



# LAS Noticias

A Newsletter for K-12 Spanish Language and Social Studies Educators  
Center for Latin American Studies (CLAS), University of Pittsburgh

Vol. 2, No. 4

Spring 2001

## Visit of Las Madres de la Plaza de Mayo from Argentina

Two of Las Madres will visit the University of Pittsburgh, Center for Latin American Studies to share their experiences, views and goals regarding human rights and women's issues in South America. The general public is welcome to participate in the half-day panel discussion on **April 2, 2001** in Room 2K56, Posvar Hall. There is no admission charge.

A Brief Historical Background: "On July 1974, Juan Peron (president of Argentina) died. His wife, Isabel [not to be confused with Eva Peron, his first wife] took over as president. In March 1976, a military coup in Argentina placed 'La Presidente' Isabel under house arrest. Under General Jorge Rafael Videla, the regime launched a vicious campaign, alternatively known as a 'dirty war' or 'holy war' against the opposition.... The government began arresting 'subversives' at will, at one point acknowledging that it held nearly 3,500 prisoners.... And then there were the *desaparecidos*, those who simply 'disappeared' (between 15,000 and 30,000 men and women). These people were abducted by heavily armed men who refused to identify themselves. Virtually none of the abducted were ever heard of again.... The 'disappeared' were victims in a tactic consciously designed to terrorize the country." (*Modern Latin America*, Second Edition, Thomas E. Skidmore and Peter H. Smith, Oxford University Press, 1989).

In 1977, a group of approximately 14 women, who became known as Las Madres de la Plaza de Mayo, requested information about their children who had "disappeared" during the military dictatorship. The Plaza de Mayo is a space in front of La Casa Rosada (the President's Mansion) in Buenos Aires, Argentina. In order to keep alive their demand for information, every Thursday at 3:30 p.m. these brave women would gather at the Plaza de Mayo to peacefully march demanding information and, later demanding justice be taken for those responsible for the "disappeared". The Mothers

wore white scarves on their heads as a symbol of peace and justice and continued to march every Thursday in spite of the fact that many of them and their relatives were jailed or disappeared.

During the 70s and 80s, the government officials forbade the word *desaparecidos* to be spoken or written in the media or in any public forum. They were considered non-existent. Today "Las Madres" work for human rights, social equality, environmental issues and free speech throughout South America. They are invited by universities, organizations, and governments around the world to make presentations and talk about their work.

One of the visitors to Pittsburgh is Nora Irma Morales de Cortinas. She is a widow and had two sons; one of whom disappeared in 1977 because he was a member of the movement "Juventud Peronista (Young Peronist). Nora is a psychologist and co-founder of the movement. She also teaches in the economics department of the University of Buenos Aires.

Come join us in meeting these women and discussing their work with them.

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## Argentina — then and now

The annual **Latin American Film Series** features Argentine films beginning with the three-part 1968 classic *The Hour of the Furnaces*, which examines the struggle for liberation during the 1960s. The series continues with more recent Argentine features that have played the international circuit. In all of these films one can see, either directly or by inference, traces of Argentine history and culture. This series is presented in collaboration with the Carnegie Museum of Art. Films are screened on Thursday and Saturday evenings at 8:00 p.m. at the Museum, 4400 Forbes Avenue in Oakland, telephone 412-622-3212. General admission is \$6.

**Silvia Prieto** Thursday, February 8, 8:00 pm  
Saturday, February 10, 8:00 pm

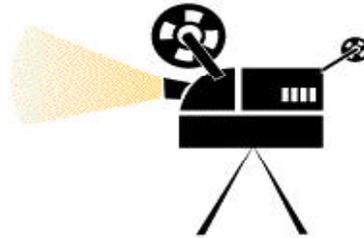
*Directed by* Martin Rejtman

*Director will be present to introduce the film*  
(Argentina, 1998) 92 min.

**Moebius** Thursday, February 15, 8:00 pm  
Saturday, February 17, 8:00 pm  
*Directed by* Gustavo Mosquera R.  
*Director may be present to introduce the film*  
(Argentina, 1996) 88 min.

**The Lighthouse** Thursday, February 22, 8:00 pm  
Saturday, February 24, 8:00 pm  
*Directed by* Eduardo Mignogna  
(Argentina, 1998) 120 min.

**Hidden River** Thursday, March 1, 8:00 pm  
Saturday, March 3, 8:00 pm  
*Directed by* Mercedes García Guevara  
(Argentina, 1999) 87 min.



## Spanish language immersion

The Center for Latin American Studies will once again offer two Spanish Language Immersion Workshops for K-12 Spanish language teachers. Funding is being provided by the U.S. Department of Education Title VI Grant, therefore, there will be no charge for the workshop. The Allegheny Intermediate Unit is reviewing our “request for approval” to determine if the workshop hours will count toward the new Pennsylvania Act 48 continuing education requirement.

A light breakfast will be provided. If you park in Soldiers and Sailors Parking Garage on the corner of Bigelow and Fifth Avenue, we will validate your parking ticket. Pre-registration is required. Please send your name, name of your school, home phone, and e-mail address to: Ms. Ligia Díaz-Román, Center for Latin American Studies, University of Pittsburgh, 4E Posvar Hall, Pittsburgh, PA 15260 or e-mail her at <diaz@ucis.pitt.edu>. We will mail or e-mail registration confirmations prior to the workshop dates.

The Workshops will take place on:

**Saturday, April 21, 2001**, 9:00 a.m. to 12:30 p.m. in Room 4E51 Posvar Hall (formerly Forbes Quadrangle). An introduction to the culture, history and geography of **Brazil in Spanish** with an introduction to **Brazilian Portuguese**.

**Saturday, May 19, 2001**, 9:00 a.m. to 12:30 p.m. in Room 4E51 Posvar Hall (formerly Forbes Quadrangle). An introduction to the culture, history and geography of **Chile in Spanish**.

### LAS Noticias: CLAS Outreach newsletter for K-12 Educators.

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For a free subscription just e-mail your name, school, phone number and address to: diaz@ucis.pitt.edu

## Country Profile: Chile



Full country name: Republic of Chile  
 Area: 756,950 sq km (292,500 sq mi)  
 Population: 15 million (growth rate 1.2%)  
 Capital city: Santiago (pop 5,000,000)  
 People: 90% mestizo, 5% Indians, 5% European descent  
 President: Ricardo Lagos (2000)  
 Currency: peso (Ch\$)  
 GDP: US\$184 billion  
 GDP per head: US\$12,500  
 Major industries: Copper, fishmeal, wine  
 Major trading partners: USA, Japan, Germany, UK  
 Major Cities: Santiago, Valparaíso, Viña del Mar, La Serena  
 Santiago is immense; its central core, is manageable and relatively small. It is a city of grand thoroughfares and plazas, lined with public buildings and churches and circled by parks. Lying 120km (74mi) northwest of Santiago is Valparaíso, principal port and second-largest city. Viña del Mar, Chile's premier beach resort, is only 10km (6mi) north of Valparaíso, and is known as the Garden City because of its subtropical landscape of palm and banana trees. La Serena is important both historically and economically; It is one of Chile's oldest post-Columbian cities.

### History

Pre-Columbian Chile was peopled by a variety of ancient cultures, many of them politically subject to the Incas who they predated by many centuries. Native groupings included Aymara farmers in the desert north who cultivated maize and tended flocks of llamas and alpacas; fisherfolk in the coastal areas; Diaguita Indians in the mountainous interior; Araucanian Indians in the center and south; and numerous

groups of archipelagic hunters and fishers in the remote south.

The Spanish assigned the task of conquering Chile to Pedro de Valdivia, whose expedition reached Chile's Mapocho Valley in 1541. Santiago was founded in the same year. Although mining and business surpassed agriculture as Chile's merchant megaliths, it was the social structure of the estates which shaped colonial Chile. The native population was devastated by the unwitting introduction of infectious diseases, and the mestizo population (the offspring of Spanish and Indian unions) were used as tenant laborers on huge estates, many of which remained intact until the 1960s.

By the 1820s, the cumbersome methods of taxation allowed a flowering pan-American identity to blossom into a push for full independence. Simón Bolívar and José de San Martín led armies of freedom fighters from Venezuela to Peru, and from Argentina into Chile. Bernardo O'Higgins became supreme director of the new Chilean republic. The newly independent Chile was a fraction of its eventual size, consisting of Santiago and Concepción. The coming of the railways and military triumphs over Peru and Bolivia in the War of the Pacific (1879-83) incorporated the mineral-rich Atacama desert to the north and the southern temperate territories. Chile quickly achieved a degree of political stability and relative democracy, enabling rapid agricultural development and the advancement of mining, industry and commerce.

The first half of the 20th century saw the political climate swing between right and left with no government having sufficient support to cement large scale reform. It was not until the 1960s that social reforms were successfully instituted by the Christian Democrats, who targeted housing, education, health and social services. These policies threatened the conservative elite's privileges and also offended the radical left. In 1970, after national elections failed to produce clear-cut winners, the Chilean Congress appointed Salvador Allende – who won just 36 percent of the popular vote – as the new president. A Socialist, Allende moved quickly to nationalize the companies that provided the bulk of Chile's wealth, causing domestic and international concern, mostly in the United States since this country controlled the majority of copper mines.

General Pinochet seized power in a bloody coup on 11 September 1973. Allende died, apparently by his own hand, and thousands of his supporters were murdered. Dark days followed, with assassinations, purges and enforced exiles commonplace. It is estimated that as many as 80,000 people were tortured or murdered. Rumors of CIA involvement in the coup were given credence by the US-instigated suspension of credit from international financial organizations, and

**Pablo Neruda\*, from his book *Veinte poemas de amor*/ Translation by W.S. Merwin.**

Poema XII

**Para Mi Corazón**

Para mi corazón basta tu pecho,  
para tu libertad bastan mis alas.  
Desde mi boca llegará hasta el cielo  
lo que estaba dormido sobre tu alma.

Es en ti la ilusión de cada día.  
Llegas como el rocío a las corolas.  
Socavas el horizonte con tu ausencia.  
Eternamente en fuga como la ola.

**Your Breast Is Enough**

Your breast is enough for my heart,  
and my wings for your freedom.  
What was sleeping above your soul will rise  
out of my mouth to heaven.

In you is the illusion of each day.  
You arrive like the dew to the cupped flowers.  
You undermine the horizon with your absence.  
Eternally in flight like the wave.

Poema XX

**Puedo Escribir**

Puedo escribir los versos más tristes esta noche.

Escribir, por ejemplo: 'La noche está estrellada,  
y tiritan, azules, los astros, a lo lejos.'

El viento de la noche gira en el cielo y canta.

Puedo escribir los versos más tristes esta noche.  
Yo la quise, y a veces ella también me quiso.  
En las noches como esta la tuve entre mis brazos.  
La besé tantas veces bajo el cielo infinito.  
Ella me quiso, a veces yo también la quería.  
Cómo no haber amado sus grandes ojos fijos.

**Tonight I can write**

Tonight I can write the saddest lines.

Write, for example, 'The night is starry  
and the stars are blue and shiver in the distance.'

The night wind revolves in the sky and sings.

Tonight I can write the saddest lines.  
I loved her, and sometimes she loved me too.  
Through nights like this one I held her in my arms.  
I kissed her again and again under the endless sky.  
She loved me, sometimes I loved her too.  
How could one not have loved her great still eyes.

\* For Neruda's biography, see page 7

**Chilean history, continued from p. 3**

the contemporaneous financial and moral support given to Allende's opponents.

Pinochet dissolved Congress, banned leftist parties and suspended all opposition. At the time most Chileans seemed willing to tolerate military rule as a necessity to avoid civil war. The Chilean economy, which had been badly shaken under Allende, revived under General Pinochet. But as military rule grew increasingly strict, many Chileans demanded a more democratic government. In a 1988 referendum voters rejected General Pinochet by a majority of 7%. In the 1989 multiparty elections, Christian Democrat Patricio Aylwin beat Pinochet's candidate, Hernan Buchi, and power was peacefully transferred.

Eduardo Frei undertook the challenge of reconciling Chileans with their difficult past by accelerating human rights tribunals and inquiries into the fate of Chile's 2000 'disappeared'. Unfortunately, resistance from the political arm of the military machine severely hampered his efforts. Frei also struggled in matters of constitutional reform, failing to eliminate eight 'institutional senators' appointed by Pinochet who are not subject to a popular vote. Frei's economic reforms, however, did help alleviate crushing poverty to some degree.

Newly elected President Ricardo Lagos is the first Socialist to hold the highest office since Allende. The newest wildcard in Chilean politics is Pinochet himself, whose arrest in London in 1999 at the request of a Spanish judge investigating human rights violations, unleashed an international furor. The general's temporary detention brought unresolved issues into the open for the first time in decades, but in February

2000 the general was pronounced too ill to stand trial and in early March he returned to Chile.

Source: LonelyPlanet.com

U.S. Library of Congress Country Study – Chile

**CLAS Materials available for classroom use:**

**La batalla de Chile I:** La insurrección de la burguesía (Video) Abarca el proceso electoral chileno durante el gobierno de Salvador Allende. No Subtitles, 100 minutos. Nivel: Universitario.

**La batalla de Chile II:** El golpe de estado (Video) Explica la situación que prevalecía en Chile antes y durante el golpe de estado al gobierno de Allende. Only in Spanish, 90 min. Nivel: Universitario.

**La batalla de Chile III:** El poder popular (Video) Las capas populares que apoyan al Gobierno de Allende ponen en marcha una serie de ejemplos de "poder popular". Only in Spanish, 82 min. Nivel Universitario.

**Stories: Pablo Neruda by Joseph Roman.** (New York Chelsea House Publishers, 1992). Biography of Chilean poet Pablo Neruda. Grade Level: upper elementary/middle school.

## Exploring cultural diversity through the arts

During November and December, twenty-five area elementary teachers participated in a professional development workshop — **Exploring Cultural Diversity through the Arts**. The program was sponsored by the four area studies centers of the University Center for International Studies, University of Pittsburgh and the Allegheny Intermediate Unit. The purpose of the course was to examine the cultures of Asia, Latin America, and Europe through art, music, drama, and dance.



Photo by E. Eckard

A teacher wearing a *Vejigante* Costume and Mask.

On December 6, **Lulu Delacre**, who grew up in Puerto Rico, presented Carnival as it is celebrated in Puerto Rico. Ms. Delacre is the author and illustrator of many award-winning books for children. While at the Center for Latin American Studies, she conducted a reading in Spanish and English of her book *Vejigante Masquerader*, a Puerto Rican carnival story; showed slides that explained the process of publishing; and displayed a *vejigante* costume and mask. She also taught several of the *vejigante* chants that are sung by Puerto Rican children during Carnival. Teachers had many questions for her and she stayed to autograph books. For more information on Lulu Delacre's work, see [www.scholastic.com](http://www.scholastic.com) and select "authors and books" under "teachers"; e-mail: [luludela@erols.com](mailto:luludela@erols.com).

In order to assist teachers with ideas on sharing this new experience with students in the classroom, Pittsburgh artist and art teacher **Valerie Dellas** demonstrated the art of making *vejigante* masks. She explained how

the procedure can be done in the classroom with students as young as first grade. She helped each teacher make a mask. Ms. Dellas, a Pittsburgh artist who works in watercolor, acrylic, and oil medias, teaches in the Penn Hills School District.

Thank you Lulu Delacre and Valerie Dellas for sharing your talents with us — Gracias!!



Photo by L. Diaz-Román

Lulu Delacre holds the *Vejigante* Mask created by Puerto Rican Artisans



Photo by L. Diaz-Román

Valerie Dellas shows a mask made by children from an elementary school



Photo by E. Eckard

K-12 teachers creating masks

## Announcements

### Exciting new after-school Spanish Language Program

Club Amigos is a unique and fun Spanish language and Hispanic cultural enrichment program for children in the Pittsburgh area.

Club Amigos was created in partnership with the University of Pittsburgh's Center for Latin American Studies for two distinct purposes: to teach Spanish to non-Spanish speakers ages 5-10, and to offer a "Club de Lectores" (Reading Club) for the enhancement of Spanish reading and writing skills for Spanish speakers ages 7-10. The curriculum will include both language instruction and cultural enrichment activities.

An 8-week pilot session will begin the week of April 26, 2001. Classes will meet for one hour from 4:30-5:30 p.m. on Thursdays in Posvar Hall (formerly Forbes Quadrangle) on the Oakland campus of the University of Pittsburgh. The cost of the 8-week session will be \$100. If interested, please write to:

Ms. Rosalind Eannarino  
Club Amigos  
University of Pittsburgh  
Center for Latin American Studies  
4E22 Wesley W. Posvar Hall  
Pittsburgh, PA 15260

Or contact:  
Sarah A. Williams  
Instructor, Hispanic Languages & Literature (Pitt)  
Karen Goodman  
Professor of Spanish (Chatham)  
clubamigos@earthlink.net.

#### For Spring Term (01-2)

##### Linguistics 2148: survey of CAI/CALL

Instructor: Claire Bradin Siskin  
Time: 5:45 - 8:10 pm, Mondays (time subject to change)

This course will serve as an introduction to Computer Assisted Language Learning (CALL). Both the practical and theoretical aspects of using computers in second language learning will be explored. Topics will include software evaluation, the role of word processing and other common applications. For more information, see the course syllabus at <http://www.pitt.edu/~cbsiskin/ling2148> or e-mail [cdsiskin@pitt.edu](mailto:cdsiskin@pitt.edu)

#### National K-12 Foreign Language Resource Center

##### 2001 summer institutes for teacher educators

K-6 Foreign languages: Leading the way with teacher preparation. July 16-July 26, 2001  
New Technologies in the foreign language classroom August 8-16, 2001

##### Small research grant in early foreign language education

Awards will go to doctoral students or researchers in the field

##### Call for submissions of technology and standards-based classroom activities

Submit a successful classroom activity to be published in a collection designed to help teachers integrate new technologies into their curriculum

##### For more information or an application contact:

National K-12 Foreign Language Resource Center  
N131 Lagomarcino Hall, Iowa State University  
Ames, IA 50011  
Phone: 515-294-6699 e-mail: [nflrc@iastate.edu](mailto:nflrc@iastate.edu)  
website: [www.educ.iastate.edu/nflrc](http://www.educ.iastate.edu/nflrc)

## School visit program

The School Visit Program of the Center for Latin American Studies provides opportunities for undergraduate and graduate students at the University of Pittsburgh to share their knowledge of Latin America with local K-12 classrooms. The program (which operates from October to April) is open to all Spanish language and social studies teachers at no cost to the schools.

Presentations are interactive in format and involve students in a discussion based on the experiences and/or observations of the volunteer regarding the country/topic. All presentations are framed in a cultural context. If there is a particular topic that your class is interested in learning more about, feel free to suggest it. The presentations are designed for a regular classroom period of approximately 40 minutes **and not to exceed 25 students.**



Fernando Saldaña teaching about Nicaragua

If you are interested in having a presenter visit your class, please send your request, as soon as possible, to Kelly Flynn-Saldaña: e-mail [kjfst19@pitt.edu](mailto:kjfst19@pitt.edu); fax: 412-648-2199; Phone (evenings) 412-683-4891. **Requests will be honored on a first-come, first-serve basis.** Please indicate if you would like your class to receive the presentation in Spanish, otherwise English will be used.

**Visit the Center's Website,** <http://www.ucis.pitt.edu/clas/> — Under *outreach*, then proceed to *K-12 Educational Community* and read about the Center's programs; continue on to *Resources for Kindergarten - 12<sup>th</sup> Grade* for more information.

## Pablo Neruda's biography

Neftalí Ricardo Reyes Basoalto was born in the small town of Parral on July 12, 1904. His mother, Doña Rosa Basoalto de Reyes, a teacher in a local school for girls, suffered from tuberculosis and died a month after he was born. His father, Don José del Carmen Reyes Morales, remarried with Doña Trinidad Candia, who provided the love and gentleness of a mother. They lived in Temuco, a small frontier town where Neruda developed a lifelong love of nature.

In spite of his father's anger (over him becoming a poet) Neftalí had his first poem published outside of Temuco when he was 14. The journal *Corre-Vuela*, located in Santiago, accepted his poem "Mis ojos" (My Eyes), and the following year accepted 13 more. His early poems were steeped in nature, desire for love, and his frustration with his education.

To avoid his father's anger, the adolescent adopted a name. He took Neruda out of a magazine, not knowing much about its rightful owner, the prominent Czech writer Jan Neruda. Gabriela Mistral, another prominent educator and Chilean poet, was influential in Neruda's literary pursuits.

Neruda's first book, *Crepusculario* (Twilight Book), was published in 1923. Many of these poems were melancholic, interspersed with bold attempts at passion. The passionate side of Neruda's nature became the focus of his next book, *Veinte poemas de amor* (Twenty Poems of Love). At the age of 20, Neruda had already established himself as a major voice in Latin America literature. (*Pablo Neruda by Joseph Román, 1992*).

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### Brazilian coffee house

The Center for Latin American Studies will be sponsoring a **Brazilian Coffee House on Thursday, March 15, 2001**, from 4:00 to 6:00 p.m., Lower Lounge, William Pitt Union.

Professionals from Nego Gato Inc. will perform the African-Brazilian martial arts/dance form of Capoeira-Angola. Justin Laing, Director of the program, will present a brief history of Capoeira and answer questions. The Green Forest Restaurant will provide Brazilian food. You are invited to participate in this cultural celebration of Brazil. No admission charge.

## UPCOMING EVENTS

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Latin American Film Series, see page 2 .....	February 8 - March 3, 2001
Brazilian coffee house, see page 7 .....	March 15, 2001
Visit of Las Madres de la Plaza de Mayo, see page 1 .....	April 2, 2001
Spanish language immersion, see page 2 .....	April 21 and May 19, 2001
Club Amigos, see page 6 .....	April 26, 2001
Spring term Linguistics course, see page 6 .....	Spring 01- 02
National K-12 Foreign Language Resource Center, see page 6 .....	July 16 - July 26, 2001



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