

JOINT LATIN AMERICAN EDUCATOR WORKSHOP 2017

CONTEMPORARY NATIONAL CULTURAL IDENTITY IN LATIN AMERICA AND THE CARIBBEAN

SATURDAY, JUNE 17, 2017

9:30 a.m.–4:00 p.m.

Saieh Hall for Economics, Room 103

University of Chicago

ISBE Professional Development Hours (PDH) Workshop



AGENDA

- | | |
|----------------|---|
| 9:30 am | Registration and Breakfast |
| 9:45–10:45 am | Introduction Foundation Discussion/ Icebreaker |
| 10:50–11:40 am | <i>“Soccer, Politics, and the Crystallization of Identity”</i>
Franco Bavoni, MA'16, MAPSS, University of Chicago |
| 11:50–12:40 pm | <i>“Indigenous Movements in Latin America”</i>
Korinta Maldonado, Postdoctoral Research Associate, Department of Anthropology/Native American Studies, University of Illinois at Urbana-Champaign |
| 12:40–1:30 pm | Lunch |
| 1:40–2:30pm | <i>“Dialogue Journaling, Identity, and Community-Building in the Classroom”</i>
Rebecca Linares, PhD Candidate, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign |
| 2:40–3:00 pm | Lesson plan development (divided by grade levels groups). |
| 3:00–3:30 pm | Lesson plans Presentations |
| 3:30–3:45 pm | Teaching Resources (presented by Claudia and Alejandra) |
| 3:45–4:00 pm | Conclusion, survey |

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SPEAKERS

FRANCO BAVONI

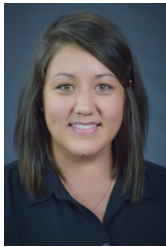
MA'16, MAPSS, University of Chicago



Franco Bavoni is the Program Manager at the Katz Center for Mexican Studies at The University of Chicago, as well as a freelance editor and writer. A native of Mexico City, he holds a B.A. in International Relations from El Colegio de México and an M.A. in Social Sciences from The University of Chicago. He is the author of the book *Los juegos del hombre: identidad y poder en la cancha*, in addition to several articles in which he discusses the political and social aspects of sports, particularly soccer.

REBECCA LINARES

PhD Candidate, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign



Rebecca E. Linares is a doctoral candidate in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. She will be graduating in August and joining the faculty at Montclair State University in Montclair, New Jersey in the Fall 2017. Rebecca's research explores the intersection of language, literacy, and culture. Her research focuses specifically on the creation and maintenance of just and effective educational practices for underserved students, including Quechua-speaking students in Peru learning Spanish as a second language and transnational immigrant students in the United States learning English as a third language.

KORINTA MALDONADO

Postdoctoral Research Associate, Department of Anthropology/Native American Studies, University of Illinois Urbana-Champaign



Dr. Maldonado's research centers on indigenous movements, human rights and racial formations in Latin America. She examines the Mexican multicultural state and the way the state's multicultural languages and practices inform indigenous subjectivities. Her research in Puebla and Chiapas is the result of years of engagement and collaborative work with indigenous organizations and state sponsored indigenous institutions.

Dr. Maldonado published along with anthropologist Adriana Terven, a monograph in Spanish [Los Juzgados Indígenas de Cuetzalan y Huehuetla: Vigencia y Reproducción de los Sistemas Normativos de los Pueblos de la Sierra Norte de Puebla](#) [*The Indigenous Courts of Cuetzalan and Huehuetla: The Force and Reproduction of Normative Systems of the Peoples of the Highlands of Puebla*]. Other publications include [“El Juzgado Indígena de Huehuetla, Sierra Norte de Puebla. Construyendo la totonaqueidad en el contexto del multiculturalismo mexicano.”](#) [*The Indigenous Court of Huehuetla, Highlands of Puebla. Constructing Totonac Indigeneity in the Context of Mexican Multiculturalism*] in *Justicia y diversidad en América Latina: Pueblos indígenas ante la globalización*. Chenaut V., Teresa Sierra, Magdalena Hernández, Héctor Ortiz, eds. CIESAS and FLACSO, Mexico. Her teaching specialization is broadly on legal and political anthropology, and indigenous studies from an American hemispheric perspective. Indigenous Mexico is my site of expertise.

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TEACHING RESOURCES

ON CONTEMPORARY NATIONAL CULTURAL IDENTITY IN LATIN AMERICA AND THE CARIBBEAN

We've put together some helpful resources to help educate faculty and students about different issues and topics of national cultural identity in Latin America and the Caribbean. The following sites represent a diverse array of perspectives on these issues as they play out around the region.

- **VIDEOS AND FILMS:**

- **“Consequences of Populism in Latin America” (Spanish)**

These videos discuss the role of populism in Latin America

<https://www.youtube.com/watch?v=5DQer933j1c&list=PL05A7C22C0F17B4F0>

- **On Mexico City rural/indigenous migrants “(Nowhere else to live)”**

This documentary talks about indigenous migrants in On Mexico City.

<https://search.alexanderstreet.com/view/work/1641446>

- **“Black in Latin America E03, Mexico and Peru: The Black Grandma in the Closet”**

This documentary discusses being black in Mexico and Peru.

<https://www.youtube.com/watch?v=JlzHIRCBtdE&t=17s>

- **“On Zapatismo”**

This film discusses Zapatismo.

<https://www.youtube.com/watch?v=vBqIowBEL60>

“AfroLatinos, an Untaught History” is a documentary about the African Diaspora in Latin America. This is only the short version, to see the full version please contact

Renzo@creadorpictures.tv or Jorge@creadorpictures.tvto

<https://vimeo.com/151897541>

- **Frontier Youth**

Frontier Youth follows three young people growing up in Douglas, Arizona and Agua Prieta, Mexico -- neighboring towns divided by a steel border fence. As physical security along the border continues to tighten, they enter adulthood with inseparable ties to both sides.

Trailer: <https://www.newday.com/film/frontier-youth>

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- **BOOKS**

- Pura Belpré Book Award's list**

- The Pura Belpré Award, established in 1996, is presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

- <http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal>

- “Latin American Nationalism”**

- This is an example of a presentation on nationalism in Latin America.

- <https://www.slideshare.net/ssclasstorremar/latin-american-nationalism>

- Tomás Rivera Book Award's list**

- The Tomás Rivera Mexican American Children's Book Award in 1995 to honor authors and illustrators who create literature that depicts the Mexican American experience.

- <http://www.education.txstate.edu/ci/riverabookaward/>

Américas Award. The Consortium of Latin American Studies (CLASP) founded the Américas Award in 1993 to encourage and commend authors, illustrators and publishers who produce quality children's and young adult books that portray Latin America, the Caribbean, or Latinos in the United States, and to provide teachers with recommendations for classroom use. CLASP offers up to two annual book awards, together with a commended list of titles.

<http://www.claspprograms.org/pages/detail/37/Amricas-Award>

List of Americas: Award Winners 1993- 2017: <http://claspprograms.org/pages/detail/68/Award-Winners>

- Teaching Resources** Américas Award Curriculum

- Américas Award Subject Guides** Américas Award books can be useful in the classroom for teaching about a variety of subjects. The guides presented here list Américas Award winners, honorable mentions, and commended titles by subject.

- <http://claspprograms.org/pages/detail/62/Teaching-Resources>

- Nationalism in Latin American**

- This is a list of books on nationalism in Latin America.

- <https://www.questia.com/library/politics-and-government/political-science/political-movements/nationalism/nationalism-in-latin-america>

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- **WEBSITES**

Nationalism in Latin American

This is a list of books on nationalism in Latin America.

<https://www.questia.com/library/politics-and-government/political-science/political-movements/nationalism/nationalism-in-latin-america>

Race Bridges Studio

This website provides tools on intercultural education. <http://racebridgesstudio.com>

Indigenous languages in Mexico (Spanish)

This website has information on indigenous languages.

<https://www.xataka.com.mx/otros-1/estos-25-hermosos-cuentos-presumen-la-impresionante-riqueza-linguistica-que-tenemos-en-mexico#amph=1>

Consortium of Latin American Studies. CLASP Curriculum

The curricular resources listed here span grade levels and content areas. All are produced by CLASP member institutions and are available at no cost.

Those materials that have been developed with the support of National Resource Center (NRC) funding from the U.S. Department of Education are denoted by an asterisk.

<http://claspprograms.org/pages/detail/80/Curriculum>

- [**A Hidden America: Scientific and Technological Contributions of South American Pre-Hispanic Societies to Modern Life**](#) *
Explore the scientific and technological knowledge developed by pre-Hispanic cultures in South America, focusing on agricultural, botanical, and engineering knowledge created by the Incas and indigenous groups from the Amazon.
LLLAS Benson Latin American Studies & Collections, The University of Texas
- [**AP Art History Resource Website**](#) *
This website is intended for AP Art History educators teaching the newly revised curriculum effective fall 2015 in Utah, but is useful for teachers across the country. Based on a core set of 250 images, the curriculum features enhanced content on non-Western art, including resources that focus on works of art that originate in Asia, Latin America, and Africa. These resources include videos of prominent art historians discussing specific images, bibliographical references, and related online resources.
Center for Latin American Studies and the Asia Center, University of Utah
- [**Día de los Muertos Across the Americas**](#) *
This comprehensive curricular resource is a collection of activities designed to be used in the Social Studies classroom. It incorporates a basic introduction to Day of the Dead in Latin America and provides insight into the tradition as it is observed in Mexico, Guatemala, Haiti, and Peru.
Stone Center for Latin American Studies, Tulane University
- [**Día de los Muertos Through Art and Literacy**](#) *
This 100+ page guide introduces the historical and cultural context of Día de los Muertos and provides extensive, hands-on art and literacy exercises to bring this tradition to your classroom with sensitivity and awareness. Includes an expansive bibliography list of related materials.
Latin American & Iberian Institute, University of New Mexico
- [**Diversity in the Caribbean: An Interdisciplinary Approach to Teaching the Region**](#) *
A curriculum that explores the diversity among the islands through lessons ranging from their colonization and role in US history and the global economy, to their peoples, governments, art and short stories. *Kimberly Green Latin American and Caribbean Center, Florida International University*
- [**Introduction to Latin American Studies from Colonization to Globalization: An**](#)

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[Interdisciplinary Approach](#) *

A comprehensive semester or year-long course curriculum, the perfect guide for teaching Introduction to Latin America classes.

Kimberly Green Latin American and Caribbean Center, Florida International University

- [Teaching Cuba: Shifting Perspectives and the Global Landscape](#) *
This growing set of curricular resources on Cuba has been developed over the past two years in conjunction with Tulane's annual summer teacher institute to Cuba. It contains updated resources, developed by teachers for teaching about Cuba in the K-12 classroom across disciplines.
Stone Center for Latin American Studies, Tulane University
- [Teaching World History: US – Haiti Relations](#) *
A collection of lesson plans tracking US-Haiti relations by encompassing topics ranging from the Haitian Revolution and its wide-ranging effects, US occupation and policies, and migration and culture, to the struggle for Hispaniola and immigration.
Kimberly Green Latin American and Caribbean Center, Florida International University
- [Vamos a Leer: Teaching Latin America Through Literacy](#) *
A blog featuring weekly reviews of Latino/a children's books, monthly educator's guides for young adult novels, and interviews with award-winning authors. Literacy resources are grouped according to age ranges, country focus, and themes such as art and activism, conquest and colonization, winter celebrations, and so forth.
Latin American & Iberian Institute, University of New Mexico
- [Viva la Revolución: An Educator's Guide to the Mexican Revolution](#) *
This interdisciplinary and multifaceted educator's guide offers introductory activities and a range of curricular activities to encourage discussing the Mexican Revolution in middle and high school classrooms.
Latin American & Iberian Institute, University of New Mexico

CLASP Syllabi

For K-12 teachers interested in developing entire courses dedicated to Latin American studies, we have compiled syllabi to inspire and inform

High School Syllabi

- [Introduction to Latin American Studies](#). An introductory Latin American studies syllabus designed by Xela Korda, Tulane University, New Orleans, LA.
- [Latin American History](#). A two-course series on Latin American history. Developed by Herrick Smith, Nease High School, St. Augustine, FL – 2003.
- [Latin American Studies 101](#). Latin American studies syllabus developed by Jon Dicus at the Blake School in collaboration with Tulane University, New Orleans, LA.
- [Fitting Latin American Geography into Your Classes](#), an outline for a Latin American geography unit created by J. Timmons Robert, Tulane University, New Orleans, LA.
- [Perspectives on Latin America](#). A Latin American studies syllabus developed by Isidore Newman school in collaboration with Tulane University, New Orleans, LA – 1999.

Middle School Syllabi

- [Latin American Studies](#)
A middle school Latin American studies course outline prepared by Eric Mackintosh, Samuel Green Middle School, in conjunction with Tulane University, New Orleans, LA, 2010.
- [Teachings about Haiti](#).
A middle school curricular unit about Haiti. Created by Eric Mackintosh, Samuel Green Middle School, in conjunction with Tulane University, New Orleans, LA, 2010.

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- **ARTICLES**

Lucero, José Antonio. "1 Ambivalent Multiculturalisms." *Latin America's Multicultural Movements: The Struggle Between Communitarianism, Autonomy, and Human Rights* (2013).

Gutierrez Chong, Natividad. "Ethnopolitics and the Democratization of Latin American States" in Castellanos, María Bianet, Lourdes Gutiérrez Nájera, and Arturo J. Aldama, eds. *Comparative indigenities of the Américas: Toward a Hemispheric Approach*. Tucson: University of Arizona Press, 2012.

González, N., & Amanti, C. (1992, November). Teaching ethnographic methods to teachers: Successes and pitfalls. Paper presented at the annual meeting of the American Anthropological Association, San Francisco.

Greenberg, J.B. (1989, April). Funds of knowledge: Historical constitution, social distribution, and transmission. Paper presented at the annual meeting of the Society for Applied Anthropology, Santa Fe, NM.

Pescador, Juan Javier. "¡Vamos Taximaroa! Mexican/Chicano Soccer Associations and Transnational/ Translocal Communities, 1967–2002". *Latino Studies*. vol. 2., no. 3, 2004, pp. 352–376.

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

Moll, L.C., & Greenberg, J. (1990). Creating zones of possibilities: Combining social contexts for instruction. In L.C. Moll (Ed.), *Vygotsky and education* (pp. 319-348). Cambridge: Cambridge University Press.

Segal, E. (1990). The journal: Teaching reflexive methodology on an introductory level. *Anthropology and Education Quarterly*, 21, 121-127.

Veléz-Ibáñez, C., & Greenberg, J. (1992). Formation and transformation of funds of knowledge among U.S. Mexican households. *Anthropology and Education Quarterly*, 23(4), 313-335. Retrieved from <http://www.cal.org/resources/digest/ncrcds01.html> from the Center for Applied Linguistics (CAL)