Strengthening study abroad, intercultural exchange and global learning in Latin America and the Caribbean

36th Annual Conference | CDMX 12-15 March 2025

Full Program

Unless otherwise noted, all activities will take place at ***La Nana, Laboratorio Urbano para Arte Comprometido,*** *Segundo Callejón San Juan de Dios 25, Centro Histórico de la Cdad. de México, Guerrero, Cuauhtémoc, 06300 Ciudad de México, CDMX, Mexico.*

WEDNESDAY, MARCH 12, 2025

10:00 AM - 6:30 PM
Registration

12:30 PM - 5:15 PM
Lejos de la Zona de Confort: Tres mini talleres de arte // Far From the Comfort Zone: Three Mini Arts Workshops

6:30 PM - 7:30 PM
Keynote Address: Dra. Lucina Jiménez
Dr. Lucina Jiménez (PhD, Anthropology, Universidad Autónoma Metropolitana) is a leading Latin American voice in contemporary discussions of cultural rights, art education, culture of peace and political culture as a form of sustainable development. As part of the United Cities and Local Governments Culture Commission, she contributed fundamental expertise for the implementation of Agenda 21 for Culture. She has been appointed a member of the Group of Experts in Governance for Culture and Development charged with carrying out the 2005 Convention on the Diversity of Cultural Expression. She also forms part of the UNESCO Group of Experts charged with theorizing “art as a global public good,” as well as the Culture Council of the Organization of Ibero-American States, which won the Princess of Asturias award in 2024 for promoting international cooperation in Latin America. As the

Director of the National Center for the Arts, she worked alongside Francisco Toledo to establish Centers for Arts in San Agustin, Veracruz, Guanajuato, Salamanca, Baja California, and San Luis Potosi (which won an award for its restoration of the old penitentiary). From 2018-2024, Dr. Jiménez directed Mexico's National Institute of Fine Arts and Literatures, where she promoted inclusion, diversity and equality as a transversal axis. Her awards include the Ángel de la Ciudad prize (2018) for her contributions to cultural rights and the Internazionale Universum Donna (2017), granted by the government of Switzerland for her valuable input in dialogues regarding cultures of peace globally. She is the author of Políticas culturales en transición (Cultural Politics in Transition, 2006), Democracia cultural: Una conversación a cuatro manos with Sabina Berman (Cultural Democracy: A Conversation with Four Hands, 2006), Gestión cultural y lectura en tiempos de diversidad (Cultural Management and Reading in Times of Diversity, 2012), and Arte para la Convivencia y Educación para la Paz (Art for Coexistence and Education For Peace, 2017).

7:30 PM - 9:00 PM
Welcome Reception

THURSDAY, MARCH 13, 2025

8:30 AM - 2:00 PM
Registration

9:00 AM - 9:30 AM
Conference Opening and Welcome

9:30 AM – 10:30 PM
Session I: **Bridging the Gap: Empowering Underrepresented Students in Study Abroad through Arts and Activism in Brazil**
Panel/Roundtable | Language: English
This panel will explore the intersection of arts, education, and activism in study abroad programs, focusing on the challenges and successes of engaging underrepresented students. Drawing on the Black Atlantic Summer Program in Brazil, panelists will discuss the design and implementation of culturally immersive courses that leverage local artists and community members as co-educators. The session will address barriers faced by students, strategies for fostering inclusion, and the impact of engaging with Afro-Brazilian culture through community-driven learning. Faculty, administrators, students, and community educators will provide insights on program design, student support, and the transformative potential of engaging with Afro-Brazilian culture. The session will include live testimonials, data on program impacts, and discussions on the future role of trainings and preparation of program leaders in fostering inclusive global education.
Presenters: Annie Gibson, Tulane University; Carolina Timoteo de Oliveira, Tulane University; Melissa Hernandéz, Tulane University; Carolyn Barber-Pierre, Tulane University

10:30 AM – 10:40 AM
Coffee Break

10:40 AM – 11:55 PM
Session 2: Fostering Ethical Community Engagement
Moderator: Rebecca Smith, Saint Joseph's University

Art for the Earth: publishing for climate justice
Presentation | Language: Spanish
“Art for the Earth” explores the role of the humanities in conservation and sustainable development through a case study of River Glass Books, a small press that supports

climate justice solutions through literary arts projects. We'll give the history of the press—which partners with a 501c3 nonprofit and study abroad provider to support education and healthcare projects in Ecuador's Amazon basin—and examine challenges to pursuing these goals at a larger scale.
Presenter: Marley Stuart, EcoStudio Foundation / River Glass Books

Local Connections: Enhancing Internships and Academic Programs Through Collaborative Partnerships in Latin America
Presentation | Language: English
This presentation will outline a model piloted by Natik for university programs to collaborate with local Third-party Providers, enhancing academic exchange and internship opportunities. We will share some of our learnings and challenges from that process in Mexico. By addressing cultural and security challenges, the model emphasizes the rich learning experiences gained from engaging with local communities. It highlights fair financial practices that support grassroots organizations, ensuring equitable compensation. This approach not only enriches student learning but also empowers local partners, fostering sustainable social change and deeper intercultural understanding in Latin America and the Caribbean.
Presenters: Deborah Karen Colvin, Natik Esperanza

Beyond Service Learning: The difficult work of connecting students with grassroots organizations
Presentation | Language: English
Social movements make history, and member-led community organizations are the driving force of social movements. Yet the very characteristics that create such dynamism – their inclusive and non-hierarchical membership, the flexibility of not having legal status – mean that universities seldom engage community organizations as viable sites of service learning. This paper synthesizes interviews with a dozen university faculty and staff who have overcome institutional barriers and successfully connected their students with community organizations. The research shows that university faculty and staff must have a commitment to building trust with grassroots organizations year after year, an expert understanding of all the institutional pathways through which they can connect their students, and the courage to work outside these pathways when necessary.
Presenter: Stuart Schussler, University of Waterloo

Migrant Shelter Pedagogy: Understanding pedagogies, learning, teaching and praxis at spaces that aid migrants in Sonora, Mexico.
Presentation | Language: English

Migrants and asylum seekers traversing through Mexico face innumerable obstacles, however, there are multiple support networks along the way. While there is a great deal of literature on migration on the U.S/Mexico border, little attention is paid to how migrant shelters serve as spaces for learning and transformation. Pedagogy and praxis play a significant role within these spaces. This presentation discusses how arts, education, activism, and community engagement intersect in migrant shelters throughout Sonora, Mexico. In the face of various global crises, these shelters provide insight into how migrants can be supported in a humanizing and caring manner.
Presenter: Juanita Sandoval, University of Arizona

Peace and Love or Drugs and Death
Presentation | Language: English
In the 1960's, ostensibly to contest the Vietnam War, hippies intoned the slogan of the age, Peace and Love. In the process of seeking peace vast quantities of drugs were consumed. This rate of consumption has continued unabated. Sixty years later Latin America is locked into an endemic battle for control of the monopoly which provides the US and Europe with access to all manner of recreational drugs. Instead of peace and love, we have drugs and death, as millions of Latin Americans have died in order to satisfy our thirst for more and more drugs. John Perkins who started out as an economist for US international loan agencies backtracked and subsequently founded Dream Change Coalition in 1991. This group took students and other interested parties on canoe trips into the Amazon to interact with the Shaur people. How do we reconcile the forces so often at odds as one failed initiative gives way to another? How do we, "The Great North" given our track record, convince the "South" that our intentions are good even when discussing matters of equity? How do we inculcate this in our students as they, messengers from "The Great North" interact with the "South"? How is real equity served given the seemingly contradictory goals of the North and the global South?
Presenter: Haydn Tiago de Azevedo Mafra Jones, Campbell University

11:55 AM – 12:10 PM
Coffee Break

12:10 PM – 1:10 PM
Session 3: Participación y reflexión sobre la relación entre arte y activismo desde el quehacer académico
Participation and Reflection on the Relationship Between Art and Activism from an Academic Point of View
Moderator: Rocío Ruiz Lagier

Artivismos feministas en América Latina por la memoria y por la no violencia contra las mujeres

Feminist activism in Latin America for memory and non-violence against women

Panel or Roundtable | Language: Spanish

Latin America's violence against women is one of the most visible and lacerating social and health problems that has worsened women's living conditions, placing them at greater risk that is exacerbated in times of crisis. It is in this context that feminist artivisms, as a new artistic and political movement, weave a multiplicity of aesthetic, pedagogical and organizational proposals to denounce, make visible and propose the eradication of violence. Among these practices, feminist creators propose taking over public space and the virtual realm as canvases, stages and trenches of struggle, where memory and resistance live, register and activate. In turn, feminist artivisms propose pedagogical strategies for the transmission of knowledge and the socialization of art. In particular, women can use art as a language from which they can build critical, transgressive and innovative artistic-feminist discourses from particular semiotic resources focused on justice, dignity, self-representation, non-violence, healing, self-defense, sorority and again, memory. This presentation seeks to present the multiplicity of feminist artivist practices that are building memory in various Latin American cities, confront violence against women, and propose possible worlds.

Presenter: Gemma Leticia Sánchez Juárez, Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS), México

El arte como bálsamo. Acompañamiento psicosocial a familias buscadoras de personas desaparecidas

Art as a Balm: Psychosocial support to families searching for missing persons.

Panel or Roundtable | Language: Spanish

From the point of view of direct accompaniment, and with the premise of "not without the families," this discussion aims to share experiences of art as a mediation tool in the psychosocial accompaniment of families searching for missing persons. We will reflect on how art, in its various manifestations (artivism, art therapy, art education), becomes a channel of expression, healing and resistance for those facing the traumatic experience of the disappearance of a loved one. Through artivism, families can make their pain visible and demand justice, transforming impotence into dignified rage and creative actions of denunciation. Art therapy, on the other hand, offers a safe space for the expression and processing of difficult emotions. Art education, on the other hand, is a broad umbrella of activities that provides families with the daily habit of creativity as a tool to nurture in collectivity and trust the hope that is always present in them.

Presenter: Cristina López, Dancer, Student, and Advocate

El caso de los murales de personas desaparecidas en la CDMX

The Case of the Murals of Missing Persons in CDMX

Panel or Roundtable | Language: Spanish

In my presentation I would like to talk about the research I conducted around the murals of missing persons in the CDMX. This research addresses the social problems related to the creation of spaces intended to denounce violent events, focusing on the murals of missing persons in Mexico City. These murals, which commemorate the victims of disappearance, are part of a new and recent phenomenon of memorialization and denunciation that is appropriating spaces around the city. The purpose of this paper is to show how the creation of murals about missing persons impacts the community, the family members, volunteers and artists who observe and participate in the creation of these murals and how they occupy everyday spaces. Additionally, I ask how the murals detonate a process of construction of memory that seeks to give recognition to the victims of disappearance. Through interventions in public space, a process of creation and appropriation, places can eventually be recognized as sites of memory and denunciation can be initiated. Murals of missing persons in public spaces not only prevent the oblivion of society, but also point out the violence suffered by the victims, keeping their memory alive. These murals acquire a symbolic meaning for the community as they are charged with emotions and connections to the cases of the disappeared, becoming a strategy of struggle that seeks to convey a particular message, generate reflection and healing, and demand for justice.

Presenter: Adriana Chávez Hernández, Universidad Autónoma Metropolitana-Iztapalapa

El estudio de las intervenciones en el espacio público. Una experiencia de acompañamiento

The Study of Interventions in Public Space: An Experience of Accompaniment

Panel or Roundtable | Language: Spanish

More than a year ago, together with a group of anthropology students from UAM-Iztapalapa, we began a period of fieldwork in Mexico City focusing on places of memory and processes of justice and reparation. From this experience I would like to raise some of the group reflections we have had, especially around the participation and commitment of academia in research processes. I start from the firm idea that educational institutions can contribute in different ways to rebuild social fabric. My reflection seeks to share a personal process of accompaniment in the street and in the classroom.

Presenter: Rocío Ruiz Lagier, Universidad Autónoma Metropolitana-Iztapalapa

1:10 PM - 2:30 PM

Lunch On your Own

2:30 PM - 3:45 PM

Session 4: Art, Identity, and Resistance

Moderator: Annie Gibson, Tulane University

Embodying the Creative: Queer in Brazil

Presentation | Language: Spanish

The year of 2022 proved to be a significant one in Brazil, including an election race between Jair Bolsonaro and Luiz Inácio Lula da Silva, a battle between the conservative right and liberal left, and a World Cup, symbols of Brazilian nationalism could be found on street corners and apartment windows. In the small city of Aracaju in the northeastern state of Sergipe, artists within the LGBTQIA+ community use their art as a form of symbolic resistance to the oppressive systems that surround them. This study will serve as a microcosm for examining one of the ways that Queer, Black and Brown people in Brazil navigate their intersecting identities within the political spheres they occupy, both formally and informally. More specifically, this project will look at the varying factors that converge (historical, racial, political) that lead Queer people to create and perform the Self in ways that resists, reclaims, and transforms nationalist symbols while regaining agency. Ultimately, this project seeks to gain and share a deeper understanding of the importance of cultural production by Queer, Black and Brown Brazilians who have been historically marginalized and use creative expression to resist systems of oppression and live their queerness boldly, out loud, and authentically.

Presenter: Jacqueline Amezcua, Tulane University

The Centro Urbano Presidente Alemán: Latin America's First "Multifamiliar" Government Housing, A Unique Example of Cultural Unity, Architecture, and Sustainable Urbanism

Presentation | Language: English

Mexico is world-renowned and rightfully recognized for its vast contributions to archaeology, fine arts, and the performing arts, however, its deeply significant work in other areas remains underappreciated. As a U.S.-born nonfiction writer and scholar who resides in the Centro Urbano Presidente Alemán (CUPA) housing complex in southern Mexico City, I can attest to the invaluable nature of this contribution to the worlds of architecture, urban planning, and culture. I am working on an ongoing, comprehensive writing project documenting the significance of the CUPA and its elder residents, and will share how this singular complex interconnects with the history of 20th Century CDMX.

Presenter: Merin McDivitt, Bennington College

Maria Anna of Austria: Queen Consort by Chance, Patron of the Arts by Choice
Presentation | Language: English
In the eighteenth century, Portugal saw a transformation of its cultural and artistic life with the arrival of Queen Consort Maria Anna of Austria in Lisbon. Through her patronage, she reformed cultural policy, with important effects on the empire's diplomatic relations and internal court protocols. In my analysis, I examine how gender shaped the queen's activities and how she used her power to elicit the participation of women in Portuguese society. I explore how her work changed cultural life in the metropolis as well as in the most important colony, Brazil.
Presenter: Cristian Gabriel Toro Meza, Tulane University

Indigenous/Non-Indigenous Intercultural Collaborations Following the P'urhépecha Ethos of Mutual Support/Colaboraciones interculturales indígenas/no indígenas siguiendo el ethos p'urhépecha de apoyo mutuo
Presentation | Language: English
Indigenous/Non-Indigenous Intercultural Collaborations cites past representations of indigenous culture by non-indigenous people in many realms. The current era corrects that. In the areas of cultural exchange between indigenous & non-indigenous peoples of the Americas, very little Spanish-English translation "bridges" this gap. This panel brings together P'urhépecha arts and community leader José Alberto Velázquez Campoverde and Hanvik to discuss how this relationship was built, why it is important, and how it might grow from a basic rustic rope bridge into a more solid conveyor of the stores of knowledge, ancient and contemporary, of the Americas.
Presenter: Jan Hanvik, Crossing Bridges LLC (US)

Desde una casa menonita: procesos de empoderamiento femenil y activismo social (Virtual)
(From a Mennonite Home: Processes of Women's Empowerment and Social Activism)
Presentation | Language: Spanish
This ethnographic research is about the community of Mexican Mennonites living in Cuauhtémoc, Chihuahua, Mexico. Divided into two factions: liberal and traditional, they have preserved their cultural identity and worldview for generations. The role of women is one of the pillars of their society. Currently there is an important phenomenon within the community in which liberal women take advantage of their culinary and artistic skills to impact the lives of others, organizing and inviting them to empowerment events that do not conflict with their role, which allows them to generate social activism to reduce female vulnerability.
Presenters: Patricia Islas Salinas, Universidad Autónoma de Ciudad Juárez; Justina Dyck Janzen, Instituto de Capacitación para el Trabajo del Estado de Chihuahua

3:45 PM - 3:55 PM
Coffee Break

3:55 PM - 4:55 PM
Session 5: Experiential Learning through a Social Change Lens in Short-term Programming
Panel/Roundtable | Language: English
ITESO, the Jesuit University of Guadalajara, and Universidad Iberoamericana, Mexico City, are Jesuit universities in Mexico with more than 50 years of expertise in social change based educational models. The educational experiences we promote are focused on equitable partnerships, in collaboration with the other, and long-term benefits for all, aiming to break with educational extractivism and "poverty tourism" models. We will discuss best practices in educational programming initiatives which include combining virtual and in-person international learning experiences and community-based projects which encourage intercultural development, all while promoting experiential, situated, and reflective learning that emphasizes the importance of social justice.
Presenters: Della Burke, ITESO, the Jesuit University of Guadalajara; Andrea Sánchez Galván, Universidad Iberoamericana Ciudad de México; Ricardo García Ceceña, ITESO, the Jesuit University of Guadalajara

4:55 PM – 5:00 PM
Break

5:00 PM - 6:00 PM
Session 6: Promoviendo la comprensión intercultural: Experiencias de un seminario con estudiantes y académicos de diferentes nacionalidades
(Promoting Intercultural Understanding: Experiences from a Seminar with Students and Academics of Different Nationalities)
Panel or Roundtable | Language: Spanish
Considering the interactions of migratory flows in the globalized world in which we live and also our closeness with people from other cultures through online links, intercultural understanding becomes a key element to promote attitudes, skills and values that can favor communication and global competencies in higher education. This project presents the experiences of an international seminar that brought together academics and students of different nationalities to discuss various cultural elements that build the identities of communities and peoples, and also how strategies are being sought today to visualize those who have been marginalized and how educational spaces are being built that are more inclusive and promote attitudes that favor diversity.

Presenters: Abel Rubén Hernández Ulloa, Universidad de Guanajuato; Todd Fletcher, Universidad de Guanajuato; Dania Abigail Acosta Ramírez, Universidad de Guanajuato; Alexis Chagollan Carretero, Universidad de Guanajuato

FRIDAY, MARCH 14, 2025

9:00 AM - 10:15 AM
Session 7: Learning Through the Arts
Moderator: Jacqui Amezcua

Pathways to Equitable Teaching Practices of Hope and Social Justice-Affirming Student Identities and Academic Voice using expressive arts and daily culturally responsive teaching methods.
Presentation | Language: English
This presentation explores the congruences between two theoretical frames used to identify the socio-historical and intellectual strengths that children bring to their educational spaces – Gardner's Multiple Intelligences and Moll and Gonzalez' Funds of knowledge – and the humanizing pedagogies embedded within them: culturally relevant pedagogy, culturally responsive instruction, translanguaging practices, critical pedagogy, gifted teaching strategies, and multimodal arts-based pedagogy in the borderlands of the United States. The success of our roles as educators depends on our approaches in teaching. Successful teaching practice requires small, practical ways, such as how to structure questions and discussions, assignments, varied modes of representation of knowledge, and overall interactions with students along with perspectives on curriculum.
Cultivating student agency and self-efficacy using the arts and creating space for students' voices to flourish allows their stories to come to the forefront of the curriculum, communicating to students the relevance and power of their stories and scholarship. By using practices that are culturally responsive, which recognize, respect and value students' identities and backgrounds as meaningful sources for creating optimal learning environments, classrooms can become transformative sites.
Presenter: Kevan A Kiser-Chuc, PhD, Tucson Unified School District

Learning from the Process: Developing Communities of Practice through Arts-Based Inquiry in Teacher Education
Presentation | Language: English
This paper explores how arts-based inquiry supported a community of practice among four teacher educators as they explored their beliefs about and work with study abroad programs. This reflective opportunity to dialogue and create visual art related to study abroad work opened up space for the teacher educators to share personal and professional vulnerabilities that speak to the complexities of leading study-abroad programs. The authors first share their positionalities in the context of study abroad,

introduce the theoretical groundings, and describe the arts-based inquiry processes. The authors then discuss the meaning of three key themes emerging from their inquiry.
Presenters: Ekaterina "Katya" Koubek, James Madison University; Aaron Bodle, James Madison University; Shin Ji Kang, James Madison University; Melanie Shoffner, James Madison University

Dance as a Catalyst for Cultural Connection: A University Dance Education Field Study in Costa Rica
Presentation | Language: English
The arts, particularly dance, serve as profound vehicles for cultural exchange and community empowerment, yet they remain underutilized in international education. This session explores a transformative Dance Education Field Study conducted in Costa Rica, tracing its journey from initial concept to reflective analysis. Through the voices of students, faculty, community artists, and local collaborators, participants will discover best practices for fostering creative partnerships. Engaging video clips showcasing teaching methods, collaborative group work, and screendance projects will further illustrate how dance can bridge cultures and inspire new educational frameworks.
Presenters: Karen D. Jensen, Brigham Young University; Diana Córdoba Pérez, Educator, Instructional Designer

How Local Artivists Can Inspire Global Student Artivism
Presentation | Language: English
This presentation will demonstrate how educators can engage local artists and activists who use art to foment social transformation in ways that inspire study abroad students to make global connections. The presenter will share examples of Mexican artivists who have inspired students, as well as the instructions and beautiful results of assignments that encouraged students to create their own artistic expressions of global issues that require cross-border activism.
Presenter: Ann Lutterman-Aguilar, Augsburg University Center for Global Education and Experience

10:15 AM - 10:25 AM
Coffee Break

10:25 AM - 11:25 AM

Session 8: **Transformative Change Initiative: Honoring and Supporting BIPOC Teaching Artists**

Panel/Roundtable | Language: English

Presenters will share how Young Audiences of Louisiana seeks to undo white supremacist culture in our arts in education organization through The Transformative Change Initiative (TCI). TCI, a fellowship for local Black, Indigenous, and Latinx teaching artists who have historically been overlooked for higher paying teaching opportunities simply because they have not had the access to support and professional development that many white artists moving into New Orleans have. Attendees will learn about the individualized support and training process and resulting job opportunities for fellows, which could be replicated globally to combat an opportunity gap for any community members.

Presenters: Jenny James, Young Audiences of Louisiana; Renee Benson, Young Audiences of Louisiana; Sallay Shameka Grey, Young Audiences of Louisiana

11:25 AM - 11:30 AM

Break

11:30 AM - 12:15 PM

Session 9: **Emerging Voices Poster Session**

Sponsored by the BYU David M. Kennedy Center for International Studies

Narrative Storytelling Videos: A Catalyst for Reflection and Cultural Understanding Abroad

Poster Presentation | Language: Portuguese

This presentation explores the creation of narrative storytelling videos as a tool for reflection and cultural understanding in experiential learning abroad. In particular, highlighting the experience of undergraduates studying abroad in São Paulo. The videos emphasize the students' experiential learning, focusing on their immersion in Brazilian culture, language, and contemporary social issues, and offering a platform for creativity and introspection. Digital storytelling is a way to enrich study abroad programs, as it provides students with a deeper understanding of their host country and enhance their audiovisual narrative skills, as well as leave them with a tangible product of their experience.

Presenter: Mali Weitzman, Tulane University; Olivia Shackelford, Tulane University

Incorporating Spanish Language Instruction into Short-Term Faculty-led Programming in Latin America and the Caribbean: Student Outcomes and Benefits

Poster Presentation| Language: English

While intensive language and cultural immersion programs have dominated typical pedagogical approaches to language learning abroad, a growing trend in shorter-term programs with multidisciplinary emphases are challenging this model. Often shorter in length, these programs combine language instruction with other academic coursework in English. This trend is evident in Latin America and the Caribbean, where geographic proximity to the United States and student interest in Spanish language skill interact. Our presentation investigates the impacts of these short-term, non-intensive language programs on a student's professional, academic, and personal development.

Presenters: Max Courval, University of Utah; Jordan Lopez, University of Utah

La Danza Folklorica como herramienta para formentar la educacion cultural en ninos y jovenes

(Folkloric Dance as a Tool to Promote Cultural Education in Children and Youth)

Poster Presentation | Language: Spanish

Folkloric dance is a tool to foster in children and youth their own identity, sense of belonging and social values, especially for multiracial and minority children and youth within the United States. Folkloric dance gives children and youth the opportunity to express themselves emotionally and build a sense of confidence and self-esteem. Folkloric dance helps children and youth reclaim their cultural identity, take pride in their cultural heritage, and resist oppression. It also helps to express solidarity and empathy with other cultures. Dance helps break down these social barriers and brings different communities together. Therefore, we learn to appreciate each other more. This promotes unity and a sense of community. For young people this sense of belonging and empowerment helps them, as members of a community, to participate in civic activities and collaboration within their own schools. For young children, it helps them grow up with a sense of belonging. As a community, folkloric dance allows us to preserve and celebrate our culture despite living abroad and to appreciate the cultural diversity of the community in which we live, respecting one another. It promotes collaboration between communities and participation as citizens in the country where we reside.

Presenter: Aileen I. Villalba, Brigham Young University

Community Engaged Research with ONG Oro Negro: Lessons on Intercultural Exchange
Poster Presentation | Language: Spanish
This presentation reflects on my experience conducting public health and medical anthropological research with the tribal Afro-descendant Chilean population in Arica, Chile. As a non-black, North American scholar, I encountered several challenges and learning curves as I carried out my month-long independent research project with the organization Oro Negro. The study aimed to better understand the barriers to culturally informed healthcare for Afro-descendant Chileans. This experience taught me the invaluable lesson that effective intercultural research and collaboration requires humility, active listening, and a willingness to adapt one's approach to better serve the needs and priorities of the community being studied, emphasizing the importance of continuous dialogue and partnership in bridging cultural divides and addressing complex social issues.
Presenter: Jennifer Xiomara Herrera Cano, Tulane University

Tejano Music: Constructing Alternative Feminine Subjectivities
Poster Presentation | Language: English
This paper explores the intersection of gender, race, and music within the Tejano genre, focusing on the construction of alternative feminine subjectivities by Tejana artists. While Tejano music has long reflected hypermasculine identities shaped by the Mexican-American War of 1848 and borderland cultural dynamics, women have been historically marginalized within both the genre and academic discourse. By analyzing the contributions of artists like Lydia Mendoza and Laura Canales, the essay highlights how Tejanas have used music as a site of resistance, disrupting heteropatriarchal narratives that position women as passive participants in cultural struggles. Through their performances, these women challenge the constructed feminine subjectivities imposed by Tejano culture, offering personal stories of oppression and agency. Their work reveals the layered nature of subjugation not only by Anglos but also by Tejanos themselves. This paper contributes to Chicana feminist epistemologies by amplifying the voices of these overlooked artists and their role in reimagining Tejana identities within a decolonial framework.
Presenter: Dakota Shelton, Tulane University

Coloring in the Dots on a Map: Art Creating Tangibility for Global Citizens, Not Abstraction
Poster Presentation | Language: English
Art, as it represents the places it originates from, comes in many forms – architecture, horizontal and vertical murals, street performances, city letters, and in spaces wholly

dedicated to it – the curated contents of museums and galleries. This presentation posits that the degree to which global travelers engage with art and the extent to which their host locations make art accessible both directly have the power to strengthen or weaken the cultural impression of a location.
This poster will explore various examples of historically, culturally, and touristically recognized locations throughout the Yucatan peninsula as experienced during a summer study and service learning abroad, and the ways their art empowered the locations and their populations to form globally communicable first impressions and inspire further curiosity.
Presenter: Keona Patel, Tulane University

Music as a tool for teaching/learning K'iche'-Maya and connecting with the K'iche-Maya community
Poster Presentation | Language: Spanish
This poster will focus on the use of music to teach/learn K'iche'-Mayan language and connect with the K'iche'-Maya community in Guatemala and the diaspora.
Anna Francesca Hobbins, Tulane University
Presenter: Malcolm Miguel Botto Hortal, Brigham Young University / Tulane University

Open Borders, Closed Opportunities: The Paradox of Immigration Policy and Socioeconomic Integration for Venezuelan Migrants in Ecuador
Poster Presentation | Language: English
The socioeconomic integration of Venezuelan migrants in Ecuador presents a unique challenge, not solely from a humanitarian perspective, but as a key factor in the nation's socioeconomic development. While Ecuador's open-door immigration policy has facilitated the mass arrival of Venezuelan migrants, this approach has unintentionally shifted state responsibility away from structured integration efforts that could harness the potential economic contributions of migrants. Our personal experiences substantiate this claim that formal employment barriers often relegate skilled workers to informal labor in ride-sharing and food vending services. This paper argues that addressing this gap requires a shift in policy focus from passive openness to proactive integration—culturally as well as economically—to best leverage migrant skills for national progress.
Presenters: Luke Volpe, Tulane University; Anna Francesca Hobbins, Tulane University

12:15 PM - 2:00 PM
Lunch on your own
12:30 - 1:30 PM AAPLAC Board Meeting

2:00 PM – 3:15 PM

Session 10: Curriculum Design, Pedagogical Communities, and Culturally Responsive Pedagogy

Moderator: Cyntoya McCall

Linguistic apartheid: A testimonio of immigration & the dynamics of schooling socialization along the community college pathway.

Presentation | Language: English

The experiences that Mexican-American students have historically endured during their early schooling socialization in the United States are often negative and plagued by historical prejudices attributed to culture, identity, and in particular language (Springs, 2022) . This often causes students from such communities to be pushed out of schools and confined to a permanent underclass. There is a continued concern as Mexican-American students often leave during their early studies in community college (Peña, 2013) . Attributed to such pushout has been ideological inconsistencies within institutions such as community colleges in regard to academic expectations and concerns about college readiness, which create academic vulnerability in minority students often derailing their efforts to complete their studies (Smedley et al., 1993) . Earlier scholarship on Mexican-American students in community college has indicated the need to examine in respect to geography and what impedes the facilitation of educational access for such a student-population, therefore a continued examination of social inequality in college access for Mexican-Americans (Ferrin, 1972) .

For Latino students, the community college can be the first and last opportunity to obtain a higher education. Bicultural Bilingual studies that draw upon language, culture and identity in the crafting of responsive curriculum in the retention of Latino students within community college have been found effective for student retention and transfer onto four-year institutions. A responsive curriculum encompasses a teaching approach where the pedagogy responds to students' cultures which includes language and needs by assisting in the development of agency and students as producers of knowledge. Furthermore, an ethnic studies pedagogy draws upon teaching practices that are culturally responsive and relevant building upon students' experiences, perspectives, developing students' critical consciousness, and creating caring academic environments (Tintiangco-Cubales et al, 2015).

Presenters: Kevan A Kiser-Chuc, PhD, Tucson Unified School District; Jesus Jaime-Diaz, PhD, University of Arizona

At the Intersection of Interculturality and Criticality: Strategies to Help Students Engage in Complex Social Issues in Ecuador

Presentation | Language: English

With Fulbright Hays Grant funding, Illinois College education students and local teachers traveled to Ecuador to examine how concepts of interculturality are taught in Indigenous communities. Then in large cities, where economic and political power is concentrated, participants practiced criticality. Through the intersection of interculturality and criticality, participants created lessons to teach students to see the value of other cultures while understanding the power dynamics that allow some cultures to dominate over others. In this presentation, I discuss the activities and program structure that gave participants the tools to engage their own students in the concepts of interculturality and criticality.
Presenter: Steven Gardner, Illinois College

Building a Collective to Support Atlanta Teachers in Policy Advocacy and Critical Pedagogy
Presentation | Language: English
Restrictive educational policies in the United States have contributed to public school curricula being primarily focused on skills acquisition, standards, and testing. Additionally, graduates of justice-centered teacher preparation programs often do not have access to justice-centered, dialogic professional development. Furthermore, recent legislation against "divisive concepts" presents barriers to critical teaching. This project re-positioned educators as curriculum creators and policymakers, honoring their agency and advocacy. Using cultural-historical activity theory as a lens for examining complex systems and drawing on case study methodology, the researcher studied efforts and impacts of a collective of humanities educators in Atlanta, Georgia.
Presenter: Nadia Behizadeh, Georgia State University

Empowering Student Agency in STEAM through Culturally Responsive Pedagogy
Presentation | Language: English
Culturally Responsive Pedagogy (CRP) empowers educators to engage in empathetic learning practices that address the diverse needs of their students. Within STEAM environments, art has often been incorporated without a close examination of the cultural identities of the students creating it, leading to culturally incompetent practices. This can result in diminished learning outcomes, as students may not feel valued in the educational process. When CRP serves as the instructional framework, learning spaces become more inclusive. This curriculum design approach transforms education by authentically integrating students' cultural identities into the process, leading to more impactful learning outcomes and innovative cultural artifacts.
Presenters: Jorge Hernandez Cervantes, Georgia Institute of Technology; Nisa Floyd, Georgia State University; Michael Turner, Georgia Institute of Technology

Diversidad pedagógica y cultural: contraste entre enfoques tradicionales y críticos en las aulas de México, EE.UU. y Francia.

(Pedagogical and Cultural Diversity: Contrasting Traditional and Critical Approaches in Mexican, U.S. and French classrooms)
Presentation | Language: Spanish
Culture is a concept structured by multiple aspects that make up the society in which we develop, which is interpreted differently by each person, since each of us build it from our personal experiences, creating different visions that differ from each other.
Therefore, education is a fundamental part of this approach. In several countries, students do not have the opportunity to express themselves, question or innovate, hindering their integral learning, demonstrating the importance of having spaces that allow access to development opportunities in different disciplines.
Presenters: Marco Antonio Sierra Quezada, Universidad de Guanajuato; Karol Naomi Díaz Rodríguez, Universidad de Guanajuato

3:15 PM - 3:25 PM
Coffee Break

3:25 PM - 4:25 PM
Session 11: Intercultural Visual Fluency, Art, and Social Culture: The Transformative Power of Global Learning
Moderator: Stephanie Athey

The Codex Behind the Comix: Mesoamerican Roots and Contemporary Pop Culture
Presentation | Language: English
This presentation explores how ancient visual storytelling traditions—such as Mesoamerican codices and symbolic representations—are credited in contemporary works. Emphasizing the importance of rooting today's narratives in these historical foundations as cultural tools with political purpose, examples connect contemporary Mexican, Latin American and US Latine graphic artists to their Mesoamerican predecessors. Today’s graphic novels and comix embrace visual storytelling as the language of political and cultural power.
Presenter**:** Stephanie Athey, Lasell University

How to Read a Wall Mural: Artist, Activist, and Art Historian
Presentation | Language: English
This presentation explores how murals serve as multifaceted cultural artifacts. By examining murals as both public art and sites of social activism, this presentation demonstrates how one can view wall murals from the perspectives of an artist, an activist, and an art historian. This approach reveals the layers of meaning behind murals, from their aesthetic techniques to their role in amplifying marginalized voices. Attendees will gain

tools for critically analyzing murals, understanding their socio-political contexts, and appreciating their historical and artistic significance.
Presenter: Cynthia Becker, Boston University

Haiti – Nation and Migration: Haitian Art and Identity
Presentation | Language: English
This presentation contrasts how Haitians are depicted in international media with a vastly different set of images presented by Haitian artists across the diaspora. The speaker highlights the disparities between harmful external portrayals, historically conjured by political interests, and the self-expressive works of artists with strong roots in Haitian culture. The presentation argues for the importance of art in combating ignorance by opening a window into a beautiful and complex reality.
Presenter: Amy Bracken, W.K. Kellogg Foundation

Collaborative Mural and Quilt-making: A Response to Black Horror
Presentation | Language: English
This presentation explores a unique culminating project in a course on Black Horror cinema, where students engaged in a creative process that combined individual artistry with collaborative assembly. Each student created four 8x8 artworks inspired by the visual language of particular texts and themes, reflecting their personal interpretations of Black horror and its cultural significance. These smaller works were then joined to form a larger quilt or mural, symbolizing collective expression. The speaker discusses how this project fostered critical thinking, artistic collaboration, and a deeper understanding of Black horror as both a cinematic genre and a cultural movement.
Presenter: Charlotte Frazier, Lasell University

4:25 PM – 4:30 PM
Break

4:30 PM – 5:15 PM
Session 12: Sostenibilidad y Movilidad Académica: Innovación, Mitigación y Acción Climática
Sustainability and Academic Mobility: Innovation, Mitigation and Climate Action
Panel or Roundtable | Language: English
This roundtable will address the impact that international mobility programs have on climate change and sustainability, highlighting sustainable policies at institutional and educational levels. Tecnológico de Monterrey will present its “Blue Route,” a comprehensive plan for mitigation, adaptation and environmental education. IOI will share its approach to carbon neutral Study Abroad programs, promoting offsetting through

regenerative agriculture practices. In addition, practical tools such as the CANIE Accord or the Stay Local Abroad initiative will be presented, which will help institutions develop effective strategies to reduce their carbon footprint and promote a more responsible and sustainable international academic mobility.
Presenters: Daniel Ponce-Taylor, Intercultural Outreach Initiative (IOI); Karina Ruiz, Tecnológico de Monterrey; Sebastián Fernandes, Fixterra

5:15 PM – 6:00 PM
Business Meeting and Conference Closing

7:30 PM
Transportation to Maiz de Cacao
Lobby of the Hotel Ritz

8:00 PM – 10:00 PM
Conference Dinner
Maiz de Cacao
Córdoba 148, Roma Nte., Cuauhtémoc, 06700

SATURDAY, MARCH 15, 2025

9:00 AM - 10:00 AM
Travel to Comunidad Nueva
C. Lerdo, Guerrero, Cuauhtémoc, 06300

> ***Estimated time between Hotel Ritz and Comunidad Nueva***
> *Walking: 29 minutes*
> *Trolebús: 20 minutes ($7 pesos per person using a metrocard, "**tarjeta de movilidad".** You are not able to pay for public transportation with a cash, but one card can be used for several people)*

10:00 AM – 2:00 PM
Walking Tour: La Guerrero Through Its Community Arts Spaces

PRESENTER BIOGRAPHIES

Dania Abigail Acosta Ramírez
Dania Abigail Acosta Ramírez is a student at the Universidad de Guanajuato, where she is receiving her Bachelor's in education. She has participated in various international youth forums that promote sustainable development. She formed the youth collective named Yo+jo Valley, which aims to assist in the development of communities in the city of León, México.

Mariajulia Martínez Acosta
Mariajulia Martínez Acosta, currently serves as Sustainable Development Liaison Manager at the Dirección de Desarrollo Sostenible y Vinculación del Tecnológico de Monterrey, where she also served as Leader in Education for Sustainable Development. She was also Deputy Director of the ODS Initiative at TEC, a platform focused on the generation and development of innovative solutions for the implementation of the Sustainable Development Goals of the United Nations. Since 2011, she has been a professor of sustainability, climate change and sustainable development at Tec de Monterrey. She has participated in the design of activities, projects and courses for the Tec 21 model, and week i, carrying out sustainability projects and linkages with companies and institutions, as well as advancing the inclusion of sustainable development as a principle of curriculum design.

Jacqueline Amezcua
Originally from Los Angeles, CA, Jacqueline holds a bachelor's degree in Latin American, Latinx, and Caribbean Studies and Spanish from Dickinson College. She is currently completing her master of arts in Latin American Studies at Tulane University. Her research interests include expressions of queerness, Blackness, performance resistance and urban resilience in the northeastern region of Brazil. She aims to advocate for the (re)writing of histories to incorporate elements of accessibility, focusing on stories of resilience, community, and living memory. She ultimately hopes that her writings and incorporation of performance can serve as a tool for embodied civic engagement.

Stephanie Athey
Stephanie Athey is Visiting Scholar at the Human Rights Institute of Binghamton University (SUNY) and Professor of Cultural Studies in the Humanities Department at Lasell University and Director of the Honors Program. Her 2024 book *Torture in the National Security Imagination* was published by the University of Minnesota Press, and she has partnered and led in the development of Shoulder-to-Shoulder community partnerships and pedagogy for experiential global learning in Mexico, Nicaragua, Ecuador, and Antigua & Barbuda over twenty years and is proud to be partner in the Coatepec non-profit Niños de Veracruz founded with Prof. María del Refugio López Cruz. She is a dedicated AAPLAC fan.

Haydn Tiago de Azevedo Mafra Jones
Foreign Language Department at Campbell University, Buies Creek North Carolina. He is the academic adviser for the Campbell Hispanic Association (CHA) and also for the Catholic Student Association (CSA). He taught Portuguese at the University of Puerto Rico-Río Piedras 1999-2003. He obtained his Doctorate in Romance Languages from the University of North Carolina at Chapel Hill. He has interviewed, presented conferences, and published a review on Nobel Prize winning author José Saramago. He has published articles in the MIFLIC Review, The Romance Language Annual and Hispania, as well other reviews, and journals. He has completed translations of Lauro López Beltrán's "La persecución religiosa en México" and María Helena Azevedo's "A Hora Branca." He published a book of poetry in January 2023 entitled "Between Love and Death: Lyrical Musings in English and Portuguese. He was president of The Association of Academic Programs in Latin America and the Caribbean (AAPLAC) 2016-2018.

Carolyn Barber-Pierre
Carolyn Barber-Pierre is the Assistant Vice President for Student Affairs, Multicultural Affairs. Carolyn has more than 40 years of professional experience in the field of higher education, diversity and inclusion and has served in her current position since 2000. Carolyn with her husband Curtis Pierre, co-founded the group, Casa Samba, a local traditional Brazilian Drum & Dance troupe that has been teaching and performing in the greater New Orleans for more than 30 years. Additionally, she is an adjunct instructor in the Dance Department.

Cynthia Becker
Cynthia Becker is Professor of African art history in the History of Art & Architecture Department at Boston University. Her book *Amazigh Arts in Morocco: Women Shaping Berber Identity* won a Choice book award in 2007, and *Blackness in Morocco: Gnawa Identity through Music and Visual Culture*, was published by the University of MN Press in November 2020. She has traveled with students to Zanzibar, Morocco, and Cuba and written numerous articles about such topics as the Sahara as a cultural and artistic zone, Amazigh identity politics, contemporary art in the Maghreb, Black Indians in New Orleans, as well as counter-monuments to the Confederacy in New Orleans (her hometown).

Nadia Behizadeh
Nadia Behizadeh is a professor of adolescent literacy and co-director of the Center for Equity and Justice in Teacher Education at Georgia State University in the U.S.A. She is also the past chair of the English Language Arts Teacher Educators (ELATE), part of the National Council of Teachers of English. Her scholarly endeavors are centered on increasing middle school students' access to critical writing instruction that prepares them to envision and build a more just world. Dr. Behizadeh employs an interdisciplinary research agenda that includes developing theories and practices of powerful writing pedagogies, critiquing educational policies related to writing assessment and teacher evaluation, and evaluating methods for social justice-centered teacher preparation.

Renee Benson
Renee Benson is a New Orleans-based singer, songwriter, poet and composer. She has performed in Germany, Austria, Turkey, UK, Hungary, Bulgaria, Serbia, Greece, Holland, Denmark and Romania. Renee has graced the stages of some of Europe's and the world's biggest festivals: Glastonbury Music Festival, Popfest, Eurovision and Life Ball.
Building upon her rich performing arts experience, Renee spent three years at Young Audiences Charter School where she acted as a teaching artist, ELA teacher and founder of the schoolwide mindfulness program. She quickly became the Director of Education at Young Audiences of Louisiana, and in that capacity began advising leadership on diversity, equity, access, and inclusion work. Currently, Renee serves as the Director of Access, Belonging, and Strategic Partnerships.

Aaron Bodle
Aaron Bodle is an Associate Professor in the College of Education at James Madison University where he teaches social studies methods, creativity, and qualitative inquiry to

beginning elementary educators. Using film, animation, and traditional methods of data generation and (re)presentation, his research explores changing conceptions of citizenship in relationship to place; students' and teachers' perceptions of their connections to global, national, and local contexts; and antiracist education in theory and practice. Dr. Bodle serves on the Executive Board of the Arts and Inquiry Special Interest Group of the American Educational Research Association (AERA) and is a member of the Youth Theatre Journal (YTJ) editorial board. In 2023, Dr. Bodle was recognized as the Sarah B. Luck Endowed Professor of Teacher Education. He has also been honored with the JMU College of Education Distinguished Service Award (2022-23), The Madison Scholar Award (2016-17), and the Karen Santos Award for Faculty Innovation (2016).

Malcolm Miguel Botto Hortal

Malcolm Miguel Botto Hortal received his undergraduate degree in Linguistics and Anthropology from Brigham Young University. His graduate work focused on "Rock-Maya" music and identity construction in Santa Catarina Ixtahuacan, Solola Guatemala. He currently teaches K'iche'-Maya at BYU and for Tulane's Summer Mayan Language Institute. Malcolm has been coordinating international study programs as well as cultural and artistic exchanges for nearly two decades.

Amy Bracken

Amy Bracken is the W.K. Kellogg Foundation communications officer for Haiti and Mexico. A long-time journalist, she has expertise in border, refugee and migrant issues and was a correspondent based in Haiti for many years. She has reported from borders and other locations in Latin America, the Caribbean, Europe and the US. She holds degrees from Tufts University Fletcher School of Law and Diplomacy and Columbia University School of Journalism. She has also taught on Haitian-U.S. relations in the Boston area.

Della Burke

Della Burke has been working in the field of International Education for more than 20 years. She is currently the Coordinator for Campus Internationalization at ITESO, the Jesuit University of Guadalajara in Mexico, and holds a master's degree in Latin American Studies from the University of Arizona, USA (2004). Previously, she worked the international offices of a number of public and private universities in the United States and Mexico. In 2019, she was charged with leading the Commission for Internationalization at ITESO and guided the interdepartmental team which devised the strategic and comprehensive internationalization

plan. She coordinates a variety of measures to increase internationalization on campus and diversify international opportunities for all ITESO students.

Alexis Chagollan Carretero
Alexis Chagollan Carretero is a student at the University of Guanajuato, working on his Bachelor's Degree in education. He has participated as a student representative in governing bodies of the university. He is currently studying the political participation of young university students and also promotes reading circles.

Adriana Chávez Hernández
Born in Mexico City in 2001, she is the eldest daughter of a working-class couple. She was always interested in social causes and humanistic issues; when other children presented about video games, she talked about immigrants and La Bestia. She began studying Social Anthropology at the UAM-I in 2019, graduating with her research work entitled "Murals as a spatialization of memory. The case of missing persons murals in Mexico City," which allowed her to grow as a person and also as a researcher.

Deborah Karen Colvin
Deborah Colvin is the Director of Operations and Programs for Natik Esperanza, a grantmaking organization supporting grassroots organizations in the Chiapas and Guatemalan Highlands. She came to Mexico as a volunteer in 1987 and has lived there ever since. Her academic studies include BA´s in psychology and philosophy, and specialties in Virtual Tutoring and the creation of Virtual Learning Environments. In Mexico she led an Educational Leadership program in Chiapas and is a retired professor in the Bachelor of English Teaching program at the Universidad Autónoma de Chiapas. She has been a teacher and elementary school principal in Chiapas and works as a coach for principals and district supervisors in Mexican public schools. Her earlier work in the placement and orientation of service-learning students from Mexican universities and Fulbright scholars in Mexico has given her a unique perspective regarding the current challenges in the academic exchange program of Natik.

Diana Córdoba Pérez
Diana Córdoba Pérez is an accomplished Costa Rican academic leader and instructional designer with expertise in experiential, service, blended and e-learning learning. Over 15 years of experience planning, developing, and implementing curricula across diverse fields,

with a strong focus on digital technology, e-content creation, and quality assurance. Experienced in engaging and guiding stakeholders, mentoring students, and facilitating cross-functional collaboration. Skilled in leveraging LMS platforms, and adhering to accreditation and compliance standards. Adept at project management, fostering partnerships, and providing advisory support, aligning closely with global learning objectives.

Max Courval

Max Courval is a Faculty-Led Coordinator at Learning Abroad in the Office for Global Engagement at the University of Utah. His portfolio includes the College of Science, College of Architecture & Planning, College of Health, College of Education, College of Engineering, College of Social and Behavioral Sciences, College of Law, School of Cultural and Social Transformation, and School of Business. Max studied abroad in Lisbon, Portugal in 2019 and in São Paulo, Brazil in 2022. He graduated from Arizona State University with a Bachelor of Arts in geography in 2020 and is currently pursuing his Master of Arts in Latin American Studies at the University of Utah. Max has previously worked as a Resident Director for the Critical Language Scholarship with American Councils for Education in Rio de Janeiro, Brazil in 2023.

Justina Dyck Janzen

She was born in Cuauhtémoc, Chihuahua, Mexico on November 16, 1987, as the 5th daughter of a Mennonite family. Translator for the government of the State of Chihuahua. Cooking instructor at ICATECH (Work Training Institute of the State of Chihuahua). In 2018 and 2019 she participated in gastronomic competitions organized by ICATECH where she obtained first place at the regional level and in 2019, 3rd place at the state level together with her team. She has organized culinary competitions to rescue Mennonite food and desserts, as well as creative dishes, within the Festival of the 3 Cultures, an event organized by the Cultural Institute of Ciudad Cuauhtémoc. She has been the coordinator and organizer of the Best Pastry Making Contest in the Mennonite community for 4 consecutive years. Creator of the Haund & Hoat culinary contest in collaboration with the Cultural Institute of Ciudad Cuauhtémoc, Chih.

Karol Naomi Díaz Rodríguez

Karol Naomi Díaz Rodríguez is a B.A student in Education at the Universidad de Guanajuato, with specialization in the areas of Curriculum Theory, Theories of Educational

Guidance and Educational Research. She has been a workshop leader in the institutions: Resplandor International and CEDECH Ac.

Sebastian Fernandes

Over the last 19 years, I have been involved in the international education industry, first providing solutions for universities to recruit around the world and now guiding the education sector to net zero and empowering students to make greener choices. After being an international student and understanding the positive impact our sector has on students' lives and communities, I am honored to have contributed to helping thousands of students live on their international education choices. International education brings people together, creates understanding, and helps build a better world, one student at a time. But climate change is putting all that at risk, and it's time to seek a greater purpose, Since I got involved in sustainability in 2021, I firmly believe that the education sector has the unique power to fix climate change for good; leading climate action by example and influencing the decision-makers of tomorrow.

Todd Fletcher

Dr. Todd Fletcher is Professor Emeritus at the University of Arizona and Director of International Resplandor. His research interests and scholarly publications focus on educational practices responsive to the cultural diversity of distinct learners, as well as the criteria that drive special education public policies in the U.S. and Latin America.

Nisa Floyd

Nisa Floyd is currently pursuing a Master of Science in Instructional Design and Technology at Georgia State University. She holds a bachelor's degree in English, along with a TEFL certificate, also from GSU. Nisa founded Art Makes during the pandemic, an organization dedicated to supporting art spaces in developing K-12 curricula and creating art kits for community organizations that serve deliberately underserved students and children. With a background as a museum educator at Atlanta Contemporary, she developed both K-12 and adult programming in collaboration with studio artists. Nisa's passion for art integration and literature began during her upbringing in Brooklyn, New York, where she frequently visited the MET and Smithsonian. Her research focuses on culturally responsive pedagogy, fugitive pedagogy, decolonizing education, and archiving personal experiences.

Charlotte Frazier
Charlotte Frazier is Director of the Rosemary B. Fuss Center for Research on Aging and Intergenerational Studies and Associate Professor of Psychology, Lasell University. A Doctor of Psychology, former Chair of Social Sciences, and associate professor, she founded Lasell STEM Fellows, a highly selective and intensive program that mentors STEM students of color in research with community impact. She teaches popular courses on psychology of the Black diaspora, race and space, Black horror and more.

Ricardo García Ceceña
Ricardo García Ceceña has worked at ITESO, the Jesuit University of Guadalajara in Mexico, since 2011. Currently, he is a Study Abroad Advisor in the Internationalization Office. As part of this position, he manages the Buddy Program, being responsible for its growth and consolidation as a successful internationalization at home initiative. From 2022 to 2024 he co-taught the class Interculturalism, in English. Previously, he was a professor in the Language Department and has taught at other Mexican and Colombian universities since 2007. He has an undergraduate degree in Education, a master's degree in Communication of Science and Culture, both from ITESO (2017). Ricardo has a passion for education, languages, cultures, and diversity.

Steven Gardner
Dr. Steven Gardner, Frances McReynolds Smith Professor of International Understanding, teaches Spanish language and culture at Illinois College. Dr. Gardner has co-written articles and co-presented workshops on the Santiago de Compostela pilgrimage as an immersion program. He has co-led several short-term study programs for students in Spain and Latin America, which include studying the European Union through walking the Camino de Santiago in Germany, France, and Spain, tracing the Muslim influences in Andalusia, learning about Peruvian culture and society by walking the Inca Trail, exploring the economic and environmental effects of ecotourism in Patagonia, and examining education, healthcare, and biodiversity through field experiences in Ecuador and Cuba. He is currently dedicated to developing and expanding Illinois College's partnership with institutions in Cuba, Ecuador, and Spain.

Annie Gibson
Annie Gibson is the Director of Study Abroad and Administrative Associate Professor at the Center for Global Education. She leads efforts to promote intercultural learning campus-wide, including oversight of the IDI Qualified Administrator's Group. She manages

all undergraduate study abroad and works with faculty to develop their international programs. She has traveled with students and taught in many countries (Brazil, Cuba, Costa Rica, Mexico, Argentina, Dominican Republic, Senegal, Spain, Italy, Denmark, and Sweden). She is the faculty director for a summer program highlighting the diasporic connections between Louisiana and the Black Atlantic World and teaches a wide range of courses in Latin American Studies, Spanish, Portuguese, Social Innovation and Entrepreneurship, and Intercultural Learning, including an intercultural development pre, during, and post study abroad course. She has published widely in Cuban and Brazilian performance cultures, immigration, travel and tourism studies, and intercultural learning.

Sallay Shameka Grey

Sallay Shameka Gray is an Actress born and raised in New Orleans. She studied theater at Northwestern State University in Natchitoches, LA and later received her BFA in acting and producing at the Academy of Art University in San Francisco, CA. She is a National Credentialed Teaching Artist for Young Audiences of Louisiana and taught middle school theater at Young Audiences Charter School. She has graced the stage in projects *The Black Nativity, Seeking Asylum*, *Le Code Noir* and *Inner Child*. Her recent film projects include *Alienated, I*, *Love Louis*, *Murderous Affairs*, *NCIS:New Orleans* and *I'M A Virgo*. Sallay Shameka is currently the International and United States representative for Women in Film and Television Louisiana as well as the immediate past president and has been on the Board of Directors since 2016.

Cesar Eduardo Jurado Gutierrez

Cesar Eduardo Jurado Gutierrez, Professor in the Department of Humanities, Universidad Autónoma de Chihuahua (UACH). Executive Director of Institutional Strengthening of the Institucional de la Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES) in Mexico. His international and intercultural vision has broadened through his education, graduating from the University of Texas at El Paso (UTEP) with a degree in Organizational and Corporate Communication in the United States and obtaining a Master's Degree in Higher Education from the UACH in Mexico. He chairs the Asociación Mexicana para la Educación Internacional (AMPEI), which brings together public and private higher education institutions in Mexico.

Jan Hanvik

Jan Hanvik (he/him/él) has been involved in US-Latin American cultural exchange since choosing Mexico, when he was taken in by a Zapotec/mestizo family, over Vietnam war

service. He graduated from City College, City University of New York with a BFA, Dance, minor Latin American Studies. New York University Center for Latin American & Caribbean Studies MA program recruited him to expand its arts profile. An internship led to Executive Director-ship of Pan American (Musical) Art Research; American Cultural Specialist (US Department of State) teaching residency, Bolivia, and dance research, Brazil; Fulbright Senior Scholar Award (dance), El Salvador, 1990-91; Uruguay (1999), Argentina (2001), arts management; contract with Ford Foundation Latin America program; publishing in Caribbean Review, Americas Magazine/OAS, DanceMagazine, Voices, Yomiuri Shimbun (Japan; interview with Nobel Peace Prize winner Rigoberta Menchu); inter alia. In 2019 he was named Ambassador of the P'urhépecha-led Patzingo Ecotourism Center, Michoacán, Mexico.

Melissa Hernandéz

Melissa Hernandez is a sophomore at Tulane University with a major in neuroscience on the pre-med track, and minors in French and Latin American Studies. As a result of her positive experiences with studying abroad, she is very interested in continuing to explore health policies in various countries, as well as striving to initiate change in the United States. At Tulane University, she is a Posse and Newcomb scholar, works as a trip leader for Tulane Outdoor Adventures, and co-founded a "Latinas Unidas" student organization, which seeks to uplift underrepresented identities within the Latin American community. She is also currently doing neuroscience research at LSU Health Sciences Center, which seeks to better understand the correlation between ADHD and adolescent binge drinking disorders.

Jorge Hernandez Cervantes

Jorge Hernandez Cervantes currently serves as co-director of the GoSTEM program at the Georgia Institute of Technology in Atlanta, Georgia, United States. He was born and raised in Guanajuato, Mexico and has reside in the United States for the past 13 years. Jorge has worked in Higher Education for over 7 years in roles promoting education and college attendance. In his current role Jorge leads outreach efforts of STEAM education in K-12, and serves as curriculum designer of STEAM research programs. Jorge earned a bachelor's degree in Marketing, and a master's in Public Administration from the University of Georgia. He is currently pursuing a Ph.D. degree in Learning Design and Technology at the University of Georgia focusing his research on embodied cognition of multilingual learners, and the arts integration in STEM in a multimodality approach. Jorge is a travel aficionado trying to visit 33 countries before he turns 33.

Abel Rubén Hernández Ulloa

Dr. Abel Rubén Hernández Ulloa is a Professor at the Universidad de Guanajuato. He is interested in the development of marginalized communities (such as indigenous and immigrant communities), as well as in critical pedagogies that value social justice, diversity and inclusion. He is coordinator of the Red Internacional de Investigación en Desarrollo Humano. He has coordinated books on social anthropology as well as educational research.

Jennifer Xiomara Herrera Cano

Jenny Herrera Cano is a fourth-year student at Tulane University, pursuing a Bachelor of Science in Public Health and a Bachelor of Arts in Latin American Studies and Spanish. Her interests lie in exploring the connections between cultural identity, public policy, and health, stemming from her experiences growing up in a diverse immigrant community in Atlanta. Jenny's research interests include topics such as cultural identity in media and literature, gender-based violence, human trafficking, and state-sanctioned violence as a health concern. Her formal research experience includes an independent study in Arica, Chile, working with the organization Oro Negro on the health experiences of Afro-descendant Chileans. She also works as a Research Assistant in the SHARE Lab at Tulane's School of Public Health and Tropical Medicine, where she is studying the perspectives people living with lupus have on COVID-19.

Anna Hobbins

Anna Hobbins es una estudiante de último año de la Universidad de Tulane en Nueva Orleans, Luisiana, que estudia Estudios Latinoamericanos y Estudios Jurídicos en Negocios. Originaria de Milwaukee, Wisconsin, ha viajado a Mérida, México, Santiago, República Dominicana, Quito, Ecuador y São Paulo, Brasil, a través de gratificantes experiencias de estudio en el extranjero. Sus intereses de investigación se centran en la experiencia de los migrantes, analizando las vías políticas para una inmigración laboral mutuamente beneficiosa entre los EE. UU. y México, la ciudadanía y las formaciones raciales y, más recientemente, la política de inmigración de Ecuador y su relación con los cambios en las rutas del narcotráfico a través de los Andes hacia Europa. Después de graduarse, espera ingresar al campo de la defensa de la inmigración, trabajando durante algunos años en el extranjero y en los EE. UU. antes de ir a la facultad de derecho para convertirse en abogada de inmigración. Más allá de lo académico, a Anna le encanta capturar fotografías, leer el libro de cocina de Sohla El-Waylly y descubrir nuevas pistas de funk brasileño.

Patricia Islas Salinas

PhD in Education from the Autonomous University of Chihuahua. Research professor at the Autonomous University of Ciudad Juárez. Level 2 Researcher for the National System of Researchers (SNII). Coordinator of the Academy of Sociology of Education UACJ, Member of the Mexican Council of Educational Research (COMIE). Member of the Academic Body 113 Studies on educational practices and interculturality. Lines of research: Interculturality, Educational processes and Health education. Collaborator of the Anabaptist Historians website of the University of Lancaster Canada and Preservings Magazine of the Plett Foundation Winnipeg Canada. Author of the books: Don Abram, esencia de dos culturas, Menonitas del Noroeste de Chihuahua, historia, educación y salud, La colonia menonita en Chihuahua, escenarios para el bienestar social. Coordinator of the book Mujeres menonitas, miradas y expresiones, Libro Sororidad Intercultural and the book Facetas de la Sororidad experiencias y visiones cotidianas desde el feminismo. Author of the Men and Women Mennonites Magazine, Outstanding, inspiring paths.

Jesus Jaime-Diaz

Dr. Jesus Jaime-Diaz is a first generation Mexican American/Chicano activist-scholar having earned a Ph.D. in Language, Reading & Culture with a Minor in Mexican American Studies from The University of Arizona. He also holds an MA in Interdisciplinary Studies and a BA with a double major in Ethnic Studies & Speech Communication from Oregon State University. Dr. Jaime-Diaz is also an AA and a GED recipient from Blue Mountain Community College in rural Northeastern Oregon. His research has focused on testimonio and critical ethnographic methods for exploring how Mexican American community college students in Oregon use their lived experiences as catalyst to “empower” them to pursue higher education. His current research utilizes racialized social class as a unit for analysis in the schooling experience(s) of Mexican American students along the Borderlands of Arizona.

Jenny James

Jenny James has worked in a variety of capacities at Young Audiences of Louisiana (YALA) since 2008 and currently serves as Executive Director. Through this work she has utilized her background in music and writing to design and implement innovative programming and community partnerships to meet the ever changing needs of children and families that to date has brought over 7 million dollars of grant funding from the United States Department of Education. Over the years, she has presented on arts-integration, literacy, STEM, family and community engagement, and early childhood education at several national and local conferences. Her guiding principle as a leader is that ALL young people deserve access to

a well-rounded, arts rich education and she is committed to weaving diversity, equity, inclusion, and access into the DNA of YALA.

Karen D. Jensen

Karen D. Jensen, Ph.D., is an Assistant Professor of Dance Education at Brigham Young University, where she earned both her Bachelor's and Master's degrees in Dance. With extensive experience teaching dance in private settings, public schools, and international contexts, she brings a rich, global perspective to her work. Dr. Jensen holds a Ph.D. in Curriculum Studies and Teacher Education from Texas Tech University, with a specialization in international internships. Her research focuses on dance pedagogy, screendance, and the integration of dance in international education, highlighting the transformative power of dance across cultures.

Shin Ji Kang

Shin Ji Kang is a Professor of Early, Elementary, and Reading Education Department at James Madison University. She has taught courses including early childhood methods, social justice education, and practicum at graduate and undergraduate levels and in-person and online formats. Shin Ji is a transnational, cross-cultural, and bilingual teacher educator and researcher working with students and teachers of various backgrounds and nationalities including North & South Korea and Uzbekistan. She served as a faculty developer through Center for Faculty Innovation at JMU by supporting faculty's research and scholarship in the areas of international research, intercultural learning, and global virtual exchanges. Her scholarly contribution has been recently recognized in Madison Scholar Award from JMU College of Education (2023) and Outstanding Research Paper Award from Korean American Researchers Association (2020) and Outstanding Service Award from Urban Education (2023).

Kevan A Kiser-Chuc, Ph.D.

Dr. Kevan A. Kiser-Chuc is a master teacher, teacher mentor/coach, and adjunct professor in both a public school district and at a land grant research university in the borderlands of the Southwestern United States. As a teacher researcher, Kevan proposes a classroom curriculum that is relevant and responsive, encouraging students to explore their identities using expressive arts and multimodal literacies.

Ekaterina "Katya" Koubek
Dr. Katya Koubek holds a Ph.D. in Second Language Acquisition/Foreign Language Education from University of Nebraska-Lincoln and a master's degree in Linguistics from Charles University, Prague, Czech Republic. She is a Professor and Teaching English to Speakers of Other Languages (TESOL) Coordinator at James Madison University (JMU). She teaches both undergraduate and graduate courses in TESOL programs at JMU, such as second language acquisition, methods of teaching English as a second language, and language assessment for multilingual learners. Her research interests include preservice teachers' intercultural competence, attitudes and beliefs, the use of action research in teacher education, high-impact practices and student engagement, and culturally responsive and sustaining practices. She has presented regionally, nationally, and internationally. She is the Communication Chair at Virginia TESOL, Member-at-Large for Virginia National Association of Multicultural Educators, and is the Chair Elect of the Standards Professional Council at the TESOL International Association.

Cristina López
Dancer, educator and artivist with a focus on social justice. Since 2012, she has used art as a tool to accompany and empowerment relatives of missing persons in Mexico. Her work extends to the refugee camps of Western Sahara (ARTifariti) and, since 2017, to women deprived of their freedom (through the Strategic Litigation Clinic of the UASLP) and young people struggle with addiction, with whom she works with somatic education and theater.

Jordan López
Jordan Lopez is a Faculty-Led Coordinator at Learning Abroad in the Office for Global Engagement at the University of Utah. Her portfolio includes programs in the College of Humanities, College of Social Work, and Honors College. Jordan studied abroad in Monteverde, Costa Rica in 2018. She graduated from the University of Utah with a Bachelor of Science in Environmental and Sustainability studies in 2019.

Ann Lutterman-Aguilar
Ann (she/her/hers) is passionate about transformative intercultural and global education. She has over 30 years of experience designing and facilitating community-based courses and programs using critical, experiential, feminist, and decolonial and postcolonial pedagogies. Ann is proudly a dual citizen of Mexico and the U.S.A., who has been working in Cuernavaca, Mexico with Augsburg's Center for Global Education & Experience (CGEE)

since August 1993. She teaches and is also involved in the overall administration and curriculum development for Augsburg's CGEE-Mexico site.

Merin McDivitt
Merin McDivitt is a writer and educator based in Mexico City for the last 6+ years. A graduate of the University of Michigan, she first arrived in Mexico as a recipient of the Fulbright Binational Fellowship. As a nonfiction writer and the founder of *The Gringa's Guide to Mexico City*, she is currently completing a Master's in Fine Arts in Creative Nonfiction at Bennington College.

Keona Patel
Keona Patel is passionate about developing cross-cultural competency to bring an ethically wholistic stance to disruptive innovation. Her ultimate aspiration is to build a sustainable educational-tech company, and she studies finance, political economy, ethics, and foreign language to work towards this goal. At Tulane, Keona is an Altman Scholar, a Lepage Center for Entrepreneurship Fellow, and an AKPsi pre-professional fraternity leader. In her free time, she enjoys playing basketball and volleyball, and exploring new cuisines!

Daniel Ponce-Taylor
Daniel Ponce-Taylor is the Director of Sustainability and Strategic Partnerships at IOI, where he promotes the implementation of the ODS to assess the global impact of international education. He has participated in the NAFSA Global Issues Panel on education and environmental sustainability, and contributed to the Forum on Education Abroad's "Aligning International Education with the SDGs" guidelines. In addition, he is Vice President of the European chapter of the Red de Acción Climática de Educadores Internacionales (CANIE) and co-chair of the NAFSA Sustainability Interest Group.

Karina Ruiz
Graduate in International Relations and Master in Public Administration and Public Policy. Manager of SDSN Mexico for Tec de Monterrey, with 90 Mexican universities committed to sustainable development in Mexico. Professor at Tec de Monterrey, Santa Fe Campus: Economic challenges and sustainable development (Bloque Rojo Tec 21) and International Relations (Multilateral Agenda, integrating block).

Rocío Ruiz Lagier
Anthropologist and professor in the Department of Anthropology at UAM-Iztapalapa, researcher at the CONAHCyT Program, Researchers for Mexico. In recent years, she has been interested in analyzing and accompanying processes of social construction of memory in diverse communities, such as communities in exile or victims of forced disappearance in Mexico. Currently, she is researching acts of memorialization related to violent events perpetrated by the state, and she accompanies the “La Glorieta de las y los desparecidos” collective, a space of memory in Mexico City.

Andrea Sánchez Galván
Andrea Sánchez is the Student Mobility Coordinator at Universidad Iberoamericana Mexico City, with more than 8 years in the management, outlining, and design of internationalization of higher education strategies for incoming and outgoing students. She holds a Masters degree in Strategic Design and Innovation from Universidad Iberoamericana Mexico City, a diploma in Internationalization of Higher Education by the Inter-American Organization for Higher Education and a Bachelor’s Degree in International Studies from the Universidad de Guadalajara. Currently and in previous positions, Andrea has worked in local diplomacy and in relevant sectors linked to education, culture, and participative democracy. She has built important experiences for international and national students, universities, and initiatives. This programming has been used as domestic instruments for evaluation, project creation, and innovation in new study abroad opportunities with social and educational impact.

Gemma Leticia Sánchez Juárez
Feminist anthropologist, activist and independent cultural manager. She is the founder and collaborator in the collective Artes en Resistencia, a feminist group that weaves political action, education, memory, feminisms with art for interventions in public spaces. She developed the research project Feminist Artivisms in Latin America in the face of the exacerbation of violence against women in times of Covid 19, as part of the PhD program in Anthropology and with a specialization in semiotic anthropology, at the Center for Research and Higher Studies in Social Anthropology. She has also collaborated in international women's urban art festivals (FEMINEM, Mexico. Festival Nosotras Estamos en la Calle, Peru). She has organized different feminist artistic interventions in her country. Her topics of interest are: the appropriation and reappropriation of socio-digital platforms by women, multi-situated collective strategies and actions again

Juanita Sandoval

Juanita Sandoval is a PhD candidate in the Teaching Learning and Sociocultural Studies Department at the University of Arizona. She was born and raised in Albuquerque, New Mexico, where she was a public school teacher for 10 years. She is a Spanish heritage-language learner, and identifies as a Chicana. Her research is centered in migrant shelters throughout Sonora, Mexico. There she studies the roles pedagogy, praxis and activism play within spaces that aid migrants. In addition, as an educator, Juanita is interested in the intersections between teacher preparation programs and arts based teaching methods.These methods guide educators when working with diverse linguistic and cultural communities, especially in the borderlands.

Stuart Schussler

Dr Stuart Schussler is an Interdisciplinary Postdoctoral Fellow at the University of Waterloo in Ontario, Canada. He is a scholar of social movements, researching how professors are able to connect their students with the dynamic, sometimes-chaotic grassroots organizations that are at the forefront of social change. Stuart recently translated Jerome Baschet's book *The Zapatista Experience: Rebellion, Resistance and Autonomy* (AK Press). Prior to getting his PhD, Stuart coordinated study abroad programs with the Autonomous University of Social Movements, bringing students to Cuba to learn about their socialist project and to Chiapas, Mexico to learn about the Zapatista struggle for indigenous autonomy. He has organized in the migrant justice collective No One Is Illegal, as a rank and file union member, a human rights observer in communities resisting mining in Ecuador, and with undocumented Colombian refugees organizing for justice. He lives in Toronto.

Olivia Shackelford

Olivia Shackelford is a fourth-year Tulane University undergraduate studying Latin American Studies and Spanish and Portuguese. She works for the Newcomb Tulane College Office of Study Abroad as a peer advisor, encouraging international education among her peers. She is passionate about the accessibility of global education and second language acquisition through immersion. After graduating she hopes to pursue a career in international education.

Olivia has participated in study abroad programs in Spain, Morocco, Panamá, Argentina and Brazil, giving her insight into experiential learning from the student perspective. During the summer of 2024, Olivia received the Foreign Language and Areas Studies Fellowship to study Portuguese in Brazil on Tulane's Summer in Brazil program. In Brazil, she co-created video blogs as a summer correspondent for the Stone Center for Latin American Studies at

Tulane University. Through narrative storytelling Olivia shared her experiences studying the Portuguese language, immersing herself in Brazilian culture, and examining contemporary social issues in Brazil.

Dakota Shelton

Dakota Shelton is a senior at Tulane University, pursuing a Bachelor of Liberal Arts in Political Science and Latin American Studies with a minor in Spanish. With a passion for the intersection of race, gender, and migration, Dakota has focused much of her academic work on how marginalized communities use cultural production as a form of resistance. She has presented previous research at the Rollins College Latin American and Latinx Studies Symposium, On Her Own Terms: Cardi B and Afro- Latina Sexuality. Dakota's work experience includes internships with the U.S. Department of State, New Neighbor Project, and Puentes New Orleans, which have deepened her engagement with social inclusion and community-building initiatives. Her academic endeavors have led her to study abroad in Chile and the Dominican Republic, broadening her understanding of Latin American cultures and identities. She will defend her thesis on Haitian social movements and race in Chile in April.

Melanie Shoffner

Dr. Melanie Shoffner specializes in English language arts education. Her education courses include ELA methods, curriculum theory, and the student teaching internship; she also teaches an English course on resistance and power. Dr. Shoffner is the editor of English Education, a member of the International Federation for the Teaching of English (IFTE) Advisory Board, and a former Fulbright Scholar (Romania). Her research addresses the dispositional and reflective development of preservice teachers.

Marco Antonio Sierra Quezada

Marco Antonio Sierra Quezada is a B.A. student majoring in Education at the Universidad de Guanajuato, with specialization in the areas of Curriculum Theory, Community Development and Educational Research. He has experience in the Congresses: AAPLAC 2024 and CONIITCH 2024, as a poster in the first one and as a speaker in the second one. He has been a workshop leader in the following institutions: Resplandor International and CEDECH Ac. Similarly, he is a participant of the Verano de la Ciencia UG, where he has worked with students from James Madison University in the United States and the University of Caen in France.

Marley Stuart

Marley Stuart is Executive Director of EcoStudio Foundation, a 501c3 public charity that develops study abroad programs for U.S. universities. In the last six years, he has designed and directed credit-bearing educational programs for more than eight hundred students from fifteen universities and colleges. Through this work, he has supported sustainable development projects in the Amazon basin and raised $20,000 for the conservation of threatened forests of Ecuador. As an editor with a ten-year work history in literary and academic publishing, he strives to publish quality writing in compelling print and digital formats while fostering a culture of sustainability in the arts.

Carolina Timoteo de Oliveira

Carolina Timóteo de Oliveira completed her undergraduate degree in English at the Federal University of Minas Gerais in Belo Horizonte. While pursuing her degree, Carolina conducted research on new literacy and critical literacy in English language textbooks. She worked as a Portuguese and English teacher for seven years before earning her master's degree in Latin American Studies at the University of North Carolina at Charlotte, where she investigated how Brazilian hip-hop can challenge social patterns and create new realities. Carolina has taught courses in Portuguese as a Foreign Language, Afro-Brazilian History and Culture, and Introduction to Latin American Studies to undergraduate students. Additionally, she has taught a study abroad class on Race and Performance in Brazil. Carolina is currently a PhD candidate in Latin American Studies at Tulane University, where

she is working on her dissertation focused on racial and cultural identity in the state of Minas Gerais, Brazil.

Cristian Gabriel Toro Meza

Cristian Toro Meza is a scholar of Latin American Studies and Music at Tulane University. A historian by training, his research projects have taken him to archives in Spain, Portugal, England, and Washington, D.C. His most recent project on music history investigates the influence of Queen Consort Maria Anna of Austria in promoting the arts in eighteenth-century Portugal. His research interests lie in the intersection of the arts, cultural policy, diplomacy, and gender.

Michael Turner

Michael Turner is the co-director of the GoSTEM program at Georgia Tech's Center for Education Integrating Science, Mathematics, and Computing (CEISMC) in Atlanta, Georgia, United States. He and his team lead bilingual programs around STEM education and college/career preparedness for Latino K-12 students across the state. Before arriving at CEISMC, Michael studied Political Science at Berry College, received a master's degree in Global Media & Cultures from Georgia Tech, and has worked in educational public programming since 2016. He's passionate about empowering students and communities, creating impactful connections around the Arts and STEM, and finally crossing off visiting all seven continents.

Aileen I. Villalba

I am Aileen Villalba, born in San Juan Puerto Rico, and raised in Paraguay. As a child I received a bilingual education in Guarani culture and Spanish. Daughter of a Paraguayan father and Bolivian mother, I was instilled to learn the culture of my ancestors. At the age of 6 I began my studies of classical dance and from the age of 10 I was immersed in the rich Paraguayan traditions, its folklore and Guarani art, through Paraguayan dance. At the age of 17 I decided to study and perfect myself as a professional dancer in the United States, first continuing my education at Ballet West Academy in Salt Lake City, Utah and acquiring my Bachelor of Arts, with a focus on dance, from Brigham Young University in Provo, Utah. Today I am a faculty member at Brigham Young University. I serve as one of the rehearsal directors in the cultural area of the Living Legends group. Also for the past few years I have been the director of a Paraguayan dance group called, "Paraguay Presente" in the state of Utah and a member of the non-profit organization "Paraguayans in Utah". Both groups

have as their banner and objective to carry forward the Paraguayan culture to the whole world, especially to all the Latin American community in our state.

Luke Volpe

A Cleveland, Ohio native, Luke Volpe is a senior at Tulane University in New Orleans, Louisiana studying International Relations and Economics. Rooted in his childhood obsession with maps and geography, Luke's academic passions revolve around international politics and the way it is informed by local history and culture. He has spent a semester abroad in Quito, Ecuador, gaining invaluable first hand experiences learning about governance in Latin America, ultimately inspiring this research project. Luke is also pursuing an accelerated Master's degree at Tulane in Political Economy with Data Analytics. After graduating, he hopes to enter the field of development economics, working and living in Latin America. His other interests and hobbies include playing soccer and watching his favorite club Everton, listening to 90s rock music, and exploring the New Orleans food scene.

Mali Weitzman

Mali Weitzman is a third-year undergraduate exploring the intersections between climate, economic development, and equity. Majoring in economics, Latin American studies, and Spanish and Portuguese, her interdisciplinary background informs her aspiration to deliver equitable solutions to the climate crisis in Latin America. Mali is a change maker always questioning the world around her. As the social media lead at a reproductive justice nonprofit in NOLA, Mali advanced reproductive rights through the power of art. This position enhanced her ability to communicate across identities and ignite her community. A recipient of the Foreign Language and Area Studies Fellowship to study Portuguese, Mali elevated her experience by co-creating videos for Tulane's Summer in Brazil, a study abroad program that targets language acquisition and investigates contemporary social issues. This unique lens provoked her to re-digest the intricacies of São Paulo in a new light and underscored how visual storytelling can spark social change.