



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition



Hemispheres is a partnership of:

Center for European Studies
Teresa Lozano Long Institute of Latin American Studies
Center for Middle Eastern Studies
Center for Russian, East European & Eurasian Studies
South Asia Institute

in the College of Liberal Arts
at the University of Texas at Austin



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition

Primary Researchers:

Natalie Arsenault, Outreach Director
Teresa Lozano Long Institute of Latin American Studies

Christopher Rose, Outreach Director
Center for Middle Eastern Studies

Allegra Azulay and Terry Giles, Outreach Coordinators
Center for Russian, East European & Eurasian Studies

Rachel Meyer and Jordan Phillips, Outreach Coordinators
South Asia Institute

Field Reviewer:

Cody Moody
Liberal Arts and Science Academy, Austin Independent School District

Hemispheres
The International Outreach Consortium
at the University of Texas at Austin

<http://www.utexas.edu/cola/orgs/hemispheres/hemispheres@austin.utexas.edu>

Understanding Migration
Curriculum Resources for the Classroom

Revised Edition
Publication Date: December 2011

This unit contains copyrighted material, which remains the property of the individual copyright holders. Permission is granted to reproduce this unit for classroom use only.
Please do not redistribute this unit without prior permission.

Introduction

Why do people move? Simple as it may seem, this question raises complex questions about the causes of individual versus large-scale migration as well as the global effects of migration. This curriculum unit was conceived in response to numerous requests from educators concerning the discussion of issues related to human migration in the social studies classroom. Our goal was to present this fluid and nebulous concept in an easy-to-follow manner, with clear lesson objectives and outcomes.

Given our own strength as content providers for world studies courses (in Texas, this consists of the 6th grade Contemporary World Cultures course, 9th grade World Geography course, and 10th grade World History course, in addition to AP-level courses and other electives), we chose to address these essential questions by using a case-study approach looking at the phenomenon of migration in a global context.

The unit is aligned to middle and high school standards (Texas Essential Knowledge and Skills, as well as National Geography Standards) and so the activities have been designed for Grades 6–12, although some suggestions for use at lower levels are included below.

In 2011, following the revision of the Texas Essential Knowledge and Skills (TEKS—the state-mandated educational standards) for social studies, we created the revised edition of this unit. It incorporates feedback from field testers and educators who have offered constructive comments on the unit since its first publication. We hope that this unit, which has been used in classrooms nationwide, will be even more useful in this revised edition.

We welcome any feedback or comments you may have.

How to use this unit effectively in the classroom

The unit allows maximum flexibility on the part of the classroom teacher: modular in design, any section (or case study within a section) can be used individually or in combination with other sections. Based on previous coverage of the topic and the academic level of your students, you may incorporate as many or as few activities as support your learning goals. We encourage you to familiarize yourself with the entire unit so as to select the activities/topics that best suit your needs.

Section Overview

Section 1

A brief PowerPoint introduction to migration theory incorporates key vocabulary (e.g., push-pull factors) and real world examples. The original document can be downloaded from the Hemispheres website at: <http://www.utexas.edu/cola/orgs/hemispheres/>.

Section 2: Introductory Activities

Once students have a basic understanding of the forces that affect migration, we offer two classroom activities to generate a general discussion. Although these activities are intended to be used before Sections 3 or 4, they can also be used individually (or not at all). They should be implemented insofar as they facilitate learning goals and enrich your students' understanding of migration. **Student Activity 1** examines migration trends in your community through a series of interviews. This activity can easily be modified for use at the elementary level, by either interviewing one person as a class or using a story or video; you can discuss migration stories without conducting the spectrum graph activity. **Student Activity 2** examines film, asking students to think critically about the film and plot elements relating to migration. Since most films dealing with this topic are for more mature audiences, we suggest using this activity at the high school level. There are some films, such as the animated picture *An American Tail*, that could be used with younger audiences.

Section 3: Using T-Charts and Writing Prompts to Explore Migration

Intended for a middle school audience, the T-chart case studies may also be used with older students in place of the advocate/decision-making activity. The five topics, which are simplified versions of real world issues from Section 4, include background information for the teacher, short readings for students, and four variations of an analysis activity.

For a high school audience, a writing prompt is provided in the instructions as Variation 4 to use the documents in the T-chart case studies to write a DBQ essay. A grading rubric for the essay can be found on page 68.

Section 4: Using an Advocate/Decision-Making Activity to Discuss Migration

This “controlled debate” activity requires students to argue one side of a real migration issue. Two to three pages of essential reading are included for each topic; supplemental materials are provided if time allows or if you feel that the issue needs additional coverage. We have made a conscious effort to use as many primary document sources as possible in order to help build critical reading and interpretation skills; reading levels vary according to the documents selected.

A writing prompt is provided in the instructions (p. 65) to use the documents provided in each case study to write a persuasive DBQ essay. The essay exercise can be done as an assessment piece for the Advocate/Decision-Making Activity. A grading rubric for the essay can be found on page 68.

Appendix: Glossary of Terms

We have provided a list of terms defined in footnotes in the glossary for handy reference.

Additional Resources

Each case study in Section 4 also includes a list of Web and print resources for learning more about the topic it covers. *ABC-CLIO*, *History Alive!*, and other content providers may have additional materials that will help facilitate the coverage of migration in your classroom.

We hope you find this unit useful and that you feel free to select and modify activities as they fit your classroom needs.

**THIS CURRICULUM UNIT ADDRESSES THE FOLLOWING STANDARDS
IN THE TEXAS ESSENTIAL KNOWLEDGE & SKILLS (TEKS), 2010 REVISION:**

113.18 Social Studies, Grade 6

GEOGRAPHY

4) The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

The student is expected to:

- B) identify and explain the geographic factors responsible for patterns of population in places and regions;
- C) explain ways in which human migration influences the character of places and regions.

ECONOMICS

8) The student understands the factors of production in a society's economy.

The student is expected to:

- A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
- C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

HISTORY

1) The student understands that historical events influence contemporary events.

The student is expected to:

- A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

SOCIAL STUDIES SKILLS

21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

The student is expected to:

- A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
- B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- D) identify different points of view about an issue or current topic;
- E) identify the elements of frame of reference that influenced participants in an event.

113.33 World History Studies

CULTURE

18) The student understands the ways in which cultures change and maintain continuity.

The student is expected to:

A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

HISTORY

13) The student understands the impact of major events associated with the Cold War and independence movements.

The student is expected to:

F) explain how Arab rejection of the State of Israel has led to ongoing conflict.

SOCIAL STUDIES SKILLS

31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

113.34 World Geography Studies

HISTORY

1) The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

The student is expected to:

A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

8) The student understands how people, places, and environments are connected and interdependent.

The student is expected to:

A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;

- B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and
- C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

GOVERNMENT

- 14) The student understands the processes that influence political divisions, relationships, and policies.

The student is expected to:

- C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

CITIZENSHIP

- 15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

The student is expected to:

- A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and
- B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

SOCIAL STUDIES SKILLS

- 31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

THIS UNIT ALSO ADDRESSES THE FOLLOWING NATIONAL GEOGRAPHY STANDARDS:

Standard 9, Human Systems: The characteristics, distribution, and migration of human populations on Earth's surface.

GRADES 5–8

By the end of the eighth grade, the student knows and understands:

- 3. the types and historical patterns of human migration and;
- 4. the effects of migration on the characteristics of places.

GRADES 9–12

By the end of the twelfth grade, the student knows and understands:

- 1. trends in world population numbers and patterns and;
- 2. the impact of human migration on physical and human systems.

Student Activity: Migration Advocate/Decision-Making Activity

Advocate/decision-making activities allow for complete class involvement. Unlike class debates, which are usually dominated by a few of the most vocal students, the advocate/decision-making activity works well because each student is accountable for a role. Every student is either a debater (“advocate”) or a judge (“decision-maker”). The exercise sets up clear points of disagreement, and the competition to persuade the decision-maker enhances student motivation. In addition, such activities can be used with a large variety of historical and contemporary social studies problems and issues.

This activity revolves around a complex historical or contemporary migration issue that is presented to the students. It is presented in the form of a “should” question, allowing participants to examine reasons for support or opposition of the issue under discussion. Case studies for use with this activity can be found beginning on page 70.

Time Needed:

Two class periods of 45 minutes–1 hour each or one 90-minute class period will be sufficient for steps 3–5, assuming that:

- class preparation (step 1) is done outside of this time frame (this will require approximately 10–15 minutes to assign roles, distribute worksheets and readings, and to explain the first steps of the activity);
- individual preparation (step 2) is assigned as homework; and
- group preparation (step 3), confrontation (step 4), and de-briefing (step 5) are done in class.

We recommend a minimum of 30 additional minutes if individual preparation (step 2) is assigned as an in-class activity.

Supplies for this activity:

- the *Advocate’s Worksheet* (p. 66)
- the *Decision-Maker’s Worksheet* (p. 67)
- copies of the 2-4 page brief from any of the case studies that follow in this section, beginning on p. 70

Conducting the activity:

There are five steps in this activity, and an optional sixth step for assessment. It is also possible to do the assessment activity—writing a persuasive essay—without doing the advocate/decision-making activity. Begin by selecting the question(s) your class will debate.

Step 1: Class preparation:

Divide the students into 3 groups and assign each group one of the following roles: 1) advocates in favor, 2) advocates in opposition, and 3) decision-makers. The groups should be equal in size. When the class number is not divisible by 3, make the one or two extra students decision-makers.

Step 2: Individual preparation:

During this phase, the students should quietly read their background documentation. Each case study contains a brief that all students should read. Supplemental readings follow, which may be assigned as extra credit or as homework. While reading, each student should complete the appropriate worksheet.

Advocates prepare their arguments by finding relevant evidence in the text that supports their position, using the worksheet on page 66. Decision-makers prepare questions to ask the advocates and consider what the main arguments on each side are likely to be, completing the first section of the worksheet on page 67.

Alternately, you may choose to assign roles to students after they have done the reading and note-taking, requiring all students to examine all sides of the issue and prepare an argument for both sides.

Step 3: Group preparation:

Have your students come together in groups according to the roles they have been assigned: advocates in favor will meet with the other advocates in favor, advocates in opposition with their counterparts, and decision-makers with the other decision-makers.

In each group, students should share the information gathered during individual preparation, and the arguments they have prepared. The advocates should decide the best arguments for their perspective, while decision-makers should analyze both perspectives, deciding the best questions to ask.

Step 4: Confrontation:

Re-group your students into small groups of 3, consisting of one advocate from each side and a decision-maker. (If your class is not divisible by 3, there will be one or two groups with an extra decision-maker.)

For the first ten minutes, advocates in favor are allowed to present their argument to the decision-maker, who may ask questions. During this period, the advocates in opposition may only listen and take notes.

For the next ten minutes, advocates in opposition have their chance to present their argument, while their opponent may only listen and take notes.

For the final 10–15 minute period, the advocates may debate the issue, presenting rebuttals or challenges to the argument presented, and the decision-maker may further question both advocates.

At the end of this period, the decision-maker should complete his or her worksheet, revealing their decision and the reasons for it.

Step 5: De-briefing:

Individual decision-makers should stand before the class and summarize the debate process for their group, discussing which arguments were most persuasive and most supportable. They should end by announcing their decision and the reasons for it.

Arguments and decisions may also be reviewed in terms of values. A homework assignment, for all participants, could include an essay examining values: What values underlay the positions and statements? Where did the values conflict? What values did the decision-makers demonstrate?

Assessment (optional):

The assessment piece is a DBQ activity that uses the documents in each case study and the following essay prompt: *Read the introduction and the documents provided. Identify the push and pull factors given in the documents. Consider the overall issue. Are the causes economic, social, political, or environmental (or more than one of these) in nature?*

Write a persuasive essay in which you describe the issue presented. Be sure to identify the major push and pull factors, their causes, and the potential effects they may have on the migrants, the place they are planning to leave, and the place to which they are planning to migrate. Cite specific passages and examples from the documents to support your answer. Remember to consider the perspective of the authors of each document. Finally, explain which argument you find more persuasive, based on the factors you have described above. Justify your decision citing information from the documents, or from additional research.

A grading rubric may be found on page 68.

THIS ACTIVITY WAS ORIGINALLY DEVELOPED BY JOHN ROSSI OF THE SCHOOL OF EDUCATION, VIRGINIA COMMONWEALTH UNIVERSITY. THIS ADAPTATION BY HEMISPHERES, THE UNIVERSITY OF TEXAS AT AUSTIN, IS BASED ON A REVISED VERSION USED BY THE EDUCATION PROGRAM OF THE UNITED STATES INSTITUTE OF PEACE.

ADVOCATE'S WORKSHEET

Name: _____ Date: _____ Class: _____

My **position** on the issue is that _____

1. One **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

2. A second **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

3. A third **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

4. The **opponents** of this position might say _____

I would **reply to their reason** by saying _____

DECISION-MAKER'S WORKSHEET

Name: _____ Date: _____ Class: _____

I. List the questions you will ask the advocates when they try to persuade you. Ask challenging questions that show what you already know about the issue. Make sure your set of questions is balanced and does not show favoritism for one side.

1. _____
2. _____
3. _____
4. _____
5. _____

II. On the back of this sheet, list the reasons given by each advocate when they attempt to persuade you. Divide the reasons into two columns, as shown here:

REASONS FOR

REASONS AGAINST

III. Before making a decision, think about these questions:

1. Is the reason relevant?
2. Is the reason supported by evidence?
3. What reasons presented by one advocate went unchallenged by the other advocate?
4. What contrary evidence was presented?
5. How unbiased are the sources?

IV. After evaluating the reasons and evidence presented by both advocates, I have decided that:

V. The reasons and/or evidence that most influenced my decision, in order of importance, are:

1. _____
2. _____
3. _____
4. _____

Essay Grading Rubric

Essay : Understanding Migration

Teacher Name: _____

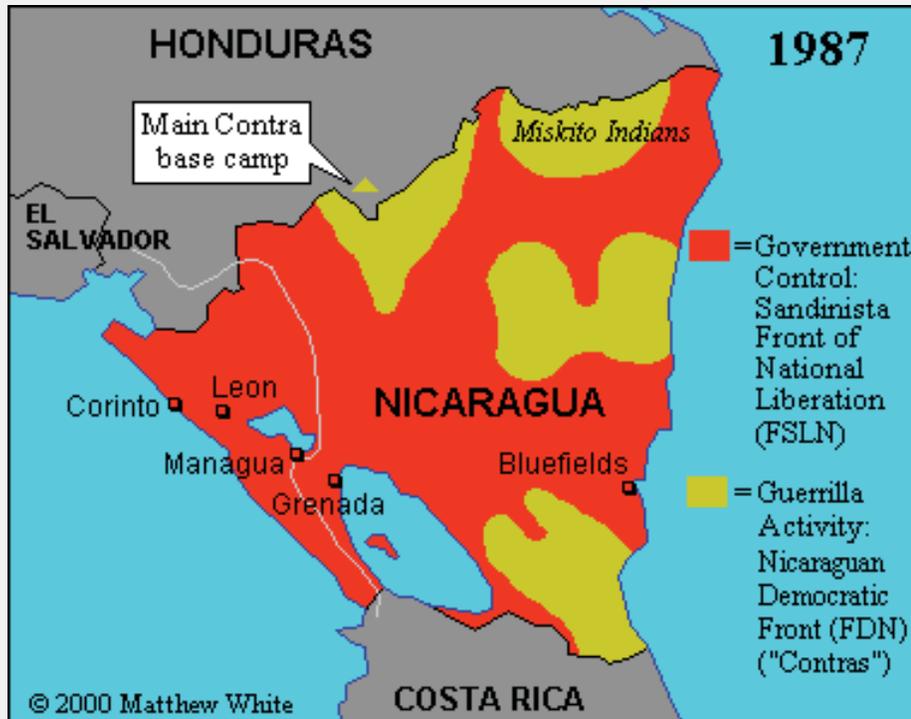
Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Should Nicaraguans have emigrated to other countries during the turbulent years of the Sandinista-Contra upheaval?

In 1979, after over four decades of the brutal dictatorship of Somoza, the FSLN (Sandinista National Liberation Front, or the Sandinistas) toppled his government with wide support from throughout the country. However, the country was in trouble (the economy was in ruins, food was scarce, education was weak, and medical help almost nonexistent) and the Sandinistas were soon fighting a guerrilla war launched by U.S.-backed *Contras*, or counterrevolutionaries. The new government faced many problems. Many Nicaraguans left their country, seeking peace and stability in other nations. Read the following to argue your position in the Advocate/Decision-Making Activity. Think about the political, economic, and security reasons why people would stay or go.

Map: Map of Nicaragua Guerrilla Activity, 1987



SOURCE: THE HISTORICAL ATLAS OF THE TWENTIETH CENTURY, © MATTHEW WHITE, 2000, [HTTP://USERS.RCN.COM/MWHITE28/NICARAGUA.HTM](http://users.rcn.com/mwhite28/nicaragua.htm).

Table 1: External Migration out of Nicaragua, by Sex, 1950–2000

Period	Men	Women	Total
1950–1955	6,000	4,800	10,800
1955–1960	6,000	5,000	11,000
1960–1965	8,000	6,000	14,000
1965–1970	12,000	7,000	19,000
1970–1975	20,006	20,000	40,006
1975–1980	30,300	29,650	59,950
1980–1985	55,500	54,650	110,150
1985–1990	81,700	74,000	155,700
1990–1995	62,700	51,250	113,950
1995–2000	82,300	75,500	157,800

SOURCE: INIDE (NATIONAL INSTITUTE OF INFORMATION AND DEVELOPMENT, NICARAGUA), ESTIMACIÓN Y PROYECCIÓN DE LOS COMPONENTES DEMOGRÁFICOS 1950–2050, A NIVEL NACIONAL, [WWW.INIDE.GOB.NI/PROYECCIONES/PROYECAP1.PDF](http://www.inide.gob.ni/proyecciones/proyecap1.pdf).

Table 2: Country of Birth of the Foreign-Born Population in the United States: 1960 to 1990

Country	1960	1970	1980	1990
Costa Rica	5,425	16,691	29,639	43,530
El Salvador	6,310	15,717	94,447	465,433
Guatemala	5,381	17,356	63,073	225,739
Honduras	6,503	19,118	39,154	108,923
Nicaragua	9,474	16,124	44,166	168,659
Panama	13,076	20,046	60,740	85,737

SOURCE: U.S. BUREAU OF THE CENSUS, [HTTP://WWW.CENSUS.GOV/POPULATION/WWW/DOCUMENTATION/TWPS0029/TAB03.HTML](http://www.census.gov/population/www/documentation/twps0029/tab03.html).

Reading 1: “The Impact of the Sandinistas on Nicaragua”

By July 17, 1979, the Sandinistas had formally taken power. Their new constitution guaranteed human rights that were previously ignored by the Somoza regime. It guaranteed equal justice under law, the right to free expression, and the abolition of torture.

The Sandinista cause was supported by three major beliefs. The first, political democracy, meant that the Sandinistas supported a republican form of government, based on elections with universal suffrage. The second, participatory democracy, meant active citizen participation in government organizations, task forces, etc. Finally the third, economic equality, meant a communistic economy and complete equalization of wealth.

But the Sandinistas seemed to ignore the first and most important of their principles: political democracy. They immediately set up a ruling junta.

The junta did, though, set out to educate their people in a way the Somoza regime had never attempted. The National Literacy Campaign of 1980 affected one in every two Nicaraguans. The literacy rate rose from 45% to 86% in one of the largest literacy campaigns ever, and the Sandinista government drew international acclaim.

Prior to 1979, about 4% of the landowners controlled about 52% of the arable land. The Sandinista junta set out to fix this, trying to make it an equal proportion. They started to confiscate Somoza family land, and other, similar land. The nationalization of Somoza’s property alone affected a total of 168 factories—25% of industrial plants in Nicaragua, valued at \$200 million. From 1981–1985, thousands of acres of land were expropriated and turned into new, peasant collectives.

The landlords that had had their land expropriated were also politically and socially persecuted. From the commencement of Sandinista rule, many rightists and right-wing sympathizers fled for the hills. With the discrete help of the US, these so-called counter-revolutionaries, or contras, began a guerilla war on the Sandinistas. Many Nicaraguans were now starting to doubt both Sandinista rule and the expropriation of the bourgeois land that led to this violence, terrorism, and death.

SOURCE: JORIAN POLIS SCHUTZ, “THE IMPACT OF THE SANDINISTAS ON NICARAGUA,” 1998. (REPRINTED WITH PERMISSION.)

Bourgeois: the middle class; a member of the property-owning class.

Expropriate: to take possession of someone else’s property for your own use without permission or compensation.

Junta: a small group of people, usually military officers, who rule a country after taking power in a coup or revolution.

Reading 2: Academic Paper on Immigration to Miami

Miami was a favored destination of Nicaraguan immigrants during the 1980s, and Nicaraguan immigration trends for Miami would have been similar to those in other parts of the United States (albeit with smaller numbers of immigrants).

The first Nicaraguans to arrive in Miami following the Sandinista ouster of Dictator Anastasio Somoza were those political and economic elites most intimately tied to the regime. A second wave of migrants arrived during the early 1980s. This wave was composed of urban professionals who overstayed their tourist visas. A third and much larger wave began arriving in the late 1980s as the US-sponsored Contra war against the Sandinista government devastated the country's economy. This wave was composed mostly of either rural peasants or urban working class Nicaraguans. Nicaraguan activists in [Miami-Dade] county estimate the current Nicaraguan population at somewhere between 150,000 to 175,000 persons.

During the 1980s the US government attempted to keep Nicaraguans in Central America in order to recruit them into the Contra army. "Federal officials thus did all they could to deter the arrival and settlement of new Nicaraguan refugees." By originally denying political asylum to thousands and rendering their migratory status "illegal," the government subjected a large portion of the county's Nicaraguan population to employment in the region's low-wage dead-end informal economy. Unable to practice their professions, they experienced downward economic mobility. In fact, a study conducted at the end of the decade found that "70 percent of skilled Nicaraguans were working below their training level."

SOURCE: GASTÓN ALONSO-DONATE, "NUESTRA AMÉRICA IN GLOBAL MIAMI: COMPARATIVE IMMIGRANT INCORPORATION IN THE SHADOW OF THE STATE." (NEW YORK: BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, N.D.) (REPRINTED WITH PERMISSION.)

Reading 3: Testimony, "Life in a War Zone"

Nancy Donovan, a missionary of the Maryknoll Order who worked for twenty-nine years with Nicaragua's poor, described her encounter with the Contras, whom President Reagan called "freedom fighters."

It is not easy to live in a war zone. The least of it was my being kidnapped by *contras* early this year. The hard part is seeing people die and consoling families. And it goes on and on in northern Nicaragua.

I found out that 14 civilians had been killed in two ambushes. Similar atrocities take place all over the country. I have a list of 35 civilians killed in our area between December 9 and January 23. Many others have been wounded or kidnapped. The *contras* boast of 500 recruits a month—this is one way to get them. Kidnapping with its uncertainty may be worse than killing. Some mothers tell daughters, "If they want to take you, run. That way they will kill you."

This is life in a war zone and it isn't pretty. It isn't good.

SOURCE: NANCY DONOVAN, M.M., "LIFE IN A WAR ZONE," *MARYKNOLL* 79, NO. 8 (AUGUST 1985): 24–27. (REPRINTED WITH PERMISSION.)

Informal Economy: economic activities that are not taxed or monitored by a government or supervisory agency.

Political Asylum: when a country allows a foreign citizen to reside there as a way to avoid persecution or arrest in their home country.

Supplemental Reading 1: Letter from Members of the First Veterans Peace Action Team (VPAT) to Harry Bergold, U.S. Ambassador to Nicaragua

Harry Bergold
Ambassador to Nicaragua
United States Embassy
Managua, Nicaragua

Dear Ambassador Bergold,

We, the members of the first Veterans Peace Action Team, have completed the first phase of our mission in Nicaragua. We want to share with you what we have seen and heard in the war zones, where United States policy has produced a veritable reign of terror, and to inform you of our plan for an unarmed and undefended peace walk between Jinotega and Wiwili through the Pantasma Valley, beginning Monday, March 23.

Over a two-week period we visited asentamientos in the northern war zones of La Dalia, Jinotega, and Pantasma. We also visited medical clinics and hospitals in Matagalpa and Jinotega, as well as the Managua Rehabilitation Hospital and military hospital at Apanas. We spoke to a wide range of Nicaraguans about the effects of the war: hospital patients; the mothers, wives, and *compañeros* of soldiers; the victims of ambushes; and, most movingly, survivors of the tank mine explosion of October 19, 1986 which destroyed a truck en route from Pantasma to Jinotega, killing 11 civilians and maiming 33 others.

Based upon our firsthand observations and eye-witness and victim accounts, we have arrived at a number of conclusions:

1. The military situation in Nicaragua reveals a clear case of aggression across recognized boundaries against a legitimate government. The war clearly reveals the Contra in the role of aggressor in violation of all principles of self-determination, and the Sandinista Popular Army in the role of self-defense, a right and duty embodied in international law and in the United States and Nicaraguan Constitutions.
2. The Contra war is not a war between armies. The Contra have systematically used the civilian population as targets, as well as health clinics, road-building equipment, telephone and power lines, agricultural cooperatives, schools, and other essentials of life for the civilian population.
3. The maiming and killing of children and civilians is United States policy, not an unintended or accidental consequence of United States policy.
4. The use of tank mines against civilians is the most outrageous and diabolical cruelty we have witnessed. Tank mines are placed on roads where there are no tanks and where it is known for a certainty that there is heavy, daily civilian use. We affirm the *Americas Watch* report of December 1986 which finds that "civilian deaths are directly foreseeable and avoidable, but the Contras take no precautions to avoid civilian casualties." Specific criminal responsibility rests upon the United States government for training, directing, and supplying the Contra in the use of tank mines against civilians under the Geneva Convention, the Nuremberg Principles, and the Land Mines Protocol.
5. Attacks upon health workers, doctors, health clinics and ambulances are at the core of an intentional, inhumane United States policy and a separate violation of law. Dr. John Isherwood of our team was present at the treatment for shrapnel wounds of leg, scrotum and ankle of a baby carried by its mother for three-and-a-half hours to a clinic after the Contra attacked her cooperative and threw a grenade on the roof of her home where she was trying to protect her four children. He stated "What we have seen is mutilated babies, maimed children paraplegics, young and old, who have lost feet, arms, and

... continues

legs. Health care facilities are over-loaded with frequent, severe mutilation injuries from mortars, grenades and mines; they are understaffed, with so many actively diverted to the direct defense of the civilians and development efforts; and drugs and the most basic essentials are in short supply or unavailable because of the United States embargo. Nonetheless, more doctors and nurses are now in practice than under the dictatorship, health care is free to all, and rural health care is, for the first time, a reality.”

6. The United States boycott is killing civilians every day through denying children and civilians access to medical supplies, clean water, repairs to vehicles, safety and sanitation needs, and in some areas, food and livelihood. The term “economic boycott” does not accurately communicate the intention and the effect of United States policy, which is simply the strangulation and death of people.
7. The war is not a Contra war, but a United States war. The war would end the moment the United States stopped paying, training, directing, directly arming and supplying the Contra. Here the Contra are called the Guardia, a more truthful label for they are the forces of the former Somoza dictatorship.

We ask you, Ambassador Bergold, by what reasoning does a wealthy and powerful nation decide to harm those who are poor and hungry?

Would you not better fulfill the duties of your office by seeking to create friends rather than enemies with the Nicaraguan people? We have found here a people who are remarkably open and longing for peace and friendship. Their courage in over-throwing tyranny must inspire the admiration of every friend of justice and liberty.

On Monday March 23 we will begin a walk of conscience and personal responsibility from Jinotega to Wiwili through an area subject to Contra mortar attacks, ambushes, murders, minings and destruction. The team will walk as a group of U.S. veterans (including five combat veterans of WWII and Vietnam) to accept responsibility as U.S. citizens for the acts of aggression being carried out by intermediaries of the United States.

The Veterans Peace Action Team will attempt to walk to Wiwili to share the fate of the Nicaraguan people who must use this road for their daily welfare.

If any member of our team receives injury or incurs death as a result of our witness of conscience, we wish to be clear that we do not hold the Nicaraguan government or people responsible. We will hold personally responsible you Ambassador Bergold and President Reagan, and every Senator and member of the House of Representatives who continues to support this grotesque intervention.

In peace,

Signed by:

S. Brian Willson and Members of the first Veterans Peace Action Team:

Richard Eugene Schoos

Peter T. Eaves

John Schuchardt

James R. Bush

Scott V. Rutherford

Holley Rauen

John D. Isherwood

John Poole

Joseph C. Ashley

Judith Williams

SOURCE: LETTER FROM MEMBERS OF THE FIRST VETERANS PEACE ACTION TEAM (VPAT) TO U.S. AMBASSADOR TO NICARAGUA, HARRY BERGOLD, MARCH 19, 1987. [HTTP://WWW.BRIANWILLSON.COM/AWOLVPAT1.HTML](http://www.brianwillson.com/awolvpat1.html). (REPRINTED WITH PERMISSION.)

**Supplemental Reading 2: Interview with Oscar Manuel Sobalvarro,
Chief of Staff, “Contra” rebel army, Nicaragua**

Oscar Manuel Sobalvarro, also known as “Comandante Ruben,” joined the resistance to the Sandinista regime in Nicaragua shortly after the Sandinistas came to power. He eventually became chief of staff of the Contra army. This interview, which was conducted for COLD WAR in October 1997, has been translated from Spanish.

On why he opposed the Sandinistas:

It was the repression carried out by the Sandinistas which forced me to take the decision to fight, in particular because we saw that Nicaragua’s democracy was under threat. The Sandinistas promised democracy, but what we began to see a few months after their triumph was very different. ...

My father is a peasant; his name is Justo Pastor Sobalvarro. He is a man of few means, hardworking, who serves his community. He used to grow coffee in the province of Jinotega, but his property was confiscated by the Sandinista regime. ...

My father, who was a liberal, said to me: “I think that these people are communists.” That’s what Somoza used to say in his speeches, and my father—though he didn’t support Somoza and was a great liberal—believed it. And being the age I was at the time—I was 19, very young—listening to my father say that every day influenced me, and I started thinking that yes, the Sandinistas were communists. And when they began to give signs that they were, I believed it, and that’s what made me decide to fight against them, even though the idea of joining the military and taking up arms to fight against someone hadn’t crossed my mind.

At the beginning of their government, the Sandinista Front promoted a literacy campaign, and this program included first and foremost the education of adults in the rural areas. And they sent student brigades to the mountains. These brigades included foreigners who were appointed coordinators of the groups. One of these coordinators came to our house, and this person turned out to be a Soviet, and in his speech he said that God didn’t exist, that God was Fidel Castro, and that it was necessary to serve Fidel Castro; that the government of Nicaragua was at the disposal of Fidel Castro, and that it was necessary to serve the government, and all this kind of thing—which we the Nicaraguans weren’t used to, because we’ve been very Catholic, especially my family. And I would say the Nicaraguans in general are very Catholic. And for someone to suddenly turn up and tell us that God doesn’t exist really started putting a lot of doubts in our minds. ...

There was a lot of hatred. Personally speaking, I was first and foremost affected physically by the Sandinista Front, because we were taken out of our homes and our families and threatened with being shot, and at that moment I began to build up a tremendous hatred against the Front’s structures, and I felt the desire to fight against these people because they were doing a lot of damage. Just as they hurt me and my family personally, we also saw how they hurt other people, and we really had the desire and the morale to fight. ...

[We didn’t like the] systems which the Sandinista government implanted in Nicaragua, such as the control of private property, the political persecution of all those who didn’t identify with the Sandinista regime, who didn’t say “I’m a Sandinista.” All this forced many Nicaraguans to fight against the Sandinistas, because, first of all, we weren’t prepared to give up what was ours, our property. The Sandinistas came and confiscated our properties. All those who didn’t agree with the Sandinista policies were subjected to confiscations and imprisonment, and their lives were threatened. Many were murdered just for disagreeing with the Sandinista Front. This sort of thing turned many Nicaraguan peasants against the Sandinistas and made them decide to fight [against them] militarily. ...

... continues

On joining the Contras:

I started [fighting] on March 20, 1980, with hunting rifles. My purpose in fighting the Sandinista Front at that time was not to wage war against them but to convey to the Sandinista government the message that the peasants and many other Nicaraguans did not agree with [the introduction of] new things which were alien to the way of life that we knew, and that if what they were trying to do was to implant a totalitarian communist regime, well, we weren't going to agree to that. And that's how we began the struggle. Initially we were a group of 15 young men, and then it grew to 30, and I was one of the leaders and main promoters of the group. That's how the Contras were born: what were known as the MILPAS: *Milicias Populares Anti-Sandinistas* [Anti-Sandinista People's Militias].

As part of the struggle against the Sandinista regime, we started laying ambushes; and it was during one of these ambushes that we retrieved two Soviet rifles. And it then became necessary to show the world that the Sandinistas really were being supported and supplied by the Soviet Union and Cuba. The best way of showing it was to present the Soviet-made weapons to the public, so after we retrieved these weapons I decided to go to Honduras to ask for support to present the weapons. After some time, we managed to make contact with Commander Enrique Bermudez, known as "Commander 380," and through him we showed the weapons to the U.S. government authorities who were in Honduras, and they were persuaded that the Sandinistas were indeed being supported and supplied by the Soviet countries. ...

This, of course, was in 1981, almost a year after the struggle began. Initially, we had used pistols and hunting rifles, but by now we had war weapons which we had captured, and their number was gradually increasing.

On U.S. support for the Contras:

It was through some contacts with the U.S. government that we started to receive help—first of all through Argentine instructors, who trained us, and then the Americans became directly involved in giving us help. There were difficult moments, times when we were getting help, and then the U.S. Congress cut off the aid, so we had to renew the struggle to seek help. Some of our people who represented the political side of the resistance lobbied the U.S. Congress to try to get help to continue the war against the Sandinistas. However, we were always fighting against the Sandinistas, even without help from the U.S. government. ...

I think that the support we received from the U.S. government wasn't aimed at us achieving a military victory in Nicaragua. I think we received help to pressure the Sandinista government into making changes. And it was not just the pressure that we exerted as guerrillas, but there were also the interests of the neighboring countries: Guatemala, El Salvador, Costa Rica and Honduras, who through the Esquipulas II agreement managed to get the Sandinistas to commit themselves to a process of democratization. And after these agreements, we became involved in negotiations with the Sandinistas. I also think that the Sandinistas were forced to negotiate not only because of the pressure exerted by the Central American countries, but because of the military pressure we exerted on them; because we were on top of them, gaining terrain every day, and they were unable to stop the guerrilla movement in Nicaragua through military force. So it was a combination of those two factors, and of course the [Sandinista] Front made mistakes—the Front made many more mistakes than we did as a resistance movement.

On Nicaragua's role in the Cold War:

There was a war going on in Nicaragua, there was a war going on in El Salvador, there was guerrilla warfare in Guatemala, there were small movements in Honduras—so naturally the big powers had a political interest in these events. We, as armed guerrilla groups, were an important factor in these big powers achieving their aims. ...

... continues

The interests of the Soviet countries were to spread the guerrilla movements throughout Latin America, and so of course we were protecting, let's say, the interests of the Americans by preventing these subversive movements from going any further. And I think that we, the Nicaraguans, were a very important factor in preventing the guerrilla movement in El Salvador from consolidating itself and taking power ... mainly because their strength depended on the support they received from the Sandinistas in Nicaragua, and since we were confronting the Sandinistas directly, the Sandinistas didn't have time to help the Salvadoran guerrillas, as well as other guerrillas in Guatemala and so on. So in this sense we were an important factor, and this was shown by the fact that when the resistance was dismantled, the Salvadoran guerrilla movement had to be dismantled too because they no longer had any base from which to continue fighting. ... And I think that at that very moment, the United States also achieved their aim of forestalling the emergence of any more guerrilla movements.

SOURCE: "INTERVIEW WITH OSCAR MANUEL SOBALVARRO, CHIEF OF STAFF, 'CONTRA' REBEL ARMY, NICARAGUA," *CNN COLD WAR—INTERVIEWS*, OCTOBER 1997. [HTTP://WWW.CNN.COM/SPECIALS/COLD.WAR/EPISODES/18/INTERVIEWS/SOBALVARRO/](http://www.cnn.com/SPECIALS/COLD.WAR/EPISODES/18/INTERVIEWS/SOBALVARRO/). (PERMISSION PENDING.)

**Supplemental Reading 3: “This Revolution Was Made to Create a New Society,”
speech by Tomás Borge**

The following reading is an excerpt from a 1982 speech by Tomás Borge, a founder of the FSLN, delivered to a crowd of 100,000 Managuans in a May Day celebration. First jailed by the Somoza government at the age of 16, Borge served as the Sandinista minister of the interior.

What is the difference between yesterday and today? Who are the ones who complain about the Sandinista People’s Army (EPS), the Sandinista Police, the organs of State Security—apart from some justified complaints against isolated cases of abuse which, though less each day, unfortunately are still committed?...

Those who complain are the ones who in the past had an unrestricted instrument for repressing workers and peasants; those who complain are the great landowners and the big industrialists and the tiny groups that still allow themselves to be confused by counterrevolutionary preaching. And the reason is very simple. While yesterday the industrialists and the landowners had an army and a police like the National Guard and an office of security serving their interests, today the workers and the peasants, all the working people, the ordinary people of Nicaragua, have at their wholehearted service the Sandinista People’s Army, the Sandinista Police, and the organs of State Security.

One would really have to be an idiot or a victim of delusion, or both, to ask for the support of the people in order to give back the lands that were taken away from the landowners, or to return the holdings that were confiscated from the *somocistas*...

With the victory of the revolution, a new phase begins. It is still necessary to unite the widest possible strata of Nicaraguan society to confront the common enemy of all Nicaraguans, which is US imperialism. This means that this new phase, after victory, puts the main emphasis on the defense of the nation, on the struggle to have our national sovereignty respected, on the right of self-determination, and on the need to unite all Nicaraguan patriots to confront a huge and cruel enemy.

But in this new phase, serious internal contradictions begin to come to the surface, when the revolution is forced—by its own dynamic and to remain in harmony with the political, economic, and social principles that were its reason for being—to determine which social sectors shall be given priority within the revolutionary process. Our people already know who the privileged ones were yesterday, and our people already know which classes have priority today, for whom this revolution was made...

This new phase, however, is extraordinarily complex, because on one side we have the interests of the workers and peasants, the backbone of the revolution. And on the other side there are those capitalist sectors that the revolution wants to keep on its side, even giving them economic incentives. But at the same time these sectors are torn apart by the dashing of their political hopes...

Experience tells us that a certain number of elements belonging to these social groups cannot resign themselves to the new reality, and that even within the revolution, there are those who believed that ultimately the dreams of the workers and peasants would end in a nightmare and the dreams of the bosses as a class would end in paradise.

Experience has also shown that there are capitalist sectors who are ready to work with the revolution, and that broad middle strata and the majority of small and medium agricultural producers have incorporated themselves into the revolutionary process...

... continues

This revolution was made, not to reaffirm the old society, but to create a new society...

Therefore, the Sandinista front was the living instrument for the conquest of power by the workers, and the living instrument for the consolidation of the power of the workers.

Just like the human body needs vitamins and protein to nourish itself and develop, the Sandinista front needs to draw its sustenance from the working class. The intellectuals, professionals, and others who want to identify with the Sandinista people's revolution, must identify with the interests of the workers and peasants.

The Sandinista front is the vanguard of the workers and peasants, and is the vanguard of these social sectors; the Sandinista front is the living instrument of the revolutionary classes, the guide leading toward a new society.

To sum up, all our efforts are directed toward destroying the negative habits that are a part of the *somocista* inheritance so that those habits enter a crisis simultaneously with the breakdown of the imperialist domination in Central America. This domination started to break down when the Sandinista people's revolution triumphed...

We reiterate our policy of peace toward the United States and our proposals to Honduras. This policy and these proposals reject the offensive and arrogant language that scarcely deigns to hide its aim of blocking any understanding.

But it is this arrogance I refer to. Nicaragua, they say, has become a threat to peace in Central America. This is a situation, they say, that they don't want and will not tolerate. What do they mean by that? That they neither want nor will tolerate ... What are they going to do to us? More than they have done to us already?...

Of course, we are still in favor of peace, but peace must begin with mutual respect. Although we have told you that apparently that prospect has been defeated, does this mean that imperialism has given up all ideas of direct aggression against Central America and Nicaragua? It does not mean this. They have given up, for the moment, perhaps, on direct aggression. But we would be naïve dreamers, we would be stupid if we believed that imperialism had already given up on wiping out our revolution...

It is trying to develop even further the tactics of destabilization used against our revolution. Internal corrosion within the vanguard is one objective. It wants to sow mistrust and internal violence inside Nicaragua. To give priority to the technical capacity and firepower of the counterrevolutionary bands ... They propose to increase sabotage, assassination attempts, and other forms of terrorism. They will try to disorient people, encourage ideological confusion, manipulating the religious feelings of the Nicaraguan people, and exploiting the consequences of our economic difficulties...

I believe that those who have conceived this plan are going to live and die deceived ... Here, during the Spanish conquest, they deceived the Indians with little glass marbles and mirrors. Those who dream of overthrowing the revolutionary government and its political leadership have not yet realized that the time of the *conquistadors* has gone, and that here the only thing we will conquer will be the establishment of a new and higher society.

SOURCE: TOMÁS BORGE, "THIS REVOLUTION WAS MADE TO CREATE A NEW SOCIETY," IN *AMERICAS: AN ANTHOLOGY* (NEW YORK: OXFORD UNIVERSITY PRESS, 1992), 316–319. (PERMISSION PENDING.)

Somocista: supporter of Somoza (the president ousted by the Sandinistas).

Sovereignty: a nation or state's supreme power within its borders.

Web Resources on Nicaragua and the Sandinista Years

There is no shortage of websites that address the Sandinistas and the Contras. Below are just a few helpful links, but an Internet search using those keywords will bring a wealth of materials, especially regarding the U.S.-funded Contra war and the Iran-Contra scandal.

Library of Congress, Country Study: Nicaragua

<http://lcweb2.loc.gov/frd/cs/nitoc.html>

A succinct overview of the geography, society, economy, transportation and telecommunications, politics and government, and national security of Nicaragua. Good background material for a better understanding of Nicaragua's history.

The Impact of the Sandinistas on Nicaragua

<http://www.jorian.com/san.html>

A brief overview of both the good and bad points of the Sandinista government in Nicaragua.

Thinkquest: Sandinista Revolution

<http://library.thinkquest.org/17749/lrevolution.html>

An overview of the Sandinista years with a few linked photos. This student-created site also contains information on the history, culture, and economy of Nicaragua. Site is available in English, Spanish, and Japanese.

1984: Sandinistas claim election victory

http://news.bbc.co.uk/onthisday/hi/dates/stories/november/5/newsid_2538000/2538379.stm

A news story from the BBC, written during the Sandinista years.

Narcotics Traffickers and the Contras

<http://www.webcom.com/pinknoiz/covert/contracoke.html>

Selections from the Senate Committee Report on Drugs, Law Enforcement and Foreign Policy, chaired by Senator John F. Kerry, regarding accusations that illegal gun-running and drug trafficking were associated with the Contra war.

Nicaraguan Contras: Photos

<http://www.rose-hulman.edu/~delacova/contras.htm>

Photos of Contras and links to related articles (in both Spanish and English).

About Hemispheres

Hemispheres, the international outreach consortium at the University of Texas at Austin, utilizes University resources to promote and assist with world studies for K-12 and postsecondary schools, businesses, community groups, and the general public.

Hemispheres is coordinated by five independent units that receive funding from multiple sources, including the Title VI International Area Studies Program of the US Department of Education:

Center for European Studies
Teresa Lozano Long Institute of Latin American Studies
Center for Middle Eastern Studies
Center for Russian, East European, and Eurasian Studies
South Asia Institute

Under the aegis of our Title VI mission, we are able to provide quality, free and low-cost resources that enhance understanding of diverse world regions to K-12 and post-secondary educators, business, the media, and civic and community groups.

For more information, visit the Hemispheres website at:
<http://www.utexas.edu/cola/orgs/hemispheres/>
or e-mail: hemispheres@austin.utexas.edu



THE INTERNATIONAL OUTREACH CONSORTIUM AT
THE UNIVERSITY OF TEXAS AT AUSTIN

Center for European Studies

Sally Dickson, Outreach Coordinator

(512) 232-4311

(512) 232-6000 FAX

The University of Texas at Austin

MEZ 3.304

1 University Station A1800

Austin, TX 78712

E-mail: sally.dickson@mail.utexas.edu

Center for Middle Eastern Studies

Christopher Rose, Outreach Director

(512) 471-3582

(512) 471-7834 FAX

The University of Texas at Austin

WMB 6.102

1 University Station F9400

Austin, TX 78712

E-mail: csrose@austin.utexas.edu

**Teresa Lozano Long Institute of
Latin American Studies**

Natalie Arsenault, Director of Public Engagement

(512) 232-2404

(512) 471-3090 FAX

The University of Texas at Austin

SRH 1.310

1 University Station D0800

Austin, TX 78712

E-mail: n.arsenault@austin.utexas.edu

**Center for Russian, East European
and Eurasian Studies**

Allegra Azulay, Outreach Coordinator

(512) 232-9123

(512) 471-6710 FAX

The University of Texas at Austin

CAL 415

1 University Station F3600

Austin, TX 78712

E-mail: aazulay@mail.utexas.edu

South Asia Institute

Rachel Meyer, Senior Program Coordinator

(512) 475-6038

(512) 471-1169 FAX

The University of Texas at Austin

WCH 4.132

1 University Station G9300

Austin, TX 78712

E-mail: rachelmeyer@austin.utexas.edu

**[http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu](http://www.utexas.edu/cola/orgs/hemispheres/hemispheres@austin.utexas.edu)**