



# CONFERENCE ON LATIN AMERICAN HISTORY

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## 2016 CLAH OFFICERS AND COMMITTEES

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Vice President: Lara Putnam  
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Yanna Yannakakis (2015-2016)  
Peter Guardino (2016-2017)  
Barbara Weinstein (2016-2017)

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## I. MESSAGE FROM PRESIDENT JERRY DÁVILA

Dear Members of the CLAH,

In my last message to you as President, I would like to share with you some of the aspects of the CLAH that I find remarkable:

- The CLAH has become an organization that is especially receptive to the work of graduate students entering the field. This is especially true of the conference program, where each year dozens of graduate students, many newly returned from dissertation research, organize or participate in sessions. Their scholarship is the future of our field. The work of CLAH members, particularly the folks who have served on the Program Committee, has been instrumental in opening and keeping the doors open to new work from emerging scholars.



- The CLAH runs on a shoestring but each year accomplishes incredible feats in the service of our field. All of the CLAH's operations, from this newsletter, to the program, the events at the meeting, the expensive chips and dip at the cocktail party - everything - are sustained solely by membership dues, as well as the labor volunteered by our members. Many of our other organizations shoulder these costs with conference registration fees. We have avoided those fees in order to keep the meeting accessible. We are able to do this in large part thanks to the dedication and creativity of Executive Secretary Jurgen Buchenau and the graduate assistants at the Secretariat at UNC Charlotte, who have managed year on year to solve problems and figure out how to accommodate increasing costs ranging from space allocation from the AHA to luncheon catering charges.

- Speaking of labor volunteered by our members, the service of our colleagues on CLAH prize committees, on the Program Committee, and in the Regional and Thematic Committees, makes it possible for the CLAH to play a remarkably vital role in supporting Latin American History, ranging from our ability to recognize outstanding work in diverse areas through prizes, to supporting graduate and post-doctoral research, to annually developing a program with scores of panels and hundreds of participants.

- Finally, the generosity of members, either in annual giving, or in legacy gifts, has benefitted the CLAH with an endowment that allows us to weather economic uncertainties without reeling, and to cover much of the costs of the prizes. This is the part of the message where I ask you to consider a gift to the CLAH - of any amount - as part of your annual giving.

The sum of this is extraordinary: together we have created and sustain a CLAH that brings such benefits to our field, from showcasing emerging work to recognizing accomplishments and signaling the contributions of our area to the discipline of history. And we accomplish this entirely through the ways in which members of the CLAH choose in so many different kinds of ways to support the organization. It has been my good fortune to get to know the CLAH in this way, and through it to see the ways our field has been shaped by the efforts of so many to build a culture of mutual support and encouragement. In January, as Lara Putnam becomes President, I offer my gratitude for both her long history of service to the CLAH and for the

work she will be doing in the coming years, and write my thanks to you for the ways in which you continue to support our organization.

Jerry Dávila  
President

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## II. MESSAGE FROM EXECUTIVE SECRETARY JÜRGEN BUCHENAU

Greetings from Charlotte!

We are looking forward to another CLAH annual meeting. This year's meeting will be held in conjunction with the American Historical Association meeting in Denver, January 5-8, 2017. It will feature an address by Distinguished Service Award winner Mary Kay Vaughan as well as the presentation of all of our annual awards and prizes.

We are pleased that this year's meeting will once again be a large one. Including the sessions of the regional and thematic committees and sessions co-sponsored by the AHA, the program will include 78 sessions. To put this into perspective, AHA/CLAH meetings held west of the Mississippi River tend to be smaller than those held in, say, Chicago or the Northeast—in particular, meetings in New York City and Washington D.C. (the 2018 venue) draw extremely well. The Denver meeting is by far the largest held in the western United States in recent memory: the 2010 meeting in San Diego had 57 panels, and the 2005 meeting in Seattle featured 30 sessions, including the regional and thematic committee meetings. We at the CLAH office are thrilled about the role that our organization plays within the AHA annual meeting, and the AHA leadership really appreciates the intellectual vibrancy that our panels bring to the convention.



I would like to acknowledge the help of several members with the everyday operations of the CLAH and, in particular, the preparation of the annual meeting. First and foremost, I would like to thank the lead graduate assistant in charge of helping the CLAH, Nicole Hanna, an M.A. student in Latin American Studies. Nicole helps me keep track of memberships and financial issues, and she helps manage the website. We can also count on the help of a new graduate assistant, Carolina Oliveira, who joined our Latin American Studies M.A. program this August after completing her undergraduate studies at the Universidade Federal de Minas Gerais in Belo Horizonte, Brazil. Carolina is responsible for the newsletter, the layout of the meeting program, and many other functions. Haley Nelson, who was our senior graduate assistant last year, graduated this past June. Second, I very much appreciate the help of our Annual Meeting Director, Marissa Nichols, who has taken over for Audrey Henderson, now at Emory University. Marissa graduated from the History program at UNC Charlotte this spring, and she is now pursuing her Ph.D. in History at Emory University, where she is studying with CLAH members Jeff Lesser, Tom Rogers, and Yanna Yannakakis. Marissa helped together this year's program and will do the same thing for the 2018 meeting in Washington, D.C. She had help from the CLAH Program Committee chaired by Sonia Robles and also including Erika Edwards, the 2017 chair, and Bert Barickman. I also appreciate the ongoing guidance by the General Committee, and especially President Jerry Davila, past president Jane Landers, and

president-elect Lara Putnam, who will succeed to the office of president at the conclusion of the meeting in Denver.

I have one very important wish as we are approaching our annual meeting. As you all know, the financial health of the CLAH depends on membership payments, as those provide the income necessary to run the organization and conduct the annual meeting. In a normal year, we require approximately 500 membership payments to balance our books. This year, membership payments have been disappointing, which jeopardizes activities such as our annual competition for the Scobie Awards for graduate students and the CLAH luncheon and reception, which depend on a subsidy from our budget. As we begin the 2017 fiscal year, now is an excellent time to renew your CLAH membership (and to tell your friends about the benefits of the organization). We will apply all dues received after November 1, 2016 to your 2017 membership unless you appear on the 2017 program and have not yet paid 2016 dues. We deeply appreciate the support of all of those who have already renewed their membership this year—and, of course, especially those who purchased a lifetime membership or contributed funds toward our endowment (honored elsewhere in this Newsletter).

We look forward to seeing many of you in Denver! Best wishes for the rest of the semester.

Saludos,

Jürgen Buchenau  
Executive Secretary

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### III. PROFESSOR MARY KAY VAUGHAN, WINNER 2016 CLAH DISTINGUISHED SERVICE AWARD

A graduate of Cornell University (B.A. 1964) and the University of Wisconsin (M.A. 1970 and Ph.D. 1973), Professor Mary Kay Vaughan has a distinguished record of scholarship, teaching, and professional service. She developed her early career at the University of Illinois at Chicago, where she arrived as a newly minted Ph.D. in 1974 and remained until 2000. During this time, as she was rising through the academic ranks, she was both Director of Latin American Studies and Director of Graduate Studies. Twice during this period she held a visiting professorship at the Centro de Investigaciones y Estudios Avanzados in Mexico City and once was a guest professor the Universidad Autónoma de Puebla. Her most consequential scholarship during these years included several key edited or co-edited works, as well as her first single-authored book (*The State, Education, and Social Class in Mexico, 1880-1928* [1982]). The book received wide acclaim for its complex and humane treatment of class, gender, and ethnicity as they shaped Mexican teachers' relationship to state and society. In these years, Mary Kay also received numerous fellowships and awards, including an SSRC, a Fulbright, a Fulbright-Hays, and the Bryce-Woods Award from the Latin American Studies Association for the outstanding book in any field. The latter award recognized her outstanding monograph on teachers and peasants during the Mexican Revolution (*Cultural Politics in Revolution: Teachers, Peasants and Schools in Mexico, 1930-1940* [1997]).

In the wake of this widely scrutinized and disseminated monograph, in 2000 Mary Kay joined the University of Maryland history faculty. Her contributions to the profession during these years have been invaluable. She co-edited three influential volumes on Mexican education, politics, gender, and historical memory. She helped organize the 2003 and 2006 Congress of Mexican, United States, and Canadian historians, as well as the 2010 meeting of the

International Colloquium on the History of Women and Gender in Mexico. After serving in 2007–09 as CLAH's vice-president, the following biennium she expertly performed as the organization's president. Along with Barbara Weinstein, she co-edited *The Hispanic American Historical Review* between 2002 and 2007, and both during her last few years on the active faculty at Maryland and after her recent retirement, she participated enthusiastically in Mexican historical groups focusing on women and gender, a field upon which she has made an enduring mark. She has continued to research and write, and her most recent monograph, *Portrait of a Young Painter: Pepe Zúñiga and Mexico City's Rebel Generation* (2014) uses the life and politics of a relatively unknown painter as a lens through which to analyze the decomposition of the PRI hegemony in post-1950s Mexico.

Mary Kay's originality and brilliance in the study of the intricate politics of Mexican education, her organizational acumen—from which all of us in the profession have benefitted—and her mentoring of several cohorts of graduate students, pale in comparison to her commitment to Mexico's downtrodden, whom Mariano Azuela's classically referred to as *los de abajo*. In her letter of support, Professor Jocelyn Olcott perhaps summarized this passion best. "As dedicated as Mary Kay is to younger scholars and especially to women," she wrote, "her real loyalty is to Mexico — not the nation, but the *pueblo*. Her insistence on scholarly rigor, her refusal of canned romanticisms, and her relentless curiosity stem from a profound love of Mexico and a dedication to promoting social justice there through a deeper understanding of its history and culture." And, Olcott concludes, "... this objective motivates her immense intellectual and personal generosity more than anything else. She has lived in Mexico through many of the tumultuous events of recent decades and cares intensely that scholars understand Mexican history from the ground rather than importing our own preconceptions and theoretical frameworks and shoe-horning Mexican history into them."

For all of the above, Mary Kay Vaughan is a *digna ganadora* of this year's CLAH Distinguished Service Award.

Distinguished Service Award Committee for 2016:

Chair: Francisco Scarano, University of Wisconsin-Madison

Lowell Gudmundson, Mount Holyoke College

Nancy Appelbaum, Binghamton University

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## IV. SCOBIE AWARD REPORTS

### STEPHANIE HUEZO

INDIANA UNIVERSITY BLOOMINGTON

"From Liberated to Neoliberal: Educational Change in El Salvador (1979-2010)"

Thanks to the generosity of the James R. Scobie Grant, I traveled to El Salvador for three weeks to conduct pre-dissertation research on education during and after the civil war in rural Chalatenango. The short but intense weeks spent in Chalatenango, provided me access to essential primary sources and oral narratives that have shaped my dissertation proposal, which I will be defending this fall. My project, tentatively titled— From Liberated to Neoliberal: Educational Change in El Salvador (1979-2010)— examines teachers' discourse on social transformation through education in an area historically connected to the guerrilla organization, the Farabundo Martí National Liberation Front (FMLN). These areas, known as liberated zones, created their own form of education during the war as a response to the state's decision to shut down schools there. Popular education, as the locals call it, taught students how to read and write under the philosophy of Brazilian educator, Paulo Freire. Popular teachers believed students should learn by using their experiences as themes. For example, students

learning how to read would use the word “fusil” to sound out the syllabus and to have a conversation about the use of guns and why they are necessary for the war. Popular education, according to Freire, would liberate the oppressed, these communities, from the oppressor, the Salvadoran state. I am interested in how the transition from civil war to a neoliberal democracy has affected teacher’s commitment to popular education.

One way I am conducting research is through interviews. Oral history is the backbone of my work. While there are some written primary sources on popular education, most of these materials were either destroyed or lost during the war. Therefore, in order to rescue important information about this historical time, I am using oral history. This summer I interviewed popular teachers in two towns that are still active teachers in their communities. Two years ago, I interviewed a handful of teachers to ask them about their experiences during the war. This year, I have spoken to more teachers about the change in education after the war. I was specifically interested in how a neoliberal education program called EDUCO (Education with Community Participation), created by the Ministry of Education (MINED), changed the school’s curriculum and teachers’ attitude toward popular education. I asked, if the war is over, what is the need for popular education? The responses I received reveal a commitment to continue to teach the values that they learned during the war even under democracy. I also learned that teachers used educational practices such as folklore stories to teach students about the civil war. This year, the same teacher expressed how they believed these practices were so successful during the war that they continue to implement them to talk about current global and technological issues.

During my time in El Salvador, I had the privilege of participating in the 30<sup>th</sup> anniversary of the repopulation of a former liberated zone. In schools, teachers incorporated the history of their town into the lesson of that week. Moreover, the whole town watched reenactment of the repopulation of the town. Leaders of the community stressed the important of community building and staying united to protect their town from gang violence, migration, and delinquency. They also praised their previous work of keeping away international mining companies from their town, a common effect of globalization and neoliberalism. The values of popular education seem to still be active in the community and even outside of the classroom.

My research this summer has helped me polish my research question on discourses of social transformation in these communities. I still have quite a bit of work to do with the information I collected this summer but I am confident that these materials will continue to help me produce a feasible dissertation prospectus. I am grateful for the Scobie Award and to the Conference of Latin American History for providing me with this opportunity.

**MEGAN MCDONIE**

PENN STATE UNIVERSITY

“Explosive Encounters: Volcanic Landscapes, Indigenous Knowledge, and Cultural Exchange in Colonial Mesoamerica”

The generous support of the James R. Scobie Award enabled me to spend seven weeks conducting pre-dissertation research in Mexico and Guatemala. After taking a six-week intensive Kaqchikel language course in Antigua, Guatemala, I spent the rest of the summer consulting colonial documents in the *Archivo General de la Nación* in Mexico City and the *Archivo General de Centro America* in Guatemala City. During my research, I located important sources for my project, established valuable contacts with archivists and professors, and fine-tuned my dissertation research agenda, which I will submit to my committee this fall.

My dissertation project is an ethnohistorical investigation of the ways in which ideas about the natural environment became entangled in Spain's colonial project during the sixteenth through eighteenth centuries. It focuses on how volcanoes and lakes served as sites of cultural and intellectual exchange between Nahua in central Mexico, Kaqchikel Maya in highland Guatemala and Spanish colonizers. The Nahuas and Kaqchikel Maya viewed volcanoes and lakes as entwined in their cosmology and lived close to these landforms. Unfamiliar with this topography, Spaniards relied on their preconceived ideas and indigenous guides as they became accustomed to this new terrain. By privileging indigenous knowledge about the environment, my project expands the traditionally accepted geographic boundaries for knowledge production, particularly during the Scientific Revolution. Examining Kaqchikel and Nahua perceptions of the volcanic landscape enables me to evaluate how the environment played an important role in the dynamics of colonization and cultural survival.

During three weeks of research in Guatemala, I spent most of my time at the *Archivo General de Centro America*. While there I consulted land collections and documents pertaining to communities near Lake Atitlan and Santiago de Guatemala. This documentation provided me with information about how Kaqchikel and Spaniards described the terrain, interpreted and debated land ownership, and clashed over control of natural resources. One of my most exciting finds was a Kaqchikel primordial title amid a collection of land documents, which I am still working through, but describes the history of the Kaqchikel in Tecpan. I also made preliminary contacts at the *Archivo Histórico Arquidiocesano de Guatemala* and the *Biblioteca Academia Geografía e Historia de Guatemala*, which I plan to consult during future research trips. During my visit to the Archivo Arquidiocesano I located a *visita pastoral* of Antigua and Lake Atitlan, which contained descriptions of the volcanic terrain and various Maya groups in the region.

After leaving Guatemala, I traveled to Mexico City where I spent a week consulting collections in the *Archivo General de la Nación*. I located land cases from towns around the Popocatepetl volcano, as well as extensive documentation of the Tuxtla volcano eruption at the end of the eighteenth century. The support from the Scobie Award also allowed me to conduct research in Puebla at the *Provincia de Santa Evangelio Archivo Historico* and the *Archivo Historico Municipal de Puebla* for two weeks. These archives contained relevant materials about the convents and Nahua towns around the volcanoes in central Mexico. During my final week in Mexico City I visited the *Biblioteca Nacional de Antropología e Historia* and surveyed the Federico Gómez de Orozco collection, which offered information about evangelization efforts in the volcano towns. Finally, I consulted sources about contemporary volcano eruptions in the *Biblioteca Miguel Lerdo de Tejada*.

Thanks to the support of the Scobie Award I was able to sharpen the methodology for my project, articulate clearer research questions, and collect archival materials. Additionally, I designed a feasible research plan for the academic year 2017-2018. I am grateful to the Conference on Latin American History and the James R. Scobie committee for selecting my project and providing me with valuable support as I begin my dissertation research and writing.

**DANIEL VELÁSQUEZ**

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Scobie Award Report for "Trade and Social Networks in the Gulf Coast and Northern Caribbean, 1750-1830"

Combined with funds from the department of history and the Institute for the Study of the Americas at UNC Chapel Hill, the Scobie Pre-Dissertation Research Award provided generous support for my exploratory research in various Mexican archives this summer. My dissertation, currently entitled "Trade and Social Networks in the Gulf Coast and Northern



Caribbean, 1750-1830," focuses on the history of migrations and trade, legal and illicit, among port cities in the circum-Caribbean borderlands of the Gulf of Mexico. When I began thinking about this project, the cities under study were Veracruz, Havana, New Orleans, and St. Augustine. In particular, my interest is on how this region, despite the constant redrawing of imperial boundaries, may have become integrated socially and economically through migrations and also various forms of participation in the greater trans-Atlantic economy and the African slave trade. To begin researching these topics, I spent four weeks in Mexico City, mostly working at the Archivo General de la Nacion (AGN), followed by one week in Xalapa at the Universidad Veracruzana and the Archivo Municipal de Jalapa (AMJ), and one week in the city of Veracruz at the Archivo Municipal de Veracruz (AMV).

Shipping registers, legal records, passenger logs, and petitions for passports to the Viceroy, among other sources that I read and digitized at the AGN, revealed the existence (and absence) of social and commercial links between Veracruz and the other ports under study, and are thus helping me reassess the contours of my research. I found that the available records in Mexico do evidence networks of trade between Veracruz, New Orleans, and Havana, but St. Augustine does not feature in these networks. Instead, Pensacola appears more prominently in the sources. Perhaps more surprising, these sources also show that from the 1790s onward, Baltimore was an important destination for middling Veracruz merchants. Commercial connections between the U.S. and colonial Mexico are also evident by the voluminous trade conducted by American merchants sailing from New Orleans to Veracruz, even before the Louisiana Purchase. Part of this trade was contraband that was confiscated by Spanish authorities before reaching Veracruz. The documentation shows cases of contraband mostly in the 1790s and the first decade of the 1800s. The legal dispute that ensued between ship owners attempting to recover their cargo and Spanish officials suggests that like legal merchant networks, kinship ties between people residing in various ports could have supported contraband networks. Additionally, the legal and illicit networks appear to overlap, as some of the people implicated in contraband trade also sustained legal trade with other ports. One case of contraband in particular is interesting because a part of the illegal cargo was composed of African slaves that were being transported from New Orleans to Veracruz.

In Xalapa, I consulted the notarial records held at the Universidad Veracruzana as well as government documents at the AMJ. The notarial records do not address the city of Veracruz, unfortunately. According to the archivists in both Xalapa and Veracruz, those documents were lost in the shuffle of a failed state-government attempt to centralize all notarial records. The government reportedly ran out of funds for the project and sent documents back to their places of origin, but those for the port of Veracruz were not found thereafter. However, while in Xalapa I did visit the university press and acquired several useful books that I could not have accessed in the US.

Finally, after arriving in the port of Veracruz itself, I found documents at the AMV that addressed shipments to New Orleans and Havana, and immigration into Veracruz from those two ports. One of the striking patterns of immigration from Cuba was the transfer of mentally ill people to the hospitals of Veracruz throughout the 1780s and '90s. But overall, a new question that arises from my research at the AMV is how did wars, and especially their aftermath, help to make the Caribbean more integrated. Imperial rivalries could certainly have an effect on daily life, and I came across several reports that detailed such occurrences as loss of cargo on Spanish ships due to the need to outrun pursuing English ships. But the transfer of territories between Spanish, French, British, and later American empires also caused migrations and displacements between the areas under study. For example, authorities in Veracruz documented the immigration of three hundred families from Louisiana after the territory was purchased by the United States, and were careful to note in various expedientes the introduction

of blacks, free and enslaved, arriving in this migration. Yet the entire population of a territory did not move with the change of flags. For instance, I encountered letters from Hispanic people still living in New Orleans in the mid-1820s requesting permission from authorities in Mexico to immigrate with their families. On the commercial side, starting in 1815 I found expressions of the need to concede merchants free trade with the United States.

As I continue refining my dissertation and conducting research, it is clear to me that I will need to address the implications of war, particularly the Seven Years' War, the American Revolutionary War, the Haitian Revolution, and Mexican War for Independence. I hope to continue my research in repositories in New Orleans, Florida, Cuba, and most crucially in the Archivo General de Indias in Seville. But for now, the pre-dissertation research I undertook this summer is greatly aiding me in reassessing my topic and research questions and I am extremely grateful to the Conference on Latin American History for helping to make this trip possible.

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## **V. IN APPRECIATION: CLAH ENDOWMENT AND FUND CONTRIBUTORS**

### **CLAH PRIZES AND AWARDS**

Robert Smale  
Gilbert Joseph  
James Sanders

### **BOLTON-JOHNSON**

Eric Van Young

### **ELINOR MELVILLE PRIZE**

Audrey Henderson

### **WARREN DEAN AWARDS**

Leslie Bethell  
James Woodard

### **LYDIA CABRERA**

Reinaldo Roman  
Amanda Lowther

### **VANDERWOOD**

Eric Van Young

### **JAMES SCOBIE AWARDS**

Matthew Restall  
Audrey Henderson

### **LEWIS B. HANKE AWARD**

Lara Putnam

### **HOWARD CLINE AWARD**

Heather Roller

### **MARIA ELENA MARTINEZ PRIZE**

Pamela Voekel  
John Schwaller  
Matthew Restall  
Leslie White  
Audrey Henderson

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## **VI. WELCOME TO LIFETIME MEMBERSHIP STATUS**

Lara PUTNAM

The Newsletter (ISSN 0069-8466) of the Conference on Latin American History is published semi-annually (Spring/Summer and Fall/Winter) in the offices of the Secretariat, located at the University of North Carolina at Charlotte. Deadlines for submission of material for the Newsletter are March and September. Receipt of the newsletter is contingent upon membership in CLAH. For more information regarding dues and other activities of the Conference, please write to: CLAH Secretariat, Department of History, University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte, NC 28223

**CONFERENCE ON LATIN AMERICAN HISTORY PUBLICATIONS**

LOMBARDI, CATHERYN L., and John V. Lombardi, with K. Lynn Stoner. *Latin American History: A Teaching Atlas*. 162 pages, 136 maps. 1984. ISBN 0-299-097145 (paperback only), \$17.95.

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