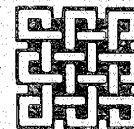


LASA FORUM

Latin American Studies Association

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LASA Forum

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President's Report

by Susan Eckstein

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My report this time has three parts. The first part, which is brief, highlights some changes announced in the last *Forum* that you may have overlooked. In the second part I discuss modifications in the Associations' resolution process. Finally, I notify the membership about a recent change in the LASA By-Laws.

Forum Initiatives

● Please look for, and contribute to the new **Personal Notes** section in the *Forum* under **NEWS FROM LASA**. Please submit notices you have of newly published books, recent awards, job moves, deaths of LASA members, etc.

● A **Human Rights and Academic Freedom Task Force** column will appear regularly. It will feature assessments by Task Force members and others about current human rights conditions in various countries. See Marc Chernick's contribution in the Fall 1997 *Forum* as an example of what will be commissioned for future issues. If you have recommendations for topics, contact Jack Hammond (jhammond@hunter.cuny.edu).

● A column for the **Task Force on LASA and the 21st Century** will be featured periodically. Look for a report in a later *Forum* issue about a February meeting in Miami in which several Task Force members will be involved. Any recommendations for electronic LASA undertakings can be sent to Mark Rosenberg, the Task Force Chair (rosenber@servax.fiu.edu).

● A new section, **Focus**, will address topical issues. If you have suggestions for themes for this section, please send them to me at selasa@bu.edu.

On Resolutions Procedures

Under current rules, members of the Latin American Studies Association are permitted to propose and vote on resolutions on any matter that groups of at least five members care to address. Item 7, Article VI of the LASA By-Laws states the following:

Resolutions for consideration at the International Congress

must be signed by at least five LASA members and received by the LASA Secretariat thirty days prior to the beginning of each Congress. All proposed resolutions shall be reviewed by a Subcommittee on Resolutions consisting of three members of the Executive Council, appointed by the President. This Subcommittee may seek advisory opinions from the relevant LASA task forces as well as from individual scholars with appropriate expertise, and may recommend revisions. The Subcommittee shall report its findings to the full Executive Council and recommend action to be taken. Resolutions to be referred to the Business Meeting must be approved by a two-thirds majority vote of both the Subcommittee on Resolutions and the Executive Council. The vote on a resolution in its final form at the Business Meeting shall be by secret ballot. A resolution approved by the Business Meeting shall be submitted to the full membership for a mail ballot along with the tabulation of the secret ballot. (A resolution becomes official if a majority of those submitting mail ballots vote in favor of it.)



LASA President Susan Eckstein

In her *Forum* report of Summer, 1996, then President Jane Jaquette noted that the LASA Executive Council had "wrestled with the resolutions issue," and agreed on conducting an experiment for LASA97. The experiment was proposed to help correct deficiencies in the current system, as seen by several critics. The experimental procedures were, as she notes, as follows:

Although the formal deadline for submitting proposed resolutions will continue to be one month before the Congress, as the Bylaws stipulate, those who wish to propose resolutions may submit them for inclusion in the issue of the Forum that comes out prior to the Congress. These proposals will be reviewed by the EC, as required by the rules, and be published as approved so that members can have them in hand. Those proposed resolutions submitted between the Forum deadline and the resolutions deadline (one month before the Congress) will be reviewed by the EC before the Congress so that copies can be made available to members when they arrive. In addition, proposed resolutions—taken singly or in groups of similar topics—will be open to debate in special sessions convened at the Congress, in advance of the Business Meeting. The results of those discussions will be reported back to the Business Meeting by the coordinators of the sessions (to be named by the EC resolutions subcommittee) for a vote. These sessions can

also be used to discuss ways to improve the impact of the proposed resolution(s).

As it turned out, no one submitted proposed resolutions for LASA97 soon enough to allow for reproduction in the *Forum* that was published prior to the Guadalajara Congress, nor were any of them submitted early enough to permit the planning of special sessions in which they could be discussed prior to the LASA97 Business Meeting. Proposed resolutions for LASA97 that were submitted to the Secretariat one month before the Congress were dealt with according to the By-Laws. In addition, and in the spirit of the experimental reforms approved by the EC, members did have access to the texts of the proposed resolutions on Thursday, one day before the Business Meeting. Copies were available in the registration area of the headquarters hotel.

I urge LASA members interested in submitting resolutions for LASA98 to take advantage of the experimental reforms approved by the Executive Council. If you and at least four other 1998 LASA members wish to submit a proposed resolution, please do the following:

1. Send the proposed text and relevant background information to Reid Reading at the LASA Secretariat no later than *May 15, 1998*. The procedure set out in the By-Laws will then be followed. Assuming approval by at least two-thirds of both the Subcommittee and the Executive Council via email and other forms of discussion and deliberation, the text of the proposed resolution will be published in the *Summer Forum*, to be mailed by the third week of July.

2. Since publication in the *Forum* indicates that the proposed resolution will in fact be presented at the Business Meeting for a vote, the LASA98 Program Committee may be asked by the proposers for a *time slot at the Congress in order that the debate noted in the Jaquette report can be conducted*. Program Committee Chair Timothy Wickham-Crowley will be asked to make sure that up to five rooms are held for this purpose. If the proposers wish notice of their discussions/debates to appear in the program booklet, *space must be requested of the Program Committee Chair on or*

before June 1, 1998.

If the above deadline cannot be met, it still may be possible to hold (a) session(s). In that case, a flyer designating the time and location of the session will be distributed in the LASA98 registration area.

Again, I request your participation in this project. The Secretariat, in turn, will plan to have a copy of all resolutions to be discussed at the Business Meeting available upon registration, as well as information, when relevant, about assigned rooms for resolutions discussions.

The Quorum Issue

At the September 1995 LASA Business Meeting, six proposed resolutions were to be presented for a vote. (See the Fall 1995 *Forum*, pages 20-21). After discussion on the fourth resolution, a quorum was called and all business involving a vote came to a halt.

In an attempt to increase the likelihood that LASA business involving voting would be transacted at the Business Meeting, the LASA Executive Council approved an amendment in the By-Laws at its April 16, 1997, meeting in Guadalajara. As noted in the *LASA Forum* of Summer, 1997, the change would lower the quorum required in the Business Meeting *from ten percent* of the number of members registered for the Congress *to five percent*. It was made known that in accordance with the By-Laws amendment procedure, the change would go into effect unless 100 LASA members objected in writing to the change, by November 30, 1997.

The required 100 objections were not filed, so the change went into effect on December 1. Seventy-eight members objected.

We hope that the time and energy that we have invested in dealing with the resolutions procedures will accomplish their intended goals: to broaden debate and consensus-building, and strengthen democratic processes. Within our Association democratic debate is fundamental.



The David Rockefeller Center for Latin American Studies at Harvard is hosting the LASA presidency during Susan Eckstein's term of office: from May 1997 to November 1998. You can reach her as follows:

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The New U.S. Policy on Arms Exports to Latin America

A Market Opportunity for U.S. Firms Risks Democratic Gains

by Lora Lumpe

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Updating an old adage, the White House announced on the first of August that what's good for Lockheed Martin is good for the Americas. Responding to strong lobbying by the arms industry, the administration lifted a nearly two-decade-old ban on exports of advanced weaponry to Latin American militaries. Such transfers will now be considered on a "case by case basis," which in arms export parlance is akin to "anything goes."

The policy decision—imminent for a year—came as little surprise, in light of a March 31 (1997) announcement by the White House that it was allowing Lockheed Martin and McDonnell Douglas to compete against European firms in a contest to sell 20 advanced fighter jets to Chile. The administration's two-year long review of Latin arms export policy has centered around this \$500 million deal, but the stakes are potentially much higher, since several governments in the region have said that if Chile buys top-of-the-line jets, they will have to respond in kind.

The arms industry had long resented the restraint policy, implemented by the Carter Administration because of prevalent human rights abuses and the presence of military dictatorships in the region. U.S. weapons manufacturers claim that they have lost out on \$4 billion of sales to the region to European competitors since the late 1970s, hurting them economically and proving the failure of the Carter policy. Because of the democratic gains in the region, industry representatives and sympathizers in the U.S. bureaucracy and Congress say there is no longer any valid reason to sanction these governments.

Over the last two decades, military spending in Latin America has been restrained. As a result, per capita military expenditure is lower in Latin America than in other world regions. Supporters of the ban on high-tech arms claim, credibly, that this restrictive policy contributed to democratization in Latin America by denying military-led governments the usual trappings of power. If arms are aggressively pushed now, such a policy places at risk a fragile democratization process. Scarce resources for development will be drained and the hand of militaries with past records of repression will be strengthened. The untimely policy shift also squanders an opportunity for nations in the region to negotiate regional or subregional agreements to limit their military procurement and expenditure.

No direct security rationale has been given to justify an expensive round of military modernization. In announcing the new policy, the White House press secretary simply stated that, "It is in America's national security interest to promote stability and security among our neighbors in the hemisphere by engaging with them as equal partners as they modernize and restructure their defense establishments."

Small Arms/Big Arms: Orders of Magnitude and Priority

The August decision principally affects Chile, Argentina and Brazil—the three largest and most advanced militaries in the region. Venezuela, which purchased F-16 fighter jets from the U.S. in 1981 in a one-time exception to the Carter policy made by the Reagan Administration, is now seeking to buy two replacement jets. As a major oil exporter to the United States, and given increased anti-drug cooperation between the two governments, Venezuela is also a possible customer for more advanced arms. But the U.S. government and domestic contractors have been selling light arms (such as assault and sniper rifles and grenade launchers), surveillance and communication equipment, and older model aircraft and naval equipment to the region *throughout the period of restraint* on high tech arms. Most of these exports have been utilized in the U.S.-backed "war on drugs," and they continue apace, unaffected by the recent policy review. Of the advanced systems cleared for export under the new policy, modern attack and "utility" helicopters are the most relevant for counter-drug (and counter-insurgency) war-fighting, since they are used to transport troops to remote locations and to fire on targets. However, as demonstrated by the 1995 war between Peru and Ecuador, expensive fighter jets could also be used to settle some of the more than 30 ongoing border disputes in South America.

According to the Congressional Research Service, even with the restrictive policy on advanced weapons sales in place, the United States dominated the Latin American arms market. During 1992-95, Washington exported \$860 million worth of arms to the region, nearly 30 percent of the total, and much of this was underwritten by counter-narcotics-related military aid. The four major Western European exporters combined accounted for only 25 percent of the market. (The figure for the U.S. actually undercounts American market share, since it only includes government-to-government sales, excluding industry-direct sales and free transfers of surplus American arms through the Pentagon's Excess Defense Articles program.)

U.S. weapons manufacturers estimate that South America holds \$7 billion in near future combat aircraft orders. This bonanza is dependent to a large extent on fomenting a prestige-driven arms race in the region. Chile's request for bids for modern fighter jets has already prompted Brazil to begin gathering information on fighters. And the Argentine government—which asked Washington to refrain from selling advanced arms to neighboring Chile, saying that it would be forced to reciprocate if the arms sales proceeded—is now reviewing its options.

While U.S. arms sales worldwide have increased 25 percent in recent years, the industry complains that sales to Latin America have only increased by 14 percent. William Schneider, an arms industrialist and chairman of the State Department's Defense Trade Advisory Group (DTAG), said recently, "For some time, I've shared the view that the Latin American market was underserved and neglected by U.S. industry." At a DTAG meeting in 1994, Schneider created a "Latin America Working Group" to reverse the restrictive policy. With the ban on advanced weapons to the region repealed, the industry expects that sales of first-tier fighter/bombers will push U.S. market share up to about 70 percent.

Lockheed Martin, which views Latin America as a "growing market with unlimited potential," has led the industry's efforts for over six years to convince the U.S. government to renounce the restraint policy. Lockheed is counting on payback. According to Ron Covais, Lockheed's director for international strategic planning and business development, "Latin Americans [meaning military officials, presumably] know the Corporation is working to change the policy. When that happens, they will remember us as friends and as a business partner that was there at a most difficult time. That will be key for us...in capturing a major market share in the entire region."

American jobs were the industry's trump card in lobbying for the policy reversal in Washington. Industry lobbyists and executives encouraged members of Congress from states with significant arms production to pressure the administration to lift the ban. But only Chile, with its military independently financed by the country's copper mines, and Venezuela, which is now the United States' principal source of foreign oil, have the resources to buy new off-the-shelf fighter aircraft from the United States. The other principal potential customers, Brazil and Argentina, are likely to demand local production of weapons and/or upgrades of older aircraft, neither of which would have much positive impact on U.S. jobs. In fact, Lockheed Martin has already set up a regional aerospace center in Córdoba, Argentina, to repair and refurbish aircraft in South America.

Accommodating the industry's marketing plans, the State Department named Argentina as a "major non-NATO ally" in order to calm its security concerns if/when the fighter sale to Chile goes forward. The U.S. has conferred this status, which brings with it certain military benefits, upon only a handful of states (Israel, Egypt, Jordan, Australia, New Zealand, South Korea and Japan). This new security relationship between Washington and Buenos Aires has itself spurred a reaction, and a quiet dialogue is now underway about the possibility of naming Chile as a major U.S. ally in the near future. This, of course, will cause alarm (or hurt pride) in other capitols.

As a next step in its effort to conquer the Latin arms market,

U.S. arms corporations will undoubtedly seek increased marketing and financing assistance from the U.S. government. In March 1996, the Pentagon—including Secretary of Defense William Perry, a leading advocate of military diplomacy with Latin America—participated in an arms bazaar in Chile. This was the first time that public funds had been expended to hawk sophisticated weapons in the region, and in order to do so, the Secretary had to first state that such participation was in the "national security interest" of the United States. Future appearances at South American arms bazaars, such as the one held in Santiago, are probable. Also likely, the industry will work to provide U.S.-taxpayer backed loans to South American militaries to finance hundred million dollar arms deals. This assistance will be justified as necessary to protect American arms industry jobs, and, completing the circle, to cement the new security relationships being established principally in order to promote arms sales.

The Role of Congress

In late June (1997), Senators Christopher Dodd (D-CT) and Joseph Biden (D-DE) introduced "The Latin American Arms Control Act of 1997" (S.983). Dodd, generally a supporter of arms exports, accused the Clinton Administration of bending to "heavy lobbying" by companies "seeking to open up a new front for high dollar sales of state-of-the-art defense technology." Rep. Nita Lowey (D-NY), warning that Lockheed Martin and McDonnell Douglas ought not "dictate our foreign policy," introduced companion legislation in the House (H.R.2345). The

Industry lobbyists and executives encouraged members of Congress from states with significant arms production to pressure the administration to lift the ban.

bill would ban the sale, transfer, or financing of any highly advanced weapon—defined as advanced fighter jets and attack helicopters (and neatly excluding utility helicopters made in Senator Dodd's home state)—to any Latin American country, unless the administration certifies that a particular sale is in the U.S. national security

interest and Congress enacts a joint resolution approving that determination. The bills call on the administration to negotiate an arms restraint agreement with other arms sellers and states in the region.

The drive toward such legislation is reinforced by the work of former Costa Rican President and Nobel Peace Laureate Oscar Arias, and former U.S. President Jimmy Carter. They are calling for a two-year moratorium on all high-tech arms sales to the region, during which time arms suppliers and states in the region negotiate a permanent agreement on arms transfer limitations to Latin America. Twenty-seven current heads of governments in the Western Hemisphere have endorsed the call of the two former presidents.

Unfortunately, when Congress recessed for the remainder of the 1997 calendar year, only a handful of members were cosponsoring the pro-restraint bills—and many more members

wrote to the President and Secretary of State to support lifting the ban. The Chilean Air Force is expected to pick a winner for its aircraft purchase early in the new year. By the time Congress returns to session in late January, the possibility of legislating a counter to the Clinton policy—already an uphill climb—will be greatly diminished.

Moderating Measures

Other human rights-focused legislation could reduce the negative impact of U.S. arms shipments to the region. A measure passed into law in November (1997), known as the "Leahy Amendment" after its Senate sponsor, restricts U.S. military assistance to abusive units in foreign militaries. The measure, passed as part of this year's foreign aid appropriation, builds on legislation enacted last year restricting counter-narcotics-related military aid to abusive units of the Colombian military. This year's version bans *all* forms of U.S. military aid to military units in *all* countries "if the Secretary of State has credible evidence to believe such unit has committed gross violations of human rights." The transfers may proceed if the Secretary determines and reports to Congress that "the government of such country is taking steps to bring the responsible members of the security forces units to justice."

While this is a step in the right direction, it is obviously not

foolproof. Indeed past administrations have played semantics games to get around these kinds of restrictions, often subordinating them to perceived requirements of "national security"—whether that meant combating communist-backed insurgencies or narco-traffickers, helping keep U.S. weapons production lines open, or maintaining access to overseas military bases for U.S. forces. More encouraging would be the enactment of a specific "code of conduct" for U.S. arms exports, affecting all arms sales, as well as grant transfers of weaponry, to any government that does not meet four eligibility criteria: democratic form of government (spelt out in the law to mean freedom of the press, assembly, judiciary, etc.); respect for international norms of human rights (again, given definition in the law); non-aggression; and full participation in the United Nations register of conventional arms transfers established after the 1991 Persian Gulf War. Such a code of conduct (S.1067), passed by the House of Representatives but not the Senate this year, will be promoted by human rights, peace and development groups again next year.

If supporters of the code are successful in their efforts, we will have legislation on the books that provides fuller definition of behaviors that preclude arms shipments. Perhaps this will help ensure that neither such arms as high-tech U.S. jet fighters nor low-tech assault rifles are dispatched to groups—in Latin America or elsewhere—who abuse their firepower. ■

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Teaching Through Simulation

The Model OAS

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Introduction

Educators have argued for years about the best way to teach students about the government and politics of Latin America and U.S.-Latin American relations. This pedagogical problem has been partially remedied by a number of teachers who have explored different ways to bring the Latin American political reality to the classroom environment where many students have little knowledge of the Latin American region, of the role of the United States in Latin America's historical development, or of the role and purpose of inter-American organizations such as the Organization of American States (OAS) and the Inter-American Development Bank (IDB). In a study carried out in the early 1970s, Dietz and Lowenthal found that most of those in the United States who teach Latin American politics fail to either relate Latin American politics to the United States or to the inter-American system.¹ At that time, only a few innovative instructors used simulation techniques and policy games on domestic political topics.

One of the first classroom efforts to simulate aspects of internal and international aspects of Latin American politics was carried out by Atkins and Wilson.² Using the established framework of the Organization of American States, and an international systems (and subsystems) theoretical framework, Atkins and Wilson had student-delegates simulate the resumption of Cuban participation in the OAS through the OAS' Organ of Consultation, the Meeting of Ministers of Foreign Affairs. In a four-phase game—organization, preparation, the run, and evaluation—students were able to simulate important aspects of the inter-American environment.

In their evaluation of this technique as a learning device for understanding inter-American relations, the authors concluded that student motivation increased, with more time and effort devoted to course-related materials than otherwise would have been the case. While we cannot be certain whether teaching trends today reflect a growth in more innovative techniques including simulation and games, there are clearly pedagogical advantages to these teaching devices. And simulations, as part of courses dealing with international relations, do function better when they employ some kind of theoretical foundation, as noted by Atkins and Wilson.

The Search for Heuristic Devices

The most commonly used theoretical orientations in the literature, which include systems analysis, dependency, bureaucratic-authoritarianism, and redemocratization, tended to develop in response to the inadequacies of existing frameworks of analysis in comparative politics or international relations. The search continues for heuristic devices that will somehow capture both the similarities and differences within a region known for dramatic kinds of political change. As Wiarda and Kline point out in their textbook on *Latin American Politics and Development*, "It is both the differences *and* the commonalities among the countries of the area that make Latin America such a fertile laboratory for studying comparative economic, social, and political change."³ Thus, the challenge for those who teach about the region is to utilize the most heuristically valuable techniques to stimulate student interest in one of the world's most fascinating areas of internal and external political change.

The search for better ways of teaching about internal aspects of Latin America politics and Latin America's relationship with the United States has led some teachers to experiment with supplemental materials such as videos, CD-ROM databases, debates centering on controversial issues, simulations or gaming exercises, challenging thinking exercises such as writing a letter to the editor of a newspaper, travel-study programs, and various types of internships.⁴ Yet, most of us in academia basically teach about Latin America as we were taught: we lecture on a series of topics, assign reading from the most current published sources, and try to lead intelligent discussions on provocative issues presented to the students over the course of the semester. As intellectuals in pursuit of knowledge and understanding, we tend to value both content and theory and thus naturally feel the most constructive method to convey these ideas is via both thematic and conceptual lectures. Yet, without the proper mix of thematic and conceptual focus, we run the risk of failing to convey the importance and excitement inherent in topics dealing with the Latin American region.

As political scientists who teach Latin American Politics and Inter-American Relations courses to undergraduates at state universities, we do not suggest purging the lecture format, nor do we argue that other methods are necessarily better teaching tools. However, we do maintain that given the large number of

factors that influence instruction—the amount of knowledge students have about the subject; the type of college or university; the instructor's teaching perspective, often dictated by her/his particular country expertise in the region, etc.—successful college teaching about Latin America today demands that the teacher have available a variety of teaching methods⁵. When they are employed, students are very often more self-directed, creative, adaptable, cooperative, inductive in their thinking, and aware of ethical issues.

There are several reasons why methods of teaching about the Latin American region in particular are in need of expansion. First, there is vastly more information available to students and teachers today than there was fifteen or twenty years ago. Second, the Latin American region itself has changed. Efforts at regional economic and political integration in the aftermath of the cold war have accelerated, thus creating greater linkages of all sorts throughout the hemisphere. The North American Free Trade Agreement (NAFTA), MERCOSUR (the Southern Common Market consisting of Argentina, Brazil, Paraguay and Uruguay), and a broad range of other inter-American organizations now dot the Latin American landscape. Third, the OAS has been "revitalized" in its efforts to pursue peaceful resolution of hemispheric disputes and redemocratization efforts through election monitoring and other cooperative efforts. Fourth, the United States is no longer the same hegemonic power that it was during most of the cold war when it was able to coerce and dictate the fate of many small Latin American and Caribbean nations. And fifth, Latin American policy making in Washington is less concerned with security issues tied to the anti-communism of the Cold War, and more susceptible to a plethora of domestic interest groups prepared to champion or change the direction of U.S. policy toward Latin America. Furthermore, many scholars now contend that there has been an enlargement of the concept of "national security threats" in the western hemisphere. These non-traditional security issues include immigration, environmental degradation, narcotrafficking, conventional weapons proliferation, human rights violations, poverty, and the AIDS virus. Many of these issues are more transnational in nature, less discerning of international frontiers, and more malleable to multilateral, rather than unilateral, solutions. All of these changes suggest that teaching about Latin America today requires a methodology based on at least some attention to these new political and economic realities.

The Value of Simulation Techniques and Gaming Exercises

Our combined experience with a simulation of the General Assembly of the Organization of American States (called the Model Organization of American States—MOAS) has indicated

to both of us that this kind of learning device may offer an engaging classroom exercise that can easily convert students with an interest in Latin America into active, rather than passive, learners. We will say more about the MOAS itself after focusing briefly on the nature of simulations as teaching tools.

A simulation or game is an operating model of a process that is designed to enhance learning. According to Gredler, "Simulations . . . establish hypothetical situations in which participants undertake a functional role and experience the responsibilities and consequences associated with complex problem-solving related to the role."⁶ Simulations of policy making bodies of international organizations serve to place student participants in the role of actual decision-makers for the country or member state that they have chosen to represent. Guetzkow and Cherryholmes offer in their *Inter-Nation Simulation Kit* a "simplified representation of a system of nations and international organizations [which] gives the participants the experience of making decisions in a miniature prototype of the complicated international world."⁷ Charles Walcott's *Simple Simulations* provides numerous examples of simulations and games for political scientists interested in using these instructional techniques, including five that deal specifically with international politics.⁸

The OAS has been "revitalized" in its efforts to pursue peaceful resolution of hemispheric disputes and redemocratization efforts through election monitoring and other cooperative efforts.

Theoretically, simulations can help educate students in the evaluation of hypothetical or actual responses to international issues and conflict by forcing them to play the role of an actual leader engaged in some aspect of international relations or international organizations. Yet, while

simulations are intended to perform an alternative method of teaching about certain kinds of behavior and communication, little serious evaluation of their worth as teaching tools has occurred, primarily because many faculty are not aware of such specialized exercises, or they fail to understand the nature and value of simulations as alternatives to other forms of instruction.

In *Simulation in the Classroom*, Taylor and Walford describe three major attributes of simulations that tap their educational value.⁹ First, simulations involve techniques that are oriented towards activity in the classroom, one in which both teachers and pupils participate. Second, because they are problem-based, they are helpful in the development of inter-disciplinary approaches to learning, including the use of social skills directly related to the student's world beyond the classroom. Finally, simulations are fundamentally dynamic in nature, demanding more flexible thinking and the ability to responsively adapt to changing circumstances. Thus, simulations provide instructional advantages—heightened motivation and a dynamic framework for enhanced learning of a subject—that are absent in other forms of instruction. As Guetzkow and Cherryholmes report from their experience with inter-nation simulations, participants acknowledge that "they achieved a feel for the world as

government officials experience it" and that found it "easier to grasp than the remote and complicated international system that they read about in textbooks and the news media." This in itself is a powerful endorsement for the technique of teaching through simulation, regardless of the nature of the subject.

The Model Organization of American States (MOAS) from 1980 to the Present

The MOAS was designed to simulate the General Assembly of the Organization of American States, the highest organ of decision-making authority within the Organization. Established in 1948, the OAS can trace its ancestry back to the nineteenth century as the successor to the Pan American Union. Formalized by charter and signed by the United States and 21 Latin American and Caribbean states in the aftermath of World War II, the OAS formalized close political and security cooperation between the United States and the other countries of the Americas. As a regional body under Article 51 of the United Nations Charter, the OAS was designed to further the principles of non-intervention, peaceful settlement of disputes, democratization and human rights, and economic cooperation. As a multilateral peacekeeping body, the OAS suffered during the cold war due to the overwhelming power of the U.S., which often used the OAS primarily as either an anti-dictator or anti-communist alliance, regardless of the Charter and the wishes of the Latin American states.¹⁰ In the words of the current Secretary General of the OAS, César Gaviria, "The OAS was paralyzed by the Cold War."¹¹

Clearly, the end of the cold war has removed a principal factor behind the gradual stagnation, political irrelevance and credibility crisis that was symptomatic of the OAS in the 1980s: namely, the perception that the hemispheric organization was a mechanism of United States hegemony during the East-West conflict. Over the past six years, a revitalized OAS has been at the forefront in the promotion and defense of democracy in the hemisphere, via election monitoring (El Salvador, Nicaragua, Haiti, Paraguay and Suriname), and, more consistently, serving as a useful international forum for the collective discussion and resolution of challenges and issues in the "new" inter-American agenda. The resurgence of multilateral diplomacy in the wake of the Cold War illuminates the positive role that the rejuvenated OAS plays.¹²

The first Model OAS—organized by Georgetown University in coordination with the General Secretariat of the OAS—was patterned after the Model United Nations and took place at OAS headquarters in Washington, D.C. in 1980. OAS Secretary General Alejandro Orfila delivered the keynote address to 43 delegations representing both member states and permanent observer countries. Each college delegation consisted of five

delegates (later changed to ten including both delegates and alternates for five committees) that were briefed by their professional counterparts from the Permanent Missions to the OAS and high-level OAS officials responsible for functional areas with the Organization. The agenda, organized by Georgetown University and the Department of Public Information of the OAS, included sixteen topics: the human rights situation in the Americas; restructuring of the inter-American system; border disputes in the hemisphere; collective economic security; a common energy policy for the Americas; and the reduction of the U.S. quota to the OAS budget, among others. More recent Models have dealt with a greatly expanded list of agenda topics, reflective of the growing demands on the Organization of American States to solve a

It is the only simulation of the proceedings of an international body to take place at the organization's headquarters.

broad range of hemispheric problems that did not exist, were ignored, or were not salient in 1980 to member states. By 1997, several MOAS General Assemblies were taking place in Latin America, designed to extend the use of simulation techniques within Latin American universities interested in inter-American issues. For example, students from the University of Wisconsin, Oshkosh, and the U.S. Air Force Academy traveled to Buenos Aires to participate in an "inter-American" MOAS sponsored by the Universidad del Salvador.

Draft Agenda Topics of the 1997 MOAS defined the changing nature of Latin America in the post-Cold War world. Major issues addressed included "Strengthening the Role of Women in Society," "Combating the Problem of Illegal Drugs," "Probity and Public Ethics-Combating Corruption," "Telecommunications and Information Infrastructure," "Common Market Initiatives," and such. The 1998 Model OAS will coincide with the commemoration of the 50th Anniversary of the Organization of American States and a series of events and activities will highlight the distinguished history of the Organization and the challenges of the new century.

Distinguishing Aspects and Increasing Coverage

The Model OAS General Assembly is unique in that it is the only simulation of the proceedings of an international body to take place at the organization's headquarters, located at 17th and Constitution Avenues in the nation's capital. This affords students and faculty the opportunity to observe firsthand the art and architecture of what is known as the House of the Americas. The building, constructed with funds donated by Andrew Carnegie, contains the Hall of the Americas where the Panama Canal Treaties were signed in 1978, the Hall of Flags and Heroes with a flag for each of the 35 member states and a corresponding bust of one of the nation's founders, and a room where the Permanent Council meets to deal with crises in the hemisphere. The venue for the MOAS—in contrast to the many Model UNs that attempt to simulate real sessions of the UN in New York

through meetings in college gymnasiums or hotel conference rooms—generates a great deal of the excitement and educational stimulus for students who have prepared for months to be diplomats-for-a-week in Washington. The MOAS unfolds with pomp and ceremony within the splendrous chambers of the old (1910) Pan American Union building, next to the Ellipse on the Capital Mall.

But the MOAS is much more than the heady experience of being in Washington, D.C. for a week. It is designed to serve as a vehicle for disseminating knowledge about the role, structure and performance of the Organization of American States. Student participants in the MOAS apply theory learned in the classroom to actual foreign policy issues of the region. By representing individual member states of the inter-American system, students gain broader, clearer understanding of the determinants (capabilities and constraints) shaping the foreign policies of the nations of the Western Hemisphere. Students learn to discern patterns of conflict and cooperation that characterize inter-American diplomacy in its search for solutions to regional issues. There is also the expectation that when students return to their home universities they will serve as goodwill ambassadors of the Model and help promote a better understanding of the role of the Organization of American States in the Western Hemisphere.

The MOAS also serves to familiarize students with the way in which an international deliberative body such as the OAS General Assembly carries out its business during its yearly meetings. Student delegates learn to follow established rules of procedure and to act in compliance with accepted standards of courtesy, mutual respect and friendly inter-state cooperation. The MOAS rules of procedure stress that the simulation of the General Assembly is not a debating game but an effort to develop a consensus among the member states as to how best to deal with seemingly intractable problems of concern to all 34 member states. Students simulate general debate, committee work, press conferences, lobbying and caucusing as part of the Model. They also learn a great deal about the country they represent, about other members of the Organization including Canada and the English-Speaking Caribbean, the history and politics of the inter-American system, as well as how the inter-American system interacts with the larger international system. While the MOAS is in session, students play one of five roles: delegate, President of the OAS, Secretary General, Committee Chair or Vice Chair, and Committee Rapporteur. A team of students forms a "press corps" or communications body to conduct press conferences and issue written communiques while the model is in session.

The Seventeenth National Model OAS General Assembly for Universities was held in early April 1997 at the headquarters of the OAS in Washington, D.C. This simulation consisted of over

400 students from 32 colleges and universities in the United States, Canada and Latin America. From its inception, the MOAS has been dominated by colleges and universities in the United States. However, in 1997 there were 35 university students from Latin America and the Caribbean. This marked the first time the MOAS was truly a simulation with students from throughout the hemisphere, not just from the United States and Canada.

The Inner Workings

Each participating school represents one of the 35 OAS member states, with the exception of Cuba, a "non-participating" member at the insistence of the United States. Schools that repeat the MOAS every year are expected to rotate their representation from the English-speaking Caribbean members to the larger Spanish and Portuguese-speaking states in South and Central America. Although final country assignments are made by the Coordinator of the Model OAS within the Department of Public Information, efforts are made to occasionally accommodate the wishes of certain faculty

members. This is particularly the case with those schools that consistently bring well-prepared, professional delegations to the Model, many the recipients of "Best Delegation" awards for the overall quality of their representation during the previous Model. It's now the rule that the school that wins the award for best delegation gets first choice of the country they wish to represent during the next MOAS.

Each school/country delegation consists of five regular delegates and a maximum of five alternates, who, working in pairs, represent their assigned country on the five standing committees of the General Assembly. These include a General Committee (made up of the Head Delegates from all delegations) and committees on Juridical and Political Matters, Economic and Social Matters, Education, Scientific and Cultural Matters, and Administrative and Budgetary Matters. Students usually divide up the agenda topics for each committee, research each one to establish their country's position on each and determine where voting blocs are likely to form to support various types of resolutions.

The Head Delegate (General Committee) and the Faculty Advisor perform most of the leadership tasks in preparation for the Model and while it is in session in Washington. Head Delegates assign duties to other members of the delegation, deliver the major address on their country's position on the draft agenda topics to the assembled delegates in the Hall of the Americas, and perform voting functions during the final Plenary Session of the Model. The Faculty Advisor, usually well-versed in inter-American affairs, is the focal point of contact for the academic institution, the student delegation and the office of the

Each participating school represents one of the 35 OAS member states, with the exception of Cuba, a "non-participating" member at the insistence of the United States.

Coordinator of the MOAS within the Department of Public Information. The Faculty Advisor accompanies the student delegation to the Model session in Washington D.C. and ensures that their student delegates attend all officially scheduled conferences, meetings, and ceremonies for the entire duration of the Model.

Faculty who accompany their students often learn much from their efforts in preparing students and working with OAS personnel while the Model is in session. There is no question that those delegations headed by a returning faculty advisor are better prepared. Multiple trips to the MOAS afford the challenge and opportunity to improve the process of selecting student participants, to prepare strategies, and to better understand the inner workings of the OAS. Each delegation is judged on its performance by a panel of judges that on the final day award the prestigious Edgar Maya Award for best delegation. However, the awards ceremony has been a source of tension among some faculty who argue the awarding of "Best" undermines the authenticity of the MOAS since the real General Assembly does no such thing. Others contend that winning a best delegation award works wonders when seeking funds from college administrators when students/faculty return to campus and begin preparation for the following year.

In Preparation

The most effective way to organize a student delegation for the MOAS is to design and teach a course on the subject where students receive academic credits for their efforts. If the Model OAS is not a formal course, taught by an experienced instructor, it is more difficult to recruit students, to require attendance at class preparation sessions, and to have a full delegation for travel to Washington, D.C. The OAS provides students with preparatory materials (often documents from the last session of the General Assembly) but these need to be supplemented with intensive classroom instruction and independent research on the country the student-delegates are representing, as well as on the genesis and current dynamics of hemispheric affairs *prior* to the simulation. If this does not happen, a university delegation runs the risk of going to the MOAS without a coherent, knowledgeable and articulate team. This clearly undermines the quality of the simulation and detracts from the overall learning experience.

Short of the self-standing course ideal, the MOAS could be a module in a regular upper-division course on Latin America, an Inter-American relations course, a Latin America in world politics course, or an international organizations course. Many faculty marvel at how the MOAS teaches students to think and act like diplomats from another culture. This is achieved by spending a considerable amount of time studying the history, politics, economics and culture of their assigned country, as well

as the structure, role and rules of the OAS, and how their assigned country's interests relate to the agenda topics of the Model.

While in Washington prior to the start of the MOAS, students visit the Permanent Missions of their country and receive two to four hour briefings on the importance of the agenda topics to the country of representation. Given the work involved, it is suggested that participating institutions grant additional academic credit to students involved in the Model OAS. Some schools that have participated in the Model for several years have created elaborate fund-raising programs to pay for a trip to the country they will represent and the expenses they will incur while in Washington for the week. However, for most schools this is not possible given the time involved for this sort of thing and the magnitude of the resources needed to travel to one of the member states. Although country visits are difficult to prohibit, some faculty feel that they create an unfair advantage for those students who have not been able to receive a briefing in-country by the foreign ministry.

Of course, not all teaching is done by teachers, and not all learning is done by students. The experience of the MOAS also informs a professor's own understanding of the evolving themes and dynamics of inter-American relations, which contributes to his or her own ongoing education in Latin American politics and international relations. Questions raised in the process (as well as access to the OAS's considerable library holdings) can provide the spark that focuses ongoing research and course preparation. From our own experiences over several years, we have found that the acquaintances formed with faculty and other participating scholars have evolved into panels at conferences or other forms of networking and co-scholarship.

Faculty also learn a lot about their own institutions and the politics of the budgetary process that accompanies fund raising for the MOAS. The variables involved range from proximity to Washington, D.C., a given private school's endowment, or a public university's state financial condition and commitment to higher education, to the faculty advisor's seniority, tenacity and clout with administrators. The notion of incrementalism seems particularly relevant in our own experiences with the MOAS. The largest determining factor of this year's commitment of funds towards the MOAS is last year's—with special attention given to a narrow range of increases or decreases. We have found that, after the initial, rough year, university presidents, campus chancellors, college deans, department heads and student governments tend to reenact authorization every year, unless a special reason exists to challenge the MOAS.¹³

The Model can invigorate teaching, animate a class and enhance independent student learning.

Conclusion

For an increasing number of professors of Latin America and international affairs, the traditional method of lecture, intensive memorization of notes, and examination, is insufficient in creating the optimal teaching and learning experience. Simulations are clearly a form of learning by doing. The Model OAS offers an opportunity to renegotiate both professors' roles as teachers and students' roles as learners. We have found that yielding more control to our students by challenging them to take risks and responsibilities in active learning via the MOAS draws them "inside" the subject and empowers their ideas as central to the class. The process shifts the educational focus from getting right answers, to thinking imaginatively and carefully about political questions normally having only ambiguous options.

What the MOAS as a simulation cannot, and should not do, is completely supplant the traditional lecture/book method. What the Model can do when combined with traditional pedagogy, is invigorate a professor's teaching, animate a class, and enhance independent student learning. In preparing students for each MOAS, we often feel like coaches or facilitators in a process in which students will do the majority of the diplomatic work at the Model. Active learning simulations like the MOAS require professors to back off a bit and relinquish some control to students; however, this is a concept that is difficult for many instructors to embrace. Those who cross that Rubicon, however, find themselves giving more freedom and fewer notes to students, although preparation and execution of the Model is every bit as exacting, if not more so, as preparing lectures.¹⁴

The Model Organization of American States experience can be vexing for some students as well. Any student believing the week in Washington, D.C. to be a sort of vacation-for-credit in which they can simply blend into the anonymity of 400 other students participating in caucusing, committee sessions and OAS mission briefings will be in for a revelation. The MOAS is a rigorous and demanding intellectual enterprise, and a weighty task.

At the MOAS, students must be engaged in teamwork activities similar to what they will encounter beyond the ivory towers of the academy. They must cooperatively search for solutions under time constraints and with limited information, modify positions to achieve consensus, speak clearly, listen empathetically to other peoples' opinions, and understand and respect different cultures. Confronting these real-world elements of politics and honing these valuable interpersonal skills simply cannot be learned in books or lectures. Students who engage in the simulation of the General Assembly of the OAS may learn fewer facts than in other classes, but they do learn to think and interact better, and in the end, we feel their analytical skills will carry them farther through life than a pyramid of factual details—many of which are largely forgotten anyway.

Notes

¹Henry A Dietz and Abraham F. Lowenthal, "Some Notes on the Teaching of Latin American Politics in the United States," *Teaching Political Science*. Vol. 1, No. 1 (October, 1973), pp. 83-87. The authors surveyed 81 separate courses, summarized the major information provided, and commented on areas of concern in communicating information about the political reality of Latin America.

²G. Pope Atkins and Larman C. Wilson, "Simulation and Teaching Latin American Politics: An OAS Game," *Teaching Political Science*. Vol. 1, No. 1 (October, 1973), pp. 79-81. For an interesting treatment of "crisis gaming," which is the focus of the Atkins and Wilson simulation of the organized responses to the Cuban situation in the OAS, see Sidney F. Giffin, *The Crisis Game: Simulating International Conflict*. Garden City, N.Y.: Doubleday & Co., 1965.

³Howard J. Wiarda and Harvey F. Kline, eds. *Latin American Politics and Development*. 4th edition. Boulder, CO: Westview Press, 1996, p. 533.

⁴One of the more innovative techniques for teaching international negotiation and communications, is the International Communication and Negotiation Simulation (ICONS) developed by Jonathan Wilkenfeld and Richard D. Brecht at the University of Maryland, College Park. ICONS uses simulation techniques to teach international negotiation and intercultural communications. It uses computers to create a multi-institutional environment where students are confronted with high-powered international negotiations. Students learn to create and test negotiation strategies, improve communication skills in several foreign languages, learn the importance of interdependence of international issues, and to appreciate cultural differences and approaches to world problems. With computers linked to more than 55 colleges, universities, and secondary schools, students are cast in the role of national decision-makers forced to deal with foreign policy issues—human rights, trade, nuclear proliferation, the global environment, etc.—in a context that provides an authenticity of experience unobtainable in other educational settings. Unlike other simulations that require face-to-face communication, ICONS uses international computer hookups to engage students in international negotiation. See Jonathan Wilkenfeld and Richard D. Brecht, *Icons User Manual*. College Park, MD: University of Maryland, 1988.

⁵ Studies carried out by cognitive psychologists have found that the conventional teacher as-single-authority approach can sometimes serve to create a dysfunctional student in the classroom, i.e., one who often distrusts his/her own questions, fearing that some opinions may be judged by others as incorrect or "wrong." When this occurs, students often stop thinking for themselves and instead learn to anticipate the one opinion they believe counts the most—the professor's. See James Wilkinson, and Heather Dubrow, "Encouraging Independent Thinking," in C. Roland Christensen, et al., *Education for Judgment*. Boston: Harvard Business School Press, 1991, pp. 249-261.

⁶Margaret Gredler, *Designing and Evaluating Games and Simulations: A Process Approach*. Houston, TX: Gulf Publishing Co., 1994, p. 170.

⁷Harold Guetzkow and Cleo H. Cherryholmes, *Inter-Nation Simulation Kit*. Chicago, Ill.: Science Research Associates, 1966.

⁸Charles Walcott, ed. *Simple Simulations II: A Collection of Simulation/Games for Political Scientists*. Washington, D.C.: American Political Science Association, 1980.

⁹John L. Taylor and Rex Walford, *Simulation in the Classroom* (Baltimore, MD.: Penguin Books, 1972). Taylor and Walford provide an excellent treatment of the advantages and disadvantages of instructional simulation.

¹⁰For a discussion of the United States and the OAS since 1948, see Larman C. Wilson and David W. Dent, "The United States and the OAS," in David W. Dent, ed., *U. S.-Latin American Policy making: A Reference Handbook*. Westport, CT: Greenwood Press, 1995, pp. 24-44.

¹¹Address to the Sixteenth Annual Model OAS, Washington, D.C., April 9, 1996.

¹²Viron P. Vaky and Heraldo Muñoz, *The Future of the Organization of American States*, New York: Twentieth Century Fund Press, 1993.

¹³For example, Paul Sondrol started CU-Colorado Springs' participation in the MOAS from scratch, as a new assistant professor, in 1990. For the first two years, MOAS was not a regular course offering, but rather taught nights and weekends as an independent study course (not even a part of Sondrol's regular course load). By 1997, however, university support was so institutionalized that MOAS was one of Sondrol's three regular Spring semester courses, and supported as follows: University President (Boulder), \$3000.00; CU-Colorado Springs Chancellor, \$500.00; Vice-Chancellor, \$1000.00; Letters, Arts and Sciences Dean, \$1500.00; Student Government, \$2000.00. This paid for all airfare, hotel and food for 10 students for eight days/nights in Washington, D.C.

¹⁴For a discussion of the role of active learning in the classroom, see Charles C. Bonwell and James A. Edison, "Active Learning: Creating Excitement in the Classroom," *ASHE-ERIC Higher Education Report No. 1*. Washington, D.C.: School of Higher Education, The George Washington University, 1991. ■

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The INCAE-Harvard Project for Central America

by Forrest D. Colburn

INCAE

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In 1960, the per capita incomes of Costa Rica and South Korea were, respectively, \$2,090 and \$898.¹ In 1990, the per capita income of Costa Rica was \$3,499 and South Korea's per capita income was \$6,665. A paired comparison of El Salvador and Malaysia is equally striking; in 1960, their per capita incomes were similar: \$1,433 and \$1,409, respectively. But in 1990, El Salvador's per capita income had risen only to \$1,824, while Malaysia's per capita income rose to \$5,117. Guatemala and Honduras have also lagged behind such East Asian cases as Indonesia and Taiwan. Nicaragua is most distressing. In 1960, its per capita income was slightly more than that of Singapore. Nicaragua's per capita income, though, fell from \$1,633 in 1960 to \$1,295 in 1990. Singapore's per capita income was \$626 in 1960 and \$11,698 in 1990.

With an abatement of political conflict in the Central American isthmus, there is widespread interest throughout the region in such comparisons, and also in making up for lost time. For example, in January of 1996, a group of 20 prominent Salvadorans traveled to Singapore, Malaysia, Hong Kong and Japan; the stated intent was to glean ideas for how El Salvador could be "modernized."² As in East Asia and Chile, participation in the world economy is seen as crucial, and exports are now very actively promoted in Central America. The annual growth rates of exports in the five countries of the isthmus between 1992 and 1995 range from 11 to 31 percent.³ New exports from Costa Rica, for example, include wooden doors marketed in the United States; dried fish sent to Hong Kong; and exports of sugar to China and coffee to Israel.⁴

The Project

Central Americans are not just fending for themselves in the push to strengthen their economies. An ambitious project has emerged which links the five Central American countries in this effort—one that goes beyond a commitment to free trade to include improvements in infrastructure and concerted micro-economic policies which foster the international competitiveness of select industries in the region. The project was initiated at the Instituto Centroamericano de Administración de Empresas (INCAE), a graduate school of business administration founded in 1964 with the support of the Harvard Business School, and headquartered in Costa Rica.⁵ Conceptual guidance has come from Professor Michael Porter of the Harvard Business School.

An INCAE-led research effort, initiated in early 1995, focused on identifying the factors contributing to (or inhibiting) the competitiveness of companies, sectors, and countries of the isthmus. The goal was to identify the principal challenges to achieving high and environmentally sustainable rates of economic growth in the region. Fruits of the research were

presented to the Central American heads of state (and their economic teams) in the fall of 1995 at a meeting held at the Harvard Business School. The discussion was led by Professor Porter. The meeting concluded with an agreement of the five countries on a common framework for an ongoing dialogue on economic competitiveness and sustainable development. A vision for the positioning of Central America in the global economy was proposed and discussed. After reaching a consensus of opinion, government leaders identified a number of areas in which coordinated regional action could improve productivity, and so expectations of economic growth.

INCAE committed itself to conduct further research and to serve as a catalyst for region-wide policy formulation. Ways are sought in which at the regional level: 1) custom services can be made more efficient and less corrupt; 2) foreign investment can be attracted; 3) tourism can be promoted; and 4) the transportation infrastructure (especially the part used for international—including regional—trade) can be improved. Success in these four areas was judged feasible, in part because they engender little political controversy.

Widening the Reach

In June of 1996 the scope of the project was broadened with an agreement between INCAE and the Harvard Institute for International Development (HIID). Three additional areas are to be addressed: 1) macro-economic stabilization and capital market development; 2) environmental policy and regulation; and 3) reform of the state. In the area of state reform, emphasis will be on the judicial system, property and contract rights in particular. Technical assistance is being provided by faculty members of the Harvard Law School. The appeal of the Central America project is enhanced by the involvement of the director of HIID, Jeffrey Sachs, in seeking greater macro-economic stability and in suggesting how capital markets could be further developed in the region.

Financial resources to sustain the ambitious project have come from a variety of sources, but most prominently from the Swiss industrialist, Stephan Schmidheiny (through his Grupo Avina), and the Central American Bank for Economic Integration (BCIE). Committed funds total over \$18 million. The project has no end date, and is expected to continue for the foreseeable future.

In addition to drawing on the talents of the faculties of INCAE and Harvard, the project already has enlisted academics from other institutions, and more outside participation is anticipated as the project continues its numerous activities.

Accomplishments—and Cautious Hope

The INCAE-Harvard project has generated a burst of activity in Central America, and even has led to inquiries for information and advice from the Caribbean, Brazil, and the Middle East. After only two years, there are identifiable changes in policy that can be traced to the project. For example, in April 1997 the five ministers of transportation and public works in Central America signed an agreement committing themselves to specific infrastructure projects to improve the flow of trade in the region.

It will be many years before a determination can be made about whether the project fulfilled its mission of producing a better life for Central Americans. At this initial stage, though, it is worthwhile to bring the project to the attention of scholars and practitioners interested in Latin America and, more generally, in the difficult area of economic development. We also wish to highlight how the project differs from other, especially earlier, projects. Aside from its sheer scope, the project is novel—or at least unusual—in a number of ways. First, it is not a project initiated or sustained by a government (of a wealthy country) or by the multilateral development organizations (such as the World Bank, the International Monetary Fund, or the Inter-American Development Bank). Instead, it is essentially a private initiative, and one that began in Central America. Second, the project is also notable because its initiative, conceptualization, and leadership is principally from academics. Third, the academics in question are not from the traditional “social sciences,” but instead principally from “business schools.” Fourth, the project does not espouse a “uni-dimensional solution, such as agrarian reform or micro-credit, to poverty and

lackluster economic growth, but looks to a broad range of economic variables. Likewise, it does not advocate either “the state” or “the market,” but seeks to foster cooperation—even synergy—between the state and the private sector.

Notes

¹These and the following figures comparing countries in Central America and East Asia are computed on the basis of constant 1990 U.S. dollars. The calculations were done by the staff of the Harvard Institute for International Development (HIID).

²Personal communication from one of the tour leaders, David Montesinos.

³Data are from the Consejo Monetario Centroamericano.

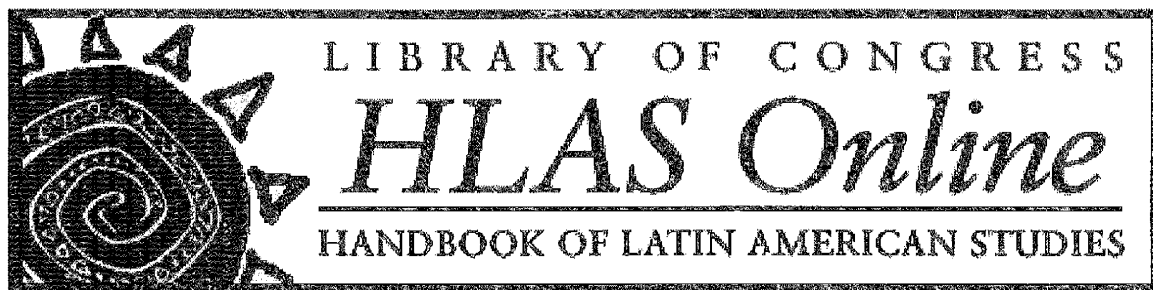
⁴Unpublished reports from Promotora del Comercio Exterior de Costa Rica (PROCOMER).

⁵For more about INCAE, contact the author at Apartado 960/4050, Alajuela, Costa Rica.

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ON LASA98

Chicago! Chicago! A Note from the LASA98 Program Committee by Timothy Wickham-Crowley, Chair

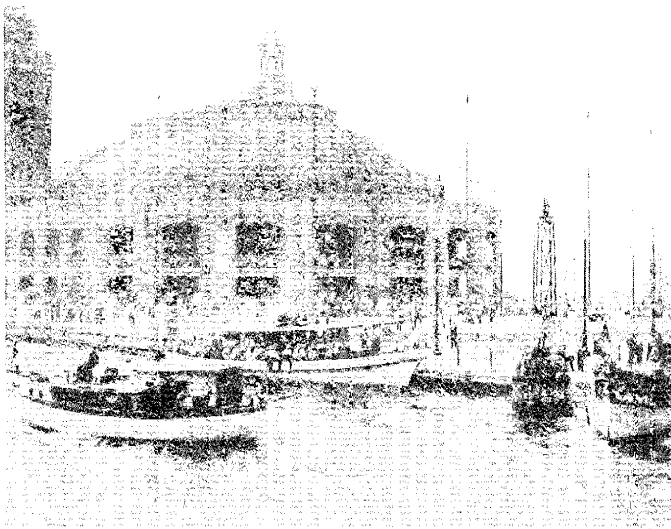
Georgetown University
wickhamt@guvax.georgetown.edu

Preparations are proceeding apace for the LASA98 Congress in Chicago, 24-26 September 1998, and LASA's 21st like congress. On behalf of the Program Committee I would like to thank you for your almost overwhelming response to the Call for Papers, despite the additional "curve ball" we threw at you this year in asking that every paper presenter provide an abstract of that presentation almost a full year prior to the event. After an October and early-November inundation with mailings, Postal Expresses, Fed-Exes, etc.—I'm going to buy stock in Fed Ex after this experience—not to mention faxes and harried e-mail messages, we recently sent out for review to our program committee quite a large batch of scholarly proposals: in all, nearly 450 different session proposals and well over 900 individual paper proposals, distributed across a wide array of scholarly topics and from people completely cutting across the range of disciplines. Since we actually have more space available in Chicago than we had in Guadalajara, we will be able to bring more and varied expressions of Latin American Studies together in 1998, and are likely to have to say no to fewer deserving proposals. The Palmer House Hilton has an exceptionally large number of conference rooms of various sizes, and LASA Executive Director Reid Reading negotiated hard to get a very large portion of them for our Congress.

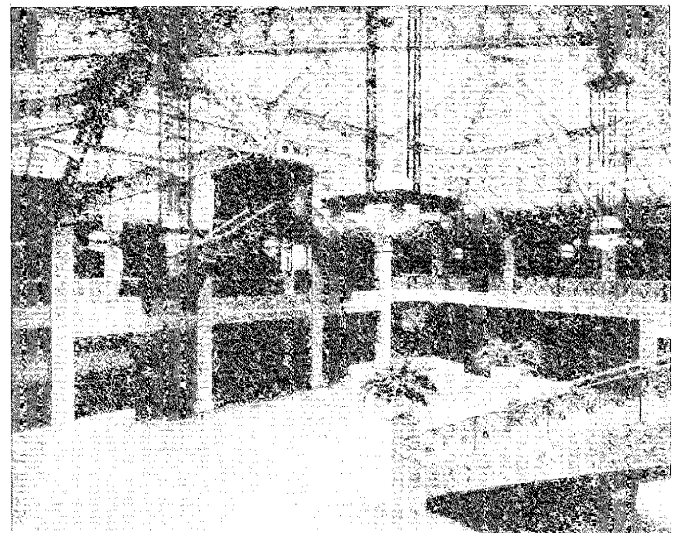
Among the attractions that already seem to be forming on that horizon are a series of interesting papers and sessions that directly or in part address the congress theme of "Social Justice,"

which President Susan Eckstein suggested and put in place, and to which scholars from a wide range of disciplines and nations responded with enthusiasm. Also at LASA98 we are in the process of arranging two sessions featuring a renowned writer and thinker whom we have seen too little of at LASA congresses in recent years, Ariel Dorfman. The new Sections of LASA now number twenty and they will have their own, specially designed panels at LASA. Some innovative forms of scholarly exchange may also be put in place that are a bit different than the traditional six-speakers-and-a-discussant format. We are also in the initial stages of seeing whether we can have sessions or special events devoted to topics/personages as diverse as the meaning of Latin American Studies in a global and post-modern world; Latin American art in Chicago; and the political left in Mexico and Central America.

In the next issue of *LASA Forum* we will be providing you with a preliminary set of *LASA* sessions that have been accepted for Chicago, and also will include there an update on some of the plenary speakers, special events, and special sessions that will have been firmed up by then. Remember that you should be a member of LASA and must register for the Congress if you are among the chosen participants. (Preregistration affords significant savings). As important and/or breaking news arises from now until then, keep watching the LASA98 website, at <http://www.pitt.edu/~lasa/lasa98.htm>. Next stop: Chicago! ■



Navy Pier, 1916.
(Chicago Historical Society)



The Rookery, c. 1905.
(Chicago Historical Society)

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LASA members interested in displaying titles at the XXI International Congress of the Latin American Studies Association should advise Harve Horowitz, LASA's advertising/exhibits representative, of their latest publications for promotion at LASA98 in Chicago, Illinois. Not only is this a valuable opportunity to bring titles of interest to the attention of your colleagues, but publishers can benefit from the marketing potential of congress exhibits and program advertising. Use one of the forms below to alert your publisher to this opportunity or to notify our representative directly.

Dear Publisher:

Please contact LASA Advertising/Exhibits, c/o Exhibit Promotions Plus, Inc., 11620 Vixens Path, Ellicott City, MD 21042-1539 (410-997-0763; Fax 410-997-0764; e-mail: exhibit@erols.com) concerning promotion of my title(s), listed below, at the XXI International Congress of the Latin American Studies Association, September 24-26, 1998, Chicago, Illinois.

Title _____ Year _____

Title _____ Year _____

Title _____ Year _____

Author/LASA Member _____

TO: LASA Exhibit Management
c/o Exhibit Promotions Plus, Inc.
11620 Vixens Path
Ellicott City, MD 21042
Telephone, 410-997-0763; Fax: 410-997-0764; e-mail: exhibit@erols.com.

FROM: (Author) _____
Address _____
City _____ State _____ Zip _____
Phone/Fax/e-mail: _____

Please contact the following publisher(s) concerning recent title(s) I would like displayed at LASA98:

Title #1 _____

Publisher _____

Address _____

City _____ State _____ Zip _____

Editor/Sales Mgr. _____

Title #2 _____

Publisher _____

Address _____

City _____ State _____ Zip _____

Editor/Sales Mgr. _____

_____ Check here if you are interested in arranging your own display if publisher declines participation.

FILM PRESENTATION AND FILM PUBLICITY AT LASA98

Latin American Studies Association
XXI International Congress
Chicago, Illinois USA - September 24-26, 1998

Film and video materials not integrated into a panel, workshop, or other regular Congress session may be featured at LASA98 in several formats:

● A. You may submit a film or video for the juried 1998 LASA Award of Merit in Film for "excellence in the visual presentation of educational and artistic materials on Latin America." Approximately 15 such awards will be made and the awardees will be a part of the LASA98 Film Festival. Selection criteria are: artistic, technical, and cinematographic excellence; uniqueness of contribution to the visual presentation of materials on Latin America; and relevance to disciplinary, geographic, and thematic interests of LASA members, as evidenced by topics proposed for panels, workshops, and special sessions at recent congresses. Films and videos released after December 1996 and those that will premiere at the Congress will be given special consideration, if they also meet the above criteria. LASA membership is not required for participation in this activity.

Films NOT selected for the 1998 LASA Award of Merit in Film can be made a part of the LASA98 Film Exhibit for a fee of \$40 for the first 30 minutes of screening time, and \$1.00 per minute thereafter. Please indicate on a separate attached note if you wish your film or video to be screened in the LASA98 Film Exhibit if it does not receive the Award of Merit in Film. There is limited screening time in the Film Exhibit, so please submit your request early. A confirmation and invoice for this commercial screening time will be issued after film awards have been announced.

Submit applications for films or videos for the juried LASA Film Festival by April 1, 1998. Use the form on this page, or include all the information requested in your submission application. You must include your visual materials with the form. Please use a separate copy of the form for each item submitted.

VISUAL MATERIALS SUBMISSION FORM--LASA98

Title of work: _____

Format: Film (16mm ____; 35mm ____) ____ Video (available formats): _____

Distributor (name, address, phone, fax and email): _____

Director: _____ Producer: _____ Year of release: _____

Screening time: _____ Language: _____ Brief description (25-50 words) of subject matter, including country or area treated: _____

Your name: _____ Affiliations: _____

Address: _____

Phone: (office) _____ (home) _____ fax: _____ E-mail _____

Mail one copy of this form **FILLED OUT ENTIRELY**, along with visual materials submitted for the Film Award, to:

LaVonne C. Poteet, Coordinator, LASA98 Film Committee, Bucknell University, Lewisburg, PA 17837

Telephone: 717-523-1408; fax: (717) 524-0933; E-mail: poteet@bucknell.edu. SEND A DUPLICATE COPY (WITHOUT MATERIALS) TO: Reid Reading, LASA, 946 William Pitt Union, University of Pittsburgh, PITTSBURGH PA 15260.

● B. Film and video materials may also be submitted directly at the outset for exhibition in the noncompetitive LASA98 Film Exhibit. Fee is \$40 for the first 30 minutes of viewing time, and \$1.00 per minute thereafter. If you wish to have your film or video screened with that understanding, please fill out BOTH the form on this page AND the reservation form on the reverse, and send BOTH to Exhibit Promotions Plus, Inc. (address on reverse). Submit early to help ensure a place!

● C. Distributors of visual materials wishing to publicize their products may also do so as follows:

- *** Reservation of exhibit space--full booth or in a combined literature display
- *** Placing an ad in the LASA98 Program Booklet

SEE OTHER SIDE FOR HOW TO SUBMIT

RESERVATION FORM FOR THE LASA98 EXHIBIT

● EXHIBIT OF INDIVIDUAL FILMS OR VIDEOS

Fee is \$40 for the first 30 minutes of viewing time, and \$1.00 per minute thereafter. If you wish to have your film or video screened with that understanding, please submit the form on this page and the reservation form on the reverse. Send both forms, with check payable to EXHIBIT PROMOTIONS PLUS, INC., to Exhibit Promotions Plus, LASA Exhibit Management, 11620 Vixens Path, ELLICOTT CITY MD 21042-1539. Telephone 410-997-0763; fax 410-997-0764; email exhibit@erols.com. There is limited space in the Film Exhibit, so reserve your screening time early.

● FULL EXHIBIT SPACE (10' X 10')

_____ \$700 Commercial Vendor \$ _____ \$600 Each Additional
_____ \$600 Nonprofit/Government \$ _____ \$500 Each Additional
_____ Check here if you require staffing at a modest fee

● TAKE-ONE LITERATURE DISPLAY _____ \$75 (Unlimited quantity and variety--recommend 350-400 pieces)

● LASA98 PROGRAM BOOKLET ADVERTISING (Camera-ready copy due *May 15, 1998*)

_____ \$375 Full Page (7-1/4 x 9-1/2) _____ \$225 Half Page (7-1/4 x 4-3/4)

SPECIAL VALUE EXHIBIT AND PROGRAM ADVERTISING DISCOUNT PACKAGE

_____ \$975 Commercial Booth plus Full Page Ad (Save \$100)
_____ \$900 Commercial Booth plus Half Page Ad (Save \$75)
_____ \$900 Non-Profit Booth plus Full Page Ad (Save \$75)
_____ \$775 Non-Profit Booth plus Half Page Ad (Save \$50)

Mail camera-ready copy of ads to: Reid Reading, LASA, 946 William Pitt Union, University of Pittsburgh, Pittsburgh PA 15260.
Telephone 412-648-7180; fax 412-624-7145; email lasa+@pitt.edu.

TERMS OF PAYMENT/CANCELLATION: A nonrefundable \$100 deposit per booth reserved is due within two weeks of the invoice date. Final payment for booths is due by **June 24, 1998**. Reservations received after June 24 will require payment in full within two weeks of invoice date.

Space assignments are based on a point priority system and will be subject to the approval of the exhibitor.

Written cancellations received *after* June 24, 1998 will be charged the full exhibit space rental fee. No refund will be made if the exhibitor fails to occupy the space. Cancellations are not valid until received in writing by the LASA Exhibit Management. No refund is given for materials not arriving or arriving late.

Company/Distributor _____

Address _____

City _____ State _____ Zip _____

Submitted by _____ Title of Submitter _____

Phone: (office) _____ (home) _____ fax: _____

E-mail _____ Date _____

_____ Enclosed, a check in the amount of \$ _____ Please bill us: PO# _____ Date _____

GET THERE FOR LESS!

Latin American Studies Association
Chicago, Illinois
September 24-26, 1998

→ Official Airlines:

American Airlines

Save 5% on lowest applicable fares, some restrictions apply. Save 10% on lowest unrestricted coach fares, with 7-day advance purchase. Take an additional 5% with minimum 60 day advance purchase. Discounts on American apply to travel within the 48 contiguous states, Hawaii, Canada, San Juan, U.S. Virgin Islands, Bermuda, Bahamas. Travel between September 11 and October 9, 1998. Discounts do not apply to International travel.

→ Official Travel Agency:

Conventions in America

Lowest available fares on any airline and discounts on American. Chance to win free travel, free flight insurance of \$100,000, seat assignments, boarding passes, and easy ticketless travel on most carriers. If you call American Airlines directly, refer to Starfile #9998UA for U.S. departures or Starfile #1698UB for international departures other than listed above.

→ Win free travel:

Book through Conventions in America and be entered to win Round trip tickets for two on American Airlines (travel within the U.S. & Canada) exclusively for LASA attendees who book through Conventions. Drawing held in Chicago.

Call Conventions in America

1-800-929-4242, ask for Group #429

Visit our website: www.scitravel.com

Email address: flycia@scitravel.com



Outside U.S. & Canada, call 619-453-3686 / Fax 619-453-7976
Reservation Hours: M-F 6:30am - 5:00pm Pacific Time
7770 Regents Road, Suite 111, San Diego, CA 92122



ON LASA SECTIONS

NEW SECTION INFORMATION

A new Section entitled "Latin America and the Pacific Rim" is in the process of formation. The proposed mission statement follows:

The primary mission of this Section is to promote academic research, curricular development, and public understanding of relationships between Latin America and countries of the Asia-Pacific region (including Japan, Korea, China, and Southeast Asia.) A related goal is to stimulate collaborative research and joint activities in all academic disciplines between scholarly communities in the Americas and the Pacific Rim.

If you are interested in this proposed Section or would like more information, please feel free to contact the organizing chairs directly: Peter Smith, University of California, San Diego, phsmith@weber.ucsd.edu, phone (619-534-6050) or fax (619-534-7175); or Shoji Nishijima, Kobe University, nisijima@white.rieb.kobe-u.ac.jp.

New Sections may be proposed by submitting to the Secretariat 1) a statement establishing the scope and the type of activities envisioned for the Section, 2) the names of at least 25 current LASA members who commit to become dues-paying members of the Section, and 3) a brief (50-word) statement that can be published in an upcoming issue of the LASA Forum.

Section Membership: Right for You?

Several people have asked us for advice about joining one or more of the new LASA Sections. "Is the \$8 fee a good value for the money?" "Is membership worth my time?" We give them a "yes" on both counts—and here are some reasons:

According to the *Manual*, Sections are to be a "means of increasing communication among persons of similar interests within the framework of the larger organization. Sections are designed to broaden involvement in LASA, to democratize leadership selection in Association activities, and to make LASA more participatory and responsive to constituencies." Because Sections are guaranteed one or more sessions at the Congress, "the Sections mechanism can provide new opportunities for becoming part of the program."

Generally speaking, Section membership provides an opportunity 1) to participate with colleagues of similar interests in developing activities and projects related to their special interest Sections, 2) to be in contact with these colleagues in the interim between LASA congresses, and 3) to broaden

involvement in the Association.

Sections—and their members—may undertake a number of activities: publication of a newsletter, a Section directory, and curriculum materials; the hosting of workshops, conferences, and a speaker's bureau; and the granting of special awards.

Sections also provide an easy and welcoming means for young scholars and graduate students who are not yet well connected professionally to make contacts and obtain access to information and activities not otherwise available to them.

Finally, Sections can provide a natural home for project development. Since they are formed around shared interests and expertise, and have a leadership structure and means of communication in place, they are well positioned both to generate research proposals and to carry them out.

If you have a question about a particular Section and its mission, please give us a call at the LASA Secretariat: 412-648-1907. E-mail lasa+@pitt.edu.

Attention LASA Members:

For questions regarding delivery of the *Latin American Research Review*, including missed or delayed issues, please contact Nita Daly, Subscription Manager, LARR, Latin American Institute, 801 Yale NE, University of New Mexico, Albuquerque, NM 87131. Telephone: (505) 277-7043.

Questions regarding delivery of the *Journal of Latin American Studies* should be directed to Joseph Hranek, Journals Fulfillment Manager, Cambridge University Press, 110 Midland Ave., Post Chester, NY 10573-4930.

To inquire about delivery of the *Bulletin of Latin American Research* please contact Carol Bagnall, Circulation Manager, Journal Circulation Dept., Elsevier Science Ltd., The Blvd. Langford Lane, Kidlington Oxford OX5 1GB, ENGLAND.

Please direct all other inquiries, including questions about the *LASA Forum*, to the Secretariat.



NEWS FROM LASA

LASA VOLUNTARY SUPPORT

Support for all three of LASA's funds continues strong, bolstered in particular by member support via membership renewal for 1998. We are grateful to those members who include a little extra for one--or all three--funds when they renew, and are especially gratified to see the support for the LASA Travel Fund, initiated just last year for LASA97. Our grateful thanks to these newest donors to the **Travel Fund**, whose contribution will provide for travel to LASA98:

Craig W. Auchter
Helga Baitenmann
Stephen Baranyi
Leigh Binford
José Luis Bizelli
Luiz Carlos Bresser Pereira
Hilary Burger
Aurora Camacho de Schmidt
Gary Castaneda
Janet Chernela
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Martin Weinstein
Jean B. Weisman
Princeton University

Thanks to the support of both members and friends, and a favorable return rate on LASA's investment, the combined Endowment Fund has grown to about \$500,000! We are grateful to these donors to the **General Endowment Fund**:

Gustavo Andrade Lleras
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William F. Waters
Robert C. Williamson
Clarence Zuvekas, Jr.

And to these donors who have designated their support for the **Humanities Endowment Fund**:

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Virgilio Alvares Aragón
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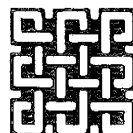
For information on any of these funds or to inquire about a LASA Life Membership please contact the LASA Secretariat at 412-648-1907.

Considering a Bequest...

Many of us support causes throughout our lives. Many others would like to, but find that demands made upon their resources—family needs, schooling, retirement—keep them from making the kind of commitment they might prefer.

Individuals not currently in a position to make a substantial gift but who wish to show their long term support for the Association and its Endowment Fund, may include LASA in their will via a bequest. Bequests can also result in decreasing the estate tax burden.

The LASA Secretariat is preparing a brochure which suggests the appropriate language which should be used if you are considering a bequest. *Please contact the Secretariat at 412-648-1907 if you would like more information.*





PERSONAL AND PROFESSIONAL NOTES

Professor Richard S. Hillman, St. John Fisher College, has received a three-year USIA grant for a collaborative research program with the Central University of Venezuela and the establishment of an Institute for the Study of Democracy and Human Rights.

Diana Sorensen, a professor of Romance Languages and Literatures at Wesleyan University, has been awarded the Modern Language Association's seventh annual Katherine Singer Kovacs Prize for an outstanding book published in English in the field of Latin American and Spanish literatures and cultures. The award was conferred on December 28, 1997, during the MLA's annual convention in Toronto, Ontario. Sorensen's winning book, *Facundo and the Construction of*

Argentine Culture, was published in 1996 by the University of Texas Press.

The President's Distinguished Faculty Award was presented to Dr. Robert Trudeau at Providence College's annual academic convocation on September 17, 1997. The honor is conferred by the College President on a faculty member whose accomplishments have been widely recognized in his or her field of expertise, and who has achieved this scholarly recognition through long and dedicated service to the college. A professor of political science, Dr. Trudeau has taught at Providence College since 1970, and is a nationally recognized expert on Guatemalan and Latin American politics and social issues. ■

IN MEMORIAM

Herbert Jos de Souza, "Betinho"
1933-1997

Herbert Jos de Souza, "Betinho", was born in 1933 in Bocaiva, a small town in the state of Minas Gerais, Brazil. A sociologist and one of Brazil's foremost social activists, he was the founding director of IBASE (Brazilian Institute of Economic and Social Analysis), one of Brazil's first and most important non-governmental organizations dealing with issues of public policy and social exclusion. He also inspired Brazil's anti-hunger campaign, formally called Citizenship Action Against Misery and for Life. During the most repressive phase of the Brazilian military regime, Betinho was exiled to Chile (1971-73) where he was a consultant to Chilean President Salvador Allende until the 1973 military coup in that country. He spent the remaining

years of his exile in Canada and in Mexico, where he lectured at the National University of Mexico.

After the Brazilian Amnesty Law in 1979 he returned to found IBASE where he worked until his death this past August. For his efforts and achievements, Brazil's former President Itamar Franco nominated Betinho for the Nobel Peace Prize. Besides his struggle against misery and hunger in Brazil, Betinho was also an activist for the rights of people carrying the AIDS virus, being himself a hemophiliac and HIV positive. In 1987 he founded ABIA (Brazilian Interdisciplinary Association of AIDS), one of the most important NGOs working with AIDS related issues.

Atila Roque

LASA97 PAPERS

Nearly 1,000 panel and workshop papers from the Guadalajara Congress are still available from the Secretariat.

See the Spring 1997 issue of the *LASA Forum* for the base list and order information, and the Summer issue for additions and corrections.

More than 300 papers are now online at LASA's Online Papers Project website, <http://www.pitt.edu/~lasa/elecpapers.htm>. More are being added each week, so check back often.

LASA MEMBER DIRECTORY

NEW EDITION
NOW AVAILABLE!

All the information you need to keep in touch with LASA members throughout the world!

Check off the Directory item on your 1998 membership form or send us a check for \$15.00 (members) or \$20.00 (nonmembers).



OPPORTUNITIES ON-LINE

The *Revista Brasil de Literatura* is the first journal of Brazilian culture available on the Internet. The site, created and edited by Professor Luis Filipe Ribeiro of the Universidade Federal Fluminense, is located at <http://members.tripod.com/~lfilipe>.

The second issue of the literary electronic journal *South* has

been published. This issue, entitled "Patagonia," features articles and notes on films and bibliography by Marcia Rinka, Alejandra Jaramillo, Paul Bary, John Harvey, Roberto Ortiz, Nancy Whitlock, Troy Foote and Vicky Ruetalo. The journal can be found at <http://spgr.sppt.tulane.edu/South/South.html>. ■

PROJECT ICONS HAS AN INTERNET-DELIVERABLE NEGOTIATION SIMULATION FOR STUDENTS

*FREE TO INTERESTED INSTRUCTORS
AND THEIR CLASSES
DURING SPRING 1998 AND SPRING 1999 SEMESTERS!*

The International Communication and Negotiation Simulation (ICONS) Project at the University of Maryland will be offering three week negotiation exercises in which students role-play countries in the Americas and negotiate on economic integration, environmental degradation, and narco-diplomacy issues. Visit ICONS on the World Wide Web at <http://www.icons.umd.edu>. It is not too late to register for the Spring '98 exercise. Use the simulation as you would a supplemental text or a case study! E-mail bstarkey@bss2.umd.edu for more information.

LASA on the Web

LASA Home Page

<http://www.pitt.edu/~lasa/>

LASA Employment Bulletin Board

<http://www.pitt.edu/~lasa/empl.html>

LASA98 Home Page (under construction)

<http://www.pitt.edu/~lasa/lasa98.htm>

LASA97 Electronic Papers (expanding)

<http://www.pitt.edu/~lasa/elecpapr.htm>

Many LASA sites, including the home page, will soon be reconstructed, so check back often!



EMPLOYMENT OPPORTUNITIES

The Institute for Puerto Rican and Latino Studies at the University of Connecticut is seeking candidates for a tenure-track position of assistant professor to begin on September 1, 1998. Candidates are sought whose research and teaching interests will focus primarily on the study of human development, family, class, gender, and cultural relations within and among the Puerto Rican, Mexican-American, and other Latino communities in the United States. A Ph.D. in anthropology, sociology, psychology, family studies, human development or related discipline is required. The position will be a joint appointment between the Institute of Puerto Rican and Latino Studies and the School of Family Studies. Requirements include appropriate methodological skills, a commitment to teaching, and a commitment to the study of Puerto Rican, Mexican American and other Latino families in urban settings in the United States. Salary is competitive. Screening of applicants began January 15, 1998, and will continue until the position is filled. Send CV, three letters of recommendation, evidence of teaching excellence and publications, and a statement describing your research and teaching interests to Prof. Scott Cook, Interim Director, Institute for Puerto Rican and Latino Studies, University of Connecticut, Beach Hall, Room 412, U-137, 354 Mansfield Road, Storrs, CT 06269-2137.

Latin American Art Historian University of Connecticut

This tenure-track position at the level of Assistant Professor begins in August 1998. Area of specialization should be Pre-Columbian, Colonial or Modern periods. Candidate should be interested in critical and methodological issues. The successful applicant will be responsible for defining the Latin American component of the undergraduate art history program, participating in teaching a survey, and contributing to the established Latin American Studies program.

Application deadline—*February 28, 1998.*

Send a CV, statement of research, teaching interests and teaching approaches, and the names of three referees to:

Search Committee/Art Historian
Department of Art and Art History
U-99, 875 Coventry Rd.
Storrs, CT 06269-1099

The University encourages applications from under-represented groups, including minorities, women and people with disabilities.

The Latin American Area Center at the University of Arizona is looking for a full or part-time Research Associate (with the title of Assistant Research Social Scientist) who will work with the Director and Associate Director to coordinate an interdisciplinary program of teaching, research and outreach in Latin American Studies. Responsibilities include writing grant proposals to fund the Center's activities in the social sciences and humanities; coordinating and undertaking interdisciplinary research relating to Latin America; teaching 1-2 courses a year in the BA and MA program; and assisting with outreach to the community, teachers, and with universities in Latin America. The successful applicant must have a Ph.D., evidence of success in publications and grant writing, and an enthusiastic commitment to interdisciplinary research and outreach. Applications will be accepted until the position is filled. Minimum qualifications include an earned Ph.D. with a focus on Latin America in any discipline and experience in grant writing and knowledge of funding opportunities in Latin American Studies. Preferred qualifications include a commitment to interdisciplinary research and outreach; experience teaching interdisciplinary Latin American Studies courses at graduate or undergraduate level; and fluency in Spanish and/or Portuguese. Review of applications for this position begins February 15, 1998 and will continue until the position is filled. To apply please send a CV, letter describing your background and interest in the position, and names and addresses of three references to the Search Committee, Latin American Area Center, The University of Arizona, 103 Douglass, Tucson AZ 85721, USA. E-mail: laac@u.arizona.edu. Information about the Center, teaching programs and faculty is available at <http://w3.arizona.edu/~laac/>. The University of Arizona is an EEO/AA Employer - M/W/D/V.

The Smithsonian Institution is searching for a Director for Latino Initiatives. This is a new Center that will be a focal point for U.S. Latino studies and cultural programs at the Smithsonian. The founding director will shape the vision and the future directions of the Center and be the guiding force behind the philosophy, planning, development, programming and management of the Center. Qualifications include management experience at an educational, cultural, research or academic organization; demonstrated leadership in institution and program-building; scholarly achievement/ contribution/ publications in a field of Latino or related studies; record of effectiveness as a communicator and advocate; experience in fund raising; Spanish language proficiency; and an advanced degree, preferably Ph.D., in a related field. The review of applications has already begun. Candidates should submit a cover letter and resume to the Search Committee/Latino Center, Office of the Provost, Smithsonian Institution, 1000 Jefferson Drive, SW, MRC 009, Washington, DC 20560.

International Consulting Opportunities

Development Alternatives, Inc. (DAI) is an international development consulting firm providing technical and advisory services to a range of public and private clients worldwide. We are seeking experienced consultants for potential short-term and long-term opportunities in the following technical areas:

Micro and small enterprise development and finance;
Public sector management; environment and natural resources;
Economic policy reform;
Regulation and supervision of banking systems, central bank operations, bank training.

Positions require an advanced degree and a minimum of five years of consulting experience, preferably in Latin America. Fluent English and Spanish/Portuguese skills required. Interested candidates should send curriculum vitae to:

Sherie Valderrama
Development Alternatives, Inc.
7250 Woodmont Avenue, Suite 200
Bethesda, MD 20814
fax: 301-718-7968
E-mail: sherie_valderrama@dai.com

Latin American Art Historian University of Kansas

The University seeks an Art Historian with a background in modern Latin American art and knowledge of colonial Latin American art for a tenure-track position at the Assistant Professor level, to begin August 18, 1998. The position is full-time (4 courses per year), and salary and benefits are competitive. Ph.D. is required; prior college/university teaching, scholarly publication, and professional activity are preferred. The successful applicant will teach undergraduate and graduate courses, supervise graduate research and Ph.D. dissertations, be involved in advising and service, and participate in federally-funded Title VI Latin American Studies Center. Review of applications began January 5, 1998, and continues until the position is filled. The University hopes to conduct interviews at the annual meeting of the College Art Association, to be held in Toronto, Canada from February 25-28, 1998. EO/AA employer. To apply, send a letter of application, CV, and the names, addresses and phone/fax numbers of three references to:

Search Committee
Art History
University of Kansas
Lawrence, KS 66045

The School for International Training College Semester Abroad is soliciting résumés and cover letters for potential openings for Academic Director positions in its Americas programs beginning in August 1998. SIT runs semester-long Academic Studies Abroad programs for U.S. undergraduates in Belize (Natural and Cultural Ecology), Bolivia (Culture and Development), northeastern Brazil (Culture and Development), Brazil (Amazon Studies and Ecology), Chile, Ecuador (Comparative Ecology), Jamaica (Gender and Development), southern Mexico (Culture and Development), Nicaragua, Venezuela (Natural and Cultural Ecology). The Academic Director position is essentially threefold: 1) teaching, 2) organizing, 3) advising. Qualifications desired include the following: a Masters or Ph.D. degree in social sciences or natural sciences (for environmental studies programs); background in field study methods; written and oral fluency in Spanish/English or Portuguese/English; strong writing skills in English; U.S. undergraduate teaching experience; budget management skills; strong group leadership, training and interpersonal skills; proven ability to work in a cross-cultural setting; computer literacy; substantive knowledge of and experience in program country. Please send a résumé with a cover letter to ASA-Americas, Attn. Christine Spaulding, SIT, Box 676, Kipling Rd., Brattleboro, VT 05301 or by e-mail to christine.spaulding@sit.edu. Women and people of color encouraged to apply. U.S. citizenship not required.

The Graduate School of International Studies of the University of Miami invites applications from outstanding scholars for an open rank position (senior scholars to be appointed with tenure) in comparative politics and comparative political economy of Latin America. Candidates should be well trained in comparative theory and methods, and should have command of the comparative politics literature. Successful applicants must demonstrate broad expertise and a commitment to scholarship in one or more of the following areas: comparative institutional analysis; democratization; political economy of market-oriented reform; regional integration; and regional security issues. Applicants whose research and publications focus on Brazil or Mexico are particularly encouraged. The Graduate School of International Studies is committed to fostering interdisciplinary and cross-regional research and excellence in teaching. Under the leadership of a new Dean, the School plans to embark upon a significant expansion of the University's undergraduate major in International studies as well as strengthening its established M.A. and Ph.D. programs. The University of Miami is AA/EE employer and encourages applications from women and minorities. Initial review of applications began November 15, 1997. Appointments begin August 15, 1998. Candidates should immediately send a letter of application, CV, a statement of their teaching and research agenda, teaching evaluations, three letters of recommendation, and a writing sample to: William C. Smith, Chair, Latin American Search, Graduate School of International Studies, P.O. Box 248123, Coral Gables, FL 33124-3010. Additional information on the University of Miami and the Graduate School of International Studies is available on the Worldwide Web at <http://www.miami.edu/gsis/>.

The United Nations Economic Commission for Latin America and the Caribbean (ECLAC) announces its search for a Chief, of its sub-regional office in Mexico, D-1. The incumbent oversees the formulation and execution of the programme of work of the Office; supervises, orients, co-ordinates and monitors the substantive activities of the Mexico Office; represents the Economic Commission in the countries within the jurisdiction (Central America and the Caribbean); maintains contacts and consultations with Headquarters in Santiago and New York, as well as other UN agencies and international agencies. The incumbent also maintains contacts and consultations with the Host Government, Mexico. Qualifications include an advanced university degree, preferably in economics; a minimum of 18 years of progressively responsible experience either in public administration or development economics in Central America, Mexico and the Caribbean as demonstrated by having occupied high level decision-making positions dealing with formulation of economic policy; and fluency in English and Spanish. The interested candidates are requested to send their CVs, including the information on date of birth and nationality, to Sumiyo Sudo-Rao, VA 97-A-ECL-112-ME, Staffing Support Section, Office of Human Resources Management, Room 2560H, United Nations, New York, NY 10017. Fax: 212-963-3134. E-mail: raos@un.org.

Development Alternatives, Inc. (DAI), an international consulting firm specializing in enterprise development, rural and agricultural development, credit and banking, private sector development, and institutional information systems is recruiting an Assistant/Associate, Governance & Public Sector Management Group (possibly two positions). Qualifications: undergraduate degree or higher (preference for concentration in international development); ability to read and work in Spanish and/or a Slavic language. For additional information, contact the Director of Human Resources, Development Alternatives, Inc., 7250 Woodmont Avenue, Suite 200, Bethesda, MD 20814. E-mail: ohr@dai.com.

Gibson International, a division of the Global Appliance Company, AB Electrolux, seeks candidates for the following: Area Sales Manager, Latin American Region. The ideal candidates must have the following qualifications: two to three years international sales/marketing experience with a proven record of success; bilingual fluency (speak/read/write) in English and Spanish. The position is located in Pittsburgh, PA. Selected candidates will handle development of sales and distribution of product to overseas customers. Must be able to travel internationally 25 percent to 30 percent of the year. Salary Range: Low 40's, plus bonus. Fax résumé to 412-928-1651 (no phone calls, please) or email whtgds@aol.com. EOE M/F/D/V.

The University of Notre Dame's Alfred C. DeCrane, Jr. Chair in International Studies is open to distinguished scholars/teachers in comparative social science and the humanities. The person in this position can be a specialist in any region or regions of the world. Specialists in cross regional international issues (e.g., the environment, conflict resolution, human rights, etc.) will also be considered. The search committee will consider applicants for a visiting or a regular appointment. The University is especially interested in candidates who can contribute in a meaningful way to Notre Dame's mission as a Catholic university. Notre Dame is an EO/AA employee. Review of applications began on February 1, 1998. Applicants should send a CV, a cover letter, at least one writing sample, and letters of recommendation or the names, addresses, and phone numbers and e-mail addresses of references (candidates will be notified before references are contacted.) Send materials to DeCrane Chair Search Committee, Timothy Scully, C.S.C., Senior Associate Provost and Vice President, 234 Hayes-Healy Center, University of Notre Dame, Notre Dame, IN 46556.

The Center of Latin American Studies at the University of Kansas announces a new tenure-track position in the Department of Theatre and Film for a specialist in Latin American Film/Video Production and Film Studies. Appointment will be at the level of Assistant Professor. Candidates with a strong commitment to scholarly research and teaching in Latin American Film are encouraged to apply. A Ph.D. or ABD in Film/Video Studies with specialty or focus on Latin American Film is required. The application deadline is *February 15, 1998*. For additional information, contact: John Hoopes, Acting Director, Center of Latin American Studies, University of Kansas, 107 Lippincott Hall, Lawrence, KS 66045-2168. Tel: 913-864-4213. Fax: 913-864-5034. E-mail: latamst@ukans.edu.

Bard College invites applications for a tenure-track position in Latin American Politics at the Assistant Professor level to begin in Fall 1998. Applicants should hold a Ph.D. in political science. ABD applications will be considered. Candidates should be broadly trained and show promise of significant contributions to the field. Commitment to teaching is requisite. Area and specialization within Latin American studies are open but should complement current faculty. Fluency in Spanish and active involvement in building interdisciplinary Latin American studies program essential. Bard College is a small, highly selective liberal arts college located in the Hudson Valley 90 miles north of New York City. Applications from women and minorities are encouraged. Review of applications began January 20 and continue until *March 1*. Send letter of application describing research and teaching interests, CV, brief writing sample and three letters of reference to Theresa Vanyo, Manager of Human Resources, Bard College, P.O. Box 5000, Annandale, NY 12504. AA/EOE. ■



RESEARCH AND STUDY OPPORTUNITIES

UC Davis Summer Sessions Abroad

UC Davis offers two fully accredited courses this summer in Cuzco, Peru and Kingston, Jamaica. These programs are designed for students interested in international study, and offer an opportunity to gain insights into the literature, history, and everyday life of the host country. Both courses (taught in English) are four weeks long, and offer four quarter units of UC credit. Class size is limited and early enrollment is recommended. The courses are "Andean History," taught by Professor Charles Walker, and "History, Culture, and Power in the Caribbean Americas," by Professor Norman Stolzoff.

For further information:

Telephone 1-800-summer6.

E-mail: summer-abroad@ucdavis.edu.

Or visit our award-winning website:

<http://www.mrak.ucdavis.edu/SSessions/UCDsummer.html>

The Latin American Scholarship Program of American Universities (LASPAU) and the Fulbright Academic Exchange Program of the U.S. Information Agency provide scholarships to professors, researchers and policy makers from Amazon Basin countries to encourage regional solutions to the area's environmental problems. Grantees will be chosen from the areas of natural science, social science, and public policy. For more information, contact Jennifer Burckett-Picker or Ned Strong, LASPAU, 25 Mt. Auburn St., Cambridge, MA 02138. Tel: 617-495-5255.

The Latin American and Latino Studies (LALS) Program and the Chicano/Latino Research Center (CLRC) at the University of California at Santa Cruz invite applications for at least two advanced research fellows to participate in a new program, "Hemispheric Dialogue on Social and Cultural Theory and Practice in the Americas"—supported by the Ford Foundation's "Crossing Borders: Revitalizing Area Studies" program initiative. The theme for Summer-Fall 1998 is "Linking Struggles for Social Justice in the Americas: Transnational Organizing and Global Civil Society." Dialogue fellows will work collaboratively with faculty and graduate students whose research centers on transnational issues and contribute to UCSC's planned Institute for Latin American and Latino CBO and NGO activists. The research program will explore the dynamics of transnational collaboration among social movement organizations and policy advocates and will analyze the strategies for confronting issues that transcend national borders, such as labor and gender rights, environmental protection, and sustainable development. Through colloquia, curriculum development discussions, and a culminating conference involving Latino studies specialists, Latin American scholars, and US-based Latin Americanists, this research focus will also provide a thematic grounding for ongoing efforts to critically rethink the intellectual foundations that have guided area and ethnic studies research and teaching. Applicants should have a Ph.D. or equivalent professional experience, as well as demonstrated research capacity and expertise on issues related to transnational organizing in the Americas. At least one U.S.-based and one Latin America-based fellow will be selected. Dialogue fellows will be involved in some LALS courses and activities, give at least one public lecture and one CLRC colloquium, participate in a Fall conference on the 1998 theme, and produce an essay to be published in the Dialogue working papers series. Fellows will be in residence for up to three months between September 1 through November 30, 1998, and will receive a \$3,000 per month stipend for travel and living expenses. Nominations and applications are due on *April 15, 1998*. Applicants must submit a curriculum vitae, a 3-5 page (1,000-1,500-word) research proposal, and two letters of recommendation. Please direct applications and inquiries to Professor Sonia E. Alvarez, Politics Department, University of California at Santa Cruz, Santa Cruz, CA 95064. Tel: (408) 459-3182. Fax: (408) 459-3125. E-mail: rachel@zzyx.ucsc.edu.

"Roots: The African Background of American Culture Through the Trans-Atlantic Slave Trade," an NEH Summer Institute for College Teachers, will be held at the Virginia Foundation for the Humanities from June 8-July 3, 1998 (four weeks). The Institute will focus on the African background to American history, and the processes that brought Africans to the British Americas from the seventeenth through the early nineteenth centuries. Participants will include 25 full or part-time undergraduate teachers. They will receive a \$2,800 stipend to help cover travel and living expenses and books and other research expenses for the four-week period, and will be housed in the facilities of the University of Virginia (UVA). Co-directors are Jerome S. Handler (Anthropology) and Joseph C. Miller (History). For information and application procedures contact our website: <http://www.virginia.edu/vfh/roots.mehinst>, or Professor Handler at the VFH, 145 Ednam Drive, Charlottesville, Virginia 22903-4629. Tel: 804-924-3296. Fax: 804-296-4714. E-mail: jh3v@virginia.edu. Deadline for applications is *March 2, 1998*, with notification by April.



Master of Arts in Latin American and Caribbean Studies

The Master of Arts in Latin American and Caribbean Studies is a program which responds to the diversity of disciplinary and subdisciplinary approaches to the study of Latin America and the Caribbean. The program prepares students for doctoral-level studies in academic disciplines and for careers in the public and private sectors. Full-time students can expect to complete the program, including thesis, in 18-24 months.

Degree Requirements: The program consists of 36 hours of course work, including a thesis and specialization in a discipline to be selected from the program's core departments (Economics, History, Environmental Studies, International Relations, Modern Languages, Political Science, and Sociology/Anthropology). Students work under the guidance of social science faculty whose expertise includes diverse themes such as the illicit narcotics trade, environment and sustainable development, commerce and trade, and migration. Subregional strengths include: the Andes; Brazil and the Southern Cone; Cuba and the Caribbean; and Mexico. Financial assistance is available on a competitive basis.

For more information, contact: Eduardo A. Gamarra, Graduate Program Director, Latin American and Caribbean Center, Florida International University, University Park, DM 353, Miami, Florida 33199, Telephone: (305) 348-2894, Fax: (305) 348-3593, E-mail: gamarrae@fiu.edu

Latin American and Caribbean Summer Dance Institute

Sponsored by the **Intercultural Dance and Music Institute**, the **Department of Theatre and Dance**, and the **Latin American and Caribbean Center**, in collaboration with the **Florida Dance Festival**

June 13-20, 1998 • Miami, Florida

The **Latin American and Caribbean Summer Dance Institute** will feature technique classes, scholarly seminars, academic classes, and performances in a variety of Latin American and Caribbean styles. The Institute is open to students, artists, scholars, teachers, and the general public.

For more information, contact: Susan Caraballo, Program Coordinator, Intercultural Dance and Music Institute, Florida International University, University Park, DM 353, Miami, Florida 33199
Telephone: (305) 348-2894, Fax: (305) 348-3593
E-mail: indami@fiu.edu

Haitian Creole Summer Institute "Haiti: Language, Culture, and Society"

June 29 - August 11, 1998 • Miami, Florida

The **Haitian Creole Summer Institute** focuses on Haiti through an interdisciplinary approach. It is designed for graduate and undergraduate students, teachers, and the general public. The Institute offers the opportunity to develop knowledge of Haitian Creole structure, gain a better understanding of the social, historical and political development of Haitian society, and discover various aspects of the Haitian culture.

For more information, contact: Jean-Robert Cadely, Institute Director, or Eduardo A. Gamarra, Graduate Program Director, Latin American and Caribbean Center, Florida International University, University Park, DM 353, Miami, Florida 33199
Telephone: (305) 348-2894, Fax: (305) 348-3593
E-mail: cadelyj@fiu.edu or gamarrae@fiu.edu

The Center for U.S.-Mexican Studies at the University of California, San Diego announces its 1998 competition for participants in the Summer Seminar in U.S. Studies for Latin American Social Scientists and Non-Academic Professionals. The Seminar, to be held June 22-July 31, 1998, is designed for Latin American scholars and non-academic professionals who want to understand, teach, and do research on the United States. The Seminar immerses participants in the most recent research on U.S. political and economic history, the U.S. Constitution and judiciary, Congress, the presidency, political parties and elections, the mass media, the economy, organized labor, environmental and other nongovernmental organizations, foreign policy making, and the U.S. role in the global economy. Citizens of any Latin American or Caribbean country may apply. Because all instruction will be provided in English, Seminar participants must be able to speak and read easily in that language. The criteria for selection are as follows: professors or researchers who seek to improve their capacity to teach or do research on the United States, and to update their knowledge of that country; students who have completed at least one year of study at the graduate level, in any of the social sciences or history, at their home institution; students who have been accepted for graduate study in the social sciences or history at a U.S. university during the coming academic year; non-academic professionals working in private research institutes, government, business, journalism, law, and nongovernmental organizations, as well as other individuals involved in such fields as ecology, human rights, and poverty alleviation and whose responsibilities relate to the United States. A limited number of financial awards will be available to participants. These awards cover registration fees, housing on the UCSD campus, meals, access to library facilities, reading materials required for the Seminar, and limited medical insurance. Budget limitations do not allow for transportation expenses. We invite applications from individuals who can provide their own financial support to cover all or part of the expenses described above. We also encourage applicants to seek support from their home institutions or from other sources. The selection of all participants is based on merit. For further information and application materials, please contact the Center at Tel: 619-534-4503. Fax: 619-534-6447. E-mail: usmex@ucsd.edu. Application forms can be downloaded from the Center's web page: <http://weber.ucsd.edu/Depts/USMex/welcome.htm>. The absolute deadline to submit applications for this competition is *March 13, 1998*.

Kay B. Warren (Princeton, Anthropology) has been appointed the chair of the **John D. and Catherine T. MacArthur Foundation's** Research and Writing Grant Competition for the Program on Global Security and Sustainability. "Global security" is defined in the widest of terms to include issues of war, peace, social conflict, identity politics, social movements, migration, inequality, social justice, poverty, ecological crises etc. The annual competition supports the work of academics, journalists, policy makers, and advocates. This is an international program so proposals are welcome from international applicants as well as North Americans. Applications for this year are due no later than *February 2, 1998*. For guidelines, write to: MacArthur Foundation, 140 South Dearborn Street, Chicago, Illinois 60603 USA.

An NEH Summer Institute entitled "The Environment and World History, 1500-2000," will take place June 22-July 24, 1998, at the University of California, Santa Cruz. Directed by Edmund Burke, III, the Institute is geared to the needs of historians who wish to develop a deeper understanding of world history and environmental history over the period 1500 to 2000. Its staff includes prominent environmental and world historians with regional competencies in the histories of Asia, Europe, Africa and Latin America. Twenty-five participants will be selected from a national application pool; stipends are awarded for participation in the institute. For more information, contact Professor Burke via email at wldhist@cats.ucsc.edu or by phone at 408-459-2287.

The National Foreign Language Resource Center (NFLRC) announces its 1998 Summer Institute, "Advancing Language Immersion Education," to be held July 6-24, 1998 at the University of Hawai'i at Mānoa. Partial financial support is available. The deadline for applications is *February 20, 1998*. For more information, contact the 1998 NFLRC Summer Institute, University of Hawai'i at Mānoa, 1859 East-West Rd. #106, Honolulu, HI 96822. Tel: 808-956-9424. Fax: 808-956-5983. E-mail: nflrc@hawaii.edu.

"Crossroads of Atlantic Cultures: Brazil at 500," an NEH Summer Institute for College Teachers, will be held in Brazil from June 8-July 11, 1998 (five weeks). Participants will include full or part-time undergraduate teachers. They will receive a \$2,800 stipend to help cover travel and living expenses and books and other research expenses for the five-week period. Co-directors are Phyllis Peres and Daryle Williams. For information and application procedures contact Christina Guidorizzi, NEH Summer Institute, Latin American Studies Center, Jimenez Hall, University of Maryland, College Park, MD 20742. Tel: 301-405-6459. E-mail: pb59@umail.umd.edu. Deadline for applications is *March 1, 1998*, with notification by April.

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The Center for the Study of Institutions, Population, and Environmental Change (CIPEC) announces a 3-week-long Summer Institute, to be held at Indiana University from May 18-June 5, 1998. The Institute will offer intensive training in CIPEC theory and methods addressing the Human Dimensions of Global Change (HDGC), including techniques of remote sensing and GIS, survey approaches, ecological issues, and institutional factors, with respect to questions of land-use/land-cover change. Formal classes and computer practicums will cover theoretical principles for image interpretation, the practical details of searching, ordering, and processing satellite images, and linking regional data to interviews, household surveys, botanical and soil inventories, institutional arrangements, and socioeconomic patterns. Applicants will be expected to pay for travel expenses to and from Bloomington. However, Summer Institute Fellows will receive a modest stipend to cover housing and meal expenses. Applicants should send a letter of interest explaining how this training may contribute to their future work. Faculty, graduate students, and mid-career professionals may apply. Please also send a CV, two letters of reference, and examples of relevant work (articles, papers, or reports). Deadline for receipt of application is *February 15*. Notification will be mailed by March 31. Please mail all applications to Emilio Moran/Elinor Ostrom, Co-Directors, CIPEC, 408 N. Indiana Ave., Indiana University, Bloomington, IN 47408, U.S.A.

"Center and Periphery in New Spain: 16th and 17th Century Spanish and Indigenous Cultures in Mexico and New Mexico," an NEH Summer Institute for College Teachers, will be held at the Universidad del Claustro de Sor Juana (Mexico City), and

University of New Mexico (Albuquerque) from June 21-August 1, 1998 (six weeks). Participants will include full or part-time undergraduate teachers. They will receive a \$2,800 stipend to help cover travel and living expenses and books and other research expenses for the six-week period. Co-directors are George L. Scheper and Florence Starr Hesler of Essex Community College, Baltimore County, MD. For information and application procedures contact David A. Berry, Community College Humanities Association, c/o Essex County College, 303 University Ave., Newark, NJ 07102-1798. Tel: 201-877-3577. E-mail: daberry@email.njin.net. Deadline for applications is *March 1, 1998*, with notification by April.

The University of Illinois at Urbana-Champaign/University of Chicago Joint Center for Latin American Studies announces its Summer Visiting Scholars Program for faculty from non-research U.S. universities and colleges. Visiting Scholars research and write on a Latin American topic for one month at either the Urbana-Champaign and/or the University of Chicago campus. Summer residence must be completed by August 14, 1998 (which corresponds to the grant cycle end date). Awards include \$3000 for living expenses at University of Chicago or \$2500 for living expenses at Urbana, and up to \$500 for travel to and from the recipient's home institution to either school. The application consists of a letter of interest, a current CV, one letter of reference, and a brief project proposal (approx. 500 words) to be submitted by *April 1, 1998* to Alan Kolata, Director, Center for Latin American Studies, 5848 S. University Avenue, Chicago, IL 60637. Tel: 773-702-8420. Fax: 773-702-1755. E-mail: clas@uchicago.edu. ■



FORTHCOMING CONFERENCES

Casa de las Américas anuncia convocatorias internacionales desde febrero del 1998. "La Mujer Latinoamericana y su cultura en los umbrales del próximo milenio: teoría, historia y crítica" (del 16 al 20 de febrero) constituye una excepcional oportunidad para el debate de temáticas como Teoría e historia de la cultura de mujeres, crítica feminista y diseminación de la producción literaria y artística femenina en América Latina. Se ofrecerán además, conferencias magistrales y mesas redondas sobre los temas del Coloquio, así como lecturas de autoras cubanas. "Encuentro Latinoamericano y Caribeño de Promoción Cultural" (del 16 al 20 de marzo), trata la confrontación de puntos de vista, metódica de la promoción cultural, el perfeccionamiento de las acciones y los procesos culturales. Incluirá presentaciones de especialistas, promotores gestores, y directores de desarrollo cultural. "La crisis de los post: el discurso teatral latinoamericano ante el siglo XXI" (del 4 al 8 de mayo) es destinado a creadores teatrales de todas las disciplinas, críticos e investigadores interesados en el debate del postmodernismo, el postestructuralismo, y las teorías postcoloniales. Se discutirá el papel del teatro en la recuperación de la memoria y la conquista de un espacio de libertad como vía de resistencia y salvaguarda de la identidad frente a acciones globalizadores. "Un siglo de

plástica latinoamericana" (del 15 al 19 de junio) trata el tema de un encuentro que propone hacer un diagnóstico de la producción plástica en la región en los umbrales del Siglo XXI. Al mismo tiempo, creará el espacio propicio para revisar la trayectoria descrita por esta producción y su comportamiento en los últimos cien años. Para obtener más información, póngase en contacto con Casa de las Américas, 3ra y G, El Vedado, La Habana, Cuba. Tel: 32-3587/88/89. Fax: 537-33-4554/32-7272. Télex: 51-19-19 CAMER CU. E-mail: casa@artsoft.cult.cu.

The first International Conference on Caribbean Literature (ICCL) will take place in Nassau, Bahamas, from November 4-6, 1998. Submit abstracts by *May 29, 1998* to one of the following: Melvin Rahming (English), Dept. of English and Linguistics, Morehouse College, 830 Westview Drive SW, Atlanta, GA 30314. Tel: 404-681-2800, ext. 2512. Fax: 404-215-3481. E-mail: mrahming@morehouse.edu; or to Jorge Román-Lagunas (French and Spanish), Dept. of Foreign Languages and Literatures, Purdue University Calumet, 2200-169th St., Hammond, IN 46323. Tel: 219-989-2632. Fax: 219-989-2581. E-mail: roman@calumet.purdue.edu.



CONVOCATORIA (CALL FOR PAPERS)

auspicia el simposio-homenaje

Escritura, individuo y sociedad en España y Las Américas. Simposio en homenaje a las hermanas Luce López-Baralt y Mercedes López-Baralt

19-21 de noviembre de 1998

Universidad de Puerto Rico
Colegio de Arecibo
Arecibo, Puerto Rico

conferenciantes de las plenarias
(keynote speakers)

Francisco Márquez Villanueva
(Harvard University)

y

Rolena Adorno
(Yale University)

Las ponencias podrían cubrir los siguientes temas, aunque caben otros si están relacionados con el título del simposio-homenaje:

religión	poesía lírica y épica	feminismo	etnicidad
postmodernidad	Siglo de Oro	machismo	la otredad
literatura puertorriqueña	iconografía	sexualidad	lengua
lit. árabe en España	cultura popular	historia	indigenismo
lit. hispánica en EE.UU.	teoría literaria	enseñanza del español	
hispanos en EE.UU.	ficción	redacción	
lit. aljamiado-morisca	mitología	lit. de los marginados	
tradicón indígena oral y escrita		Galdós	

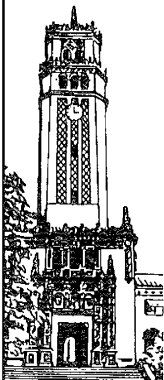
Los interesados en presentar un trabajo lo pueden escribir en español, inglés, portugués o francés. Deberán someterlo ya escrito (máximo 8 páginas a doble espacio, 20 minutos de ponencia) acompañado de un resumen breve del mismo y un **curriculum vitae** abreviado en o antes del 1ro de mayo de 1998. Los interesados en crear una sesión especial deberán comunicarse con la dirección abajo. Favor de enviar los trabajos a la siguiente dirección:

William Mejías-López
Priscilla Rosario Medina
Simposio-Homenaje López-Baralt
Departamento de Español
Universidad de Puerto Rico, CUTA
PO Box 4010
Arecibo, Puerto Rico 00614

Teléfonos:
(787) 878-2830, ext. 2077
(787) 823-1138
fax (787) 880-6277

Para información sobre el congreso con fotos y **curricula vitarum** de Luce y Mercedes López-Baralt vea nuestro "home page" en la Internet: http://acr_net.upr.clu.edu

UNIVERSIDAD DE PUERTO RICO



The forty-third Seminar on the Acquisition of Latin American Library Materials (SALALM) will be held in San Juan, Puerto Rico, on May 23-27, 1998, hosted by the Library System and the Center for Social Research of the University of Puerto Rico, Río Piedras Campus. "Caribbean Studies: Bibliographic Access and Resources for the Past, Present and Future/Estudios caribeños: acceso y recursos bibliográficos para el pasado, presente y futuro" will be the conference theme. Panels will focus on traditional or less known library collections, research methodologies and access via new technologies and formats for a variety of disciplines and regions. The Caribbean is defined to include both island nations and those countries of Central and South America with Caribbean coastlines. An exhibitors' area will showcase publications and database products made available by bookdealers and publishers that specialize in Latin American and Caribbean materials. Additionally, tours of local libraries and archives will be available. Invitations and registration materials for SALALM XLIII will be mailed in January 1998. For information on the program's content, contact Ms. Gayle Williams, SALALM President, University of Georgia Libraries, Athens, GA 30602. Tel: 706-542-0679. Fax: 706-542-4144. E-mail: gwilliam@uga.cc.uga.edu. Details concerning local arrangements are available from Victor F. Torres, Chair, Local Arrangements Committee, PO Box 21927, San Juan, PR 00931. Tel: 787-764-0000, ext. 3319. Fax: 787-763-5685. E-mail: vtorres@upracd.upr.clu.edu. Organized in 1956 under the aegis of the Organization of American States Program of Library and Bibliographic Development, and incorporated as an independent association in 1968, SALALM continues to address the needs of librarians, booksellers, educators, and others concerned with building library collections of Latin America and the Caribbean and making them available for scholarly use. Recent conferences, held in Rockville, MD (1997), New York (1996) and Athens, GA (1995) have attracted an increasing number of participants from around the world..

The Princeton University Program in Latin American Studies invites the public to attend a conference entitled "1898: War, Literature and the Question of Pan-Americanism," March 27-29, 1998. More than twenty scholars will examine the implications of the Spanish-Cuban-American War for cultural, literary, and political practices in Spain, the United States, the Philippines and Latin America. The war triggered profound and rapid change in the understanding and definitions of "Latin" and "Hispano-Americana" culture. In Latin America, the question of Pan-Americanism as a new political identity—and as an attempt to remap cultural boundaries—became a central issue in a number of debates. In the United States, writers and commentators discussed the meaning of the nation's outward expansion, debating whether it signaled the fulfillment of American destiny or a profound crisis for the republican form of government. Many of the conference participants are investigating new forms of narrative, poetry, travel writing and journalism which emerged during the final years of the 19th century and the beginning of the 20th. The conference's principal organizer is Arcadio Díaz-Quifones. For more information, contact David Myhre, the conference coordinator, by e-mail at plas@princeton.edu or by fax at 609-258-0113, or visit the program's web site: <http://www.princeton.edu/plasweb>.

La Asociación Latinoamericana de Sociología Rural (ALASRU) anuncia su V Congreso, que tendrá lugar entre los días 12 y 18 de octubre de 1998. El título del V Congreso de ALASRU es: "Globalización para quién? Por un desarrollo rural incluyente." La sede de dicho evento será la Universidad Autónoma de Chapingo y el Colegio de Postgraduados en Montecillo, estado de México, muy próximos al DF. El temario del evento incluye las siguientes mesas de trabajo: Globalización y cambios en las sociedades rurales; Crisis rural y reestructuración social y económica en América Latina; Proyecto neoliberal, estado, y respuestas alternativas; Actores, procesos y movimientos sociales; Cultura e identidad; Sociología rural y estudios rurales: Los retos disciplinarios e interdisciplinarios. Por el momento, cualquier información adicional puede ser solicitada a las siguientes personas: Concepción Sánchez Quintanar, Secretaria Ejecutiva, Comité Organizador del V Congreso de ALASRU, Colegio de Postgraduados, Montecillo, estado de México, México. Tel: 91-595/ 11 600, ext. 1052 y 10614. Fax: 91 595 / 11606 y 10191. Correo electrónico: esq@colpos.colpos.mx; Bernardino Mata G., Secretaria Ejecutiva, Comité Organizador del V Congreso de ALASRU, Desarrollo Rural, Universidad Autónoma de Chapingo, Estado de México, México. Tel: 91-595 / 4 53 98. Fax: 01 595/ 4 53 98; Luis Llambi, Presidente de ALASRU, IVIC, Apartado 21827, Caracas 1020A, Venezuela. Tel: 582-504-1478, 504-1047. Fax: 582- 504-1085. Correo electrónico: lllambi@ivic.ivic.ve.

El primer Encuentro Anual sobre el Medio Ambiente Fronterizo se efectuará los días 5, 6, y 7 de marzo de 1998 en Ciudad Juárez, Chihuahua y está organizado por el Latin American Area Center a la Universidad de Arizona, Proyecto Fronterizo de Educación Ambiental, ITESM-Ciudad Juárez campus y Texas Center for Policy Studies. Este Encuentro es el primero de una serie de foros anuales diseñados para atender algunas necesidades específicas de organizaciones comunitarias y no gubernamentales (CBO's y ONG's) involucradas en la protección del medio ambiente y la salud pública a lo largo de la frontera México/Estados Unidos. También se extiende esta invitación a representantes de instituciones académicas, del gobierno y de la industria. Este Encuentro ofrecerá una oportunidad ideal para discutir en forma abierta y periódica sobre temas relacionados al ambiente fronterizo, y atraer una diversidad de participantes mucho mayor de la que normalmente han atraído las reuniones más pequeñas celebradas por ONGs en años recientes. Se formarán paneles para discutir los temas ambientales de mayor relevancia, así como sesiones de entrenamiento, mesas redondas para el intercambio de información y de experiencias, y discusiones informales. Se espera que estos Encuentros anuales presenten a los participantes la oportunidad de establecer contactos, intercambiar información, y ver cómo las diferentes organizaciones están enfrentando retos ambientales en la zona fronteriza. Si le gustaría matricularse o le gustaría mas información por favor de comunicar con las oficinas a la Universidad de Arizona a 520-626-8197 o mandar un correo electrónico a bordenv@u.arizona.edu. También puede visitar su website a <http://w3.arizona.edu/~laac/bordconf.htm>.

The Ninth Congress of the International Federation of Latin American and Caribbean Studies (FIEALC) will take place at Tel Aviv University, Israel, from April 12-15, 1999. The main theme of the Congress is "The Mediterranean and Latin America." Subject areas include the following: The Mediterranean Basin and the Latin American Subcontinent—Meeting Point and Melting Pot of Peoples and Cultures; The Middle East and Europe, Latin America and the United States: A Comparative Approach; Society and Immigration in the Mediterranean Basin and the Latin American Subcontinent; Reciprocal Cultural and Ideological Influences in the Two Regions; Political and Economic Relations among the Peoples of these Two Regions and the Western World; The Role and Relationship of the Two Regions to Globalization; Experiences in the Middle East and North Africa and Latin American Experiences. FIEALC IX will be accompanied by various cultural activities. Papers may be given in Spanish, Portuguese or English. Abstracts (15-30 lines) and topics for panel discussions (4-6 participants), as well as a one-page curriculum vitae, must be submitted by *October 31, 1998*. The registration fee is US\$80 for participants and US\$20 for attendees not presenting a paper. Please address all submissions and enquiries to Prof. Tzvi Medin, Dr. Raanan Rein School of History, Tel Aviv University, P.O.B. 39040, Ramat Aviv 69978, Israel. E-mail: (Raanan Rein) raanan@post.tau.ac.il; (Rosalie Sitman) rsitman@post.tau.ac.il.

The University of Florida will hold its 37th annual Conference of the Center for Latin American Studies on March 26-28, 1998. The theme of the conference is "New Perspectives on Religion and Social Change in the Americas." This conference will explore the importance of different religious traditions in the present period of social and economic change in Latin America and among Latinos in the United States. It will focus on the religious dimensions of citizenship and of the restoration and maintenance of community in an increasingly fragmented and threatening world. Generous support for the conference, and for ongoing research on religion and social change in the Americas by University of Florida scholars and associated researchers, is provided by the PEW Charitable Trusts. The presentations will draw on extensive field research in different parts of South and Central America and also among communities of Latin American immigrants in the U.S. The conferences will include panels on the following topics: religion, gender, and power; religion, globalization, and collective identity; religion, citizenship, and political participation; popular religiosity and changing cosmologies. Participants will include Edward Cleary, Orlando Espin, Elizabeth Jelin, Helen Safa, and Richard Schaul. In addition to panel presentations, the conference will include a keynote presentation by Rowan Ireland, a cultural presentation, and a roundtable discussion among pastoral workers and community activists from Peru, El Salvador, and U.S. Latino communities. For more information, contact Manuel Vasquez, Department of Religion, 125 Dauer Hall, University of Florida, Gainesville, FL 32611. Tel: 352-392-1625. E-mail: mvasquez@religion.ufl.edu.

The seventh international meeting of the World History Association, co-sponsored by the Rocky Mountain World History Association and the Society for History Education, will take place June 19-22, 1998 at Colorado State University. The event is titled "World History: Teaching for the 21st Century," and will feature such topics as the following: The Big Narrative; Innovative Lessons; Educational Research; New Software and Technologies; Assessments; Historiography; Course Structure and Periodization; Geography; and Film Comparative Studies. All other appropriate research and pedagogic topics are invited. Following the conference, presentations will be edited and posted on our website or published as a guidebook for teaching world history. Educators interested in establishing or revising world history courses are invited to a three-day world history institute following the conference, sponsored by the World History Network. Please send panel and presentation proposals to the program chair as soon as possible. For more information, please contact Matthew Downey, Program Chair, Institute of History and Social Science Education, University of Northern Colorado, Greeley, CO 80639. E-mail: mtdowne@bentley.univnorthco.edu. OR David McComb, Site Coordinator, Department of History, Ft. Collins, CO 80523. E-mail: dmccomb@vines.colostate.edu.

The Princeton University Program in Latin American Studies will host a conference entitled "The Other Mirror: Comparative History and Latin America," February 20-21, 1998. The purpose of the conference is to advance comparative historical research from the perspective of Latin America. Most general models of political and social development are largely based on a very small set of mostly European cases of questionable relevance to the contemporary world. As important as 1688, 1789, and 1870 may be for their respective countries, we want to argue that 1521, 1810, 1852, and 1889 may be more critical for Latin America. It is not enough, however, to argue for historical specificity. Given the predominance of theory over empirical work in the epistemological and institutional hierarchy of the academy, Latin Americanists need to work on creating our own models of human behavior. In order to advance this endeavor we have asked leading scholars to analyze a number of prominent theorists (including Braudel, de Certeau, Huntington, North, Polanyi, and Tilly) and questions (civil society, social movements, and state formation) in light of Latin American history. Do these make sense? How could they be adjusted? What might Latin American variants look like? These issues will be examined by sixteen senior scholars from Latin America, Europe, and the United States. The conference organizers are Miguel Centeno (Princeton University) and Fernando López-Alves (U.C.-Santa Barbara). For more information, contact David Myhre, the conference coordinator, by e-mail at plas@princeton.edu or by fax at 609-258-0113, or visit the program's web site: <http://www.princeton.edu/plasweb>.

The 94th annual meeting of the Association of American Geographers (AAG) will be held in Boston, MA from March 25-29, 1998. More information can be obtained by searching the websites on the AAG: <http://www.aag.org>; Latin American Specialty Group of the AAG: <http://www.staff.uiuc.edu/~dgrammen/lasg.html>; Conference of Latinamericanist Geographers: <http://www.maxwell.syr.edu/geo/clag/clag.htm>.

A joint conference of the Canadian Association for Latin American and Caribbean Studies (CALACS—XXVIII Annual Congress) and the Canadian Association for Mexican Studies (CAM—Third International Congress) is being held from March 19-22, 1998 at Simon Fraser University, Burnaby, British Columbia, Canada. The conference theme is "Latin America:

Moving Beyond Neoliberalism." For more information, contact the Program Coordinator, Dr. Conrad M. Herold, Latin American Studies Program, Simon Fraser University, 8888 University Drive, Burnaby, British Columbia, Canada V5A 1S6. Tel: 604-291-5426. Fax: 604-291-4989. E-mail: cherold@sfu.edu. ■



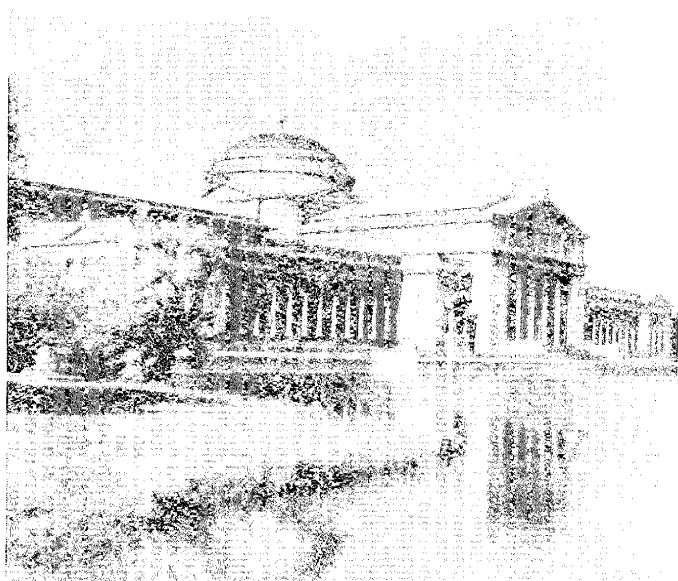
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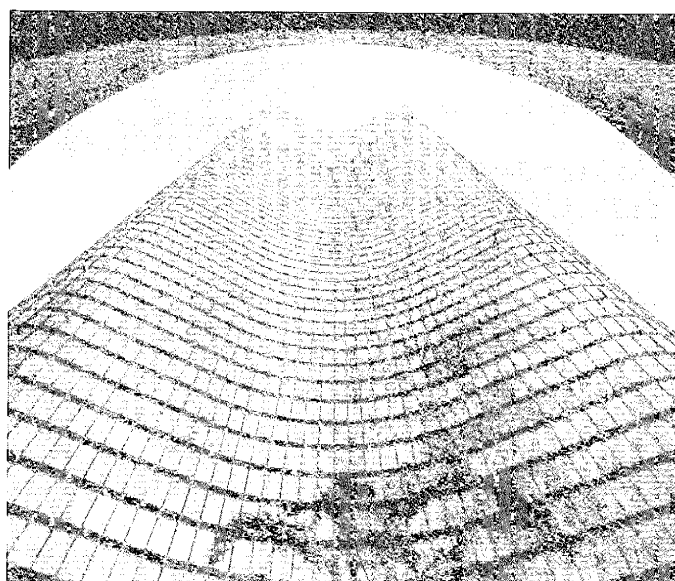
The *Journal of Interamerican Studies and World Affairs*, published quarterly at the University of Miami, is under new editorship. Co-editors are Professors William C. Smith and Bruce M. Bagley of the School of International Studies, University of Miami. This interdisciplinary journal, now in its fortieth year, welcomes submissions of manuscripts in English, not currently under consideration elsewhere, of original research in the fields of contemporary Latin American politics, economics, and society; U.S.-Latin American relations; and

foreign policy in the Americas. Scholars interested in reviewing books for the journal are invited to send a brief statement of their academic affiliation, recent publications, research interests, area or country specialty, and reading languages. Please address the Managing Editor, *Journal of Interamerican Studies and World Affairs*, 1541 Brescia Avenue, Box 248123, Coral Gables, FL 33124-3010. Tel: 305-284-5554. Fax: 305-284-4406. E-mail: jiswa@sis.miami.edu.

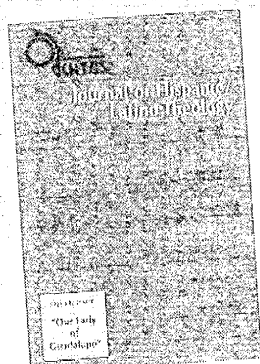
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A Note about Sections

In May, 1997 the proposed change in the LASA By-laws to restructure task forces and working groups as LASA Sections – and to allow for the creation of new Sections – went into effect. The Sections listed on the front of the form were approved by the LASA Executive Council on or before August 31, 1997. Sections approved after this date will be added to the 1999 membership form. New Sections for 1999 may be proposed by submitting a statement of purpose, a brief statement, (approx. 50 words) for the *LASA Forum*, and the names of at least 25 founding Section members. LASA members may join as many Sections as they choose, by indicating their choice on the membership form and including the \$8 fee per Section.

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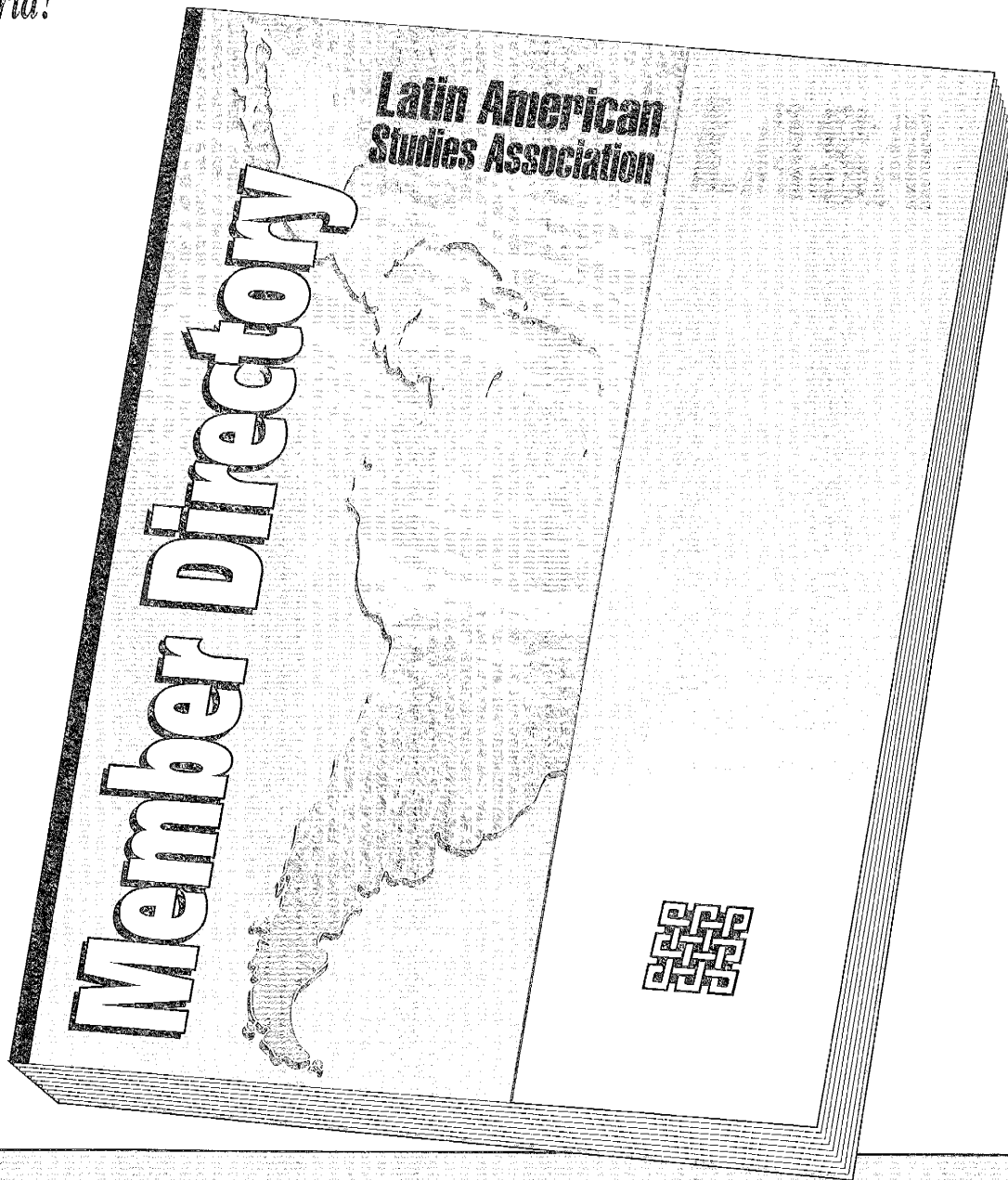
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