

One Hundred Years of
Latin American Studies at the
University of North Carolina at
Chapel Hill, 1915–2015

Prepared by

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LAP

BRM

Chapel Hill, North Carolina

*To the memory of Sturgis E. Leavitt (1888–1976),
pioneer of Latin American Studies at Carolina.*

One Hundred Years of Latin American Studies at the University of North Carolina at Chapel Hill, 1915–2015

It does not seem an exaggeration to say that Latin American studies at the University of North Carolina [is] becoming an established tradition.

—Proposal to the Carnegie Corporation for Support of Latin American Studies at the University of North Carolina (April 1951)

To say that Chapel Hill is the crossroads for Latin Americans in the United States is only a slight exaggeration. Over the past twenty years literally hundreds of distinguished Spanish Americans have visited our campus. They have come in ones, twos, threes, and in large groups. Some have come under their own auspices, curiosity whetted by what friends had said about Chapel Hill; others have been sent by our Department of State To list names of our visitors would be to call the roll of many famous men in the public eye, as well as many scholars, writers, historians, etc.

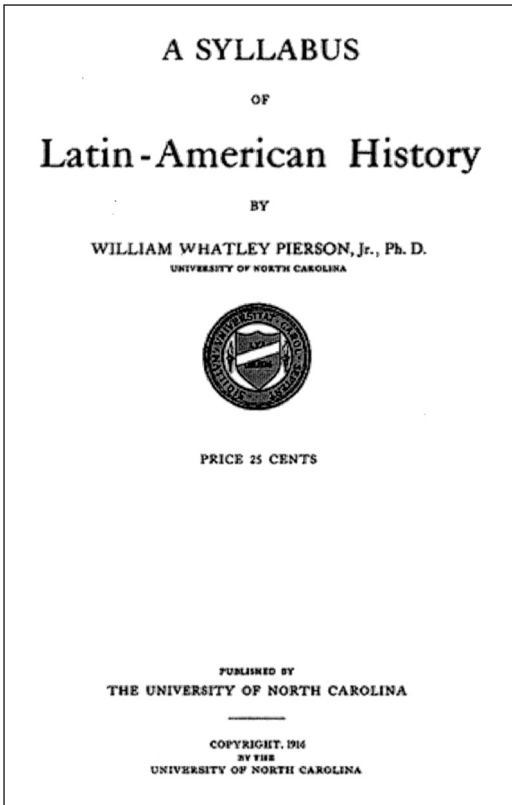
—Sterling A. Stoudemire [Chair/Romance Languages] to Thomas J. Pearsall (December 2, 1960)

LATIN AMERICAN STUDIES at the University of North Carolina at Chapel Hill assumes fully the status of a legacy academic program. Over the past 100 years, the Latin American studies program has upheld the tradition of teaching excellence, distinguished scholarship and innovative curricular development, and at the same time has contributed to the academic distinction of the University of North Carolina and projected a leadership presence in the development of Latin American studies across the United States.

The University of North Carolina was among the first universities in the United States to recognize the importance of Latin America as a region relevant to the national well-being.¹ Central to the idea of Latin American studies at Carolina was the commitment to the production and dissemination of knowledge as the basis of mutual understanding and informed engagement between Latin America and the United States. Institutional commitment to the academic study of the diverse regions of Latin America, including Mexico and Central America, the Caribbean, and South America, involved sustained programmatic development that early understood the importance of multidisciplinary perspectives and multifaceted modes of inquiry. Latin America as an academic field of study at Carolina developed as a University-wide program based on collaborative engagement among multiple administrative units across academic departments, with the support of the University Library and the University of North Carolina Press.

The reach of Latin American studies expanded across the University on the basis of an institutional commitment to produce knowledge through innovative scholarship and to assemble diverse forms of disciplinary knowledge within an all-encompassing curricular structure. This implied a program dedicated to the dissemination of that knowledge through undergraduate education and graduate training, and specifically a commitment to the professional preparation of future generations of informed men and women who, through their scholarship and teaching, would continue to expand knowledge of Latin America in colleges and universities across the United States and/or deploy that knowledge as the basis for enlightened public policy and economic planning.

A DISCERNIBLE CLUSTER OF Latin America-content course offerings at Carolina appeared as early as the academic year 1915–1916 in the Department of History and Government, introduced by Professor William W. Pierson. “Spanish-American History” was offered as an upper-level elective, described in the 1915–1916 *University Bulletin* as a “course [that] especially emphasizes the history of leading Spanish-American countries from the revolutionary period to the present.”² The introduction of a survey history of Latin America into the Department of History and Government curriculum was accompanied by the publication in 1916 by Professor Pierson of a comprehensive syllabus intended to serve



"A Syllabus of Latin-American History"

as a reference text to aid the teaching of the history of Latin America—"designed primarily," Pierson explained, "for the use of students of the University of North Carolina as a guide to the introductory study of Latin-American history."³ Published by the University of North Carolina, the syllabus represented one of the earliest pedagogical guides for the study of Latin American history, made all the more remarkable by the fact that there existed in the United States few survey histories of Latin America and even fewer English-language textbooks on the subject of Latin American history.

The *Syllabus of Latin-American History*—subsequently recognized as a contribution "of considerable significance at that time"⁴—offered an early statement of purpose through which the commitment to the study of Latin America at the University of North Carolina was articulated, thereby setting in place the programmatic purpose that has served to

TABLE 1 Latin America—Curriculum Departments and Courses, 1930s

Geology and Geography

Geography of Spanish America

History and Government

Hispanic-American Countries During the National Period

Hispanic-American History: The Colonial Period and the Wars of

Independence

Hispanic American History: Development of Nationality in South America

Hispanic Caribbean American History: Hispanic North American and the
Caribbean Countries

Inter-American Relations: The United States and Latin America

Hispanic-American History

*Romance Languages*Introduction to Spanish-American Literature

sustain the development of Latin American studies in the years that followed. “Many have concluded,” explained Pierson, “that the diplomatic, political and economic importance of Latin America has made of prime necessity a thorough and sympathetic understanding of its past history and institutions. The field of Latin-American history has hitherto been little known to and too often neglected by the undergraduate student in the universities—if indeed courses in such history have been offered.”⁵

The curriculum of Latin American studies at Carolina expanded slowly during the 1920s and 1930s. Latin America—content courses were offered principally through the departments of History and Government, Romance Languages, and Geology and Geography. (See Table 1.)

LATIN AMERICAN STUDIES at Carolina experienced years of notable programmatic development during the 1940s. These were years of expanded trade and commerce between Latin America and the United States, a time too of expanding public awareness of the strategic importance of the region during World War II. The years of the “Good Neighbor Policy” signaled a high point of amicable relations between Latin America and the United States. All through the early 1940s, official representatives of the U.S. government, the University administration,

and the state of North Carolina joined together in a common effort to foster felicitous hemispheric relations.⁶

Many of the distinguishing and enduring programmatic attributes of Latin American studies at Carolina were established during the decade of the 1940s. As a field of academic study, both in the form of undergraduate education and in graduate training, Latin American studies developed within the curricular logic of interdisciplinary perspectives, informed with the awareness that an understanding of the complexities of the region—past and present—could be best obtained and most effectively disseminated through the integration of multiple methodological approaches and interdisciplinary collaboration, across academic departments and among the professional schools.

Latin America as a designated field of study at the University of North Carolina acquired formal institutional structure in 1940 with the establishment of the Inter-American Institute. Under the auspices of the Institute, courses related to Latin America were organized into as a curricular subject of instruction within an integrated programmatic framework. The Inter-American Institute served as the academic unit through which to organize one of the earliest residential study programs in the United States for visiting Latin American teachers and students. Conceived as a collaborative initiative undertaken by Professor Víctor Andrés Belaúnde Terry, Director of the Summer School at the University of San Marcos in Lima—subsequently elected President of the United Nations General Assembly (1959–1960)—together with University President Frank Porter Graham and UNC Professor Sturgis Leavitt (Romance Languages), and in cooperation with the Institute of International Education and the Pan American Union, the program offered formal English-language instruction courses for visiting Latin Americans. “[The University of] San Marcos,” reported the Institute of International Education, “requested the Institute to arrange a Summer Session at an American university and the Institute gladly acceded to the request. Several of our great universities asked that the session be held on their campus and it was finally decided for various reasons, including climate, to hold it at the University of North Carolina.”⁷

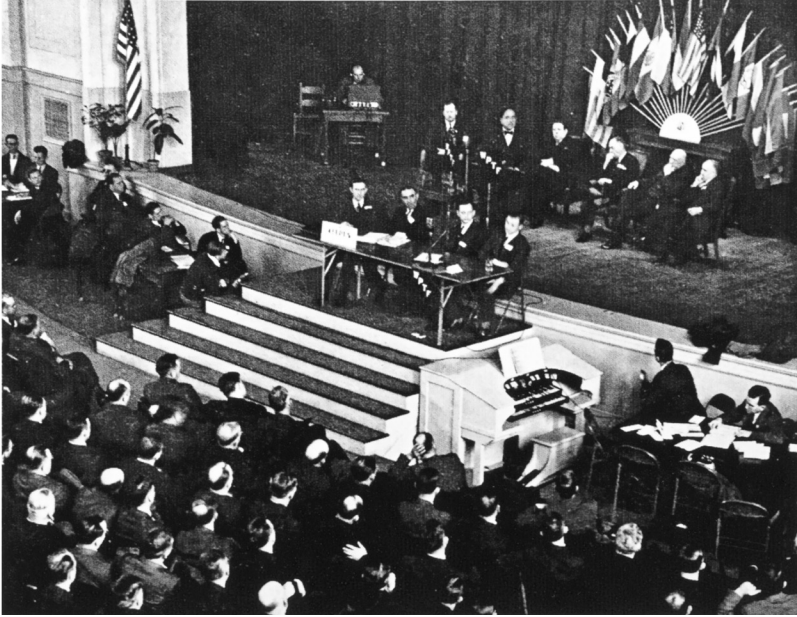
The Winter-Summer School Program—as the collaborative initiative became known—sponsored special English-language courses at multiple levels of instruction. In addition, visiting Latin American resi-



“The South Americans of the University of North Carolina Receive Diplomas”

Seated in the center, left to right: J. Coriden Lyons, Executive Secretary of the “Summer School”; Sturgis E. Leavitt, Director of the “Summer School”; Wilburt C. Davison, Dean of the School of Medicine, Duke University; Dean Robert B. House, University of North Carolina. (Courtesy of Sturgis E. Leavitt)

dents obtained access to enrollment in all regularly scheduled University courses. The inaugural class of 1941 included 108 students from Argentina, Brazil, Chile, Colombia, Ecuador, Peru, and Uruguay.⁸ In 1943, an English School for Mexican Teachers was established. All through the early 1940s, with generous funding support provided by the Grace Steamship Line, the Moore-McCormick Steamship Line, the American Council of Learned Societies, the Rockefeller Foundation, and the Commonwealth Fund, the University of North Carolina collaborated with the Institute of International Education to sponsor continuing visits of hundreds of teachers, scholars, and professionals from Latin America, principally from Argentina, Brazil, Colombia, Cuba, and the Dominican Republic.⁹ “The ramifications of its values,” President Frank Porter Graham wrote of the Winter-Summer School Program, “will extend across two continents.”¹⁰ In 1941, in the spirit of the “good neighbor,”



“The North Carolina General Assembly in Special Session”

Chapel Hill was the scene of a special joint session of the General Assembly of North Carolina in honor of the south American s attending the “Summer School.” Seated on the stage, left to right: Mayor John Foushee, of Chapel Hill; Dr. Víctor Andrés Belaunde; Governor J. M. Broughton; Lieutenant Governor R. L. Harris; Odus Mull, speaker of the House of Representatives; and Dr. Frank P. Graham, President of the University of North Carolina. (Courtesy of Sturgis E. Leavitt)

the General Assembly of North Carolina enacted legislation to provide seven scholarships for Latin Americans to study in North Carolina (two at the Women’s College of the University of North Carolina in Greensboro, two at North Carolina State University in Raleigh, and three at the University of North Carolina at Chapel Hill).¹¹ The three scholarships at Chapel Hill, designated as graduate assistantships in support of “South American studies,” were assigned to the departments of Political Science and Romance Languages.¹² The expanding Latin American presence in Chapel Hill, Professor Sturgis Leavitt affirmed in 1941, had “made the University of North Carolina the university of the two Americas.”¹³ No less important, the Winter-Summer School Program in Chapel Hill played an important role in promoting interest in Latin America across

the United States. The visit of 108 students to the University of North Carolina in 1941, representing seven different countries of Latin America, the Institute for Latin American Studies Advisory Board noted years later, served to provide “substantial impetus to more extensive Latin American studies in the United States.”¹⁴

LATIN AMERICAN STUDIES at Carolina was thus imbued at the time of its institutional formation with an awareness of the importance of North-South engagement: that is, a program very much conceived in the spirit of a larger hemispheric collaboration between the University of North Carolina and colleagues and counterpart institutions in Latin America. The endeavor was informed with the conviction that the study, teaching, and research of Latin America was best realized through direct long-term personal and professional relationships with Latin America. “It is not easy,” observed President William Friday, “to bridge the formidable differences in tradition, cultural heritage and social attitudes without long term associations in cooperative work.”¹⁵ More than an academic curriculum, Latin America studies at Carolina developed as a program possessed of a commitment to a larger hemispheric purpose, one in which the University envisioned itself as actor and agent: party to and participant in the development of goodwill between Latin America and the United States. The Winter-Summer School Program was celebrated as “educational diplomacy,” and proclaimed to be “a notable achievement in the field of inter-American relations . . . performed by the University of North Carolina.”¹⁶ The commitment to the study of Latin America at Carolina implied a vision of a program endowed with the capacity to contribute to broader goodwill transactions in inter-American relations. “I wish very much,” President Frank Porter Graham explained to the Rockefeller Foundation in 1940, “to have this University participate in the inter-continental, inter-cultural, good will program between the two Americas so vitally needed at this critical hour.”¹⁷ More than two decades later, President William Friday reiterated the University commitment to engagement in realms of U.S.-Latin America relations. “We have . . . been deeply interested,” President Friday affirmed, “in finding some way in which the University of North Carolina might make a significant contribution to the solution of the

formidable problems that confront this country in its relationships with Latin America.”¹⁸

No less important, programmatic emphasis of Latin American studies was given to the preparation of well-informed students who upon graduation would pursue positions in government, and thereby contribute to better understanding between Latin America and the United States. “During the [past] year,” Professor Leavitt wrote in 1951, “a considerable number of students have taken positions with the State Department in the cultural program of the United States. One is in Paraguay, one in Lima, and one in Mexico. Two more will soon be on their way. Others are on the waiting list and may be leaving at any time. In this respect the University of North Carolina is rendering a real service to the Latin American cause.”¹⁹

THE SPIRIT OF INTER-AMERICAN collaboration that informed the Winter-Summer School Program during the early 1940s served to set the tone and point the direction for the subsequent development of Latin American studies at Carolina. The Latin American studies program distinguished itself by a sustained commitment to engagement with Latin America, including the development of professional collegial collaboration, the promotion of institutional relationships, and the furtherance of scholarly exchange programs. Between 1944 and 1946, under the auspices of the Commonwealth Fund, the University hosted a series of visits by physicians from Latin America. In 1954, the University of North Carolina and the Universidad Nacional de Ingeniería established a co-operative exchange program in Sanitary Engineer Education. Between 1955 and 1959, a total of ten faculty members from the UNC Department of Public Health participated in a semester-long residence program in Peru. Under the auspices of a five-year grant from the Rockefeller Foundation, the Medical School developed a program of information technology designed to promote exchange of medical knowledge with Latin American medical schools. Carolina faculty members obtained visiting residencies in a number of Latin American medical schools, including the Escola Paulista de Medicina (São Paulo), San Marcos Medical School (Lima), and the Universidad del Valle (Cali). A similar program was inaugurated in 1961, with the UNC School of Medicine collaborating with

Carolina Memorial Hospital to develop a special training program for the department heads of the Caja de Seguro Social of Panama. A total of ten department-head trainees as well as the medical director and hospital administrators of Caja de Seguro Social participated in the program.

Latin American studies similarly committed to the development of professional collaboration through the development of extended exchange programs with colleagues in Latin America. An exchange agreement with the Facultad Latinoamericana de Ciencias Sociales (FLACSO) Chile in 1962 established a cooperative program of post-graduate courses in the social sciences for Latin American scholars and at the same time provided Carolina faculty the opportunity to teach at FLACSO. The project contemplated four principal areas of cooperation: exchange of faculty and graduate students; joint research; organization of international meetings, conferences, and seminars; and a publication project.²⁰ A similar agreement was concluded with the Universidad Católica de Chile, in which faculty members from La Católica were to pursue graduate study leading to the Ph.D. During the 1970s and into the early 1980s, with the support of generous funding from Pepsi Cola of Mexico, the University of North Carolina sponsored the Mexican Scholars Program, an interdisciplinary project of advanced study for distinguished Mexican secondary school teachers and college professors to pursue specialized semester-long study programs in the social sciences, humanities, journalism, public health, medicine, and urban and regional planning in Chapel Hill. The Mexican Scholars Program was designed to select scholars who had “a contribution to make to research related to the quality of life in Mexico.”²¹ As with other initiatives inaugurated by Latin American studies at Carolina, the Mexican Scholars program aspired to advance inter-American goodwill, to promote “a feeling of bi-cultural understanding among persons of the United States and Mexico in order to improve relations between these two countries.”²² The Mexican Scholars Program, Chancellor Christopher Fordham explained to Deputy Secretary of Commerce Luther Hodges, “is a truly excellent program, one with substantial promise for improving our relations with Mexico . . . and one which exemplifies constructive collaboration between the academic community and the business community.”²³ During the early 2000s, with the support of the Christopher Reynolds Foundation, the University of North Carolina

established a Cuba Program based on collaborative relationships with a number of counterpart Cuban institutions, including the University of Havana, Unión de Artistas y Escritores de Cuba (UNEAC), the Biblioteca Nacional 'José Martí,' the Centro Cultural 'Juan Marinello,' the Fundación Fernando Ortiz, and the Instituto de Historia, relationships that facilitated the visit of scores of Cuban academics, dancers, artists, poets, and novelists—a collaboration that enabled UNC faculty and students to pursue research in Cuba.²⁴

THE CURRICULAR BREADTH of Latin American studies expanded during the 1940s and acquired specific programmatic characteristics, as outlined by Professor Sturgis Leavitt in a 1947 report to the Rockefeller Foundation:

1. To make contacts with North Carolina business firms interested in Latin American trade, with a view to finding out if the present university program of Latin American studies meets their needs for the training of personnel;
2. To provide adequate training for men and women planning to enter government service in Latin America;
3. To encourage talented students to specialize in Latin American studies and make it a career.²⁵

The report concluded: "These aims are predicated on sound basic training, followed by a well-planned graduate program. Both should be flexible enough to provide for individual cases and special needs, as well as maintain good academic practice and sound scholarship."²⁶

The scope of the Latin American studies program as an interdisciplinary field of study registered notable advances all during the 1940s and early 1950s. Faculty appointments reached the point of a "critical mass," and included: William W. Pierson and Harold A. Bierck (History); Federico G. Gil (Political Science); Sturgis E. Leavitt, Frank M. Duffey, and Don Walther (Romance Language); David G. Basile (Geography); and John P. Gillin (Anthropology). Latin American studies acquired curricular stability and a new institutional vitality in 1949, when the Inter-American Institute was reorganized and renamed the Institute of Latin American Studies (ILAS), with Professors Sturgis Leavitt appointed as Director and Federico G. Gil (Political Science) named

as Assistant Director.²⁷ With the support of a generous endowment of the Carnegie Corporation, ILAS served as the institutional framework for the development of a coherent University-wide program in Latin American studies, enabling the curricular coordination and programmatic integration of “courses relating to Latin America offered in various departments of the University.”²⁸ Within a decade, ILAS had expanded the vision of its academic mission at Carolina: “To encourage and stimulate research in Latin American studies at the University; to serve as an agency to provide means for cross fertilization among researchers from different disciplines, and when possible and desirable, for the synthesis of diverse personal and departmental interests in research; to promote the exchange of scholars and students, and the establishment of close working relationships with institutions of higher learning in Latin America; to serve as an agency to undertake contract surveys or analytical studies in Latin America.”²⁹

Interest in Latin American studies expanded across academic units during the 1940s, by which time a proposal to establish an independent interdisciplinary baccalaureate-degree program had gained campus-wide support. In 1947, Chancellor Robert Burton House extended University support for the establishment of a Latin American studies degree program, noting that “it would be appropriate for the University to commit itself formally to specialization in Latin American studies [and] that in such a program it was the obligation of the University to strengthen its present staff in fields where there is strength, and in others where a need is indicated.”³⁰ The Latin America studies faculty collaborated in drafting the earliest curricular outline of a proposed Latin American studies major at the University of North Carolina.³¹

Latin American studies also expanded its programmatic reach into graduate education. The earliest graduate degrees in Latin American studies were awarded during the 1920s and 1930s.³² In the decades that followed, graduate-level courses related to Latin America expanded in number and in kind, principally in the departments of History, Political Science, and Romance Languages. In 1939 the Department of History introduced Latin American history as a Ph.D. field.³³ Between 1915 and 1950, a total of 20 Ph.D. dissertations and M.A. theses were completed dealing with Latin American subjects, principally in History, Political Science, and Romance Languages.³⁴ By the late 1950s, a new M.A. cer-

LATIN AMERICAN STUDIES

Group I. Language and Literature (Select six for major in Spanish, or three for minor).

- Spanish 51. Spanish Conversation.
- 52. Spanish Civilization.✓
- 71-72. History of Spanish Literature.✓
- 113. The Spanish American Novel.✓
- 145. Spanish Phonetics. ✓
- Portuguese 51-52. Portuguese Grammar and Reading.✓
- 73. History of Brazilian Literature✓

Group II. History and Political Science (Select six for major in History or Political Science, or three for minor).

- History 91. Hispanic Countries during the National Period.
- 123. Spanish Civilization and History.
- 143. Diplomatic History of the United States.
- 145-146. Studies in American Cultural History.
- Political Science 87. International Relations of Latin America.
- 127. Government in Latin America.
- 128. Political Parties and Current Politics in Latin America.
- 141. Introduction to International Law.
- 142. International Organizations and Institutions.
- 144. Organization and Conduct of Foreign Relations of the United States.
- 151. Elements of Political Science.

Group III. English and Geography (Required).

- English 81-82. American Literature.
- Geography 157. Geography of North America, or Geography 154.
- 159. Geographical Influences on American History.
- Geography of South America.

Group IV. Economics and Sociology. (Select five).

- Economics 111. Resources and Techniques in World Economy.
- 135. Economic History.
- 165. Commercial Policy of the United States.
- Sociology 120. General Anthropology.
- 122. Cultural Anthropology.
- 127. Native Peoples and Cultures of Latin America.

Note: History 71-72. (United States History) are expected of students taking this program. American literature and Geography of North America are required because it is thought that a person planning to go to Latin America should be reasonably well informed about his own country.

UNIVERSITY OF NORTH CAROLINA

Chapel Hill

"Proposed Latin American Studies Major"

Source: Sturgis E. Leavitt, *Latin American Studies at the University of North Carolina: Report to the Rockefeller Foundation. Chapel Hill, 1947.*

tificate program had been established in Latin American studies, designed to promote “special competence in languages, history, and public administration.”³⁵

THE FOUNDING OF ILAS occurred at a time when public interest in Latin America across the United States—both as a subject of academic study and a matter of foreign policy—was on the wane. During the decade of the 1950s, Cold War tensions diverted public attention in the United States away from Latin America to Europe and Asia.

But it is also true that diminished public interest in Latin America notwithstanding, the commitment to Latin American studies at the University of North Carolina remained steadfast. The program continued to develop and diversify: the number of faculty appointments increased, the variety of Latin America-content courses expanded, and programmatic relationships with Latin America continued without interruption. By the early 1950s the University offered a rich disciplinary diversity and thematic variety of undergraduate and graduate courses in the departments of History, Political Science, Romance Languages, Anthropology, and Geography (see Table 2). The Department of Political Science at Carolina was among the first political science departments in the United States to offer undergraduate students a concentration in Latin American affairs within the field of study of “foreign and comparative government.”³⁶

The study of Latin America also expanded as a subject within courses broadly treating comparative themes. Latin American content was included in courses in Political Science (“The Politics of Development and Change” and “Development Administration”); Anthropology (“Folk Cultures in the Modern World” and “Culture Change and Underdeveloped Areas”), City and Regional Planning (“Development Administration and Planning”); and Economics (“Economic Development”).

THE POSTWAR NEGLECT OF Latin America ended dramatically toward the end of the 1950s as momentous political developments brought the region once more to the attention of the public at large and policy officials. A swell of anti-American hostility surged across Latin America, with powerfully unsettling effects in the United States, a mood put on dramatic display on the occasion of the hostile reception accorded to

TABLE 2 Latin America—Curriculum Departments and Courses, 1950s

Anthropology

Native Peoples and Cultures of Mexico and Central America

Native Peoples of South America

Geography

Regional Geography of South America

Regional Geography of Middle America

History

Latin American history: Colonial and Revolutionary Period

Latin American Countries During the National Period

Argentina, Brazil, and Chile

Mexico, Central America, and the Caribbean

Inter-American Economic and Cultural Relations

Bolivarian States Since Independence

Latin American History: Colonial Period and the Wars of Independence

Latin American History: Development of Nationality in South America

Political Science

International Relations of the Latin American Republics

The Hispanic Empire in America

Government of Latin American States

Comparative Law of Latin America

Inter-American Regional Organizations

Political Thought in Latin America

Readings Course in Latin American Government

Romance Languages

Readings in Brazilian Literature

Modern Brazilian Literature

Survey of Spanish-American Literature

The Novel in Spanish America

Studies in Spanish-American Literature

Vice President Richard Nixon during visits to Peru, Ecuador, and Venezuela in April–May 1958. The triumph of the Cuban revolution seven months later, and the subsequent alliance between Cuba and the Soviet Union, introduced East-West tensions into North-South relations. Latin America assumed a new strategic importance. At some point in the future, historian Howard Cline would later quip, Latin American studies “might well erect a monument to Fidel Castro. His actions in Cuba jarred complacency in official and university circles, dramatically revealing that all was not well in Latin America, and that something must be done about it. Revived national concern with Latin America again created a climate in which serious programs could begin and even flourish.”³⁷ In May 1958, even as Vice President Nixon traveled in Latin America, Professor John Gillin (Anthropology) exhorted the Ford Foundation to support “the revival or development of research and training in the Latin American field.” Calling attention to “the general neglect of the Latin American area on the part of the United States since the [Second World] war,” Gillin called attention to important national security issues:

The Opposition to the United States and the Free World is stepping up its efforts to break up the “solidarity of the hemisphere” and to convince the [Latin Americans] that the solution of their difficulties and the fulfillment of their aspirations are to be found with the Soviet bloc. Even if not faced with such threats, the United States’ future interests will be served by developing policies based on sound and comprehensive knowledge of the current situation in Latin America, trends of change, and probable developments of the future.³⁸

During the 1960s, the programmatic purpose of Latin American studies at Carolina adapted in response to changing circumstances in the Western Hemisphere and the attending issues of public debate and policy discussions. The expansion of the program was itself a reflection of changing historical conditions in the region, as faculty and staff at Carolina arrived at an understanding that the shifts occurring in Latin America and the U.S. policy response had far-reaching implications for the national interest. Armed interventions by the United States in Cuba (1961) and the Dominican Republic (1965), and the Alliance for Prog-

ress, among other developments, were indications of a deepening U.S. involvement in Latin American affairs as a matter of security concerns. Latin America mattered—again.

The expansion of Latin American studies at Carolina was very much influenced by the enduring conviction that knowledge of the region offered the most promising approach to improved relations between Latin America and the United States, and specifically that Latin American studies at the University of North Carolina possessed the programmatic resources and intellectual assets to “speak” informatively to political leaders, policymakers, and the public at large, thereby contributing to improved inter-American understanding. “It is our conviction,” ILAS expressed confidently in 1959, “that academic institutions can make substantial contributions in the fields of international relations and foreign policy.”³⁹ Professor Federico G. Gil was committed to the development of a Latin America program at Carolina that possessed both academic credibility within the University and policy relevance in the nation at large, a commitment based specifically on the development of knowledge as a way to promote a better understanding between Latin America and the United States:

The broad common perspective and purposes of [the Institute of Latin American Studies] are centered . . . in the massive processes of *change* in Latin America brought about by twentieth century technology and industrial development and the impact of these forces on the cultural, economic, political, and social institutions and life of the area. This common perspective, however, presupposes a scholarly and research comprehension of the history, the institutions, and society of Latin America prior to the changes to be studied. This orientation has obvious relevance beyond the classroom and the scholarly investigations of academic researchers. Specifically, it has significance for the relations between the peoples and governments of the United States and Latin America and for the formulation and continuing evaluation of public policies of private groups through which these relationships are guided and expressed. Activities carried on within such an orientation can make an important contribution by helping to enlarge and deepen understanding of Latin America, its people, and their aspirations.⁴⁰



"Cuban student delegation at Raleigh-Durham Airport, February 1960."

Among the new initiatives sponsored by ILAS was a Department of State exchange program in 1960, whereby the University hosted a delegation of 15 Cuban student leaders to participate in a six-week general sociology seminar. Nearly 30 UNC faculty participated in various phases of instruction and curriculum during the course of the program.⁴¹ The planning for 1960 Cuban visit occurred at a time of a deepening estrangement between Cuba and the United States, circumstances that very much served to inform the purpose of the project as one of goodwill. The final report indicated that the "objectives of the program have essentially been met," adding:

This holds true despite the tensions between the governments of Cuba and the United States, the precariousness of our relations and the many frictional incidents that occurred on the diplomatic front while the students were in this country. The warm welcome that awaited them and the pleasant atmosphere of our college community created in them a new appreciation of the American character, while the academic instruction received bred respect for the intellectual and cultural standards of our country. A number of them

have indicated that, having had this experience, they very much wish to return to the United States for further study.⁴²

Additional University programs were sponsored in collaboration with the Department of State and as a function of U.S. policy. In 1962, ILAS developed a training program for Peace Corps volunteers in support of Venezuelan higher education needs, with specific attention to aid in the development of instructors for the Universidad de Oriente, the Universidad de Zulia, and the Instituto Pedagógico Nacional. In 1965, the University inaugurated a second Peace Corps training program designed to prepare teachers and technicians assigned to Central America.

In the late 1980s, under the auspices of the University Affiliation Program of the United States Information Agency, Carolina inaugurated a faculty exchange program with the University of Belgrano in Buenos Aires, organized around the theme of U.S.-Argentina relations, with specific attention to issues of trade, finance, and investment.⁴³

DURING THE 1970S AND 1980S, the Latin America-content curriculum expanded fully into an all-encompassing program, and included courses representing the full spectrum of classes in the humanities and social sciences (see Table 3). The number of faculty members associated with Latin America increased to nearly 50 core faculty (that is, faculty who devoted more than half their research efforts and teaching assignment to the subject of Latin America). The importance of Latin American studies was acknowledged by Chancellor J. Carlyle Sitterson:

It has long been felt that the University should provide a major center for research and training in the life, society, history, and politics of that region. Faculty additions, the expansion of library holdings, and a general extension of academic activities have mirrored that conviction . . . As the course of international events has led the nation to a fuller realization of the importance of hemispheric affairs, this has been paralleled in Chapel Hill by an expansion and diversification of both academic and extra-curricular programs. . . It is believed that the role of the University in the future development of Latin American studies must be substantial, and the long-standing commitment will continue to be pursued in an effort to further a knowledge and understanding of hemispheric affairs.⁴⁴

TABLE 3 Latin America—Curriculum Departments and Courses, 1970s–1980s

Anthropology

Aboriginal Cultures of Mexico and Central America

Archaeology of South America

Latin American Cultures

People of the Caribbean

Advanced Seminar in Caribbean Studies

Geography

South America

Middle America

History

Latin American History: Colonial and Independence Periods

Latin American States During the National Period

Revolutionary Change in Latin America

Development of Latin American Society

Bolivarian States Since Independence

History of Mexico: 1810 to Present

Inter-American Relations

Latin American Independence Movements

History of Brazil

Problems in Latin American History

Latin American Historiography

Seminar in Latin America History

Latin American Studies

Problems and Issues in Contemporary Latin America

Honors in Latin American Studies I

Honors in Latin American Studies II

Political Science

Introduction to Government and Politics in Latin America

International Relations of the Latin American Republics

Cuban Revolutionary Politics

Politics of Authoritarian Regimes

Hispanic Empires in America

Government of Latin American States
Contemporary Inter-American Relations
Political Thought and Ideology in Contemporary Latin America
Modern Political Parties and Movements in Latin America
Latin American Politics: Problems of Research and Analysis

Romance Languages

Contemporary Spanish American Prose Fiction in Translation
Spanish American Culture and Civilization: Mexico, Central America
and the Andes
Spanish American Culture and Civilization: The River Plate and the
Caribbean Countries
Survey of Spanish American Literature
Spanish and Spanish American Poetry
Spanish American Narrative Literature
Colonial and Nineteenth Century Spanish American Literature
Modernist and Contemporary Spanish American Literature
Novel in Spanish America
Spanish American Poetry and Short Stories
Spanish American Poetry
Spanish American Theater
Seminar in Spanish American Literature
Luso-Brazilian Civilization
Survey of Brazilian Literature I
Survey of Brazilian Literature II
Brazilian Novel
Brazilian Drama
Seminar in Brazilian Literature

Sociology

Social Change in Latin America
Social Movements in Latin America

The Latin American studies program at Carolina was recognized both nationally and abroad as one of the premier area-study programs in the United States. Former president of Ecuador and secretary general of the Organization of American States Galo Plazo conveyed his appreciation of the “genuine interest in Latin American affairs at Chapel Hill,” and in 1954 congratulated Professor Sturgis Leavitt for his “great vision on something that is of growing importance to everyone in Latin America, particularly the new generations.”⁴⁵ By the late 1950s, the prominence of the program at Carolina had established the University of North Carolina as one of the principal academic centers for the study of Latin America in the United States. “We see [Latin American studies] as a field of study within political science and in the social science generally,” wrote Frederic N. Cleaveland, chair of Political Science in 1959, “in which this University has a real opportunity to attain national leadership.”⁴⁶ A distinguished Latin Americanist faculty and staff, with national and international reputations in the social sciences and humanities, drew national and international attention to Chapel Hill. The ILAS Advisory Board was most assuredly correct to take note that Latin American studies “represent[ed] outside recognition of the Program’s quality [and] an infusion of funds to the University.”⁴⁷ The undergraduate curriculum in Latin American studies, affirmed the Advisory Board, “nationally recognized for its quality,” was designed to:

provide a comprehensive introduction to the rich cultural and historical experience of Latin America. Various departments collaborate to provide integrated course offerings, oriented toward the mastery of basic information and concepts and toward the integration of this knowledge into a broad understanding of the people and cultures of the region.⁴⁸

Undergraduate baccalaureate programs in Latin American studies have not been commonly ranked by national evaluation surveys. However, on those occasions when rankings were undertaken, the University of North Carolina excelled in Latin American studies in the United States. In 1980, and again in 1983, the evaluation undertaken by *The Gourman Report* of undergraduate programs, an assessment based on the quality of instructional staff, the character and extent of the instructional program, staff morale, and the quality of the school’s leadership,

among other criteria, ranked the Carolina program as first in the nation, the only UNC program to receive such distinction.⁴⁹

THE SCOPE OF THE Latin American studies program at Carolina expanded all through the late 1980s and the early 1990s. Under the directorship of Professor Lars Schoultz (Political Science), and in collaboration with colleagues at Duke University, a new Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University was established. Institutional collaboration between Carolina and Duke had its antecedents early in the 1930s—antecedents that served the development of the Consortium well.⁵⁰ Impetus for collaboration between the University of North Carolina and Duke University was provided in 1989 through generous funding from the Andrew W. Mellon Foundation, whereupon Carolina and Duke combined their formidable faculty depth, staff expertise, and library resources to offer jointly a comprehensive program in Latin American and Caribbean studies.⁵¹ In 1991 Carolina and Duke collaborated as a consortium to submit the first successful Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowships application, a program that has continued without interruption since 1991.

The Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University expanded all through the 1990s as a model collaborative program of undergraduate teaching, graduate training, faculty research, and public outreach. Collaboration enabled the programmatic scope of Latin American studies to develop in new directions and address new themes. With the support of Title VI, the Consortium established three levels of Yucatec-Maya language instruction during the Summer Intensive Yucatec Maya Institute, with a beginner-level instruction offered every other spring semester. The Summer Institute has provided training for more than 400 students from around the world since it began.

Under the auspices of the Consortium, Carolina and Duke inaugurated annual scholarly conferences for faculty and graduate students in the social sciences, humanities, and professional schools that are designed to promote exchange of ideas and share research based on a variety of methodological perspectives, divergent theoretical frameworks,

and differing thematic interests. The Consortium similarly sponsored interdisciplinary research and training working groups organized to facilitate interdisciplinary collaboration, enhance the experience of graduate training, and expand knowledge of Latin America and the Caribbean to the wider University community (see Appendix 1).

DURING THE EARLY 2000S, the curricular scope of Latin American studies expanded further across the University among almost all academic units within the College of Arts and Sciences, as well as within the professional schools. These courses included a wide-range of permanent catalogue and regularly scheduled courses as well as courses with Latin America content designated as “Special Topics,” senior seminars, and first-year seminars (see Table 4). In addition to the Latin American Studies majors, a number of undergraduate-degree programs incorporated within their disciplinary/methodological framework a Latin America sub-specialization, including a Global Studies major with Latin America concentration; History with Latin America as a designated field of study; Religious Studies with a Religion in the Americas concentration; and a Romance Studies Spanish concentration in Hispanic Literature and Cultures.

At the same time, research and travel opportunities for undergraduate students expanded in scope and increased in number. Student research projects were supported through a variety of endowments, scholarships, and grants, including the Julia Crane Award, Federico Gil Award, Halpern Fund, Mellon Undergraduate Award, Latino Migration Research Award, Summer FLAS for the study of a less-commonly taught language, and Americas Leadership Award. A broad range of study abroad programs offered undergraduate students additional opportunities to gain firsthand knowledge of the region. The Latin America programs sponsored through the University included Venezuelan Aspects of African Diaspora, Yucatec Maya Summer Institute, Environmental Studies in Galápagos, Jewish Studies in Buenos Aires Summer, South American Archaeology Field School Summer, and UNC in Costa Rica Summer. Guanajuato Connections offered students multiple options to study in Mexico. Direct-enrollment arrangements existed with the University of San Francisco Quito Summer, the University of the Americas Summer (Puebla, Mexico), and the University of Havana. In addition, the profes-

TABLE 4 Latin America–Curriculum Departments and Courses, 2000s

African, African-American and Diaspora Studies

Contemporary Perspectives on the African Diaspora in the Americas

African Diaspora in Colonial Americas, 1450–1800

Blacks in Latin America

Black Caribbeans/Africans in Colonial Americas

African Diaspora in the Americas

Emancipation: Comparative Study of U.S., Haiti, & Jamaica

Race and Culture in Brazil

Anthropology

Ancient Cities: Americas

Anthropology of the Caribbean

Archaeology of South America

Ancestral Maya Civilizations

Native Languages of the Americas

Latin American Economy and Society

Field School in South American Archaeology

Experiential Course: Development in Latin America

Art History

Introduction to Latin American Visual Culture

Introduction to Art & Architecture of Pre-Hispanic

Mesoamerica

Latin American Modernisms

Art and Architecture of Viceregal Latin America

Religious Architecture and Visual Culture in Latin America

Mexican Mural Renaissance, 1921–1945

Brazilian Modernisms

Art of the Aztec Empire

Business Administration

Global Immersion: Brazil

Global Immersion: Mexico

Doing Business in Latin America

Global Business Project: Brazil

Business Management and Accounting

Business in Latin America

City and Regional Planning

Sustainability and Innovation in Latin American Cities

(continued)

TABLE 4 (continued)

Communications Studies

Latin American Cinema

Comparative Literatures

Imagining the Americas

Literature of the Americas

English

Literature/Cultural Diversity Caribbean Visions

Environment and Ecology

Ecology and Culture Seminar for Ecuador Field Site

Geography

Geography of Latin America

Human-Environment Interactions in the Galapagos Islands

Urban Latin America: Politics, Economy & Society

Rural Latin America

Global Studies

Latin American Migrant Perspectives

History

Latin America Under Colonial Rule

Latin America since Independence

Introduction to Mexico: A Nation in Four Revolutions

U.S.-Latin American Relations

Independence and Revolutions in Latin American History

History of the Andes

Latin American Indigenous Peoples

Guerrillas and Revolutions in 20th Century Latin America

Mexico 1750–1870

History of Mexico

History of the Caribbean

History of Cuba

History of Brazil

Spanish Borderlands

Latin America before 1810

Latin America since 1810

Problems in Latin American History

Journalism and Mass Communication

Mass Communication: Mexico

Documentary Multimedia Storytelling: Galapagos

Latin American Studies

Introduction to Latin American Studies

Seminar : Latin Americans Issues

Yucatec Maya: Levels 1-3

Linguistics

Mesoamerican Languages and Linguistics

Mesoamerican Writing Systems

Native Languages of the Americas

Introduction to Yucatecan Maya

Music

Introduction to Latin American Music

Nursing

Health Care Global: Honduras

Health Care Global: Guatemala

Advanced Practicum in Nursing, Guatemala

Political Science

Latin America and US in World Politics

Contemporary Latin American Politics

Politics of Mexico, Central America, and Caribbean

Democracy and Development in Latin America

Contemporary Inter-American Relations

Religious Studies

Religion in Latin America

Religion, Literature, and the Arts in the Americas

Black Atlantic Religions

Spanish Religions: Peninsular Convivencia and

Colonial Encounter

Romance Studies

Survey of Spanish American Literature

Spanish American Literature

Contemporary Spanish American Fiction

Contemporary Central American Literatures and

Cultures

Eroticism and its Metaphors in Contemporary Latin American

Literature

Narratives of the Mexican Revolution

Cuba's Diasporic Literature

(continued)

TABLE 4 (continued)

Romance Studies (continued)

Colonial 19th Century Spanish American Literature
 Modern Contemporary Spanish American Literature
 Indigenous Literatures
 Poiesis in Spanish America
 Seminar Spanish American Literature
 Special Readings: Mesoamerican Literature
 Cultural History of the Hispanic World
 Mexico, Central America, Andean Regions
 The Caribbean and the Southern Cone

Theater

Latin American Theatre

Sociology

Social Change in Latin America

Women's Studies

Women in Latin America
 Rebel Women: An Introduction to Caribbean Women

sional schools, including dentistry, medicine, law, nursing, business, and journalism, similarly organized various specialized programs in Latin America. An estimated 150 students annually availed themselves of the opportunity to study in Latin America.

IN 2007, the character of Latin American studies at Carolina again changed, and the Institute for Latin American Studies (ILAS) was renamed the Institute for the Study of the Americas (ISA). Under the guidance of Louis A. Pérez, Jr. and Beatriz Riefkohl Muñoz, in collaboration with the Advisory Board, the program shift reflected a response to the far-reaching changes overtaking Latin America, changes that affected the very concept of area studies as it pertained to Latin America in a post-Cold War environment. The expanded scope of ISA responded to the proposition that a fuller understanding of the Latin American experience in the Western Hemisphere in the twenty-first century implied the need to contemplate a new conceptual logic of the Americas: specifically, a new spatial configuration of Latin America informed with

an appreciation that the very concept of “Latin America” had expanded beyond its historic geographical boundaries. Demography had overtaken geography.

Globalization had transformed the paradigmatic foundations of Latin American studies. ISA committed to the expansion of the idea of Latin American studies to include the diasporic dimensions of Latin American peoples, with particular attention to the expanding Latin American presence in the United States, a presence possessed of far-reaching implications that suggested, moreover, the necessity to reconfigure the programmatic scope of Latin American studies.

Establishing the Latino Migration Project within the larger conceptual framework of Latin American studies—a program dedicated to the development of transnational perspectives on the diasporic movement of peoples of Latin America into the United States—was central to the new approach to the study of Latin America. Under the direction of Dr. Hannah Gill, Assistant Director of ISA, the programmatic logic of the Latino Migration Project formed within the larger context of Latin American studies at Carolina, informed with an awareness of the impact of Latin American communities in the United States on social, economic, political, and cultural developments in Latin America. In collaboration with the Center for Global Initiatives, the Latino Migration Project sponsored undergraduate research and graduate education in vital issues related to complex questions pertaining to Latin American immigration both in the United States and in Latin America, and with particular attention to North Carolina.

A vital facet of the Latino Migration Project was a strong commitment to outreach and public engagement, including K-12 teacher training programs, community immigration forums, and bilingual education projects. The Latino Migration Project’s Building Integrated Communities initiative resulted in the creation of comprehensive immigrant integration plans in the cities of High Point and Greenville and, in recognition of its success, an invitation to the White House to engage in dialogue regarding matters of immigration. The New Roots Latino Oral Histories project, supported with generous funding from the National Endowment for the Humanities and the U.S. Department of Education, in collaboration with the Smithsonian Museum and Wilson Library and the Southern Oral History Project at Carolina, is expected to result in

the creation of a vast digital repository chronicling the experience of Latin American immigration to the U.S. South.

THE OUTREACH AND public service components of the Latino Migration Project fit well within the larger tradition of Latin American studies at the University of North Carolina. Almost from its inception, the programmatic reach of the Latin America program implied an awareness of the need to extend knowledge of the region beyond the University campus. Conscious of the University's mission as a public institution, Latin American studies developed with a strong commitment to share its intellectual resources and instructional assets with state and local government agencies, private sector organizations, and the public at large as a way to contribute knowledge with which to inform and encourage enlightened public policy. Latin American studies outreach initiatives responded to specific public interests and community needs. In its discharge of the mandate to "offer to the people of State . . . subjects of general interest," the University Bureau of Extension offered as early as academic year 1915–1916 two lectures on Latin America in the University curriculum to the public at large: "Trade Relations of the United States and Latin America" and "The Monroe Doctrine."⁵² The Bureau of Extension similarly assembled a large collection of photographic materials and films related to Latin America, made available to the general public by way of a variety of venues. During the 1940s, the manager of local theaters in Chapel Hill joined with the University to give attention to Latin America by booking Argentine and Mexican films for the benefit of Spanish courses being offered at Carolina.⁵³

Under the auspices of the Consortium, outreach capacities were substantially enhanced. New initiatives included sponsorship of community workshops, in-service teacher training institutes for K-12 teachers and community-college instructors and administrators, teacher-study tours to Latin America, art exhibits, lecture series, and a variety of public events to address issues of topical currency, and the development of Web-based materials and curriculum units. The annual Latin American Film Festival, inaugurated by Director of Educational Outreach Sharon S. Mújica in 1987, served as one of the signal public events of every academic year. As an outgrowth of the Latin American Film Festival, the Consortium established the Latin American Resource Library as

a lending library of instructional materials that currently includes an estimated 600 feature films and documentaries, as well as slides and other teaching materials made available at no charge to K-12 schools, community colleges, technical schools, universities, and public associations and civic organizations.

Latin American studies at Carolina has rendered the University important service through the organization and sponsorship of a wide variety of campus events, typically in the form of ongoing speaker series with presentations by distinguished scholars, as well as colloquia, symposia, and forums, including Brown-Bag Lunch Series, Central America Colloquia, the Landscapes of Globalization Series, the Cuban Revolution at 50: Art and Cinema Series (with the Ackland Museum); the Consortium Burning Issues Forum, the Faculty Lecture Series, and the Cuba-United States: Pathways and Pitfalls to Normalization Series among others. The University of North Carolina at Chapel Hill has also hosted a number of national and international academic conferences and professional association meetings related to Latin America (see Appendix 2).

THE REACH OF THE UNC Latin American Studies program expanded far beyond the confines of North Carolina. "Outreach" in this instance implied service of a different type, one in which the Latin Americanists of the University of North Carolina assumed leadership roles in the development of the "infrastructure" of Latin American studies across the United States. UNC faculty and staff have been in the forefront of promoting the study of Latin America nationally, participating in and contributing to multiple scholarly initiatives, programmatic innovations, and professional organizations. The University of North Carolina at Chapel Hill, historian Arthur Whitaker acknowledged in 1967, was among the most important universities of the South to "have taken an active part in the organization of Latin American studies in this country."⁵⁴

The presence and participation of Carolina faculty and staff in the leadership of programmatic and institution-building facets of Latin American studies contributed to defining the field nationally. Professor William Pierson served as one of the coordinating participants in the founding of the *Hispanic American Historical Review* (HAHR), in which

he would subsequently serve as Associate Editor (1920–1926/1938–1934). Founded in 1916 and publishing its inaugural issue in February 1918, the *HAHR* developed into the premier journal of the field of Latin American history. Secretary of State Robert Lansing lauded the establishment of the *HAHR* as an endeavor to “serve the purpose for which all of us have been striving both in the past, and, particularly, in the present, namely the foundation of closer relationship between all of the Americas.”⁵⁵

Faculty and staff of the UNC Latin American studies program also participated in the development of a number of important Latin American professional associations. In 1935, Professor Sturgis Leavitt served as a founding member of a newly organized Committee on Latin American Studies. Under the auspices of the American Council of Learned Societies (ACLS), the Committee inaugurated the publication of the *Handbook of Latin American Studies*, one of the most important and enduring bibliographical guides to the scholarship on Latin America in the social sciences and humanities.

The Latin Americanists at the University of North Carolina also played important leadership roles in the development of professional associations across the United States. Plans for the establishment of the Conference on Latin American History (CLAH) were first drawn up in the late 1920s with the participation of Carolina historians, and formally established in 1938.⁵⁶ In the intervening years, UNC Latin Americanists have assumed leadership roles in various facets of CLAH programs, standing committees, and regional/area committees. Most recently, Professor Cynthia Radding (History) served as President of CLAH (2012–2013).

Under the direction of Professor Sturgis Leavitt, the University of North Carolina played a leading role in the founding of the Southeastern Conference on Latin American Studies (SECOLAS). Professor Leavitt served as the inaugural President of SECOLAS (1954–1955). In the years that followed, other Carolina faculty served as SECOLAS presidents, including Federico G. Gil (1961–1962) and John Martz (1972–1973).⁵⁷ During the mid-1950s, the University Library staff participated in the inauguration of the Seminar on the Acquisition of Latin American Library Materials (SALALM), a professional association that convened annually to promote the development of Latin American librarianship, expand the Latin American collections in the United States, and build

collaborative efforts with Latin American libraries and Latin American collections in elsewhere in the world.⁵⁸ University Librarian Teresa Chapa held multiple offices in SALALM, including Chair of Acquisitions Committee, Chair of Cuban Bibliography Subcommittee, Chair of Access and Bibliography, and member of the Executive Board.

UNC Latin Americanists also assumed a leadership role in the founding and subsequent development of the Latin American Studies Association (LASA) in 1966.⁵⁹ Professor Federico G. Gil served as one of the founding members of the LASA Executive Council. Over the past 50 years, four members of the Carolina faculty have served as President of the Latin American Studies Association: Federico G. Gil (Political Science/1971–1972); Henry A. Landsberger (Sociology/1973–1974); Lars Schoultz (Political Science/1991–1992); and Evelyne Huber (Political Science/2012–2013). The University of North Carolina, in collaboration with LASA, participated in the founding of the Consortium of Latin American Studies Programs (CLASP), a collaborative initiative representing the principal national and international Latin American studies programs, organized to promote research, facilitate scholarly exchange, and advance curriculum and teaching development.⁶⁰ During the 1990s, as CLASP evolved into an autonomous organization, Director of Educational Outreach Sharon S. Mújica assumed leadership roles as member of the Executive Committee and chair of the Committee of Lesser Taught Languages of Latin America.⁶¹ The UNC role in CLASP continues to the present, with ISA Associate Director Beatriz Riefkohl Muñiz serving as President of CLASP for 2015–2016.

University of North Carolina faculty and staff have similarly been engaged in multiple editorial capacities with almost all the principal national and international journals in the field of Latin American studies. Carolina served as the host institution with managing editorial responsibilities for the premier journal in the field of Latin American studies, the *Latin American Research Review*, first under Professor John D. Martz (Political Science) during 1974–1979 and subsequently Professor Joseph S. Tulchin (History) during 1979–1982. *Cuban Studies/Estudios Cubanos* was based at the University of North Carolina under Professor Louis A. Pérez, Jr. (History) during 2004–2009. UNC Latin Americanists have served on scores of editorial boards of national and international scholarly journals, representing a wide diversity of disci-

plinary perspectives, including the *Journal of Latin American Studies*, *The Americas*, *The Latin Americanist*, *Latin American Research Review*, *América Latina Hoy*, *Journal of Politics in Latin America*, *Latin American Politics and Society*, *Brazilian Journal of Social Sciences*, *Anuario Social y Político de América Latina y el Caribe*, *Hispanófila*, *Journal of Latin American and Caribbean Anthropology*, *Política y Gobierno*, *Latin American Perspectives*, and *Revista Difusión* *Revista Trace del Centro de Estudios Mexicanos y Centroamericanos*, among others.

AN INTEGRAL FACET of the strength of Latin American studies at Carolina has been the University's commitment to the development of a comprehensive library of collections of Latin American materials. The library collection program of Latin American materials was inaugurated within a larger collaborative framework. In 1940, the Rockefeller Foundation provided a five-year grant of \$68,000, distributed among the University of North Carolina (\$25,000), Duke University (\$25,000), and Tulane University (\$18,000) for the acquisition of books and research materials. The collaboration project was based on the designation of specified "areas of specialization," with Duke assuming responsibility for Bolivia, Brazil, Colombia, Ecuador, and Peru; Tulane to collect for Central America and the Caribbean; and the University of North Carolina responsible for Argentina, Chile, Paraguay, Uruguay, and Venezuela.⁶² In 1941, the University library administration committed to the development of Latin American holdings to be included among "special collections of importance."⁶³ Between 1940 and 1945, under the auspices of the Rockefeller Foundation grant, the University library acquired almost 13,000 volumes.⁶⁴ In 1947, the University of North Carolina, University of Texas, Tulane University, and Vanderbilt University were awarded a grant from the Carnegie Corporation for the development of a collaborative project to promote Latin American studies through the acquisition of library collections.⁶⁵ By the early 1950s, the University library was recognized as an important repository of "special collections of bibliography, history, political science, and periodicals for Argentina, Chile, Paraguay, Uruguay, and Venezuela."⁶⁶

The collection continued to expand in the decades that followed. "For all these countries," reported Chief Bibliographer Harry Bergholz in 1962, "our acquisitions have been constantly pursued so that, after

efforts continued through two decades, our collections are by now quite extensive. In addition to the countries assigned to us under the 1940 agreement, we have also collected materials relating to the rest of South America and particularly Peru, Colombia, Cuba and the Caribbean area in general.”⁶⁷

No less important, the library administration, in recognition of the academic importance of Latin American studies at Carolina, committed resources to the enhancement of the professional competencies and the expertise of the staff charged with responsibility for collection development of Latin American materials. Increasing attention was directed to the establishment of serial exchange programs with an expanding network of libraries across Latin America.⁶⁸ Attention was also directed to the expansion of the library staff, the development of adequate language skills, and the expansion of knowledge of Latin American bibliography. The library further proposed the creation of an internship training program for librarians from Latin America as a means to expand the professional network between the University and libraries in Latin America.⁶⁹ “Our Library,” Dean James Godfrey explained to the Chancellor in 1962, “is very favorably situated to carry on an in-service system of training for Latin American librarians who may wish to work under circumstances that would permit them to handle materials of their own culture while undergoing training in the methods and procedures of a large University library.”⁷⁰ In the same year, the University library appointed Berta Becerra the first Latin America bibliographer at the University of North Carolina, charged with the development and expansion of the Latin America collection.⁷¹

In the years that followed, the University library’s Latin America collection doubled in size. During the late 1980s and early 1990s, the collection surpassed 200,000 volumes in all fields, including 150,000 volumes in Spanish and Portuguese. The Latin America collection contained an estimated 4,400 serial titles, 200 of which represented subscriptions to journals and periodicals pertaining specifically to Latin America. By the 2010s, the collection had expanded to an estimated 388,000 volumes in all fields, including 265,000 in Spanish and Portuguese volumes, and 8,800 serial titles.

In addition to library holdings of books, journals, and newspapers, an extensive collection of important teaching and research resources

developed in the art and music libraries, including an extensive collection of unique graphic and recorded materials pertaining to Latin America. In 1985, the Rare Book Collection at Wilson Library acquired the Bernard J. Flatow Collection of *cronistas*, 76 mostly sixteenth- and seventeenth-century titles by chroniclers of early Spanish conquest and colonization of the New World. The Southern Historical Collection acquired the archives of Ralph Steele Boggs, materials that included a collection of correspondence, bound volumes, and sound recordings of U.S. and Latin American folklore studies between the 1930s and 1970s. The acquisition of the George E. and Melinda Y. Stuart collection at the University library includes papers related to several early Maya scholars and archaeologists, including M. Latour Allard, Guillermo Dupaix, Edward King (Lord Kingsborough), Augustus Le Plongeon, William H. Prescott, Ephraim George Squier, John Lloyd Stephens, and Frédéric Waldeck. Photographic materials included depictions of Chichen Itza, Uxmal, and other pre-Columbian archeological sites in the Yucatán Peninsula of Mexico and Belize, ca. 1873–1885.⁷² The Popayán Papers contain correspondence and other materials, dated principally between 1750 and 1860, of successive generations of several interrelated Colombian families prominent in business, the church, and government of Popayán, capital of the department of Cauca. The papers concern family matters, religious institutions, mining, stock-raising and farming, production and marketing of quinine, legal transactions and cases, and political revolutions of the nineteenth century.⁷³ The papers of Rafael Uribe Uribe include letters and telegrams, and miscellaneous printed materials of the prominent nineteenth-century politician, lawyer, journalist, diplomat, general, and Colombia Liberal Party leader.⁷⁴

THE UNIVERSITY OF NORTH CAROLINA PRESS has similarly made vital contributions in support of Latin American studies through the dissemination of the research of eminent of scholars in the social sciences and humanities. In this regard, the Press played a vital and indeed an innovative role in enhancing the reputation of the Latin American studies program at Carolina. The quality of the undergraduate teaching and graduate training in Latin American studies has long depended upon the quality of the scholarship on Latin America, and in this regard

the University of North Carolina Press assumed the role of national leadership in the advancement and dissemination of knowledge about the region, past and present. The Press's books in Latin American studies have been carefully curated to range from scholarly monographs to course adoption books to books that are written to inform the general reader.

The University of North Carolina Press was among the first university publishers in the United States to commit to the publication of titles in Latin American studies as an integral facet of its scholarly identity, and early established itself as a premier venue for scholarship on Latin America. "It was in answer to this [scholarly] need," historian Donald Worchester wrote in 1967, "that the series of translated national histories published by the University of North Carolina Press was undertaken."⁷⁵ Between the 1920s and 1940s, the Press published more than 20 books in the humanities and social sciences related to Latin America (see Appendix 3). By the early 1970s, on the occasion of its 50th anniversary, the Press had published an estimated 50 titles on Latin American themes in the social sciences and humanities, an endeavor characterized by Chancellor Ferebee Taylor as "a vigorous and continuing interest in publication of books dealing with Latin American subjects."⁷⁶ Since the 1970s, the UNC Press list of Latin America-related titles has grown rapidly, with more than 40 new titles published since 2008 alone.

Under the auspices of the Consortium program, moreover, the University of North Carolina Press and Duke University Press collaborated on the series "Latin America in Translation," dedicated to the translation and publication in English of outstanding books originally published in Spanish or Portuguese. Since 1993, approximately 35 books have been published in the "Latin America in Translation" series.⁷⁷

The Press further enhanced its offerings in Latin American titles through the establishment of a specialized book series focused on Cuba. In 2001, the "Envisioning Cuba" series was established in order to serve as an important venue for the publication of innovative scholarship on Cuba in the social science and humanities. In the series to date, total of 25 books on Cuba have been published by the Press, including a number of translations into English of works by Cuban scholars. University of North Carolina Press books in Latin American studies, including those

in “Envisioning Cuba,” have won scores of national and international prizes, and the Press’s list in this area is widely recognized as one of the best.

In 2013, the University of North Carolina Press in collaboration with ISA inaugurated “Studies in Latin America,” a new series of short works to be published and distributed in digital open-access as well as in e-book and print-on-demand formats. Designed to meet the emerging needs of a rapidly expanding body of social science scholarship on Latin America, “Studies in Latin America” provided a new venue to disseminate original research in the form of short works between approximately 20,000 and 35,000 words in length, thereby offering scholars an opportunity to contemplate a new genre of scholarship coupled with an effective publishing outlet not previously available. “Studies in Latin America” titles appear principally in the social sciences and featuring diverse methodological approaches and perspectives on vital issues concerning Latin America and the Caribbean, past and present.

THE REACH OF one hundred years of Latin American studies at the University of North Carolina at Chapel Hill has extended across the state of North Carolina, into the nation at large, and beyond. The program has projected its presence in the form of multiple legacies in academic programing, national and international relationships, and undergraduate education and graduate training. Latin American studies has contributed to the cultural awareness and intercultural competence of many thousands of students over five generations, thus providing the knowledge to which the collective judgment of an informed citizenry can avail itself.

These are among the legacies that have added distinction to the academic stature of the University of North Carolina. Over the course of one hundred years, the faculty and staff engaged in Latin American studies have contributed to a vast body of scholarship in the social sciences and humanities and shaped realms of best practices in domains of law, medicine, public health, and information technology. Supported by an enlightened university administration, which from the very inception of Latin American studies understood the program’s potential to make important contributions to real-world outcomes, the program

has sustained the highest standards of academic integrity and scholarly achievement even as it contributed to shaping the very “real life” circumstances to which it was dedicated to studying. Three generations of young scholars have completed their professional training at Carolina, in the social and natural sciences, humanities, performing arts, and health care, thereupon to assume positions on the faculty of universities and colleges across the country. It serves as a living legacy upon which to sustain the study of Latin America for years to come.

APPENDIX 1

Original Consortium Working Groups (1990–1995)

1990–1991

Latin American Political and Economic Regimes
Health and Environment in Latin America
State and Culture in Latin America
Gender Issues in Latin America

1991–1992

Health and Environment in Latin America
History, Ideology, and Narrative in the Americas
Latin American Theater Performances
Latin American Political and Economic Regimes
Power and Gender in Latin America
Pre-Columbian Art and Societies
Public Opinion in Latin America
State and Culture in Latin America

1992–1993

Health and Environment in Latin America
History, Ideology, and Narrative in the Americas
Latin American Performance
Latin American Political and Economic Regimes
Power and Gender in Latin America
Religious Change in Latin America
Labor, Free Trade, and Economic Integration in the Americas
Health and Society in Latin America

1993–1994

At-Risk Children of Latin American Origin and Their Families
Conflicts of Consciousness: Time, Space, and Visual Narratives in
Mesoamerica, the Andes, and the Colonial New World
Cuba

Culture and Identity in Brazil: The Afro-Brazilian Dimension

The Environment in Latin America

Gendered Identities and Transnationalism in Latin America

History, Ideology, and Narrative in the Americas

Latin American Political and Economic Regimes

Religious Change in Latin America

Labor, Free Trade, and Economic Integration in the Americas

Health and Society in Latin America

Theatre, Performative Acts, and Politics in Latin America

APPENDIX 2

Select Latin America Conferences/Professional Meetings at the University of North Carolina at Chapel Hill

- 1944 Conference: Inter-American Affairs
- 1962 Conference: South Eastern Council of Latin American Studies (SECOLAS): The Latin-American Social Revolution
- 1972 Conference: South Eastern Council of Latin American Studies (SECOLAS): Cuba and Chile: Latin America's Two Marxist Regimes
- 1975 Symposium: Chile 1970-1973: Lessons of an Experience
- 1980 Conference: Cubanos entre dos mundos
- 1981 Colloquium: Central America
- 1990 Conference: United States-Latin American Relations in the 1990s: Beyond the Inter-American System
- 1995 Conference: South Eastern Council of Latin American Studies (SECOLAS): Colonialism and Post-Colonialism in Latin America: Revisions and New Perspectives
- 1997 Conference: Models of Capitalism: Lesson for Latin America
- 2000 Conference: Problems and Prospect for Democracy in Latin America: Political Institutions and Political Economy
- 2000 Conference: Cuba-United States: 1900-2000
- 2003 Conference: South Eastern Council of Latin American Studies (SECOLAS): SECOLAS at 50: Imagining the Past, Remembering the Future"
- 2004 Conference: Andean Coloniality
- 2004 Conference: Latin America and the Caribbean: Crises, Utopias, and Works in Progress
- 2005 Conference: States of Democracy: Latin American/Caribbean Political Actors in Historical and Contemporary Contexts
- 2005 Getting Down to Business: North Carolina-South America Connection—Brazil, Chile and Argentina
- 2006 Conference: Knowledge, Policy, Environments and Publics in Globalizing Latin America

- 2007 Conference: Left Turn? Right Turn? Where are Latin America and the Caribbean Going?
- 2008 Conference: The Politics of Culture in Latin America and the Caribbean
- 2008 Conference: "The United States and Cuba: Rethinking Reengagement,"
- 2009 Conference: The Idea of the Americas: Representation and Reality
- 2009 Conference: "The Cuban Revolution at 50: Art and Cinema"
(collaboration with the Ackland Museum)
- 2010 Conference: "Latin American Migration: Transnational Perspectives,
Regional Realities"
- 2011 Conference: Bicentennial of Ideals: Dependence, Independence...
- 2012 Conference: Knowledge as Change in Latin America and the Caribbean
- 2012 Conference: 13 Bak'tun New Maya Perspectives in 2012
- 2013 Conference: Revising Visions: Latin America and Caribbean
Perspectives
- 2014 Conference: Hemispheric: Indigeneity in the Americas
- 2014 Conference: Social Justice & Cultural Self-Determination in Latin
American and the Caribbean
- 2014 Conference: Latino Migration Project: Integrated Communities
- 2015 Conference: Reflecting on Latin American Studies: UNC-Duke
Consortium in Latin American and Caribbean Studies

APPENDIX 3

Inaugural Latin American Titles Published by the University of North Carolina Press

- Sturgis E. Leavitt. *Argentine Literature: A Bibliography of Literary Criticism, Biography, and Literary Controversy* (1924).
- William S. Robertson. *The Life of Miranda* (1929).
- Alan K. Manchester. *British Preëminence in Brazil, Its Rise and Decline: A Study in European Expansion* (1933).
- Mary Watters. *History of the Church in Venezuela, 1810–1930* (1933).
- Majorie Ruth Clark. *Organized Labor in Mexico* (1934).
- L. Lloyd Mecham. *Church and State in Latin America: A History of Politico-Ecclesiastical Relations* (1934).
- Paul S. Taylor. *An American-Mexican Frontier: Nuece County, Texas* (1934).
- Sturgis E. Leavitt. *Hispano-American Literature in the United States: A Bibliography of Translations and Criticism, 1932–1934* (1935).
- J. Fred Rippy and Jean. T. Nelson. *Crusaders in the Jungle* (1936).
- Eyler N. Simpson. *The Ejido: Mexico's Way Out* (1937).
- Mary Wilhemine Williams. *Dom Pedro, the Magnanimous, the Second Emperor of Brazil* (1937).
- David Lockmiller. *Magoon in Cuba: A History of the Second Intervention, 1906–1909* (1938).
- Josephina Niggli. *Mexico Folk Plays* (1938).
- Harold Corlander. *Haiti Singing* (1939).
- Wylie Sypher. *Guinea's Captive King: British Anti-Slavery Literature of the XVIIIth Century* (1942).
- A. Curtis Wilgus, ed. *Hispanic-American Essays: A Memorial to James Alexander Robertson* (1942).
- William F. Sands and Joseph M. Lalley. *Our Jungle Diplomacy* (1944).
- Jefferson R. Spell. *Contemporary Spanish-American Fiction* (1944).
- Josephina Niggli. *Mexican Village* (1945).
- Josephus Daniels. *Shirt-Sleeve Diplomat* (1947).
- Ruth and Leonard Greenup. *Revolution Before Breakfast: Argentina, 1941–1946* (1947).

Notes

1. Student interest appears to have preceded curricular programming, and indeed the topics of early undergraduate theses provide insight into the range and character of student interest. The earliest undergraduate theses related to Latin American themes include: Ira Andrews, "The Mexican War: Its Influence on American Character and Life" (1898); Newton Farlow, "The Isthmian Canal" (1903); James Morehead, "Spanish-American War" (1903); Preston Cotten, "Questions of International Law Involved in the Recognition of Panama" (1905); Samuel Stancell, "Some Results of the Spanish-American War" (1908); Frederick Hendricks, "The Interoceanic Canal from an Engineering Standpoint" (1908); and Fairley James, "How We Acquired the Right to Dig the Panama Canal" (1912).

2. *Catalogue of the University of North Carolina* (1915–1916), p. 72.

3. William W. Pierson, *A Syllabus of Latin-American History* (Chapel Hill, 1916), p. 3. The *Syllabus* was updated and reprinted by the University of North Carolina Press in 1926.

4. Arthur P. Whitaker, "Developments of the Past Decade in the Writing of Latin American History," in Howard F. Cline, ed., *Latin American History: Essays on Its Study and Teaching, 1898–1965* (Austin, 1967), p. 420.

5. Pierson, *A Syllabus of Latin-American History*, p. 3. Five years later, Pierson would publish one the earliest history survey texts of Latin America. See William W. Pierson, *Hispanic-American History, 1826–1920* (New York, 1921).

6. See Lewis Hanke, "The Development of Latin-American Studies in the United States, 1939–1945," *The Americas*, 4 (July 1947): 32–64.

7. Institute of International Education, *Twenty-First Annual Report of the Director* (New York, 1940), p. 8.

8. See Sturgis E. Leavitt, "Report on the Winter 'Summer School' Held at the University of North Carolina, January 19 to March 2, 1941," File No. C378 U11, North Carolina Collection, Wilson Library, University of North Carolina at Chapel Hill; "Letter from South American Students at the University of North Carolina," Institute of International Education, *News Bulletin*, 16 (April 1, 1941): 5–7; University Archives/Academic Affairs, Institute of Latin American Studies of the University of North Carolina at Chapel Hill Records, 1937–1983, Series 2: Program Files, 1940–1983, Sub-Series 2.1, Inter-American Institute School for Latin Americans, Wilson Library, University of North Carolina at Chapel Hill.

9. Sturgis E. Leavitt, "The Winter 'Summer School' at the University of North Carolina: Latin American Educators Come for Study and Travel," *Bulletin of the Pan American Union*, 75 (May 1941): 266–267. See the Institute of International Education, *Annual Reports* between the years 1941 and 1945.

10. Frank Porter Graham to Sturgis E. Leavitt, March 21, 1941, Series 1: General

Correspondence, 1923–1960s, Sturgis E. Leavitt Papers, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill.

11. Designated as “South American Fellows,” the three Carolina scholarships were awarded to Eduardo Amaya (Colombia), Antonio Pithon Pinto (Brazil), and Angela Vidal (Argentina).

12. Robert B. House, “Memorandum to Graduate Office,” July 15, 1941, Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Robert Burton House Records, 1917–1957, Wilson Library, University of North Carolina at Chapel Hill.

13. *The Daily Tar Heel*, March 1, 1941, p. 1.

14. Enrique A. Baloyra, et al., to Samuel Williamson, July 11, 1979, Series 2, Sub-Series 2, University Archives/Academic Affairs, Office of the Dean of the College of Arts and Sciences of the University of North Carolina Hill at Chapel Hill Records, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill.

15. William C. Friday to Peter R. Nehemkis, Jr., March 27, 1962, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: William Brantley Aycock Records, 1957–1964, Wilson Library, University of North Carolina at Chapel Hill.

16. The 1941 commemorative brochure, “Diplomas for South America,” distributed on the occasion of the award of certificates of completion of the Winter-Summer School Program, described the program at another point as a “striking contribution to Pan-Americanism.” Brochure is found in Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Robert Burton House Records, 1917–1957, Wilson Library, University of North Carolina at Chapel Hill.

17. Frank Porter Graham to John Marshall, August 17, 1940, University Archives/Academic Affairs, Institute of Latin American Studies of the University of North Carolina at Chapel Hill Records, 1937–1983, Series 2: Program Files, 1940–1983, Sub-Series 2.1, Inter-American Institute School for Latin Americans, Wilson Library, University of North Carolina at Chapel Hill. One year later, President Graham wrote directly to Coordinator of Inter-American Affairs Nelson Rockefeller: “All of us here are most enthusiastic about the [Winter-Summer] school in all its implications.” See Frank Porter Graham to Nelson Rockefeller, January 2, 1941, Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Robert Burton House Records, 1917–1957, Wilson Library, University of North Carolina at Chapel Hill.

18. William C. Friday to Peter R. Nehemkis, Jr., March 27, 1962, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: William Brantley Aycock Records, 1957–1964, Wilson Library, University of North Carolina at Chapel Hill.

19. Sturgis E. Leavitt, “Progress Report, 1950–1951, Carnegie Grant: Latin American Studies at the University of North Carolina,” Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North

Carolina at Chapel Hill: Robert Burton House Records, 1917–1957, Wilson Library, University of North Carolina at Chapel Hill.

20. See “Memorandum of Agreement Between the University of North Carolina at Chapel Hill and the Latin American Faculty of Social Sciences to Establish a Two-Year Program of Scientific Cooperation,” June 21, 1962, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: William Brantley Aycock Records, 1957–1964, Wilson Library, University of North Carolina at Chapel Hill.

21. Federico G. Gil, “A Program of Study and Research in North Carolina for Visiting Mexican Nationals,” n.d., Series 5: Institute for Latin American Studies, 1975–1996, Federico Guillermo Gil Papers, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill; University of North Carolina News Bureau, “International Scholarship Program Funded by Pepsi Cola Mexicana,” January 23, 1978, University Archives/Academic Affairs, Institute of Latin American Studies Records, 1937–1983, Series 2: Mexican Visiting Scholars Program, Wilson Library, University of North Carolina at Chapel Hill; Institute of Latin American Studies, “Record of the Mexican Fellowship Program,” 1978, Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Nelson Ferebee Taylor Records, 1972–1980, Wilson Library, University of North Carolina at Chapel Hill.

22. Federico G. Gil to Manuel Ramírez, November 23, 1982, Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

23. Christopher C. Fordham to Luther H. Hodges, Jr., October 16, 1980, Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Christopher C. Fordham Records, 1980–1988, Wilson Library, University of North Carolina at Chapel Hill. In a similar tone, Chancellor Fordham wrote to Governor James Hunt: “This program is aimed at stimulating improved relations and understanding between the United States and Mexico through a person-to-person professional program.” See Christopher C. Fordham to James B. Hunt, Jr. December 7, 1981, *Ibid.*

24. The University has appointed a number of distinguished Latin American scholars as visiting professors. During academic year 1974–1975, Professor Ricardo Lagos Escobar held the William Rand Kenan, Jr. Visiting Professorship in Latin American studies. Elected President of Chile in 2000, Lagos subsequently returned to Chapel Hill in 2001 to receive an Honorary Doctor of Laws. Other distinguished visiting professors from Latin America included Carlos Rico (1986), Marcela Fernández Violante as the Hanes-Willis Visiting Professor in Fine Arts (1987), Carlos Fuentes as the Hanes-Willis Professor (1989), Hector Aguilar Camín, María Elena Valenzuela (1991), and Augusto Varas (1991), among others.

25. Sturgis E. Leavitt, “Latin American Studies at the University of North Carolina: Report to the Rockefeller Foundation,” 1947, p. 9. Manuscript copy in Institute of Latin American Studies/Institute for the Study of the Americas Archives,

Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

26. Sturgis E. Leavitt, "Latin American Studies at the University of North Carolina: Report to the Rockefeller Foundation," 1947, p. 9. Manuscript copy in Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

27. Directors included Sturgis E. Leavitt (1940–1959); Federico G. Gil (1959–1983); Enrique A. Baloyra (1983–1985); Joseph Tulchin (Interim/1985–1986); Lars Schoultz (1986–1994); Evelyne Huber (1994–1998); Jonathan Hartlyn (1998–2000); Evelyne Huber (2000–2003); Arturo Escobar (2004–2007); Louis A. Pérez, Jr. (2007–2012); Beatriz Riefkohl Muñiz (Interim/2012–2013); and Louis A. Pérez, Jr. (2013–present).

28. *Catalogue of the University of North Carolina* (1948–1949), p. 365.

29. *The University of North Carolina Record* (1958–1959), p. 456.

30. Minutes: "Meeting to discuss Program of Latin American Studies in the Office of Chancellor Robert Burton House," April 10, 1947, University Archives/Academic Affairs, Institute of Latin American Studies Records, 1937–1983, Series 1: Administrative Files, 1937–1982, Wilson Library, University of North Carolina at Chapel Hill.

31. It would be another 25 years before the baccalaureate degree program in Latin American studies was established in the form of a Curriculum in the College of Arts and Sciences in 1974. See "A Proposal or the Establishment of an Undergraduate Major in Latin American Studies," January 1974, Series 2, Sub-Series 2, University Archives/Academic Affairs, Office of the Dean of the College of Arts and Sciences of the University of North Carolina Hill Records, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill; Frank M. Duffey to Henry C. Boren, April 4, 1974, Series 2, Sub-Series 2, University Archives/Academic Affairs, Office of the Dean of the College of Arts and Sciences of the University of North Carolina at Chapel Hill Records, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill.

32. The earliest graduate degrees awarded in Latin American studies were granted in the departments of History and Government and Romance Languages. In Romance Languages these included: Thomas Mortimer McKnight, "The Life and Works of Alberto Blest Gana" (M.A., 1924); James Willis Posey, "Byron and Echeverría" (M.A., 1927); Wilburn Philip Smith, "Jesús Castellanos, His Life and Works" (Ph.D., 1935); Daniel Spelman Wogan, "The Indian in Mexican Poetry" (Ph.D., 1940). In History and Government: Mary Waters, "History of the Church in Venezuela, 1810–1930" (Ph.D., 1931); Edward Harold Hunnicutt, "The *Consulados* of Caracas and Havana: A Comparative Study" (M.A., 1932); David A. Lockmiller, "The Second United States Intervention in Cuba" (Ph.D., 1935); and Duvon C. Corbitt, "Colonial Government in Cuba" (Ph.D. 1938). See Sturgis E. Leavitt, "Supplementary Report on Cooperation in Latin American Studies be-

tween Duke University, Tulane University, and the University of North Carolina,” February 20, 1940, File Cp378 UI72, North Carolina Collection, Wilson Library, University of North Carolina at Chapel Hill.

33. See Harold A. Bierck, Jr. to A.R. Newsome, November 23, 1949, University Archives/Academic Affairs, Department of History of University of North Carolina at Chapel Hill, 1921–2010, Administrative File, 1921–2006, Wilson Library, University of North Carolina at Chapel Hill.

34. For a list of the dissertations and theses completed between 1915 and 1950 see “Proposal to the Carnegie Corporation for Support of Latin American Studies at the University of North Carolina,” April 1951, p. 10, Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

35. “Institute of Latin America Studies” (Chapel Hill, n.d.), p. 9. Pamphlet in Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

36. See *Catalogue of the University of North Carolina* (1948–1949), p. 297.

37. Howard F. Cline, “The Latin American Studies Association: Summary Survey with Appendix,” *Latin American Research Review*, 2 (1966): 64.

38. John Gillin to Joseph Slater, May 1, 1958, Folder: ILAS History, Institute of Latin American Studies/Institute for the Study of the Americas Archives, Global Education Center, University of North Carolina at Chapel Hill.

39. Institute of Latin American Studies, “Proposal for an Inter-American Forum,” May 26, 1960, Series 2: Academic Affairs, Subgroup 3, University Archives/Academic Affairs, General Administration/Consolidated University: Presidents’ Office Records: William C. Friday Files, Wilson Library, University of North Carolina at Chapel Hill.

40. Federico G. Gil, “The Institute of Latin American Studies,” October 19, 1959, Series 2: Academic Affairs, Subgroup 3, University Archives/Academic Affairs, General Administration/Consolidated University: Presidents’ Office Records: William C. Friday Files, Wilson Library, University of North Carolina at Chapel Hill. Emphasis in original.

41. Federico G. Gil to Marita Houlihan, January 13, 1960, Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

42. University of North Carolina, Institute of Latin American Studies, “Final Report: Cuban Student Leader Seminar, February 3–March 17, 1960,” University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: William Brantley Aycock Records, 1957–1964, Wilson Library, University of North Carolina at Chapel Hill.

43. Lars Schoultz to Chancellor Christopher C. Fordham, January 22, 1987, Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Christopher C. Fordham Records,

1980–1988, Wilson Library, University of North Carolina at Chapel Hill. See also “The Political Economy of Argentine-United States Relations: A Proposal for Faculty Exchange Submitted to the University Affiliation Program, United States Information Agency by the University of Belgrano and the University of North Carolina at Chapel Hill,” January 1987, *Ibid.*

44. J. Carlyle Sitterson, “A Message from the Chancellor,” in University of North Carolina, Institute of Latin American Studies (Chapel Hill, n.d.), p. 1. In Folder: ILAS History, Institute of Latin American Studies/Institute for the Study of the Americas Archives, Global Education Center, University of North Carolina at Chapel Hill.

45. Galo Plaza to Sturgis E. Leavitt, March 22, 1954, Series 1: General Correspondence, 1923–1960s, Sturgis E. Leavitt Papers, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill.

46. Frederic N. Cleaveland to J. Carlyle Sitterson, February 11, 1959, Series 2 Sub-Series 2, University Archives/Academic Affairs, Office of the Dean of the College of Arts and Sciences of the University of North Carolina Hill Records, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill.

47. Enrique A. Baloyra, et al., to Samuel Williamson, July 11, 1979, Series 2, Sub-Series 2, University Archives/Academic Affairs, Office of the Dean of the College of Arts and Sciences of the University of North Carolina Hill Records, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill. On the matter of “infusion of funds” into the University,” over the past 25 years the Latin American studies program “infused” more than \$12 million into the University from the following sources: U.S. Department of Education, the Tinker Foundation, the National Endowment for the Humanities, Z. Smith Reynolds Foundation, the Christopher Reynolds Foundations, and Welcoming America. During the same period, Latin American studies has established a \$4.6 million endowment. This infusion of funds does not include research and program grants obtained competitively by individual members of the faculty and graduate students, including awards from the Social Science Research Council, John Simon Guggenheim Memorial Foundation, National Science Foundation, Fulbright-Hays, Ford Foundation, and the National Endowment for the Humanities, among others.

48. “Looking to the Future: A Report by the Advisory Board of the Institute of Latin American Studies to the College of Arts and Sciences,” December 1985, Series 2, Sub-Series 2, Office of the Dean of the College of Arts and Sciences of the University of North Carolina at Chapel Hill, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill.

49. See Jack Gourman, *The Gourman Report. A Rating of Undergraduate Programs in American and International Universities* (Los Angeles, 1980), pp. iv, 90; Jack Gourman, *The Gourman Report. A Rating of Undergraduate Programs in American and International Universities* (Los Angeles, 1983), p. 105.

50. See Joint Committee on Intellectual Cooperation of Duke University and

the University of North Carolina, *A Program of Cooperation: Duke University-The University of North Carolina* (Durham-Chapel Hill, 1935), File Cp378 UC9, North Carolina Collection, Wilson Library, University of North Carolina at Chapel Hill.

51. "Proposal to the Andrew W. Mellon Foundation from the Institute of Latin American Studies/The University of North Carolina at Chapel Hill and the Council on Latin American Studies/Duke University," July 1989, Series 2, Sub-Series 2, Office of the Dean of the College of Arts and Sciences of the University of North Carolina at Chapel Hill, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill. See also "Concept Paper: A Joint Program of Latin American Studies at Duke University and the University of North Carolina at Chapel Hill," October 5, 1988, Series 2, Sub-Series 2, Office of the Dean of the College of Arts and Sciences of the University of North Carolina at Chapel Hill, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill; Lars Schoultz to Gillian T. Cell, October 10, 1988, Series 2, Sub-Series 2, Office of the Dean of the College of Arts and Sciences of the University of North Carolina at Chapel Hill, 1917–2002, Wilson Library, University of North Carolina at Chapel Hill. The Mellon Grant match at Carolina was completed under the directorship of Evelyn Huber.

52. *Catalogue of the University of North Carolina* (1915–1916), p. 215.

53. Sturgis E. Leavitt, "Latin American Studies at the University of North Carolina: Report to the Rockefeller Foundation," 1947, p. 8. Manuscript copy in Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

54. Arthur P. Whitaker, "Developments of the Past Decade in the Writing of Latin American History," in Howard F. Cline, ed., *Latin American History: Essays on Its Study and Teaching, 1898–1965* (Austin, 1967), p. 422.

55. *Hispanic American Historical Review*, 1 (February 1918): 23.

56. Donald E. Worcester, John P. Harrison, and Bernard E. Bobb, "The Conference on Latin American History: Report of the Committee on the Twenty-Fifth Anniversary," in Howard F. Cline, ed., *Latin American History: Essays on Its Study and Teaching, 1898–1965* (Austin, 1967), pp. 461–462.

57. See Joseph L. Arbena, "The Southeastern Conference on Latin American Studies: A Quarter Century of Service," *Latin American Research Review*, 13 (January 1978): 168–174. The annual SECOLAS award for the best article is named in honor of Professor Sturgis E. Leavitt. Another former President of SECOLAS includes Professor Jurgen Buchenau (University of North Carolina at Charlotte), who completed his Ph.D. in the Department of History at the University of North Carolina in 1993.

58. Mark L. Grove, "The Beginning of SALALM," in *Latin American Studies Research and Bibliography: Past, Present, and Future: Papers of the Fiftieth Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials* (New Orleans, 2007), pp. 16–42.

59. Federico G. Gil to Tom E. Davis, March 14, 1966, Series 3: Latin American Studies Association, 1966–1992, Federico Guillermo Gil Papers, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill.

60. See J. Carlyle Sitterson to F. Taylor Peck, September 30, 1968, University Archives/Academic Affairs, Institute of Latin American Studies Records, 1937–1983, Series 1: Administrative Files, 1937–1982, Wilson Library, University of North Carolina at Chapel Hill. For the founding of CLASP see W. E. Carter to LASA Colleagues, May 5, 1969, University Archives/Academic Affairs, Institute of Latin American Studies Records, 1937–1983, Series 1: Administrative Files, 1937–1982, Wilson Library, University of North Carolina at Chapel Hill.

61. Interview with Sharon S. Mújica, April 13, 2015, Chapel Hill, North Carolina.

62. See Sturgis E. Leavitt, “Report on the Acquisition of Latin American Materials by the University of North Carolina—July 1, 1941–July 1, 1942—Under the Provisions of a Grant from the Rockefeller Foundation,” July 28, 1942, File No. Cp378 UziL 1941, North Carolina Collection, Wilson Library, University of North Carolina at Chapel Hill. Two subsequent reports were completed for 1942–1943 and 1943–1944. See also “Cooperative Plan for the Diffusion of Knowledge of Latin America by Duke, North Carolina, and Tulane Universities,” 1940, Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Robert Burton House Records, 1917–1957, Wilson Library, University of North Carolina at Chapel Hill.

63. *Catalogue of the University of North Carolina* (1941–1942), p. 48.

64. Sturgis E. Leavitt, “Latin American Studies at the University of North Carolina: Report to the Rockefeller Foundation,” 1947, p. 18. Manuscript copy in Institute of Latin American Studies/Institute for the Study of the Americas Archives, Folder: ILAS History, Global Education Center, University of North Carolina at Chapel Hill.

65. Robert M. Lester to Frank Porter Graham, July 30, 1947, University Archives/Academic Affairs, Institute of Latin American Studies Records, 1937–1983, Series 1: Administrative Files, 1937–1982, Wilson Library, University of North Carolina at Chapel Hill. The initiative for the collaborative library acquisitions project originated with Carnegie. See C.C. Carmichael to Frank Porter Graham January 21, 1947, University Archives/Academic Affairs, Institute of Latin American Studies Records, 1937–1983, Series 1: Administrative Files, 1937–1982, Wilson Library, University of North Carolina at Chapel Hill.

66. Wendell C. Bennett, *Area Studies in American Universities* (New York, 1951), p. 73.

67. Harry Bergholz to Jerrold Orne, January 15, 1962, ” University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: William Brantley Aycock Records, 1957–1964, Wilson Library, University of North Carolina at Chapel Hill.

68. See Catherine Marsicek, “A Cost-Effective Study of the Latin American and Iberian Serial Exchange Program at the University of North Carolina at Chapel

Hill" (Unpublished M.A. Thesis, School of Information and Library Science, University of North Carolina at Chapel Hill, 1999), pp. 11–12.

69. Jerrold Orne [University Librarian] to Dean James L. Godfrey, February 9, 1962, University Archives/Academic Affairs, Series 2: Division of Academic Affairs: College of Arts and Sciences: Institutes, Schools, Centers, Departments, and Curricula, 1937–1999; Office of the Provost of the University of North Carolina at Chapel Hill Records, 1917–2003, Wilson Library, University of North Carolina at Chapel Hill.

70. James L. Godfrey to William B. Aycock, February 20, 1962, University Archives/Academic Affairs, Series 2: Division of Academic Affairs: College of Arts and Sciences: Institutes, Schools, Centers, Departments, and Curricula, 1937–1999, Office of the Provost of the University of North Carolina at Chapel Hill Records, 1917–2003, Wilson Library, University of North Carolina at Chapel Hill.

71. See "Berta Becerra," *The Alumni Review* (May 1971): 16. Becerra was succeeded by William Ilgen (1976–1999) and Teresa Chapa (2000–present).

72. For a description of the collection see: <http://search.lib.unc.edu/search?R=UNCb4959402>

73. For a description of the collection see: <http://search.lib.unc.edu/search?R=UNCb2448695>

74. For a description of the collection see: <http://search.lib.unc.edu/search?R=UNCb6552635>

75. Donald E. Worcester, John P. Harrison, and Bernard E. Bobb, "The Conference on Latin American History: Report of the Committee on the Twenty-Fifth Anniversary," in Howard F. Cline, ed., *Latin American History: Essays on Its Study and Teaching, 1898–1965* (Austin, 1967), p. 462.

76. Nelson Ferebee Taylor to Felicity Trueblood, April 10, 1973, in Sub-Series 2, University Archives/Academic Affairs, Office of the Chancellor of the University of North Carolina at Chapel Hill: Nelson Ferebee Taylor Records, 1972–1980, Wilson Library, University of North Carolina at Chapel Hill. The "Final Report" was presumptively prepared by Professor Federico G. Gil.

77. The complete list of titles published in the series can be found at <http://latinamericancaribbean.duke.edu/outreach/translation-series>.

