



The Mielke  
**SUMMER  
INSTITUTE**  
2014

# *Latin America*



**LAWRENCE  
UNIVERSITY**  
APPLETON, WISCONSIN



## **The 2014 Mielke Summer Institute will be held at Björklunden, Lawrence's seminar center on Lake Michigan near Baileys Harbor in Door County.**

***From Sunday evening, June 22, through noon on Friday, June 27,*** all sessions will be held at the lodge during the day and, on occasion, in the evening. There will be ample free time so participants can explore Björklunden's 425-acre estate and the rest of Door County. Room (double-occupancy with private baths) and board (breakfast, lunch and dinner) will be provided courtesy of Lawrence University. Participants will be expected to stay at the lodge for the duration of the institute.

### **Goals for Mielke Fellows**

The Mielke Summer Institute in the Liberal Arts seeks to give educators from Appleton, Shawano and Lawrence the opportunity to explore new ideas and examine issues of societal importance from a multidisciplinary perspective in a collegial environment characterized by open-mindedness and mutual respect. The intent is to combine serious study and playful inquiry. It is expected that participants will find areas of common interest with other educators across the disciplines and grade levels, and that the resulting links will encourage both communication and collaboration in the future. The knowledge and skills that Fellows acquire during the Summer Institute will, in time and in various ways, affect their work as educators. However, the goal is to provide intellectual stimulation and renewal for the participants themselves, on the assumption that, ultimately, the best teachers are those who are continuously learning, exploring and creating.

Recently, Latin America (Mexico, Central America, the Caribbean, South America) has been on my mind. Admittedly and very parochially, to some extent that has to do with the tremendous demographic change taking place in K–12 schools across the United States where, for example, Latino students account for just under two-thirds of the growth in public school enrollment, make up approximately one-in-five public school students today and, by 2050, will outnumber non-Latino white children. Although most of those students are (or will be) born in the United States, I find myself wondering about the experiential differences between those who trace their heritage to El Salvador, Peru, Puerto Rico, Mexico, Haiti or elsewhere in the region—and I wish I had a better grasp of Latin American history, culture and contemporary political and economic conditions.

But, Latin America is also on my mind because it's in the news and, as one commentator put it, the news is mostly good. A year ago, for example, newspapers in the United States announced that Latin America "has jumped ahead on women's advancement with more female heads of state and heads of government—five—than any other area globally and a higher percentage of female members of parliament (22.5 percent) than any region except Nordic Europe." Brazil, of course, will host the World Cup next year and the Olympics in 2016 and Argentina is the birthplace and home of newly elected Pope Francis, the first Jesuit pope, the first Latin American pope, and the first pope from the Southern Hemisphere. *The Economist* declared this to be the "Latin American decade" and glowingly reported on the "market-oriented reforms" and "commodity-driven prosperity" that, along with an embrace of democracy, are transforming the region. And yesterday's *New York Times* (I am writing this in early November) contained a lengthy article on the new, college educated middle class emerging in Mexico and working, not in some border zone maquiladora, but in brand-new high-tech factories built by multinational corporations in interior states such as Guanajuato. Indeed, there seems to be a virtual news parade of Latin America and, again, I wish I knew more about a region of such political, economic and cultural importance.

Finally, Latin America is on my mind of late because everything above notwithstanding, like so many of my fellow countrymen and women, Latin America is, actually, seldom on my mind and I'm increasingly uncomfortable knowing so little about the land, its people, its culture, its day-to-day life, its role in our increasingly globalized lives. Moreover, when I asked my students—who, like so many Lawrence students these days, are as well-traveled as they are well educated—to write down the first word that came to mind when I said "Latin America," far too many came up with "Mexico" or, worse yet, "tacos" or "salsa." Indeed, it's hard not to worry that too many of us North Americans are stuck in the middle, with a great white blank to our north (Canada) and a equally great, but browner, blank to our south.

All of this is to announce, therefore, that the theme of the 2014 Mielke Summer Institute in the Liberal Arts will be **Latin America**. During our week at Bjorklunden, we'll explore the culture (especially its visual and literary art), history and contemporary political and economic state of Latin America, filling in the gaps in our knowledge, our understanding, and our imaginations of this beautiful, vibrant and vast land and its people. If, for whatever reason, this is a journey you would like to join us in taking, please apply. We'll look forward to having you with us.



## Mielke Summer Institute Faculty

**Patricia Vilches** hails from Viña del Mar, Chile. While in high school, Vilches had the opportunity to be a foreign exchange student in Lyons Township in La Grange, Illinois. That great experience made her decide to come back to the United States to continue her undergraduate work at the University of Illinois at Chicago, where she graduated with a major in Italian. She then went on to earn a Ph.D. in Spanish and Italian studies from the University of Chicago. While at Lawrence University, Vilches has had the opportunity to teach both Spanish and Italian courses. For Spanish, she has taught a variety of courses that include *Gender, Politics and Current Events in Latin America, Hispanic Issues*, and Cervantes' *Don Quijote*. Her most recent publications reflect the transatlantic and Latin American perspectives that she has been researching in the past few years: "Not a Fox but a Lion: A Machiavellian Reading of Chile's First President, José Miguel Carrera," was published in the *M/MLA Journal* 44 (2011): 123-142. "Monumental Italians: Machiavelli, Giuseppe Rondizzoni and Chilean Independence," appeared in *Forum Italicum* 47 (2013): 346-363. Vilches studied ballet when she was a young girl and was also a member of a folkloric group in her native Chile. She is happy to try to teach willing volunteers some steps from Chilean dances.

**Jake Frederick** earned a Ph.D. in colonial Latin American history from Penn State University. He lived in Mexico City for a year conducting research at the National Archive as a Fulbright scholar. Frederick's research has focused on native uprisings in 18th-century Mexico, race in colonial Mexico and resource management in colonial Mexico City. His most recent publications include "A Fractured Pochgui: Local Factionalism in Eighteenth-Century Papantla" *Ethnohistory* 54:8 (Fall, 2011) and "Without Impediment: Crossing Racial Boundaries in Colonial Mexico" *The Americas* 67:4 (April, 2011). Frederick's current research project considers water rights and fire protection in Mexico under the Bourbon Crown. At Lawrence University, Frederick teaches courses covering the breadth of Latin American history, including courses on *Revolt and Revolution in Latin America*, and *Latin American Race and Ethnicity*. One of Frederick's goals in all of his classes is to help students understand the complexity of Latin American cultural and political history. Prior to attending graduate school, Frederick worked for the National Park Service and the United States Forest Service, and is currently working on a book about his time as a forest firefighter. When not working on other projects he enjoys horror and movies, and requires that every student he has understands that *Jaws* is the best film ever made.





**Gustavo Fares**, a native of Argentina, is a professor at Lawrence University, where he specializes in Latin American and cultural studies. He received a J.D. law degree from the Universidad de Buenos Aires, in Argentina, a master's degree in foreign languages and literature from West Virginia University, and a Ph.D. in Latin American literature with emphasis in cultural studies from the University of Pittsburgh. He is the author of four books, among them *Imagining Comala: The Space in Juan Rulfo's Works* (Peter Lang, 1991) and *Contemporary Argentinean Women Writers: A Critical Anthology* (U. P. of Florida, 1998, with E. Hermann). Fares has published numerous articles and has presented more than 90 papers on the topics of space in literature and the arts, Latin American cultures, women studies and border studies. In 2004 he was a Fulbright visiting professor at the Universidad Nacional de Cuyo, in Mendoza, Argentina, where he taught a graduate seminar on culture and identity. In addition to teaching, Fares is also an accomplished visual artist. He holds a professor of painting and drawing degree from the Escuela Nacional de Bellas Artes "Prilidiano Pueyrredón" from Buenos Aires, Argentina, and a master's degree in painting and lithography from West Virginia University.

**Stewart Purkey** is the director of the Mielke Summer Institute in the Liberal Arts and director of teacher education at Lawrence. He graduated from Stanford with an A.B. in history, earned a Master of Arts in teaching from Reed College and received a Ph.D. in curriculum and instruction from the University of Wisconsin–Madison. Pertinent to this summer's Latin America theme, he has long been interested in the work of Paulo Freire, a Brazilian educator, philosopher and activist whose writings have inspired curriculum theory and educational practice around the world, and in the implications for social justice education of Latin American liberation theology. Presently, he is conducting research on the characteristics of "turnaround" schools that have succeeded in raising student performance in response to No Child Left Behind and Race to the Top.





## Register Today!

**Credits**

**6 graduate units**

**Tuition**

**None**

**Room and board**

**Free**

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### Who

Appleton and Shawano public school educators K–12, in all subjects and areas

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### Applications and Deadlines

Can be downloaded from the website below by following the appropriate links:

[www.lawrence.edu/info/community/mielke.shtml](http://www.lawrence.edu/info/community/mielke.shtml)

*Appleton teachers*, return completed applications by March 3, 2014, to:

Stewart Purkey  
Lawrence University  
711 E Boldt Way SPC 22  
Appleton, WI 54911-5699

*Shawano teachers*, return completed applications by March 3, 2014, to:

Gary Cumberland  
District Administrator  
Shawano School District  
218 County Road B  
Shawano, WI 54166

### Acceptance

Fellows will be notified during the week of March 17, 2014.

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Contact these teacher coordinators for more information:

#### **Appleton Public Schools**

Brian Bartel • West High School  
920-832-4300  
[bartelbrian@aad.k12.wi.us](mailto:bartelbrian@aad.k12.wi.us)

Bob Ross • Edison Elementary School  
920-832-6235  
[rossrobert@aad.k12.wi.us](mailto:rossrobert@aad.k12.wi.us)

#### **Shawano Public Schools**

Jill Hansen • Shawano Community High School  
715-526-2175 ext. 4176  
[hansenj@ssd.k12.wi.us](mailto:hansenj@ssd.k12.wi.us)

LaRai Martin • Shawano Community High School  
715-526-2175 ext. 1127  
[martinl@ssd.k12.wi.us](mailto:martinl@ssd.k12.wi.us)

