

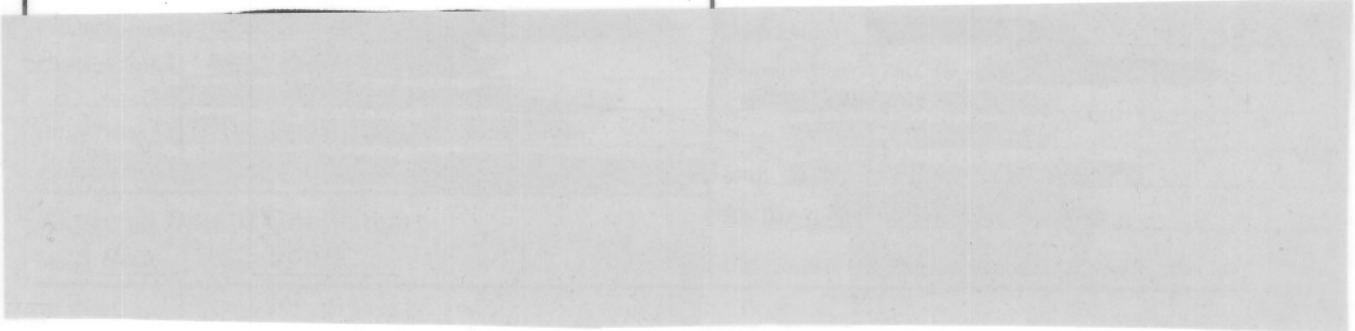
**Application Form**  
**2007-08 Mosse Distinguished Research and Service Fellowship**  
**Department of History, University of Wisconsin-Madison**

The Mosse Distinguished Research and Service Fellowship (\$2,000) is designed to reward majors who have demonstrated excellence in historical research and undertaken significant community service at the campus, local, national or international level.

**Students must enroll for 3 credits of supervised research, senior thesis, or directed study during the semester(s) for which the project receives support (e.g., History 681, 691, 699).**

**Faculty Information**

**Student Information**



**Mailing Address (if different from current address):**

same as above

**Title of Proposed Student Project**

US-Latin American Solidarity: From Sanctuary to Fair Trade

**Description of Proposed Student Research and Community Service Learning Project**

see attached

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List Any Other Awards or Funding Pending for the Same Project none

Support Requested for:  Summer 2007  Fall 2007  Spring 2008 (check all that are applicable)

Student's Signature

Date 4/9/07

Faculty Member's S

Date 4/10/07

4/16/07

2007-08 Mosse Distinguished Research and Service Fellowship  
Department of History  
University of Wisconsin – Madison

Community Service Oriented Learning Form

**Student Information:**

Student Name \_\_\_\_\_  
Phone \_\_\_\_\_  
E-mail \_\_\_\_\_

**Community Service Organization**      **Contact Information (name, address)**  
Madison Fair Trade Action Alliance \_\_\_\_\_  
Fair Trade University Service - \_\_\_\_\_  
Learning Project \_\_\_\_\_


**Please include organization's mission statement, if available:**

The "Fair Trade University" Service-Learning is an initiative that aims to provide thought-provoking and hands-on experiences to UW Madison students by building on the work of various community organizations and their relationships with coffee producers in Guatemala. By engaging in popular education with these communities, students will be able to explore the history of Guatemalan social movements and indigenous movements, issues of global economic justice, and north-south solidarity movements while assisting with community projects and contributing to the self-empowerment of Guatemalan communities.

I understand that \_\_\_\_\_ is applying for a Mosse Distinguished Research and Service Fellowship. I support the student's service learning proposal and am willing to work with the student on the community service aspect of the project.

Signature \_\_\_\_\_

Date: 4/9/07



**US-Latin American Solidarity: From Sanctuary to Fair Trade**  
*Project Proposal for Mosse Distinguished Research and Service Fellowship*

As a fourth year history student at the University of Wisconsin, I have had the opportunity to delve into Latin American history and understand the interconnectedness of our US history and the continuation of those social, economic, and historical ties today. I am interested in looking at US solidarity and resistance movements and how they can work in support of and in solidarity with Latin American movements. I am applying for the Mosse Distinguished Research and Service Fellowship in the hopes of participating in a service-learning project in Guatemala this May, where I can learn first hand about the connections between history, Latin American social movements, and how I can work in solidarity for social and economic justice in the global south.

This fall, I took Professor Florencia Mallon's course, History 242: Modern Latin American History. The class provided a foundation for understanding the long history of US involvement throughout Latin America as well as a base to look at indigenous history and history of the oppressed. Through the course, I was profoundly affected by the importance of documenting subaltern history in order to have any comprehensive understanding of the complexity of experience of the past. Professor Mallon's book, Courage Tastes of Blood, documenting the history of struggle of the Mapuche in southern Chile, serves as a model for documenting subaltern history in our contemporary and Western academia.

I am currently finishing my history degree this spring, with Professor Mallon's History 441: Revolution and Conflict in Modern Latin America and History 600: History

of the Idea of Human Rights with Professor Francine Hirsch. By combining these foci, I am conducting my independent research project for History 600 on solidarity movements in the US, and specifically, on the American Sanctuary Movement. The Sanctuary Movement was a religious and political movement of congregations across the US that provided shelter to political refugees from El Salvador and Guatemala. The movement grew between 1982-1992 in response to the military dictatorships in Central America and the US's political and economic support of these oppressive dictatorships. The Sanctuary Movement provided both physical refuge to immigrants and a political and religious platform to speak out, raise awareness, and call Americans to action. While I have not yet had the opportunity to study, research, and work in Latin America, I do have the ability to research and participate in efforts here in the US to work in solidarity for human rights in Central and South America.

My interest in immigration, human rights, and US solidarity goes beyond my academic research and permeates my community. I participate in immigrant rights efforts here in Madison. I am also a literacy volunteer at the Harambee South Park Street Health Clinic, providing reading materials and assistance to a primarily immigrant and Latino/a population. After graduating, I hope to continue pursuing these interests, either through immigration law, education, or continuing in the footsteps of my role models and creating a space in the academic study of history for activism and solidarity with the subaltern. I am applying for the Mosse Distinguished Research and Service Fellowship to allow me the opportunity to learn from and work directly with those whose history needs to be told.

This May, I have the opportunity to travel to Guatemala with the Madison Fair Trade Action Alliance (MadFTAA) and Just Coffee Fair Trade Coffee Roasters to participate in Fair Trade University (FTU), a ten-day service-learning project. Fair Trade University will provide college students with a hands-on introduction to the concept of fair trade and all of the issues that fair trade encompasses: issues of economic, social, cultural, and environmental justice. In a world where trade is the most common interaction across borders, Fair Trade University hopes to provide a first hand understanding of the importance of social and economic justice. FTU will give students a unique look at all of the aspects of fair trade from the perspectives of indigenous coffee farmers, fair trade coffee roasters, and social and environmental activists from the global north and global south. FTU is an atmosphere that combines experiential and classroom learning. While working and living in the communities, the trip will look at Guatemalan history, the history of the Santa Anita de la Union Coffee Cooperative, women's roles in organizing and resistance, and the history of CAFTA and the effects of neoliberal economic policies in the region. The ultimate goal of the project is to create a permanent service-learning course for UW students that would be sponsored by the Latin American and Iberian Studies Department and hopefully the History department. This initial delegation will help create the foundation for future trips.

With the financial assistance of the Mosse Fellowship, my participation would not only enrich my understanding of fair trade economics as a mode of US solidarity, but would also directly benefit UW-Madison and its History department. On returning from the trip, I will prepare written constructive feedback on how to improve and institutionalize the project, as well as how to effectively fit it into the current History

curriculum. In addition, the coffee cooperative Santa Anita de la Union, with which MadFTAA and Just Coffee have an ongoing relationship, will also potentially be forming a more substantial relationship with the history department through Professor Mallon's research with the community. My participation will encourage this ongoing relationship.

While my undergraduate history career is quickly coming to an end, I see this community-based service-learning trip to Guatemala as the beginning of a continuous struggle to understand, learn from, and give voice to those otherwise ignored and oppressed. Looking at and participating in solidarity efforts in the US has provided me with the context to learn and grow from this experience. With your financial support, I hope to continue in my journey of historical study and activism, as well as help create the infrastructure of a permanent service-learning project for other UW history students to do the same.