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**2007 CLAH OFFICERS AND COMMITTEES**

General Committee

*Executive Committee:*

President: Jeffrey Lesser  
 Vice President: Mary Kay Vaughan  
 Past President: Mark Wasserman  
 Executive Secretary: Jerry Dávila

*Elected Members:*

Peter Beattie (2006-2007)  
 Karen Racine (2006-2007)  
 Ada Ferrer (2007-2008)  
 Hendrick Kraay (2007-2008)

*Ex-Officio Members:*

HAHR Editors:  
 George Reid Andrews, Alejandro de la Fuente  
 and Lara Putnam  
*The Americas* Editor:  
 Donald Stevens  
 H-LatAm Editors:  
 Michael Innis-Jiménez, Dennis Hidalgo  
 and Fritz Schwaller

Standing Committees

*2008 Program Committee:*

James Green, Chair  
 Elaine Carey  
 Kevin Gosner

*2009 Program Committee*

Matt Childs, Chair  
 Frank McCann  
 Bianca Premo

*Nominating Committee*

Mark Szuchman, Chair  
 Susan Kellogg  
 Peter V.N. Henderson

Regional/Topical Committees

*Andean Studies:*

Mark Becker, Chair  
 Jane Mangan, Secretary

*Borderlands/Frontiers:*

Barbara Ganson, Chair  
 Kristine Huffine, Secretary

*Brazilian Studies:*

Jerry Dávila, Chair  
 Todd Diacon Secretary

*Caribbean Studies:*

Matt Childs, Chair  
 Sarah Franklin, Secretary

*Central American Studies:*

Michel Gobat, Chair  
 Robinson Herrera, Secretary

*Chile-Rio de la Plata Studies:*

James Cane Carrasco, Chair  
 Oscar Chamosa, Secretary

*Colonial Studies:*

Rachel O'Toole, Chair  
 Catherine Komisaruk, Secretary

*Gran Colombia Studies:*

Derek Williams, Chair  
 Nicola Foote, Secretary

*Mexican Studies*

Eric Zolov, Chair  
 Chris Boyer, Secretary

*Teaching and Teaching Materials:*

Marc Becker, Chair  
 Erin O'Connor, Secretary

## I. MESSAGE FROM PRESIDENT JEFFREY LESSER

I am pleased to report that the CLAH Secretariat has successfully moved to the University of North Carolina, Charlotte and is running smoothly under the direction of Executive Director, Jerry Dávila, and his assistant Gloria Lawing. As you have already noticed, the Secretariat is committed to expanding still further the growth that took place over the last five years.

We have already begun a number of exciting new initiatives. Most notable has been the switch to an electronic newsletter and directory which was done after a survey that garnered 200 responses, CLAH's biggest member response in recent memory. Over 90% of the respondents support the move and it appears that the overwhelming majority of CLAH members are eager to move towards more electronic communications, including voting.

Our next meeting will be in Washington D.C and I am proud to announce that the CLAH program is the largest ever. Our thanks go to the Program Committee of James Green (Chair), Elaine Carey and Kevin Gosner for putting together wonderful panels. One change you will notice at this year's Luncheon is that our speaker will be the winner of the CLAH Distinguished Service Award. Our local arrangements committee - Mary Kay Vaughn, Barbara Tenenbaum and Georgette Dorn - have done a great job and Jerry Dávila will communicate everything you need to know about CLAH 2008 in the next few months. Please urge your graduate students to join CLAH and to attend the 2008 meeting. We continue to have very low annual dues for graduate students and they can attend the luncheon for half price.

The General Committee meeting is open to all members and I urge you to attend. It is especially important that the Chairs of Regional Committees participate so that they can communicate the discussions to members in the smaller committee meetings. If you have suggestions for agenda items, please send them to me and Jerry Dávila [jlesser@emory.edu](mailto:jlesser@emory.edu) and [jdavila@uncc.edu](mailto:jdavila@uncc.edu). Some of the items we already plan to discuss are whether "e-journals" should be included in our prize lists, the relationship between the CLAH and AHA, and funding for special projects.

In the next month, Vice-President Mary Kay Vaughn, Jerry Dávila and I will begin asking you to serve on the CLAH committees that are so vital to the organization. I and the entire General Committee thank you in advance for your continued support.

With best wishes for a fine semester and hasta/até Washington, D.C.



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## II. MESSAGE FROM EXECUTIVE SECRETARY JERRY DÁVILA



This is my first message as Executive Secretary and I am happy to deliver it via a new format, the web-based newsletter. This newsletter is part of bigger changes in CLAH communications. Three traditional parts of the fall mailing have moved to an electronic format: the newsletter, the ballot and the membership directory. Please keep an eye out in the mail for the program of the 2008 meeting in Washington, D.C., the order form for the conference luncheon, and the membership renewal form (renewals can also be done online).

From an operational perspective, the move to an electronic newsletter gives us greater flexibility for publishing different kinds of material down the road, and it makes it possible for you to read it in different kinds of ways, as well as to search information. You can save or print the newsletter as a PDF file using the link at the top of the page.

The move also generates savings in printing and postage, but also in the footprint of CLAH communications - we have ceased to use 25,000 sheets of paper per year! The savings in printing and postage will be directed to increasing the number of Scobie awards for graduate students to conduct pre-dissertation research travel.

Over the course of this fall, you will notice other changes as well. The CLAH ballot has been moved to an electronic format, in order to build on the success of the web survey. The email message directing you to this newsletter also has a link to the ballot where you can vote until December 1 for the two new members of the General Committee, as well as secretary/chairs of the regional and thematic committees.

The membership directory is also online (this was an initiative carried out by the Secretariat at UC-Davis). The online directory is updated weekly, so it avoids the automatic obsolescence of the annual printed directory. We are working to soon make the member directory searchable and to include information about members' regional and thematic committee memberships.

The website you see now is the same one you are long familiar with, but look for a re-design in the coming weeks. As the new site goes up, please share with us your thoughts about its style and organization. Our goal is to keep the website simple but make it a more nimble resource for CLAH members. As we do so, please consider the following:

- To make the website more easily accessible, we are removing password protection at the end of the year. Please review your information in the online member directory. If there is information you would like to not have available without password protection, please let us know by December 1 and we will remove it.

- If you would like to continue to receive the newsletter or membership directory in print, send us a request by mail to the following address: CLAH Secretariat, Department of History, UNC Charlotte, Charlotte, NC 28223.

Finally, I want to take the opportunity to introduce Gloria Lawing, CLAH administrative assistant and M.A. student in Latin American Studies at UNCC. In addition to handling membership information this fall, Gloria worked with UNCC Web Designer Maggie Dougherty to shape the new newsletter and will be working on the broader changes in the website you will see later in the year.

We look forward to seeing you in Washington this January, and hope that you enjoy the new version of the newsletter.

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### III. HONORING WILLIAM B. TAYLOR

#### Recipient of the 2007 Distinguished Service Award

This year's Distinguished Service Award winner is Professor William B. Taylor, the Muriel McKevitt Sonne Professor of History, at the University of California at Berkeley. Professor Taylor's contributions to scholarship include books of fundamental importance to our understanding of colonial Latin American history, and continue the standards for excellence exemplified by his mentor, Charles Gibson, who won the Distinguished Service Award in 1981. Bill Taylor's *Landlord and Peasant in Colonial Oaxaca* (Stanford, 1972) remains a model for the study of land tenure; *Drinking, Homicide and Rebellion in Colonial Mexican Villages* (Stanford, 1979) pioneers the use of court records to write social history; and *Magistrates of the Sacred: Priests and Parishioners in Eighteenth-Century Mexico* (Stanford, 1996) provides remarkable insights into the beliefs, lives, and relationships of clergy and villagers. Taylor's numerous articles and essays also constitute essential reading for those interested in social history, popular religion, and ethno-history, while his edited volumes are expertly designed for classroom use. The *Magistrates of the Sacred* received the Herbert Eugene Bolton Prize, the Albert J. Beveridge Prize, and Bryce

Wood Book Award, while his articles have won the Conference on Latin American History Prize and the Robertson Memorial Prize.

Professor Taylor's scholarly service includes terms on the editorial boards of many leading journals, such as the *American Historical Review*, the *Hispanic American Historical Review*, the *Latin American Research Review*, the *Americas*, and *Historia Mexicana*, as well as serving as an editorial consultant for many presses and journals. By his own count, he has reviewed over 150 book and article manuscripts submitted for publication. Taylor has also served on numerous prize committees for the Conference on Latin American History and the American Historical Association, and has reviewed grant applications for the National Endowment for the Humanities, the MacArthur Foundation, the John Carter Brown Library, and Fulbright-Hays. He has also been an external evaluator of history departments.

Graduate students and colleagues nominated Bill Taylor for his award, and their testimony to his dedication as an instructor and mentor is compelling. Students expressed their admiration, respect, and surprise that a senior scholar would place the interests of students first and dedicate himself to their individual development as scholars. Taylor's support included using funds from his endowed chair to underwrite graduate student research and curatorial positions, sharing his books and archival notes, and spending hours in the library teaching them to read paleography and decipher colonial documents. Taylor's success as an instructor and mentor seems rooted in his sense of decency and humanity. As three students put it:

"In the process of authoring this letter, we were surprised to see that our individual experience with Professor Taylor was in fact a shared one: *he treats his students with the respect, consideration, and interest generally paid to esteemed colleagues*. We learned from him how to be serious scholars by being taken seriously as scholars. This approach toward teaching is a life-long lesson that each of us will bring into our future relationships with our own students."

-Michael J. Gonzales  
Chair, Distinguished Service Committee

#### IV. CLAH SESSION REPORTS, 2007 MEETING

##### Colonial Studies Committee with Teaching and Teaching Materials Committee Report: Atlanta, January 5, 2007

Outgoing Secretary, Joan Bristol (George Mason University) convened the roundtable entitled "Putting Gender into Practice: Primary Sources for Researching and Teaching Colonial Latin American History" with chair Marc Becker (Truman State University) to a small, but engaged crowd of dedicated teacher-scholars.

Bristol presented images of Mexican *casta* paintings as an example of a primary source that allowed discussion of gender and race. She explained that the 18<sup>th</sup>-century paintings allow her students to explore how gender roles intersected with the production and reproduction of social hierarchies in the colonial period. She often begins the conversation by pointing out that fathers were depicted as dignified Spaniards in an orderly and contained setting while people who were shown as less white inhabited more disorderly environs with unruly children. In response, students are quick to point out how the paintings evidence patriarchy as well as a gender-race hierarchy allowing white women to be still while darker women worked as venders or cooks.

Next, Susan Kellogg (University of Houston) presented an amazing image of the Mexica goddess, Coyolxauhqui as an example of visual sources that she employs in her classes such as pottery, textiles, paintings, photographs, and illustrations from the Florentine Codex. Using the image of the deity, she asks students to explain how the figure is positioned and how we might know that this is a Mexica image. Kellogg suggested that we can use images such as these to talk about, for example, how Malinche is shown in indigenous sources versus Spanish ones. In doing so, we can ask how students to explore how Mexica women were interpreted by distinct audiences as well as how to decode contradictory ideas embedded in images versus those contained in text.

Jane Mangan (Davidson College) continued the roundtable with translated documents of petitions from women attempting to locate their husbands in the Americas. Using these documents, Mangan asks: What do men do? What do women do? Student responses allow for a discussion comparing gender roles as well as the construction of gendered identities and locations. Also, by talking about how abandoned wives were able to petition the Spanish Crown to locate missing men, students often reflect on how men were the "action figures" during the conquest while women stayed at home. Mangan can then suggest how

colonial hierarchies included the king as a father figure petitioned by women, in the weaker positions.

James Sweet (University of Wisconsin, Madison) discussed an Inquisition case from the 1740s of a free African woman. He asks his classes to explore what an Inquisition case looks like as students often observe that only men testified against her but how she was from Luanda yet tried in Minas Gerais. In addition to these gender hierarchies, the discussion often explores African ideas of gendered ideologies in colonial Brazil.

Monica Radkin (University of Texas at Dallas) explained her strategy of incorporating documents with lectures using texts such as The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America edited by Lyman L. Johnson and Sonya Lipsett-Rivera, The Human Tradition in Colonial Latin America edited by Kenneth J. Andrien, and Colonial Lives: Documents on Latin American history, 1550-1850 edited by Richard Boyer and Geoffrey Spurling. Radkin encourages students to look beyond the narrative of the document by modeling how to ask the right questions to frame the document historically. By matching the primary document with an analytical article, Radkin works to provoke student discussion and engagement.

Erin O'Connor (Bridgewater State College) concluded the formal presentations with an explanation of how she provokes students to question elite descriptions of subaltern people. In her classroom, gender is a flexible and culturally specific category as well as a driving force in ethnic relations.

Prompted by the panelists, participants engaged in a lively discussion. Marc Becker suggested how images can allow a class to explore both the real and the ideal in colonial societies. Charles Beatty Medina described the recent Tesoros/Treasures/Tesouros: The Arts in Latin America, 1492–1820 exhibit at the Philadelphia Museum of Art (<http://www.philamuseum.org/exhibitions/special/2006/109.html>) that is encouraging him to think about what kind of symbols were influencing gender ideals at the popular level and Joan Bristol added that images of Santa Rosa of Lima allow this type of exploration. Jane Mangan suggested that she uses wills and drawings of pre-Colombian civilizations to explore everyday dress. Rachel O'Toole asked how panelists have successfully revised traditional colonial Latin American history narratives to which James Sweet suggested that sodomy cases placed in a section of a course on religion can often disrupt the usual survey narrative. Erin O'Connor suggested how, by exploring contradictions, we actually create a new colonial Latin American history narrative with our students. Indeed, as one participant suggested, the goal is to provide our students with the tools to take apart the racial and



gender categories of the past. Panelists and participants dispersed into the rainy Atlanta night invigorated with multiple plans to put gender into their teaching practices.

-Rachel Sarah O'Toole  
University of California, Irvine  
Secretary of the Colonial Studies Committee

## Andean Studies Committee Report: The Return of the Andean Left in Historical Perspective: A Roundtable, Atlanta, January 6, 2007

The Andean Studies Committee sponsored a roundtable discussion at the CLAH meeting in Atlanta that sought to place current political trends in the Andes in historical perspective. We debated whether a seemingly leftward drift is best described as anomalous or a logical outgrowth of historical events and trends.

Mary Roldan (Cornell University) began the discussion with reflections on how in Colombia the left is often associated with armed factions. Electoral politics, in contrast, are perceived to be the domain of conservative politicians. Roldan argued, however, that there is widespread acceptance of leftist ideas in Colombian society, even though they are not necessarily labeled as such. For example, religious ideas of social justice are prevalent throughout society. As a result, a left emerges out of social forces that we do not traditionally identify as left. The most recent manifestation of this is the Polo Democrático that incorporated many different movements (Indigenous communities, peace communities, women's groups, environmental organizations, etc.) into their alliance. These social movements participated in the democratic process to build a new party that created an alternative, non-traditional, electoral left not allied with armed movements.

Reuben Zahler (University of Oregon) pointed to problems with using traditional leftist definitions to discuss Hugo Chavez's government in Venezuela. Zahler maintained that left-right paradigms break down upon examining government policies toward such issues as use of oil revenues and neoliberal agendas. Petroleum reserves were nationalized in 1976 and created an autonomous state whose purpose was to distribute wealth rather than create an autonomous civil society or economy. This extreme dependency on oil, however, created weaknesses in governing structures. Traditionally, the discussions have not revolved around left-right divisions, but on how a paternalistic government ought to distribute petrol wealth. Zahler also highlighted how chavista iconography uses leftist symbolism in an eclectic and inconsistent manner.

Marc Becker (Truman State University) argued that populism has often formed one of the

largest threats to the left, not only in Ecuador but throughout Latin America. He pointed to a repeated problem where social movements put their hopes in a populist leader who then quickly sells them out to the oligarchy. José María Velasco Ibarra did this repeatedly throughout the twentieth century, Lucio Gutiérrez did this four years ago, and Becker was skeptical that the man of the hour—newly elected president Raphael Correa—would not do the same thing. Social movements historically have been able to pull down governments, but have been much less successful at building viable and positive alternatives. To succeed in Ecuador, the left also faces broader problems of political instability and a fragmented sense of national identity.

Cecilia Mendez (UC-Santa Barbara) claimed that it is hard to find a bona fide left in Peru today. In the last election, small leftist parties only gained 1.2 percent of the vote—a notable decline from 30 percent in 1986. Mendez questioned whether Ollanta Humala could be considered a leftist, especially since his nationalist and anti-U.S. stances are not ideologies but political positions, and ones common to populist discourse. However, even if Humala did not embrace a leftist position, the vote for him did express a popular feeling. Humala's constantly changing discourse positions him more as a discredited Lucio Gutiérrez from Ecuador than the charismatic Hugo Chavez from Venezuela. Although Humala shifted positions during the electoral race, his brother Antauro Humala (now in prison) did start to build in 2000 a political group with a more ideological bent called "etnocacerismo." This ideology, from which Ollanta Humala profited, was a blend of mesianismo, indigenismo of the 1930s and 1940s, marxismo and antiimperialismo of the 1960s and 1970s, and military nationalism. Its ideological roots can be traced to previous Peruvian political and intellectual traditions. Mendez also argued that our view of the Peruvian left has to include military and authoritarian traditions (such as the Shining Path) as an integral part of this history. Furthermore, the question of why in Peru it was a political group born in the military quarters and made up by reservists, rather than a civil popular movement (as happened in Bolivia and Ecuador), that voiced more forcefully a pro-Indigenous agenda should be a central question in our inquiry about the lack of a leftist alternative in Peru.

Peter Winn (Tufts University) pointed to the overwhelming victory of Evo Morales in 2005 as an indication of a real and vibrant left in Bolivia rooted in a strong tradition of labor and Indigenous social movements. Morales emerged as a labor leader out of a mining family, and has not turned his back on that history. Furthermore, internal migration has also led to a diffusion of leftist ideas throughout the country. Many of Morales actions are not token reforms, but represent real changes such as including Indigenous peoples in positions in government from which they were previously excluded and nationalizing hydrocarbon

resources. Rather than a top-down populist model, he is pursuing a bottom-up strategy strongly rooted in civil society. This has opened up possibilities for a new and innovative left.

Winn then moved on to a discussion of Chile, building a strong argument that the country belongs in the Andean region rather than in the Southern Cone with Argentina and Uruguay. Augusto Pinochet had removed Chile from Andean cooperation pacts, but under Michelle Bachelet the country is reintegrating into the region. We can see models and their influences moving back and forth across the Andes, and in a sense are rooted geographically and ideologically at one end with Chavez's radical socialist discourse in Venezuela and Bachelet's pragmatic neoliberalism "with a human face" in Chile. Winn then proceeded to discuss divisions on the left in Chile, with the Socialist Party providing the largest part of the left. Bachelet comes from the left-wing of the Socialist Party, but she is more leftist in style than in substance (she represents gender equality, but favors pragmatic neoliberal policies such as retaining Pinochet's privatization of social security, but creating a powerful public alternative).

Lengthy presentations left little time for discussion, but several audience members did make important contributions. Rather than looking at commonalities across the region, there was a tendency to see the exceptional and unique nature of each country. The presentations had largely focused on the electoral left, and Barry Carr reflected on the opportunities and limitations of the electoral left. Carr and Winn began to engage in a useful debate whether the Chilean left historically or presently has engaged Indigenous (specifically Mapuche) issues, but time limitations prevented a fuller discussion of this topic, including its comparative aspects in different Andean countries.

In business matters, Kris Lane (College of William & Mary), chair of the Andean Studies committee, announced that Jane Mangan (Davidson College) won election as secretary of the committee for the next year. Marc Becker will move from secretary to chair of the committee. He also read parts of a commemoration from Luis Miguel Glave reflecting on our dearly departed and sorely missed colleague Ward Stavig.

-Marc Becker  
Truman State University  
Secretary, Andean Studies Committee

## Borderlands/Frontiers Studies Committee Meeting: Borderlands and Frontiers Around the World

Professor Andres Resendez moderated a discussion of the similarities and contrasts that guide the research by scholars who work on different frontiers and borderlands from around the world. Kim Gruenwald (Kent State University) examined the transformation of the open space of the Ohio River valley into a place with its larger cities and smaller towns centered on the Ohio River and its tributaries from the late eighteenth to mid-nineteenth century. She underscored how the United States expanded yet remained a nation in the Buckeye region. The Ohio River was more important than any political boundary. Between the 1750s and 1760s, the river comprised the boundary between Native Americans and Europeans. After the Revolutionary War, it served as the entryway into the frontier for settlement. In the 1850s, the Ohio River marked the boundary between freedom and slavery.

Paul Nugent (University of Edinburgh) examined the colonial settlement and boundaries between the countries of Ghana and Togo; how artificial political boundaries still remain in this part of West Africa. Some of the straight lines that were established at the end of the nineteenth century cut across cultural areas. He noted how the relationship between citizenship and state power are crucial in attempting to hypothesize about the impact boundaries have on border identities.

Cynthia Radding (University of New Mexico) described how peoples and institutions developed space and converted different physical and cultural environments in northwestern Mexico and Bolivia. She utilized the concept of social ecology to convey the links between human and material resources and the political implications for their possession and use by competing groups. She looked at how differences between geography and natural environment make in studying these two distinct regions.

Prompted by the panelists' comments, the audience addressed the possibility or impracticality of a borderlands theory. Those present recognized that scholars in the field have conceptual difficulties in understanding the various meanings of frontiers and borderlands in the Spanish, English, and Portuguese languages. Recent attempts to distinguish between frontiers and borderlands are not entirely convincing. How to study and conceptualize frontiers and borderlands will continue to be a part of the conversation at future meetings.

-Barbara Ganson  
Florida Atlantic University

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## V. SCOBIE AWARD REPORT

**SARAH JAFFE**

TULANE UNIVERSITY

The James R. Scobie Memorial award for Preliminary PhD research enabled me to travel through the Mexican state of Oaxaca during the summer of 2007. I began my work in Oaxaca City, where I consulted several archival sources in search of information relating to the Mexican revolutionary government's initiative to incorporate visual representations of Oaxacan cultural norms (specifically the image of the Tehuana- women of the Isthmus of Tehuantepec) into a national identity project between 1920 and 1940. Mexican intellectual José Vasconcelos served as the nation's first minister of education in the 1920's, and as part of the cultural education programs designed to bring Mexico into modernity he sent groups of artists and intellectuals to the state of Oaxaca to reconnect with their Mexicanidad in an era of increasing North American cultural hegemony.

When I began my work in Oaxaca, I visited the Archivo General del Poder Ejecutivo de Oaxaca (AGPEO) and the Archivo Histórico Municipal de la Ciudad de Oaxaca in search of official documentation of these cultural missions. Neither repository contained relevant information. I next visited the Library at the Oaxaca City Casa de Cultura, where I consulted several reference books on Mexican history and found brief mentions of the cultural missions, but no real evidence of who participated in them or how they were funded. When I visited the Instituto de Artes Gráficas de Oaxaca (IAGO), I met with the director of that organization's library, Sr. Luis Manuel Amador, who helped me to access several books and catalogues of exhibitions held in Mexico and in the United States that featured visual representations of the Tehuana and/or elements of her traditional costume in Mexican art. Sr. Amador also introduced me to the work of Oaxacan photographer Sotero Constantino, who documented the people of Tehuantepec in his studio in Juchitan. I believe that this work may provide an interesting local counterpoint to the more calculated representation of Tehuanas in national art. I visited the Alvarez Bravo Center for Photography in search of Constantino's work, but unfortunately the images were out on loan. I have since discovered a thin volume of these images in the Tulane Latin American Library in New Orleans.

However, the images in the catalogues I accessed at the IAGO reinforced my idea that strong parallels exist between the costume of the Tehuana and the traditional ecclesiastical garb of the era. The flowing, triangular shape of the huipil and the crowning function of the headdress (gold and jeweled in the case of the church, and flowers and ribbons for the Tehuana) as well as the design and layout and ceremonial function of the gold jewelry worn by both groups lead me to be more secure in my thesis that the appropriation of the Tehuana into the pantheon of national cultural heroes at this particular historical juncture offers visual reference to the increasing sentiments of anticlericalism as a path towards modernity. While passing through the permanent exhibit of Oaxacan culture at the Centro Cultural Santo Domingo I reaffirmed these sentiments

upon seeing displays of ecclesiastical jewelry and crowns alongside the familiar gold coin necklaces and floral headpieces worn for centuries by the women of Tehuantepec.

In addition, I attended a temporary exhibition on the life of Mexican intellectual Antonieta Rivas Mercado, an influential and revolutionary woman with roots in the Porfirian elite. The life and work of Rivas Mercado, a committed patron of the arts and a lover of Vasconcelos, supports my thesis that women in the post revolutionary era provided links to the pre-existing social networks and capital of the Porfirian regime. It was Antonieta's father, the famed Porfirian architect Antonio Rivas Mercado, who as part of his duties as the director of San Ildefonso, who sent a young Diego Rivera to Europe for classical artistic training. A generation later it was his daughter's lover (Vasconcelos) who sent Rivera to the Isthmus of Tehuantepec to rediscover his Mexicanidad. I believe that this is but one of many examples of the ways in which elite Mexican women functioned as gendered revolutionary bridges between Mexico past and Mexico future in the opening decades of the twentieth century.

Sr. Manuel Amador of the IAGO introduced me to Sr. Victor Vásquez, the grandson of former Oaxacan governor Lic. Genaro V. Vásquez, and current caretaker of the Vasquez family library. This private library, located a few kilometers outside of Oaxaca City in the pueblo of Tule, contains a wealth of holdings dating back to the elder Vásquez's time in office. Victor is currently working to catalogue and organize all of the holdings, and while the library is somewhat disorganized at the moment, it was a valuable contact for future research in the region. I was, however, able to access a bibliography of references on Oaxacan culture that I found quite useful. The text, *Bibliografía del Istmo de Tehuantepec*, by Rafael Carrasco Puente, identifies relevant passages about Tehuantepec and its cultural significance in the prolific works of José Vasconcelos.

From Tule I traveled on to the isthmus cities of Juchitan and Tehuantepec. In Tehuantepec I visited the former home of Doña Juana Cata de Romero, supposed lover of don Porfirio Díaz and textile magnate of the Isthmus. In Juchitan I met with several women who create and sell the traditional Tehuana huipiles both locally and internationally. In addition, I met with Cristian Pineda Flores, the general coordinator of the Bacaanda Project and liason with the Juchitan Casa de Cultura, an outgrowth of Oaxacan artist Francisco Toledo's desire to focus on artistic and political expression in the region. Pineda Flores recently curated a significant exhibition at the Casa de Cultura about the *Coalición Obrera Campesina Estudiantil del Istmo (COCEI)*, a popular local political organization that has been active in the isthmus since the late 1970's. Learning more about the COCEI and its work helped me to recognize the ongoing interconnection of women and education and revolutionary activism in the region. I believe that this ideological intersection is a key element that will help me understand the initial inclusion of local politics in the national revolutionary program in the early part of the twentieth century.

I am grateful for the knowledge and experience I gained as a result of this generous funding from the Conference on Latin American History, and hope that I will be considered as a potential recipient of additional funds that may be available for future research.

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## VI. NEWS FROM MEMBERS

**Asunción Lavrin**

Arizona State University

*Publications:*

"Female Visionaries and Spirituality." Susan Schroeder and Stafford Poole, eds. *Religion in New Spain* (Albuquerque: University of New Mexico Press, 2007), 160-178.

**Cooney, Jerry**

University of Louisville (emeritus)

*Publications:*

*Paraguay and the United States: Distant Allies*. Cooney, Jerry W. and Mora., Frank O. *The United States and the Americas*, series. (University of Georgia Press, 2007)

**Keyser, Campbell Dirck**

Independent scholar (emeritus)

*Publications:*

*Neocorporatism in Mexico: Portes Gil of Tamaulipas*, being translated into Spanish by Colégio de Tamaulipas.

**Marks, Patricia**

Princeton University (emeritus)

*Publications:*

*Deconstructing Legitimacy: Viceroy, Merchants, and the Military in Late Colonial Peru*. University Park, PA: Penn State University Press, 2007.

*Research:*

Research for three projects: a book on Viceroy Amat and the beginnings of reform in Peru; an article on the problematic presidency of Jose Bernardo de Tagle and the advent of independence; and an article on a late colonial painting, "America Nursing Spanish Noble Boys."

**Macias-Gonzalez, Victor**

University of Wisconsin, La Crosse

*Institutional:*

*Sabbatical leave, Fall 2007*

**Martínez-Fernández, Luis**

University of Central Florida

*Promotions:*

Appointed to the History Academic Advisory Committee of the College Board (2006-09).

*Professional Activities:*

Writing a history of the Cuban Revolution (1952-present) for the University of North Carolina Press

**Miller, Shawn**

Brigham Young University

*Publications:*

*An Environmental History of Latin America*, Cambridge University Press, 2007

*Research:*

Unnatural Monopolies: an investigation into the existence of a colonial resource use mode that exhibited strong conservationist tendencies which countered colonialism's exploitative intentions. Was Iberian colonialism's relationship with American nature unique, falling outside the currently defined resource use modes?

**Van Deusen, Nancy**

Queen's University

*Publications:*

*Entre lo sagrado y lo mundano: el recogimiento en el Lima colonial*. Spanish translation of the monograph, *Between the Sacred and the Worldly* (Stanford 2001). Translated by Javier Flores Espinosa. Lima: Pontificia Universidad Católica del Perú; Instituto Francés de Estudios Andinos, 2007.

"Circuits of Knowledge Among Lay and Religious Women in Early Seventeenth-Century Peru." In *Gender, Race, and Religion in the Colonization of the Americas*. ed. Nora E. Jaffary. Ashgate Press, 2007, 137-151.

"Recent Approaches to the Study of Gender Relations among Native Andeans under Colonial Rule." In *New World: First Nations: Native Peoples of Mesoamerica and the Andes under Colonial Rule*, eds. David Cahill and Blanca Tovias de Plaisted. Sussex Academic Press, 2006, 144-166.

"Las mercedes recibidas de Dios: La autobiografía de Jerónima de San Francisco (1573-1643), mística limeña." In *Diálogos espirituales: Manuscritos femeninos hispanoamericanos, Siglos XVI-XIX*. Asunción Lavrin y Rosalva Loreto López, eds. Puebla, México : Instituto de Ciencias Sociales y Humanidades de la Benemérita Universidad Autónoma de Puebla, 2006, 40-72.

*Promotions, Appointments, Transfers, and Visiting Professorships:*

Professor, Colonial Latin American and Iberian Atlantic World History, Queen's University, Kingston, Ontario.



## VII. ANNOUNCEMENTS

### **Seminar on Decolonization**

The International Seminar on Decolonization, a project of the National History Center/ American Historical Association, in active collaboration with the Library of Congress and with generous support from the Mellon Foundation, invites applications from historians (in the U.S. and abroad) at the beginning of their careers who are interested in participating in the 3rd edition of the seminar in July 2008 in Washington, D.C. The seminar will focus in particular on the transitions from colonies to nations in Asia, Africa, and the Caribbean. The seminar will be an opportunity for the participants (a) to pursue research at Washington-area archives on projects within the overarching theme of decolonization; (b) to exchange ideas among themselves and with the seminar leaders; and (c) to produce a draft article or chapter of a book. The 15 participants in the four-week seminar will receive a small stipend, and the Center will arrange and pay for participant travel and accommodations. Applicants should have a recent PhD (obtained after January 1, 2000) and be at the beginning of their careers. Applications from advanced PhD students nearing completion of their dissertations are also encouraged. *Applicants should note that all the academic activities will be in English. Applicants must, therefore, be fluent in English.* Selected foreign participants must make their own arrangements to obtain the necessary U.S. visas; the National History Center will provide any documentation that may be required. *Applications and all supporting materials should reach the Administrative Officer of the National History Center by November 1, 2007. They may be mailed to The National History Center, 400 A Street, SE, Washington, DC 20003-3889 or e-mailed to [decol08apply@nationalhistorycenter.org](mailto:decol08apply@nationalhistorycenter.org).* Details about the application process, the format for the required letters of recommendation, the seminar, and the National History Center can be obtained from the National History Center's web site, <http://www.nationalhistorycenter.org/semFell.html>

### **E-Book on Political Violence and Social Memory in South America**

A major new publication, HISTORIZAR EL PASADO VIVO EN AMERICA LATINA/ HISTORICIZING THE LIVING PAST IN LATIN AMERICA under the direction of Anne Perotin-Dumon and sponsored by the Ford Foundation and the Universidad Alberto Hurtado in Santiago, went up on the web August 1. The E book includes 36 studies of political violence and social memory by historians and other scholars about the recent histories of Argentina, Chile and Peru and other countries.

It constitutes a unique collection in Spanish of first-rate scholarship on these issues and is some 1800 pages--equivalent to six volumes. HISTORIZAR EL PASADO can be accessed at <http://etica.uahurtado.cl/historizarelpasadovivo> and is free of charge.

## VIII. POSITION ANNOUNCEMENTS

### **PENN STATE, Latino/a History.**

The Department of History at Penn State (University Park) seeks to make a tenured appointment in US Latino/a history; the appointment includes duties as coordinator for the university's Latino/a Studies program, with a reduced teaching load while the coordinator duties are undertaken. This position's tenure home is in History, but we invite applications from candidates who have demonstrated an ability to collaborate across disciplines. We especially encourage applicants whose research is based on U.S.-Latinos/as that draws on transnational and/or diasporic approaches. Successful candidates will have a demonstrated record in teaching and research, and an interest in program building. Letters of interest with a current c.v. and names of three references should be sent to Chair, Latino/a History Search Committee, Department of History, 108 Weaver Building, Box C, Penn State University, University Park, PA 16802-5500. Applications received by December 10, 2007 will be assured of consideration; however, all applications will be accepted until the position is filled. Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

### **PENN STATE, Latin American History**

The Department of History at Penn State (University Park) seeks to make a tenure-track appointment at the assistant professor level in Latin American history. Time period and geographic specialization are open. Candidates should have PhD in hand by the beginning of the Fall 2008 semester. Letters of interest with a current c.v. and three letters of recommendation should be sent to: Chair, Latin American History Search Committee, Department of History, 108 Weaver Building, Box C, Penn State University, University Park, PA 16802-5500. Applications received by December 10, 2007 will be assured of consideration; however, applications will be accepted until the position is filled. Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

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## IX. COMMITTEES FOR CLAH PRIZES AND AWARDS, 2007

### ***Bolton-Johnson Prize***

Emilio Kourí, Chair, University of Chicago, <kouri@uchicago.edu>

Pamela Voekel, University of Georgia, <voekel@uga.edu>

John Kicza, Washington State University, <jekicza@wsu.edu>

### ***Warren Dean Memorial Prize***

Todd Diacon, Chair, University of Tennessee, Department of History, University of Tennessee, Knoxville, TN, 37996-4065, <tDiacon@utk.edu>

Julyana Peard, San Francisco State University, <jpeard@sfsu.edu>

Joan Bak, University of Richmond, <jbak@richmond.edu>

### ***Howard Cline Prize***

Thomas Klubock, Chair, SUNY Stony Brook, <tklubock@notes.cc.sunysb.edu>

Evelyn Hu-DeHart, Brown University, <Evelyn\_Hu-Dehart@Brown.edu>

Michael Ducey, University of Colorado at Denver, <mducey@carbon.cudenver.edu>

### ***Conference on Latin American History***

Camilla Townsend, Chair, Colgate University, <ctownsend@mail.colgate.edu>

James Thurner, University of Florida, <mthurner@history.ufl.edu>

Dennis Korteuer, California State University, Long Beach, <dkorteu@csulb.edu>

### ***Distinguished Service Award***

Michael Gonzales, Chair, Northern Illinois University, <gonzales@niu.edu>

Susan Ramirez, Texas Christian University, <s.ramirez@tcu.edu>

Jane Landers, Vanderbilt University, <jane.land@vanderbilt.edu>

### ***Elinor Melville Prize for Environmental History***

Sonya Lipsett Rivera, Carleton University, <slrivera@ccs.carleton.ca>

Stuart McCook, University of Guelph, <sgmccook@uoguelph.ca>

Mark Carey Kim will write him for current address

### ***Tibesar Prize***

Hal Langfur, Chair, University of New York at Buffalo, <hlangfur@buffalo.edu>

Jeanette Favort Peterson, University of California at Santa Barbara,

<jeanette@arthistory.ucsb.edu>

John Chuchiak, Missouri State University, <johnchuchiak@missouristate.edu>

### ***James A. Robertson Memorial Prize***

David Garrett, Chair, Reed College, <david.garrett@reed.edu>

Zephyr Frank, Stanford University, <zfrank@stanford.edu>

Kristin Ruggiero, University of Wisconsin-Milwaukee, <ruggiero@uwm.edu>

**X. IN APPRECIATION:  
CLAH ENDOWMENT AND FUND CONTRIBUTORS**

**CLAH PRIZES AND AWARDS**

Elaine Carey  
Jerry Dávila  
John W.F. Dulles  
Jane Landers  
Jeffrey Lesser

**JAMES R. SCOBIE AWARD**

Dauril Alden

**ELINOR MELVILLE AWARDS**

Ruth Brouwer  
Robert Claxton  
Susan Deeds  
Susan Kellogg  
John Kizca  
Murdo MacLeod

**WARREN DEAN AWARDS**

B. J. Barickman  
Jane Landers  
Catherine Lugar

**LEWIS B. HANKE AWARDS**

Jane Landers  
Victor Uribe

**LYDIA CABRERA AWARD**

Jane Landers

All contributions are welcome. You may specify a specific prize fund if you wish, or contribute to the General Endowment Fund.

The gift can be made online at the "Pay dues online" page (It is not necessary to pay dues while making the contribution), or by check payable to CLAH and sent to: Conference on Latin American History, Department of History, University of North Carolina at Charlotte, Charlotte, NC 28223.

## XI. WELCOME TO LIFETIME MEMBERSHIP STATUS

Alcira Dueñas

Janet Greever

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## XII. THE CLAH IN HISTORY

As we complete the move to an electronic newsletter, member directory and ballot, we want to share with you a newsletter item published in 1993, at the dawn of the CLAH's digital world. In this newsletter feature, longtime CLAH member (and current editor of *The Americas*) Donald Stevens discusses what email might mean for CLAH members. This message was timely in 1993 - I now recall that was the year I purchased my first computer with a built-in modem. And the message is equally timely in 2007, as the CLAH completes another digital step. As you read on, please rest assured that the CLAH will not ask you for your mobile phone number.

-Jerry Dávila

**1993**

***“Electronic Mail and Computer Networks for the Uninitiated: Or, How I Overcame Anxiety and Learned to Love E-Mail,” Donald F. Stevens, Drexel University***

Most of us became historians out of a fascination with the past, not because we were enamored with the latest gizmos and gadgets that modern technology has produced. Many of us have grown used to the advantages of using personal computers instead of typewriters, but PCs have other exciting abilities that Latin American historians are neglecting.

When I first began using computers in graduate school, no one would have applied the adjective "personal" to a computer. The only computer available was a particularly impersonal IBM behemoth with which one attempted to communicate by punch cards. The "users' room" was a decidedly user-unfriendly space reverberating with key-punch machine cacophony and glaring overhead fluorescent lights. It was impossible to think there and the computer was absolutely intolerant of error. Instructions had to be planned carefully and transferred meticulously to punch cards, lest the demonic machine reject

them because you had forgotten to close a parenthesis, mistyped a single letter, or gotten the cards in the wrong order. Now I can sit at my own desk in my calm, quiet, warmly lit office and perform tasks that I couldn't have imagined twenty years ago. Software is friendlier and the hardware is more compact, attractive, and quiet. I remember thinking several years ago that the system had just about reached perfection. I could write and edit, put footnotes at the bottom of the page or at the end of a paper, and even do simple data analyses without having to confront the machine that squatted down in the basement. I imagined that I'd never have to learn another thing about computers, and that thought made me very happy.

I was wrong. It started one cold rainy day when I didn't want to walk across campus to check a citation in the library. A colleague (a non-quantitative humanist, as it happens) showed me how to consult the library catalog from the Macintosh in his office. It probably took me longer that day to learn how to do something differently than it would have to plod across campus and do it the old way. Even confronting the mainframe computer was better than a stroll through a rainstorm at 40 degrees Fahrenheit. Gradually I began to use the system more and more to save time and effort even in good weather. There are advantages to knowing if a book is checked out before going off to the library to look for it, or printing out long lists of titles and call numbers rather than writing them down by hand. After a while, I found that computerized library catalogs all over this country (and many in foreign lands as well) are accessible over phone lines or by computer networks, making it possible to search for more arcane titles and specialized subjects than are available locally. I'm especially tickled to be able to check the Benson Collection catalog at the University of Texas without leaving my study at home in Philadelphia. With the Hispanic American Periodicals Index and other services now available on-line, information on periodicals can be delivered not just to our doorsteps but directly onto our desks and computer disks. Some guides to manuscript collections are already on line, and more will be available in the next few years. These are not the only miracles of computer technology that can make our lives more pleasant. As incredible as it may seem, computers can even make long distance communication more personal.

Professors are notoriously difficult to reach by telephone. We're either in class, in the library, or don't want to be interrupted while trying to finish an article or book review that's overdue or a lecture for a class that meets in half an hour. Cellular phones and electronic pagers are obviously not the way to go. Answering machines, voice mail, and efficient secretaries keep the system from breaking down entirely, but games of telephone tag can go on for days. Writing letters has a quaint appeal but the postal system is often

slow, especially to foreign countries. Besides, there's something anachronistic about composing a letter on a computer but going to all the trouble of printing it out, addressing and stamping an envelope, and carrying it to the mailbox. It's like transferring music from digital compact disks to analog phonograph records so you can play them at 78 rpm on the Victrola. It can be done, but it doesn't really make sense. Miss Manners would remind us that for formal communication there is no proper substitute for a letter, but written correspondence is often an awkward, time-consuming vehicle for casual, interactive, conversation and collaboration.

Newsletters provide information about who's doing what and where, but they arrive infrequently with "news" that may be months out of date. For many of us, scholarly meetings are the best chance we have for catching up with friends and colleagues. Computer networks will never replace the hotel bar at any conference but such meetings are expensive and lamentably infrequent.

There is a technological fix for this communications gap, electronic mail. Our colleagues have been using e-mail for at least a decade.

The system takes a small investment of time to learn, but it has several advantages over other forms of communication. It's faster and less formal than written correspondence, and it's better behaved than the telephone. It doesn't interrupt your train of thought or anyone else's since it doesn't interrupt at all. You can send a message when it occurs to you without worrying about whether it's an awkward or inappropriate time in your own or another's time zone. (Asynchronicity, they call it). Messages (and even electronic manuscripts) are delivered almost instantly across long distances and international borders. Then, they wait patiently on computer disks until it's convenient for them to be received. Addressing a response can take no more than a keystroke or two. Your reply will be dispatched at the speed of electrons. E-mail should be a tremendous boon to academics, especially those seeking a fast way to communicate or collaborate with friends and colleagues several time zones or thousands of miles away. Yet, somehow Latin American historians seem particularly resistant to the charms of electronic mail; fewer than 10% of the latest CLAH membership list include e-mail addresses.

My e-mail address isn't listed either. I got so few messages that I'd forget to look for them. The problem may be analogous to the early days of the telephone. You can't reach people if you don't know the phone number, or if they haven't gotten one of those newfangled devices. Maybe they don't want anyone to know they don't know how to use it, or think

they can get by pretending it's an unnecessary technology that will never really catch on. It would be difficult to overstate the advantages that e-mail and computer networks offer, but the benefits are only potential until more CLAH members learn to use the system. There are hundreds of computer mediated discussion groups but none that appeal specifically to historians of Latin America.

To get started you need three things: hardware to make the physical connections possible, software to make the hardware work, and a minimum of training so you can tell the software how to tell the hardware what to do. Hardware and software will vary depending on the circumstances of your campus or home office. You may only need a cable to connect your PC to a special outlet in the wall (if your campus has the wiring for a computer network in place), an asynchronous data option (to link your computer over digital telephone lines), or a modem (if the phone lines are either pulse or touch tone). Some or all of this equipment may be available for free (or at least on someone else's budget) on your campus. The most expensive items, modems and ADOs, do not cost much more than a night or two at a conference hotel.

The psychic costs may be more significant than the economic outlays. The whole system can seem baffling at first. You may have to endure explanations from technological over-achievers about things that are fascinating to them but not to you, like how the computers are linked in networks using dedicated phone lines. I've had engineers draw me diagrams. I survived. I smiled, nodded, and pretended to understand. I wondered, do I really need to know this? It's adaptive behavior I recommend. Most of us will never really grasp what's going on with this technology any more than we really comprehend why our automobile engines, stereos, or microwave ovens work. Don't let that bother you. This is one time when it pays to be superficial. If you were the sort of person who liked this stuff, you'd already be using it.

E-mail and computer networks have advantages that I've only begun to hint at here. Find out for yourself. Give your computer a chance to be something more than a fancy typewriter and next time you fill out the CLAH membership form, don't forget your e-mail address!



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### XIII. CALL FOR PAPERS

#### CLAH/AHA MEETINGS, NEW YORK CITY, 2009

The Program Committee invites CLAH members to submit panel proposals for the meetings to be held in New York City, January 2-5, 2009. Panels should include three or four papers, one discussant, and a chair. Individual paper proposals will be considered, but their acceptance will depend on finding an appropriate session for them.

Proposals should follow the format for AHA proposals published in *AHA Perspectives*, and include: 1) a title and session abstract (up to 500 words), showing the significance of the topic and how the panel will advance the state of knowledge; 2) a list of all participants, including chair, discussant, and presenters, with mailing address, fax and phone, and email address; 3) title, name of presenter, and short (up to 300 words) summary of each paper; 4) a brief (up to 250 words), current CV or biographical paragraph for each participant.

To be nominated as a joint AHA/CLAH panel, the proposal must use the AHA proposal cover sheet, available at the AHA website, <http://www.historians.org>.

Where possible, panels should have gender diversity—single-sex panels are generally not accepted by the AHA Program Committee. All participants in the program must be paid-up dues-paying members of CLAH. Those on AHA/CLAH panels must be members of AHA as well. Although CLAH does not follow the AHA's "every other year" rule, it does limit participants to one paper in any given annual meeting.

Please consult the Program Guidelines below.

Send completed proposals, in a single MSWord or RTF document, via email by **January 15, 2008**, to Program Committee chair Matt Childs, [mdchilds@fsu.edu](mailto:mdchilds@fsu.edu).

#### PROGRAM GUIDELINES

These rules, approved by the CLAH General Committee on January 2, 2003, are intended to ensure diverse representation on the annual program, and reduce the scheduling conflicts that arise from multiple appearances in the schedule:

Rules for participation in the CLAH program:

1. No person may have a formal role in the CLAH program (as chair, paper presenter, commentator or roundtable participant) on more than two panels or sessions. These guidelines apply to sessions organized by Regional and Standing Committees as well as to panels proposed to the Program Committee.

2. No person may present more than one paper in the CLAH Program.

3. No person may serve as commentator on more than one panel, and may not serve as commentator on a panel on which s/he is also presenting a paper.

4. No person may serve as chair on more than one panel.

5. No person may appear in the program as a participant in a roundtable discussion (where no formal papers are presented) in more than one session.

6. Officers of CLAH and its Regional or Standing Committees may be listed in the program as presiding at the scheduled meetings of such committees, in addition to any roles they may have in the program covered by the rules 2-5.