department of History at NIU.
2008 Faculty Publications and Activities

Gregory Beyer
Assistant Professor, School of Music

Publications
“Percussion in the Global Economy: Teaching and Performing in Fuzhou, China.” Percussive Notes 46 no. 6: 42–45.

Recordings
Featured soloist and chamber musician on A Theatre of Actions, by Alexandre Lunsqui (Gravina Musica, 2008).
Featured soloist on Tympanum Ubiquitas (Honey Rock, 2008).

Performances
Premiered a concerto for percussion, flute, and strings, by Alex Mincek (performed with flutist Erin Lesser and the Knights) at Bargemusic, New York, NY, December 6–7, 2008.
Performed with Due East at the 2008 Percussive Arts Society International Conference, Austin, TX, November 5–8, 2008.
Premiered The Long Way Home by Elaine Lillios (performed with soprano Diane Ragains) at Recital Hall, Northern Illinois University, DeKalb, IL, November 3, 2008.
Performed with Due East at Bucksbaum Sebring-Lewis Hall, Grinnell College, Grinnell IA, November 2, 2008.
Performed with Due East at Rowe Recital Hall, the University of North Carolina—Charlotte, Charlotte, NC, October 30, 2008.
Premiered with Due East at the Fifth Annual University of North Carolina–Greensboro New Music Festival, Greensboro, NC, October 28–30, 2008.
Premiered Simultaneous Worlds by Alejandro Rutty (performed with flutist Erin Lesser) for the Arts & Ideas Series at Lewis University, Romeoville, IL, October 13, 2008.
Premiered Ilta by David Maki (performed with flutist Erin Lesser) at Light Recital Hall, University of Wisconsin–Whitewater, Whitewater, WI, September 22, 2008.
Premiered Temper Mutations by Carl Schimmel (performed with flutist Erin Lesser) at Light Recital Hall, University of Wisconsin–Whitewater, Whitewater, WI, September 22, 2008.
Premiered Dissipation of a Thought by Jeff Herriott (performed with flutist Erin Lesser) at Light Recital Hall, University of Wisconsin–Whitewater, Whitewater, WI, September 22, 2008.
Premiered Two Duos by Mark Engebretson (performed with flutist Erin Lesser) at Light Recital Hall, University of Wisconsin–Whitewater, Whitewater, WI, September 22, 2008.
Premiered Songs of Earth and Sky by John Allemeyer (performed with flutist Erin Lesser) at Light Recital Hall, University of Wisconsin–Whitewater, Whitewater, WI, September 22, 2008.

Perform with students of Fujian Normal University’s Percussion Group, Fujian, China, June 17, 2008.
Premiered Xayaal by Alexander Ness (with flutist Erin Lesser) at the Tenri Culture Institute, New York, NY, April 20, 2008.
Premiered I am the Beat that Waits for You to See Me by Clara Latham (with flutist Erin Lesser) at the Tenri Culture Institute, New York, NY, April 20, 2008.
Premiered Infinity by Yoon-Ji Lee (with flutist Erin Lesser) at the Tenri Culture Institute, New York, NY, April 20, 2008.

Perform with Due East for the Ke-nek’t Music Series at The State University of New York at Oswego, Oswego, NY, March 4–5, 2009.
Performed with Due East at Harper Hall, Lawrence University, Appleton, WI, January 14, 2008.

Sarah A. Blue
Assistant Professor, Geography

Papers Presented

Grants and Fellowships
National Science Foundation Geography and Regional Science Program Grant No. 0723398 “Latino Labor Migration and the Transformation of Post-Katrina New Orleans.”

Professional Activities
Participated in the “Summer Workshop on Teaching about Terrorism” (SWOTT) at the University of Oklahoma, Norman, OK, June 23–30, 2008.

Louise Ciallella
Associate Professor, Foreign Languages and Literatures

Papers Presented

Recognitions
Inducted into NIU’s Zeta Gamma Chapter of Phi Beta Delta, the honor society for international scholars.
Mayra C. Daniel  
Assistant Professor, Literacy Education

Publications


“Promoting High Levels of Literacy for English Language Learners.” *Illinois Reading Council Journal* 36 no. 4: 3–12. (With Betsy Hoelting)

Papers Presented


Recognitions

Awarded the 2007–2008 Outstanding Article Award in the Teaching Category by the Organization of Teacher Educators in Reading.

Ibis Gómez-Vega
Associate Professor, English

Publications

“The Memory of Loss in Diana Abu-Jaber’s *Arabian Jazz*.” *South Atlantic Review* 72 no. 3: 17–37.

Michael J. Gonzales  
Presidential Research Professor, History  
Director, Center for Latino and Latin American Studies

Papers Presented


Anne Hanley
Associate Professor, History

Publications


Papers Presented


Professional Activities


Kristin Huffine  
Assistant Professor, History

Publications


Papers Presented


Grants and Fellowships


Monticello College Foundation Fellow, Newberry Library, 2009.

Jeff Kowalski
Professor, School of Art

Publications

Short review of *Thinking with Things: Toward a New Vision of Art* by Esther Pasztory. *CAA NEWS, Newsletter of the College Art Association* 33 no. 1: 11.

Short review of *Memory of Bones: Body, Being, and Experience among the Classic Maya* by Stephen Houston, David Stuart, and Karl Taube. *CAA NEWS, Newsletter of the College Art Association* 33 no. 1: 11.

Short review of *Slaughterhouse-Five* by Kurt Vonnegut, Jr. *CAA NEWS, Newsletter of the College Art Association* 33 no. 1: 11.

Papers Presented


**Professional Activities**


**Recognitions**

Recipient of the 2008 Target Corporation Grant Award to support the exhibition titled “Crafting Maya Identity: Contemporary Wood Sculptures from the Puuc Region of Yucatan, Mexico.” (Co-recipient, Mary Katherine Scott)

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**Guadalupe T. Luna**

**Interim Associate Dean, College of Law**

**Publications**


**Papers Presented**


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**Eloy E. Merino**

**Associate Professor, Foreign Languages and Literatures**

**Publications**


**Papers Presented**


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**Leila Porter**

**Assistant Professor, Anthropology**

**Publications**

“Exudate Feeding in *Callimico goeldii*.” American Journal of Primatology 71 no. 2: 120–9. (With Paul A. Garber and Edilio Nacimento)

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**Joshua Rodríguez**

**Assistant Professor, Foreign Languages and Literatures**

**Publications**


**Papers Presented**

“Eventive Nouns and Progressivized Stative Verbs in Spanish,” presented at the University of Illinois’ 38th Linguistic Symposium on the Romance Languages, Urbana–Champaign, IL, April 4–6, 2008.

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**Linda Saborío**

**Assistant Professor, Foreign Languages and Literatures**

**Publications**


**Papers Presented**


**Recognitions**

Inducted into NIU’s Zeta Gamma Chapter of Phi Beta Delta, the honor society for international scholars.
Francisco Solares-Larrave  
Associate Professor, Foreign Languages and Literatures  

Papers Presented  

Professional Activities  
Reviewer for the forthcoming textbook Día a día to be published by Prentice-Hall/Pearson Publishing.  
Reader for the 2008 Ford Foundation Predoctoral Fellowship Program in Washington, D.C.

Recognitions  
Appointed to the editorial committee of the online publications Magazine Modernismo and Journal of Hispanic Modernism.

Rodrigo Villanueva  
Assistant Professor, School of Music  

Publications  
“Platillos APX de Sabian.” Músico Pro 15 no. 7: 44–47.  
“Batería MCX de Pearl.” Músico Pro 15 no. 7: 56–58.

Performances  
Performed with the Randy Vincent–Peter Welker Jazz Sextet at the XIV San Miguel de Allende International Jazz and Blues Festival, San Miguel de Allende, Mexico, December 3, 2008.  
Performed with the Rodrigo Villanueva U.N. Jazz Trio at the 1st JazzUV International Jazz Festival, Xalapa, Mexico, December 2, 2008.

Performed with the Hiro Morozumi Jazz Trio/Quintet at Miles’ Café and at Ringoya, Tokyo, Japan, August 7–11, 2008.  
Performed with the Jangeun Bae Jazz Trio and Sextet on the television program The EBS Space, Seoul, South Korea, July 29–August 3, 2008.  
Performed with the Gabriel Hernández Jazz Trio/Quartet at La Encrucijada Jazz, Querétaro, Mexico, June 6, 2008.  

Performed with the Antonio Lozoya Jazz Quartet at the Teatro Angela Peralta, San Miguel de Allende, Mexico, June 5, 2008.  
Performed with the Diego Maroto Jazz Quintet at The Black Horse Pub, Mexico City, Mexico, June 3, 2008.  
Performed with the Edgar Dorantes Jazz Trio at Tierra Luna, Xalapa, Mexico, May 29, 2008.  
Performed with the Kelly Brand Jazz Trio at Andy’s Jazz Bar, Chicago, May 1, 2008.  
Performed with Panoramic at the University of Illinois at Urbana–Champaign, IL, April 18, 2008.  
Performed with the Kelly Brand Jazz Trio at The Green Mill Jazz Club, Chicago, IL, February 17, 2008.  
Performed with the Jazz Faculty Collective at the University of North Carolina, Chapel Hill, NC, January 22–24, 2008.

Encuentros 2009  

Professional Activities  
Led NIU Jazz Lab Band at the 1st JazzUV International Jazz Festival, Xalapa, Mexico, December 1–7, 2008.  
Led NIU Jazz Band Lab at the 14th San Miguel de Allende International Jazz and Blues Festival, San Miguel de Allende, Mexico, November 28–December 4, 2008.  
Directed the NIU Jazz Lab Band (featuring guest artist Allen Vizzutti), at Boutell Memorial Concert Hall, Northern Illinois University, DeKalb, IL, November 8, 2008.  
Directed the NIU Jazz Lab Band at the LaSalle–Peru Jazz Festival, Peru, IL, October 11, 2008.

Recognitions  
Directed the first place, award-winning NIU Jazz Lab Band at the 41st University of Wisconsin–Eau Claire Jazz Festival, Eau Claire, WI, March 28, 2008.
CLLAS Activities

Robert Marcelin Memorial Scholarship
The Robert Marcelin Memorial Scholarship was endowed by employees of Ameritech Corporation to honor the late Mr. Marcelin, a former co-worker and friend who graduated from Northern Illinois University. The committee, composed of CLLAS faculty associates and former Marcelin colleague Ms. Alison Thomson, meets annually to select an outstanding student of Latino heritage.

Center for Latino and Latin American Studies Latino Scholarship
The Center for Latino and Latin American Studies offers an annual scholarship for outstanding Latino students. In 2008 the center was able to offer two scholarships. The recipients were Víctor Amaro and Laura Ortiz.

Center Sponsored Events
On March 27 and April 30, 2008, the Center for Latino and Latin American Studies organized symposia that featured graduate student presentations supported by center research grants. The first event consisted of talks by art historians Mary Katherine Scott and David Ouellete. Ms. Scott discussed her research on the development of contemporary Maya tourist art in the Yucatán; while Mr. Ouellete presented his findings on the context and meaning of public art in Late Preclassical Maya culture. On April 30, archaeology graduate students Ed Jakaitis, Allen Rutherford, and Khristin Landry presented the results of their fieldwork in the Norte Chico region of Peru.

April 16, 2008. Civil rights leader and founding member of the United Farm Workers Union, Dolores Huerta, spoke at an event organized by the Latino Resource Center and co-sponsored by the Center for Latino and Latin American Studies. Ms. Huerta’s speech was titled “The Need for Social Change: From the Fight in the Fields to the Halls of Congress.”

April 24, 2008. The DeKalb Interfaith Network and the NIU Departments of Communication and History, along with the Center for Latino and Latin American Studies, hosted Stephen Kinzer, former New York Times correspondent and bureau chief and current resident scholar at Northwestern University. Kinzer spoke about his award-winning reporting in Central America during the 1980s and his recent book, Overthrow: America’s Century of Regime Change from Hawaii to Iraq (Times Book, 2006).

September 15 through October 15, 2008. The Center for Latino and Latin American Studies co-sponsored an exhibition titled “Globalization and War – Aftermath” by Malaquias Montoya, University of California–Davis Chicana/o Studies professor and artist. The event was organized by the University Resources for Latinos.

On September 30, 2008. Nadia López (anthropology), a 2008 graduate student research award recipient, and her colleague Colin Jackson, presented the results of their summer fieldwork studying callimicos in Bolivia’s northern state of Pando for NIU’s Anthropology Club.

Speakers Sponsored by the Center
April 3–4, 2008. The Graduate Colloquium Committee, the Department of Political Science, and the Center for Latino and Latin American Studies co-sponsored a colloquium by Peter Kornbluh, director of the Cuba and Chile Documentation Project for the National Security Archives based at The George Washington University. His public lecture was titled “Cuba – Talking to Fidel: 50 Years of U.S. Relations with the Cuban Revolution,” and his graduate seminar was titled “Secrecy Wars: The National Security Archive and the Battle for Accountability in Governance.”

September 25–26, 2008. The Graduate Colloquium Committee and the Center for Latino and Latin American Studies co-sponsored a colloquium by Angelo Falcón, president and co-founder of the National Institute for Latino Policy, and adjunct professor, School for International and Public Affairs, Columbia University. His public lecture was titled “The Latino War on ‘The War,’ A Report from the Battlefield,” and his graduate seminar was titled “The Latino National Political Survey: Giving Voice to the Latino Community in the United States.”
October 9–10, 2008. The Graduate Colloquium Committee, the Department of Geography, and the Center for Latino and Latin American Studies co-sponsored a colloquium by Monica W. Varsanyi, associate professor, John Jay College of Criminal Justice, CUNY. Her public lecture was titled “Immigration Policing through the Backdoor: City Ordinances and the Exclusion of Undocumented Latino Day Laborers,” and her graduate seminar was titled “Neoliberalism, Rescaling, and Grassroots Immigration Policies.”

November 24, 2008. The Graduate Colloquium Committee, the Department of Foreign Languages and Literatures, and the Center for Latino and Latin American Studies co-sponsored a colloquium by Kristen F. Nigro, chair, Department of Languages and Linguistics, University of Texas–El Paso. Her public lecture was titled “Is Tijuana the next Mecca?”

CLLAS Research and Travel Awards

Grants Awarded to Faculty in FY 2009

Eugene Perry (Geology and Environmental Geosciences) – To support on-going research on the environmental hydrogeochemistry of groundwater in Yucatan, Mexico.

Mayra Daniel (Literacy Education) – To investigate culturally appropriate methodologies for improving independent critical-thinking skills in Guatemalan school children, and to lead a series of in-service workshops on critical, independent thinking.

Graduate Student Research Grants Awarded in FY 2009

Cristiana Alencar (Music) – To research the cultural, social, and historical context of Afro-Brazilian maracatu music in and around Recife, Brazil.

Andrés Híjar (History) – To conduct archival research on the mining industry of Parral–Santa Bárbara region of Chihuahua, Mexico, during the revolutionary period, 1910-40.

Nadia López (Anthropology) – To implement a pilot program targeted at raising Bolivian school children’s ecological awareness, and to perform field studies of wild saddle-back tamarins in the Bolivian State of Pando as part of a comprehensive conservation program.

Anni Moore (Geology and Environmental Geosciences) – To investigate the composition and interaction of microbial communities in deep karst sinkholes (cenotes) in Yucatán State, Mexico.

Linda Schumacher (Foreign Languages and Literatures) – To explore the linguistic origins, usage frequency, and variety of alleged Quichua loan words in Quiteño-inflected Spanish.

Charles Stapleton (Anthropology) – To conduct research into Mesoamerican cultures by studying the development and technique of animal skin preparation in and around Teotihuacan, Mexico.

Jennifer Wulffan (Anthropology) – To collect and test midden samples found at residential sites at Caballete, in the Fortaleza Valley of Peru, to research Pre-Columbian Peruvian diet and social structure.

Monica Zappa (Geography) – To study the impact of community social dynamics on hurricane disaster recovery efforts in Bluefields, Nicaragua.