

“NOVEDADES/ NOVIDADES”

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CENTER FOR LATIN AMERICAN & CARIBBEAN STUDIES

April 29, 2010- May 5, 2010

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EVENTS, LECTURES, OTHER PROGRAMMING

INDIANA UNIVERSITY'S AFRICAN AMERICAN ARTS INSTITUTE PRESENTS ITS ANNUAL SPRING CONCERT FOR THE IU SOUL REVUE.

Saturday, May 1st
8:00 p.m., Buskirk-Chumley Theater

The IU Soul Revue's Spring Concert is under the direction of Professor Tyron Cooper and takes place on Saturday, May 1, 2010 at the Buskirk-Chumley Theater at 8:00 p.m.

Ticket prices are \$20.00 for adults and \$10.00 for children and students (limit 2 per student w/ID). Tickets are available at the Sunrise Box Office, located at 114. E. Kirkwood Ave., Bloomington, IN (812)323-3020.

You may also visit The African American Arts Institute's website at www.indiana.edu/~aaai/ or call (812)855-5427 for more information. Please also follow us on facebook and Twitter.

MUSICAL FUN AT MATHERS MUSEUM

Sunday, May 9th
3:30pm-4:30pm

Mathers Museum of World Cultures
416 N. Indiana Avenue
Bloomington, IN-47408

Yuriria Rodriguez presents this free, family-friendly event focused on young children (infants through five years old). Children can participate at their own level, singing in English and Spanish, moving, listening, watching, or

discovering musical instruments, and adults can learn ways to share fun, musical activities with their children at home, regardless of their own musical experience. The event is sponsored by the Center for Latin American and Caribbean Studies.

The Mathers Museum's Exhibit Halls and Museum Store are open Tuesdays through Fridays, from 9 a.m. to 4:30 p.m., and Saturdays and Sundays, from 1 to 4:30 p.m. Admission to the museum is free. Free visitor parking is available by the museum's Indiana Avenue lobby entrance. Metered parking is available at McCalla School parking lot on the corner of Ninth Street and Indiana Avenue. The parking lot also has spaces designated for Indiana University "C" stickers. During the weekends free parking is available on the surrounding streets.

CLACS RELATED NEWS AND ANNOUNCEMENTS

GRADUATE STUDENT RECEIVES DINTINGUISED PAPER AWARD

Anne Marie East Guerrettaz, graduate student in Second Language Studies, presented her paper, "Constructions of Indigenous Citizenship in Official Educational Discourses of the Yucatan" at the Latin American Studies Conference at the University of California, Riverside and was awarded **Best Paper Award**.

NATIVE AMERICAN AND INDIGENOUS NEWSLETTER FEATURES CLACS FACULTY

The third issue of the *Native American and Indigenous Newsletter*, put together by the IU American Studies Program, has featured Seraffin M. Coronel- Molina, Assistant Professor of Language Education, in a lengthy article about his involvement as an indigenous scholar in Language and Cultural Revitalization. Please find a pdf version of the newsletter attached to this email.

WINTER CLOSE DONATION DRIVE

A group of IU students is going to Chile as part of a class in the School of Journalism. They are willing to take clothes to donate to the victims of the recent earthquake.

If you have clothes, especially winter clothes, that you would like to donate, let me know and we will figure out the best way to drop off or pick up. They are taking all sizes, but winter infant and childrens' clothing are the most needed.

If interested contact Cristian Medina at crmedina@gmail.com.

CALL FOR PAPERS, CONFERENCES

CALL FOR PAPERS: "FROM IBERIAN KINGDOMS TO ATLANTIC EMPIRES: SPAIN, PORTUGAL, AND THE NEW WORLD, 1250-1700"

Abstract Deadline: Saturday, May 1st, 2010
Conference Dates: September 17-18th, 2010

The Nanovic Institute for European Studies announces an interdisciplinary, international conference on the history and literature of the Iberian empires from the High Middle Ages through the conquest of the New World. Although many scholars have acknowledged similarities between late-medieval Iberia and its colonies in the New World, few have offered precise answers to the questions that arise from these similarities. What is the relationship, for example, between “inquisition” in a medieval context and in the New World? Is it meaningful to compare minority Muslim communities in fifteenth-century Spain to indigenous peoples in the New World? How were the legal and political instruments of late medieval kings foundational for early modern Europe and Latin America? This conference encourages new ways of approaching the topic, based on the conviction that medievalists, early modernists, and Latin Americanists can make meaningful contributions to each other’s fields.

Panels will likely include the following topics:

- Medieval and early modern Inquisition
- Global exploration and conquest
- Law, politics, and administration
- Language, literature, and translation
- Race, minority populations, and identity
- Evangelization, “Christianization,” and conversion

The conference will take place at McKenna Hall at the University of Notre Dame on Friday, September 17 and Saturday, September 18, 2010. Papers from history and literature departments are welcome. Contributions from graduate students are especially welcomed and a prize of \$200 will be awarded to the best graduate student paper as determined by a faculty panel. The authors of all accepted papers will be fully compensated for one night’s lodging and will be provided with a travel subvention of up to \$100. All contributions should be sent to John Moscatiello, Chair of the Conference Committee, at Iberia.conference@gmail.com by May 1, 2010 and include an abstract of 250 words (for a twenty-minute presentation), a cover letter, and a curriculum vitae.

Featured speakers:

- Felipe Fernández-Armesto, University of Notre Dame
- Paul Freedman, Yale University
- Michael Gerli, University of Virginia
- Kenneth Mills, University of Toronto
- João Paulo Oliveira e Costa, New University of Lisbon

On Friday, September 17, the Medieval Institute will host a dinner and reception in honor of Jocelyn Hillgarth, Professor Emeritus of History, Pontifical Institute of Mediaeval Studies, University of Toronto in celebration of the acquisition of his personal collection by the Hesburgh Libraries of Notre Dame.

To register for this event, visit <http://iberiaconference.eventbrite.com>.

INTERNATIONAL CONFERENCE ANNOUNCEMENT AND FIRST CALL FOR PAPERS: "SHIFTING PARADIGMS : HOW TRANSLATION TRANSFORMS THE HUMANITIES"

Conference Dates: October 14-16th, 2010
The University of Illinois at Urbana-Champaign

Organizers : The Center for Translation Studies of the University of Illinois at Urbana-Champaign .The Université Denis-Diderot, Paris, France

This conference will convene scholars and practitioners to present state-of-the-art research on translation and the humanities. In particular, we seek to assess if, and how, academic disciplines comprising the humanities consider translation to be constitutive of their practice.

Translation scholars have called for a paradigm shift in defining the relationship between translation and the humanities. While it is acknowledged that a large share of our common knowledge is conveyed through translation, too little has been said about the way knowledge itself is built and circulated, particularly in the domain of interpretive disciplines.

A focus of this conference will be to assess whether and how this shift is actually taking place, by reviewing:

- a) How the shift of translation theory away from a Eurocentric perspective may impact the various disciplines in the humanities that work on and with cultural transfer;
- b) The ways in which translation itself transforms the humanities.

The conference will address these questions by focusing on the nexus of theory, practice, and institutional settings in which translation takes place. The gathering aims to foster theoretical frameworks through which to account for the cultural and linguistic determinants of the various humanistic disciplines, building upon such concepts as, for instance, the dislocation of culture (H. Bhabha), the ethnocentric violence of translation (L. Venuti), the experience of the foreign (A. Berman), and the dissymmetry of cultural transfer. We are especially interested in papers that bring theoretical sophistication and historical research to bear on practical issues of writing, reading, and publishing translations as well as their uses in academic institutions.

PRIMER COLOQUIO INTERNACIONAL DE ESCRITURAS SÁFICAS. UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO, DEL 24 AL 26 DE NOVIEMBRE DE 2010

Abstract Deadline: August 27th, 2010

Conference Dates: November 24-26th, 2010

Organizan: Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades de la Universidad Nacional Autónoma de México, Universidad Autónoma Metropolitana-Azcapotzalco y Foro Cultural Voces en Tinta. El coloquio nace con el objetivo de promover el estudio y la creación de la literatura sáfica en sus diferentes vertientes. Se podrán presentar trabajos, en idioma español, en los siguientes rubros:

Metodologías y teorías para el estudio de la literatura sáfica.

Autoras(es) y obras de literatura sáfica.

Creación literaria.

Cualquier otro no considerado en los incisos anteriores, pero relacionado con el tema del coloquio.

Fecha límite para el envío de propuestas: 27 de agosto de 2010.

Contacto:

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Correo electrónico: madrigalel@gmail.com

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Universidad Nacional Autónoma de México

Teléfonos: +52 55 5623 0427 / 5440 5786

Correo electrónico: olivera@servidor.unam.mx

Más información: <http://marielenaolivera.spaces.live.com/>

22ND ANNUAL CONFERENCE: HAITI, HISTORY, HEALING: FACING THE CHALLENGES OF RECONSTRUCTION

Conference Dates: November 11-13th, 2010
Brown University
Providence, Rhode Island

The devastating earthquake in Haiti on January 12, 2010, shifted the contours of Haitian studies. The enormous loss of life and physical destruction of significant parts of the capital and other areas have resulted in unprecedented challenges for Haiti, and made more important the need for careful reflection as well as plans for rebuilding. The multiple challenges and opportunities include: new developments in the governmental and social services; rebuilding of the political, economic and educational infrastructure; internal and external migration; cultural patrimony; public health - physical and mental; religion; and the rediscovery of Haiti's past as an element of cultural identity and hope for the future. The Haitian Studies Association is inviting proposals for papers related to these and other themes as a way of collectively rethinking the process of reconstruction to the future of the nation.

We are particularly interested in panels, papers, posters, videos, exhibits, readings, lectures, discussion groups, and listening sessions that examine and present a holistic understanding of Haiti and Haitian studies. In addition, we seek to highlight Haitian projects, and programs that have both local and global implications. Scholars, practitioners, and activists from all disciplines are encouraged to submit proposals. These disciplines include, but are not limited to: Urban Studies, Economic Development, Sustainable Development, Education, Community Development, Natural Sciences, Sociology, Environmental Studies, Psychology, Political Science, History, Immigration and *Diaspora* Studies, Religion, Literature, Music, Gender Studies, Anthropology, Film Studies, Performing Arts, Visual Arts, Text and Digital Imaging Arts, etc.

The program will consist of panels, papers, posters, videos, exhibits, readings, discussion groups, and listening sessions. Selected papers from the conference will appear in the *Journal of Haitian Studies* (JOHS), a refereed academic publication of the Haitian Studies Association, to be issued approximately one year following the conference. Guidelines for general participation in the conference and a proposal submission form are attached. The deadline for proposals is *May 31, 2010*

Please visit the Haitian Studies Association Website to download the Call for Papers!
www.HaitianStudies.umb.edu

ACADEMIC PROGRAMS, STUDY ABROAD, COURSE OFFERINGS

SUMMER ACADEMIC PROGRAM IN HAITI: "HAITI TODAY: PEOPLE, CULTURE AND POLITICS"

July 12 – August 6, 2010

This summer the Africana Studies Department at the University of Massachusetts Boston offers a unique academic program on location in Haiti. This program explores the history, politics, culture, and the economic and social developments taking place in Haiti, from both external and internal perspectives. It will facilitate students' understanding of Haiti through total immersion into culture, environment, language, and the country's economic, political and social realities. Students will visit significant historical, cultural, and ecological sites in various towns including day trips to St. Marc, Gonaïves and Kenscoff. Other planned field trips include a two-day excursion to the beautiful artistic town of Jacmel in the southeast part of Haiti, and a special two-day historic and cultural field trip to Cap-Haïtien to visit the citadel and King Henri Christophe's Sans-Souci palace ruins in the town of Milot.

Additional activities include presentations by INAGHEI's faculty, local experts, participation in local cultural events, and meetings with civic and political leaders. Students are expected to attend two preparatory sessions at UMass Boston, read the assigned materials, and be prepared to participate in class discussions.

The fee for the program with 6 credits is \$2,450. The fee covers all instruction, field trips, housing, and all local transportation in Haiti. The fee does not include books, insurance, meals during weekend excursions or transportation between the US and Haiti.

Undergraduate, Graduate and Continuing Education Professionals are encouraged to apply. For more information please feel free to contact Dr. Marc Prou at Marc.Prou@umb.edu or Susan Griffin at Susan.Griffin@umb.edu.

Please also visit the UMass Boston website for more information: <http://ccde.umb.edu/international/haiti/summer/>

THE SCHOOL OF ADVANCED STUDY, UNIVERSITY OF LONDON IS DELIGHTED TO ANNOUNCE ITS FORTHCOMING SUMMER SCHOOL ON MEMORY, EMPIRE AND TECHNOLOGY

Application deadline: April 30, 2010
Program Dates: June 29–July 3 2010

The Memory, Empire and Technology summer school explores the relationship between memory and technology through a series of seminars, lectures and workshops on a broad range of subjects. The sessions will be taught by a team of internationally renowned scholars and will range from experimental early flying to colonial memories in film, from vinyl and swinging London to photography and workshops on digital archives. These sessions will be complemented by afternoon activities centred around London as technological city: the Greenwich History Project, visits to the Stanley Kubrick Archives and the Warburg Library, and an architectural tour on a historic Routemaster bus. The summer school welcomes researchers, students, artists, archivists, conservation and heritage professionals and any others interested in memory, technology and the industrial legacy of London.

This summer school is organised by the Centre for the Study of Cultural Memory at the Institute of Germanic & Romance Studies on behalf of the School of Advanced Study. The Centre for the Study of Cultural Memory also offers an MA in Cultural Memory.

Participants will receive a Certificate of Attendance from the School of Advanced Study, University London. Participants who wish to receive credit should make their own arrangements with their home institution/tutor to assess written work or other piece of assessable work.

For more details and to register visit www.igrs.sas.ac.uk/research/CMsummerschool.html or email CMSS@sas.ac.uk.

WHERE DOES OUR FOOD COME FROM? FIND OUT WITH A FARM INTERNSHIP & FIELDWORK EXPERIENCE

Work and Study for 4 Weeks on Moody Farm in Ladoga, Indiana – Learn about small-scale intensive farming and food processing.

Earn up to 6 Credits in Anthropology
(A406 Fieldwork in Anthropology)

Two sessions: May 15-June 12, July 9-August 5
Space available for three students in each session

Students will keep a field journal, and write a short paper about their experiences, while participating in all aspects of farm work. This internship counts towards the new **Minor in Food Studies Anthropology**. Expect to work a full day, live in basic housing, and eat from the farm. Students will learn the following farm operations:

Broodering Boiler Chickens

Pasture Broiler chickens

Pasture Hens

Sheep / lamb

cow / calf

feeder beef production

corn production

bean production

hay production

animal handling methods

PROCESSING:

slaughter of Beef, pork, chicken, lamb

processing of above

adding value to products (smoking /curing etc)

RETAIL BUSINESS:

marketing

market share

farmer's market sales

retails points of sales

wholesale points of sales

Contact Prof. Richard Wilk for more information; wilkr@indiana.edu, 855-3901

Spaces are very limited, so apply soon. Fees: students pay tuition and provide transportation to/from the farm, and cover incidentals. The cost of the internship itself is covered by a grant.

OSEA 2010 HERITAGE ETHNOGRAPHY FIELD SCHOOL University

7 WEEK PROGRAM: May 23 - July 10, 2010

Yucatán, Mexico

Based in Pisté and Maya Communities surrounding Chichén Itzá, One of the New Seven Wonders of the World

Students do research on an issue they select according to their interests. Possible areas of work include:

- Art & Intangible Cultural Heritage
- Archaeological Heritage
- Ethnography of Archaeology
- Tourism Development & Urbanism
- Community Strategies of Tourism
- Social History through Life Histories
- Applied and Action Research
- Art Exhibitions and Ethnographic Installation
- Maya Forms of Health & Healing
- Environmental Heritage

Students enroll in two courses and receive 8 credits in Anthropology:

"Anthropology Seminar in Heritage Issues"

"Ethnographic Research & Field Work Practicum"

Program includes intensive training in spoken Yucatec Maya language for ethnographic field work.

OSEA Program Fees include:

Direct Enrollment with Accredited University Transcript Food & Lodging, Homestays with Maya families in Pisté Local Field Trips to Chichén Itzá, Ek Balam, Yaxuna, Cenote Dzitnup, & jungle caves Mid-Program Break (4-night/5 day) to allow participants free-time to explore Yucatán on their own (not included in program fees). Students can use their state and federal financial aid for OSEA Programs

PROGRAM REQUIREMENTS:

Open to Undergraduates in sophomore year and higher, with any social science & humanities major Open to Graduate Students in any social science and humanities fields.

~Minimum 1-year college-level Spanish

~GPA of 2.5 or higher

For more information write to contact@osea-cite.org or visit www.osea-cite.org <http://www.osea-cite.org/>

ACTION RESEARCH PROGRAM WITH MEXICAN SOCIAL MOVEMENTS

Program Dates

Summer semester: June 6 - July 31, 2010

Fall semester: September 5 - December 17, 2010

Description:

The Mexico Solidarity Network's Action Research Program places students as volunteers with a living social movement. Students live and work with active members of the most important movements in Mexico. Students contribute their skills (English classes, computer classes, popular education workshops on various topics, etc. - though no direct involvement in the political activities of the social movements, which is prohibited by Mexican law) while learning directly from the social actors that are leading civil society in new cultural and political directions.

Research alternatives:

Social movement organizations in Chiapas, Mexico City, Tlaxcala and Ciudad Juarez host students. Students may choose from the participating organizations in Chiapas, Tlaxcala, Mexico City, and Ciudad Juarez.

Program alternatives:

The program is designed for self-motivated students who want to work with an active social movement while conducting original research for a senior, masters or doctoral thesis. Three program alternatives are available, depending on the student's Spanish level, experience with action research models, cross-cultural communication abilities and level of self-motivation.

Contact information:

For more information on the program details, participating organizations, costs, and accreditation of the "Action Research Program with Mexican Social Movements," contact the Mexico Solidarity Network at:

Tel: 773 583 7728

Email: MSN@MexicoSolidarity.org

Web site: www.mexicosolidarity.org

INTERNATIONAL SERVICE LEARNING PROGRAM IN JAMAICA SUMMER 2010

July 5 through August 2

Culturally immerse yourself; teach children at a local day camp to think locally and globally; live with families in a fishing village in southwestern Jamaica; learn about global phenomenon from within the specifics of Jamaican culture; work with a local non-profit, teachers, and artisans; and reflect upon what global and cultural awareness has to do with your own civic engagement and professional goals.

This unique program (4 credits) begins on June 28th with six hours of classes held in the U.S. prior to departure for Jamaica. Program participants will be in Jamaica from July 5 to August 2, 2010, and then will again attend four hours of classes after they return from Jamaica (please note that departure and return dates may change by one or two days, depending on our partners in Jamaica).

For information on this program, please contact Hilary E. Kahn at hkahn@indiana.edu
Click on this link http://abroad.iupui.edu/programs/Jamaica_Anthropology.pdf
Or contact the Study Abroad Office at IUPUI <http://abroad.iupui.edu/>

This course is available to students at all IU campuses.

ART AND RESISTANCE: "A PROJECT OF THE HEMISPHERIC INSTITUTE OF PERFORMANCE AND POLITICS" TAUGHT BY DIANA TAYLOR, NEW YORK UNIVERSITY, AND JESUSA RODRÍGUEZ

Program Dates: July 19–August 6, 2010 San Cristobal de las Casas, México

This course explores the many ways in which artists and activists use art (performance, mural paintings, graffiti, writing, music) to make a social intervention in the Americas. We begin the course by examining several theories about art and activism (from Plato and Aristotle to Brecht, Boal, Buenaventura, Ngugi wa Thiong'o, Foucault among others) and then focus on issues of agency, space, event, and audience in relation to major political movements (revolution, dictatorship, democracy, globalization, and human rights) as seen in the work of major practitioners. Jesusa Rodriguez will lead an intensive one-week performance workshop as part of the course. Performances, video screenings, guest lectures, and visits to FOMMA, Chiapas Media Project, a Zapatista community and other activist projects will provide an additional dimension to the questions raised by the theoretical readings and discussions. Students are encouraged to develop their own sites of investigation and present their work as a final presentation and paper.

Students from all member institutions of the Hemispheric Institute are encouraged to apply. NYU students can take the course for 4 pts of graduate credit through the Department of Performance Studies, and students from other institutions can take the course for credit as independent study in their home universities. Students from non-member institutions will be considered for admission, though priority will be given to graduate students from member institutions.

Although bilinguality (English-Spanish) is a plus, it is not required for this course.

Students may receive credit by enrolling for an independent study with the IU Hemi faculty member, Micol Seigel (mseigel@indiana.edu) or opt for non-credit enrollment.

There will be two \$1,000 fellowships awarded by the IUB Americas Series to IUB graduate students who will attend this year. Admitted students should contact mseigel@indiana.edu to apply for those fellowships.

Applications consist of a short letter of interest, a c.v., and one letter of recommendation from an IU faculty member; send to HEMI.COURSES@NYU.EDU.

SUMMER EXCHANGE PROGRAM IN EL SALVADOR 2010

The Permaculture Institute of El Salvador (IPES) invites you to take part in a 3 week Exchange Program to El Salvador. This Exchange Program will give you a broad experience and understanding of a country in transition following 10 years of civil war and 19 years struggling for peace and democracy, a process which culminated in the first ever left government elected in March 2009.

IPES is a not for profit, non-governmental organization. Our mission is to promote Permaculture as a way to develop a healthier, wiser and more sustainable society. Our work is based in education. IPES members are small farmers that use the farmer to farmer approach to share experience of ecological agriculture and sustainable living.

The Exchange Program offers you the chance to learn about the history, politics and culture of El Salvador. You will meet politicians and leaders of social movements; visit museums, galleries, and the beach; learn about the work of IPES in supporting ecologically sustainable development and have the opportunity to work alongside a rural community.

All profits from the Exchange Program will enable us to continue supporting 50 small rural communities and teach over 1,000 people ways of sustainable living and farming.

Please feel free to check out our website at www.permacultura.com.sv You will find more information about the Program in the documents attached. If you require any further information please do not hesitate to contact us at marco.pernavarre@permacultura.com.sv.

COURSE OFFERINGS

HAITIAN CREOLE BASIC INTERMEDIATE FALL 2010 COURSES

- Fulfill your Foreign Language requirement
- Learn to converse, read, and write in Creole
- Explore the history, literature, and culture of Haiti
- Benefit from the nation's top Creole Institute
- Courses taught by native Creole speaker and linguist

The new course follows the January 7.0 earthquake that ravaged many parts of Haiti's capital of Port-Au-Prince. It is designed for relief workers, physicians, college students, and other volunteers traveling to Haiti and to give them a taste of the language and culture that will ease their efforts as they communicate with the victims and residents of Haiti. The Haitian Creole course provides a significant amount of knowledge on the French-based Creoles spoken in Haiti as well as in the Caribbean.

REGISTER NOW:

- LTAM-C 101 ELEMENTARY HAITIAN CREOLE I (4 CR)
- LTAM-C 201 INTERMEDIATE HAITIAN CREOLE I (3 CR)

*Graduate-level credit also available

DEPARTMENT OF SECOND LANGUAGE STUDIES NEW UNDERGRADUATE CLASSES FOR FALL 2010 AND SPRING 2011

Fall 2010

S301 Introduction to Second Language Acquisition

Introduces students to contemporary approaches to second language acquisition. Topics include theoretical models of second language acquisition and the effects of instruction. (N & M distribution credit)

Spring 2011

S302 The Successful Language Learner

Introduces students to the best practices for adult second language learners and to research on learner and learning variables underlying these practices. (N & M distribution credit)

S304 Language Revitalization

Half of the 6,000 languages spoken today are endangered. This course explores why languages are at risk and investigates how minority and indigenous languages can be revitalized. (S & H distribution credit)

Memorial Hall 315, Indiana University,
Bloomington, IN 47405
Web: <http://www.indiana.edu/~dsls/>
Email: blr@indiana.edu

GLOBAL VILLAGE FALL COURSE OFFERINGS

Each semester the Global Village sponsors two undergraduate courses taught by Assistant Instructors. These courses are selected from a pool of applicants by the Global Village Faculty Advisory Board based on factors including the multinational and interdisciplinary content of the syllabus. The courses are taught at the Global Village but open to all students on campus.

For Fall 2010 the courses will be taught by David Lewis, doctoral student in Folklore and Ethnomusicology and Jessica Chelekis, doctoral student in Anthropology. The brief descriptions of those courses are below and attached are the syllabi. Please encourage students pursuing a minor with CLACS to consider taking these courses to meet their College of Arts & Science credit hour requirement.

(GLLC-220 level) Music & Medicine in a Global Perspective (3 credit)

Music and medicine have long been intertwined phenomena, and have recently become even more closely linked in the United States with the emergence of the fields of music therapy and the medical humanities. In this class we will examine the ways in which music is embedded in medical systems around topics as diverse as religious healing, drug use, end-of-life care, genocide, autism, and HIV/AIDS. Each case study will include perspectives from a number of fields, including, biomedicine, ethnomusicology, anthropology, Western musicology, public health, and music therapy. In addition, our case studies will take us as far away as Malawi and Malaysia, while also including music-making from within the United States. We will examine these case studies against larger questions of efficacy in cross-cultural applications of musical therapies as well as the ways in which theoretical and disciplinary orientation affect the scope and aims of medical and musical research.

This course will carry S&H credit. Instructor: David Lewis

(GLLC-220 level) Avon Ladies in the Amazon: Gender and Economic Development Around the World (3 credit)

Did you know that there are Avon salespeople in Amazonian communities and African villages? Why would people who have no electricity buy make-up and perfume? In fact, economists, political scientists, sociologists and anthropologists have placed increasing importance on small and micro-businesses as engines of economic development and tools for women's empowerment in developing countries. We will use the methods and theoretical concepts of anthropology to examine women's small and micro-businesses in developing countries, as well as development agencies' programs that encourage women to start small and micro-businesses. This course will emphasize "native" entrepreneurship and the cultural milieu in which development programs are implemented. We will read and discuss cases from South America, West Africa, India, Bangladesh, Thailand, and even the U.S. This course aims to teach students not only about economic anthropology, but how to apply this sub-discipline to real-world issues and public policy by focusing on a major trend around the world.

This course will carry S&H credit. Instructor: Jessica Chelekis

STUDY QUECHUA IN THE FALL

Indiana University is happy to announce the exciting opportunity to study Quechua, the language of the Incas, through the Center for Latin American and Caribbean Studies (CLACS) in the College of Arts and Sciences. Francisco Tandioy, indigenous community activist, will teach a section of beginning Inga for both undergraduate and graduate students. Undergraduates may enroll in LTAM Q-101, and graduate students in LTAM Q- 501, for the Fall Semester of 2010. Inga is spoken in Colombia and Ecuador; it is the northernmost dialect of the grand Quechua family of languages which has some 13 million speakers. This class features Inga language instruction as well as exposure to such cultural elements as community organization, traditional medicine, foodways, myths and legends, music and song, arts and crafts.

- Q101/501 Meets Tuesdays and Thursday 5:30 - 7:00 p.m.
- Instructor is a native speaker of Inga and doctoral student at IU.
- Q502/602 Intermediate courses are by arrangement with the instructor.

Note: There are no pre-requisites for LTAM Q-101; taking up the study of Inga combines especially well with an interest in the peoples and cultures of Latin America, and in particular, with the rich fabric of language and culture of the Andes. .

More information visit <http://www.indiana.edu/~clacs.shtml> or contact *CLACS* at 855-0390.

INTERNSHIPS, OTHER OPPORTUNITIES

GRADUATE ASSISTANTSHIP IN THE HUTTON HONORS COLLEGE INDIANA UNIVERSITY BLOOMINGTON

POSITION AVAILABLE

One work-study graduate assistantship in academic advising is available in the Hutton Honors College for 2010-2011.

POSITION DESCRIPTION

The Hutton Honors College (HHC) academic advisors work with HHC freshmen and continuing students in the following ways:

Conferring with them regarding majors, degree requirements, academic progress and selection of courses prior to enrollment for the next semester

Assisting them in assuming responsibility for planning their own education

Helping them determine how to proceed in solving problems

Referring them, when necessary, to campus support services for information and aid in making academic and personal decisions

Informing them of HHC academic and other program opportunities and activities

Other responsibilities may include presenting information sessions for prospective students and their parents and assisting with tasks related to planning and implementing the advising program.

Excellent advising and organizational skills, familiarity with academic programs and student services, and computer proficiency are needed. Office hours are scheduled for twenty hours per week during the fall and spring semesters.

REQUIREMENTS

Applicants must be enrolled in one of the graduate programs at Indiana University Bloomington. Because the assistantship is a work-study position, the applicant selected must have filed a FAFSA form with the Office of Student Financial Assistance (OSFA) at IUB and be eligible for that type of aid.

REMUNERATION

The ten-month stipend for the academic year is \$11,500. In addition, if the selected applicant is available, there will be supplemental pay for the training/orientation advising period during the summer. Tuition remission has been provided in the past, and it is anticipated that it will be offered for this position.

APPLICATION

Application (attached to email), including a resume, should be submitted to Barbara Edwards, Director of Advising for final consideration. Email: edwardsb@indiana.edu. Phone: 855-3555.

SEEKING VOLUNTEERS FOR HAITI OUTREACH PROJECTS

For individuals who have an interest in local Haiti recovery efforts, there is a need for a few volunteers to help with some specific ongoing projects.

1) The first is a project to inventory a private collection of books and periodicals relating to Haiti and the French Caribbean. Many of these items are extremely rare and our long-term goal is to make them more accessible to researchers both in and outside of Haiti.

I'm seeking a few volunteers to help create this inventory. Essential skills include: excellent attention to detail; ability to read French and/or Haitian Creole; have a laptop or can check one out from the Wells Library, and willingness to volunteer for ~2 hours, once a week. Due to the nature of the work, a longer-term (semester) commitment would be ideal.

Please contact me if you are interested in helping to document this important collection. In your email, please state how you fit the above qualifications.

2) I'm also looking for one or more volunteers to help with PR for local Haiti efforts. Responsibilities would include compiling a master list of media outlets (radio, TV, print, and online) and events calendars, searching for Haiti-related events in Central Indiana, and making sure these events are being advertised through local media and posted on the Bloomington for Haiti blog. This is essentially a publicity position and ideally entails a longer-term commitment.

Anyone interested in learning more about either project can contact Kat Forgacs at bloomington4haiti@gmail.com.

RESEARCH PARTICIPATION OPPORTUNITY "INTERPERSONAL RELATIONSHIPS AMONG DIFFERENT BLACK ETHNIC GROUPS"

Ethnic diversity within the Black community is a topic that has been marginalized in studies on race and ethnicity. In an effort to highlight this diversity, I am conducting a study on the relationships and interactions among different Black ethnic groups. More specifically, I am examining what factors help or hinder the relationships among Africans, African Americans and West Indians at Indiana University, Bloomington. In order to answer this complicated question, I am looking for undergraduate and graduate students at Indiana University, who meet the following criteria:

- Individuals who identify as African, African American and West Indian (individuals from Caribbean islands where English is the primary language).
- For my West Indian and African volunteers, I am specifically looking for individuals, who were born in Africa or the West Indies and lived there for the majority of their childhood (OR)
- West Indian and African Individuals that were born in the United States, but their parents were born and spent the majority of their lives in Africa or the Caribbean.
- For my African American volunteers, I am looking for individuals, whose parents identify as African American and their families have lived in United States for several generations.

In addition to these qualifications, I am also seeking Africans, African Americans and West Indians, who have taken a class on another Black ethnic group. For example, I would like to interview if you are African American and have taken a class in African Studies, African and have taken a class on African American history, or if you are West Indian and have taken an African or African American Studies class. Please note that if you have not taken a class about another Black ethnic group, I would still like to interview you for this study.

If you fit these qualifications and are interested in participating in this study, please contact Caralee Jones at jonescg@indiana.edu or caraleegjones@yahoo.com for more information.

Sincerely,
Caralee Jones

2010 GRADUATE AND UNDERGRADUATE STUDENT PAPER AWARD COMPETITION

Deadline: May 20th, 2010

The Association for the Study of the Cuban Economy (ASCE) is a nonpolitical, professional international association dedicated to the study of the Cuban economy in its broader political, social, and cultural context.

The Jorge Pérez-López Student Award Competition

ASCE Student Award Committee is accepting nominations for the 2010 Jorge Pérez-López Student Award competition. Anyone can nominate original papers authored by undergraduate and graduate students in good standing. The papers should address topics related to Cuba's domestic issues, its foreign relations, or Cuba in comparative perspectives. Papers cannot be coauthored with an instructor. At a minimum, all papers must outline a thesis statement, present evidence or data supporting it, confine to 5000 words double-spaced length, and follow one of the standard academic writing and citations styles. Self-nominations are also welcomed.

All correspondences must be accompanied by a letter stating the name, school affiliation, mailing address, phone number, and email of the nominee as well as a brief statement describing the merits of the nomination.

Graduate Awards

First prize \$600, up to \$400 travel, and publication in *Cuba in Transition*.
Second prize \$300

Undergraduate Awards

First prize \$300, up to \$400 travel, and publication in *Cuba in Transition*.
Second prize \$200.

All students who enter the competition will receive a one year complimentary membership in ASCE, which will entitle them to receive our publications and newsletter. If they wish to attend the annual meeting in Miami, they will also receive a complimentary conference and key speaker luncheon invitation (but no travel allowance, except to the first prize winners).

Deadline

Papers received or postdated by May 20, 2010 will be considered. The winner of the competition will be announced in June.

Basis for Award

A panel of scholars on the basis of relevance, originality, quality, contribution, and clarity of presentation will judge papers. The 5000 words limit for the essay will be STRICTLY ENFORCED.

Submission and Information

Please send a hard copy of the manuscript via regular mail and an electronic MS Word attachment of the paper to:

Dr. Enrique S. Pumar, Chair Student Award Committee
The Association for the Study of the Cuban Economy
P.O. Box 28267
Washington, DC 20038-8267
asce@ascecuba.org

IU CAREER CENTER FEATURED JOB INFORMATION

FEATURED JOB AND INTERNSHIP POSTINGS

Don't forget to check the full-time, part-time, and internship postings on myIUcareers. Below is a preview of what is currently available:

Full-time positions:

- * YMCA of Metropolitan Chicago, Program Manager - Swim Team
- * City of Urbana, Environmental Sustainability Manager
- * Bloomberg L.P., 2010 Financial Software Developer (Full-Time)
- * The Gallup Organization, Emerging Leader - Business Development Consultant
- * Greenpeace - US, Greenpeace Field Organizer

Internships:

- * Industry Entertainment, Industry Entertainment Summer Internship Program
- * Surfing Goat Dairy, Dairy Internship
- * Taxease, Financial Services - Clerical and Administrative Paid Summer Internship
- * BigMachines, Inc., Business Analyst/ Sales Operations Intern
- * Ryerson Inc., Financial Planning and Analysis Intern

Part-time positions:

- * Friends of Art Bookshop, Sales Clerk (Work Study)
- * Hoosier Hills Food Bank, Garden & Gleaning Programs Assistant (Work Study)
- * Indiana Magazine of History, Editorial Assistant (Non-Work Study)
- * US Army Corps of Engineers, Park Ranger (Non-Work Study)
- * Indiana Institute on Disability & Community, Instructional Design Specialist (Non-Work Study)

