**From “Backyard” to Front-and-Center: Teaching Latin American Studies in the 21st Century**

**2017 FACDIS International Studies Summer Institute for Teachers**

Organized by the West Virginia Consortium for Faculty &

Course Development in International Studies (FACDIS)

**West Virginia University/Washington, D.C.**

**June 25-30, 2017**

**Schedule**

**Sunday, June 25**

3:00-6:00 pm Check-in to Stalnaker Hall.

7:00 pm Reception, Martha C. Howard Lounge, Stalnaker Hall, West Virginia University

7:30 pm Welcome –James Siekmeier, FACDIS Director, *A New World of Understanding*

**Monday, June 26**

7:00-8:30 Breakfast, Stalnaker Hall

 **Institute Location: 118 Oglebay Hall (short walk downhill from Stalnaker Hall)**

9:00-10:15 *The Challenges of Teaching Latin American Cultures* - Ángel T. Tuninetti

10:15-10:30 Break

10:30-11:45 *Chiquita Banana, Narcos, Burros and Sombreros: American Perceptions of Latin America* –

Ángel T. Tuninetti

12:00-1:00 Lunch, Stalnaker Hall

1:15-2:30 *From Colony to Nation in Latin America and Beyond: a Workshop* (Part 1) - Pablo García Loaeza

2:30-2:45 Break

2:45-4:00 *From Colony to Nation in Latin America and Beyond: a Workshop* (Part 2) - Pablo García Loaeza

6:00 Dinner at Garcia’s Grill at the Cue, 226 High Street, Morgantown (Can walk from Stalnaker Hall)

7:30 Merengue and Salsa Classes with Bill Duff at Garcia’s Grill

**Tuesday, June 27**

7:00-8:30 Breakfast, Stalnaker Hall

9:00-10:15 *Crowdsourcing and Self-Instruction: Turning the Production of Teaching Materials into a Learning Objective* – Matthew Wilson

10:15-10:30 Break

10:30-11:45 *Accompanying Workshop: Brainstorming Crowdsourcing Techniques* -- Matthew Wilson

12:00-1:00 Lunch, Stalnaker Hall

1:15-2:30 *Mexican Revolution* – Michele Stephens

2:30-2:45 Break

2:45-4:00 *War on Drugs (with an Emphasis on Mexico)* – Michele Stephens

 Dinner on your own

7:00-8:30 Movie: *Under the Same Moon* – Stalnaker Hall multimedia room

**Wednesday, June 28**

6:30 Load bus for drive to Washington, D.C. - Bus pick-up in front of the Mountainlair

7:00 Leave for Washington, D.C. – Breakfast snacks served on bus.

12:00-1:00 Lunch (on your own) at Smithsonian: [*National Museum of the American Indian*](http://www.nmai.si.edu/)

1:00- 2:30 Tour of National Museum of the American Indian with Cultural Interpreter – Renee Gokey

2:30-3:30 Leave National Museum of the American Indian, drive to hotel, check-in, and walk to Library of Congress

3:30-5:00 Tour of [Library of Congress’s](https://www.loc.gov/) exhibit on [Exploring the Early Americas](https://www.loc.gov/exhibits/exploring-the-early-americas/) and [Waldseemuller Map](https://www.loc.gov/exhibits/exploring-the-early-americas/interactives/waldseemuller-maps/worldmap1507/index.html)

 Dinner and evening on your own

**Thursday, June 29**

7:00-8:30 Breakfast in hotel

8:30 Check-out of hotel and load luggage on to bus

9:00 Leave hotel for [*Anacostia Community Museum*](http://anacostia.si.edu/)

10:00- 11:20 Smithsonian: *Anacostia Community Museum*

11:20-12:45 Bus to Mall and visit to [The Vietnam Veterans Memorial](https://www.nps.gov/vive/index.htm)

12:45 Bus to [2017 Smithsonian Folklife Festival](http://www.festival.si.edu/)

1:00-4:45 Lunch (on your own) and visit to the 2017 Smithsonian Folklife Festival

4:45 Meet at bus pick-up location

5:00 Leave Washington

 Dinner stop (fast food, on your own) on the way back to Morgantown

**Friday, June 30**

7:00-8:30 Breakfast, Stalnaker Hall

9:00-10:15Latin American studies websites and small group work in preparation of teacher presentations

10:15-10:30 Break

10:30-11:30 Teacher Presentations

11:30-12:00 Program evaluation and/or general Q & A on entire week

12:00 Bag lunches available in Oglebay Hall, for a picnic or for on the road

**History 930: *From “Backyard” to Front-and-Center: Teaching Latin American Studies in the 21st Century***

(Professional Development – 3 Credits)

**Nature of the Course**

This program will focus on a fascinating and important, but often overlooked part of the world—America’s “backyard,” Latin America. All too often, we take our “backyards” for granted; when in reality systematic study is critically important as globalization is causing the world to “shrink” to a “global village.” More specifically, the institute will present new and innovative ways of teaching Latin American studies. The importance of effectively teaching Latin American studies is especially important considering that Latinos comprise the largest minority group in the United States, and their growing economic, political, and cultural influence cannot be understated.

Although no short course on Latin America can adequately provide a full slate of information on the varied religions, cultures, political systems, and economies of this complex region, this week-long institute for pre-collegiate teachers will expand knowledge and enhance teaching strategies for K-12 instructors. Mexico and Brazil are rising powers, and Argentina is prominent in world affairs. The U.S.-Cuban rapprochement indicates that there will be increasing interaction between the Caribbean and the United States. However, with increasing migration from nearly all Latin American nations to the United States, it behooves us to learn more about the entire region. The Institute will focus on three interlocking themes: Latin American studies; Latinos in the United States; and United States-Latin American relations. We will not only be examining how the U.S. views Latin America but also how Latin America views the United States, and the world.

The Summer Institute will be held at West Virginia University with an overnight trip to Washington, D.C.

**Instructional Staff**

**Pablo García Loaeza**

Dr. García is associate professor of Spanish American Literature and Culture in the Department of World Languages, Literatures, and Linguistics at West Virginia University. His research focuses mainly on early-modern Spanish America. At present, he is particularly interested in historiography in New Spain and in material culture in the Rio de la Plata. He is collaborating on an edition and translation of Fernando de Alva Ixtlilxochitl's *Historia de la nación chichimeca* with Amber Brian (U of Iowa), Bradley Benton (North Dakota State University), and Peter Villella (University of North Carolina, Greensboro). The project is funded by a grant from the National Endowment for the Humanities. He has also been exploring the process of society formation in the early settlement of the Río de la Plata. Currently, he serves as the editor of *Colonia/Colônia*, the quarterly newsletter of the colonial section of the Latin American Studies Association, and as the colonial section's vice-chair.

**Michele McArdle Stephens**

Dr. Stephens' research focuses on the relationships between communities in Latin America and how communities form in response to internal and external stressors. In her forthcoming book, titled In the *Lands of Fire and Sun: Huichol Resistance and Accommodation, 1723-1930*, she examines the ways in which the Huichols have selectively adapted elements of Spanish and Mexican culture as a way to insulate their indigenous practices from external forces, beliefs, and stressors. Her methodology combines analyses of ethnographic reports, archaeology, anthropological studies, and archival research in order to discover elements of Huichol identity and disunity, use and manipulation of Spanish and Mexican legal systems, and syncretic religious beliefs, among other variables. She is currently writing an article that explores the important contributions of European ethnographers to our understanding of Huichol cultural history.

Dr. Stephens' newest research examines women's participation with the law in early 20th century Yucatán. This project looks at how women understood their roles as litigants, and explores the following issues: how Yucatecan women spoke about their legal experiences and in doing so, how they understood themselves as juridical persons; how legal practitioners viewed female litigants during the first decades of the twentieth century; finally, whether a decline in women’s participation in legal matters over the course of the nineteenth century arose from a perception of women as second-class citizens. While Dr. Stephens hopes to focus on Yucatec Maya women, the study will compare and contrast the experiences of all women in the region around Mérida, Mexico. Dr. Stephens will spend several months in 2017 as a fellow at the Max Planck Institute for European Legal History in Frankfurt, Germany.

**Ángel Tuninetti**

Dr. Tuninetti is the department chair of Department of World Languages, Literatures and Linguistics at West Virginia University and associate professor. Tuninetti obtained his Licenciatura en Letras Modernas from the Universidad Nacional de Córdoba (Argentina) and his M.A. and Ph.D. in Spanish from Washington University in St. Louis. His main area of research is travel literature in the Southern Cone, from the late colonial period to early 20th century. In addition to his book, *Nuevas tierras con viejos ojos: Viajeros españoles y latinoamericanos en Sudamérica, siglos XVIII y XIX*, published in 2001 by Ediciones Corregidor (Argentina), he has published articles and book chapters in Chile, Colombia, Mexico, France and the USA. He has also presented extensively at national and international conferences. Dr. Tuninetti teaches graduate and undergraduate courses on Latin American culture and literature. Prior to coming to WVU in 2007, Dr. Tuninetti was Associate Professor of Spanish and chair in the Department of Foreign Languages at Lebanon Valley College.

**Matthew Wilson**

Dr. Wilson received his Ph.D. from the Pennsylvania State University and is proud to be a faculty member in the Department of Political Science at West Virginia University. He is interested in the interactions of leaders and institutions, particularly with regard to regime change and conflict outcomes. His research covers topics traditionally found in both comparative politics and international relations and contributes to theory-building on commitment problems and institutional design in non-democracies. His focus on regimes also hearkens to the literature on democratic transition and sources of regime instability, which is particularly important in the developing world. The courses that he has taught include theoretical approaches to studying dictatorship, introduction to comparative politics, and governments in Latin America. As a comparativist scholar, he has a special interest in the politics of Latin America and in historical development. His profile focuses on comparative political institutions and includes advanced skills in quantitative methods and additional languages. He also has a passion for international travel and language; he has traveled to over thirty-five countries and hopes to add many more experiences to the list in the near future.

**Final Course Requirement**

Teaching units with detailed lesson plans for 5-7 class periods will be due to Gretchen Peterec (gretchen.petrec@mail.wvu.edu)in the FACDIS office no later than **Monday,** **July 24, 2017**. There are no specific requirements for the format of these plans, but if you are able to send us your unit/lesson plans electronically, we would appreciate it.