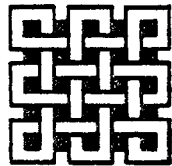


# ***ITS THE IMAGE THAT COUNTS***

**CARTOON MASTERS  
FOR  
LATIN AMERICAN STUDY**



**A National Seminar Publication  
Latin American Studies Association  
1976**

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1976

LATIN AMERICAN STUDIES ASSOCIATION

Gainesville, Florida

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IT'S THE IMAGE THAT COUNTS

CARTOON MASTERS  
FOR  
LATIN AMERICAN STUDY

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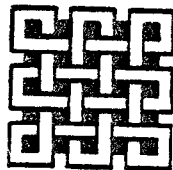
Miriam Williford  
Editor

A NATIONAL SEMINAR PUBLICATION

LATIN AMERICAN STUDIES ASSOCIATION

1976

THE LATIN AMERICAN STUDIES ASSOCIATION  
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SEMINAR AND THIS PUBLICATION POSSIBLE.



CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS

(CLASP)

1975

The Consortium is the national organization of institutions of higher education offering study related to Latin America and is in effect the institutional arm of LASA. Formed in the fall of 1968, the Consortium provides the institutional dimension for the realization of the educational purposes of the Association. Cooperative activities are arranged through the Steering Committee of the Consortium, while liaison is maintained through the Executive Secretariat which serves both organizations.

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Miriam Williford, Winthrop College

# PREFACE

IN THE SUMMER OF 1975, THE COMMITMENT OF THE LATIN AMERICAN STUDIES ASSOCIATION TO THE TEACHING OF CROSS-CULTURAL STUDIES TOOK TANGIBLE FORM IN THE FIRST NATIONAL SEMINAR ON THE TEACHING OF LATIN AMERICAN STUDIES. PARTICIPANTS INCLUDED TEACHERS FROM ELEMENTARY, MIDDLE, JUNIOR HIGH, SENIOR HIGH SCHOOLS, COMMUNITY COLLEGES, AND UNIVERSITIES. THESE SIXTY MASTER TEACHERS JOINED A FACULTY OF THIRTY-FIVE LATIN AMERICANISTS AND PROFESSIONAL EDUCATORS FOR AN INTENSIVE TWO WEEKS ON THE UNIVERSITY OF NEW MEXICO CAMPUS AT ALBUQUERQUE.

THE VALUE OF CROSS-CULTURAL STUDIES AND THE NEED TO EXPAND AND IMPROVE THE TEACHING OF LATIN AMERICAN STUDIES PROMPTED THE SEMINAR TO CONCENTRATE ON TWO KEY PROBLEMS: TEACHER TRAINING AND THE DEVELOPMENT OF CURRICULUM MATERIALS.

SUCH AN EMPHASIS WAS DESIGNED TO EXTEND THE WORK OF THE SEMINAR WELL BEYOND THE ALBUQUERQUE GROUP AND ITS TWO WEEK PROGRAM. THROUGH IN-SERVICE WORKSHOPS AND CONFERENCES CONDUCTED BY PARTICIPANTS AND THE PUBLICATION OF MATERIALS DEVELOPED AT THE SEMINAR, OTHER TEACHERS SHARE ITS RESULTS, THE BEAT GOES ON.

THIS LEARNING RESOURCE CONTAINS MATERIAL DEVELOPED BY THE AUTHORS, ALL SEMINAR PARTICIPANTS. ITS PURPOSE IS TO GIVE BUSY TEACHERS IDEAS FOR ENHANCING AND ENRICHING CLASSROOM ACTIVITIES THROUGH THE USE OF CARTOONS.

IT'S THE IMAGE THAT COUNTS IS DESIGNED TO SERVE AS A MODEL FOR TEACHERS IN DEVELOPING THEIR OWN COLLECTION OF CARTOONS FROM PRINTED MEDIA AS WELL AS TEACHER OR STUDENT ORIGINALS.

MIRIAM WILLIFORD  
23 FEBRUARY 1976

# USING CARTOONS

## AS A FOCUS OF STUDY

### THE PERSPECTIVE OF TWO TEACHERS

#### INTRODUCTION

LIKE ANY TEACHING TOOL, CARTOONS ARE NOT TO BE USED AS AN END IN THEMSELVES. THEY SHOULD SERVE THE PURPOSE OF HELPING STUDENTS RELATE DATA TO A TOPIC, A CONCEPT, OR AN IDEA THAT IS BEING TAUGHT OR REVIEWED.

#### WHY

STUDENTS ARE MEDIA ORIENTED.

#### USE

CARTOONS HELP STUDENTS IDENTIFY AND EXAMINE CULTURAL STEREOTYPES.

#### CARTOONS

CARTOONS HELP STUDENTS LINK CROSS-CULTURAL CONTEXTS TO SPECIFIC EVENTS THAT MAKE LITTLE SENSE UNTIL SUCH RELATIONSHIPS HAVE BEEN FORMED.

CARTOONS PROVIDE AN OPPORTUNITY TO VIEW SIGNIFICANT EVENTS THROUGH THE EYES OF OTHERS WHO SUBSCRIBE TO ALTERNATIVE BELIEF SYSTEMS.

CARTOONS, ESPECIALLY STUDENT DRAWN ONES, STIMULATE IMAGINATION AND CREATIVITY.

CARTOONS ENHANCE AND ENRICH STUDENT LEARNING.

CARTOONS PROVIDE A REFRESHING CHANGE OF PACE AND PERSPECTIVE IN THE CLASSROOM.

CARTOONS PROVOKE ANALYSIS THAT LEADS TO INTERESTING INSIGHTS.

## HOW TO

SELECT CARTOONS RELEVANT TO THE DATA,  
CONCEPTS, AND IDEAS TO BE TAUGHT.

## SELECT

A TEACHER MAY INVOLVE STUDENTS IN THE  
SELECTION PROCESS BY HAVING THEM:

- 1) LOCATE OR DRAW A CARTOON  
RELATED TO THE CONTENT THEY  
ARE LEARNING;

OR

- 2) DRAW CARTOONS FROM DIFFERENT  
PERSPECTIVES, E.G., ANGLO-  
AMERICAN AND LATIN AMERICAN,  
THAT FOCUS ON AN ISSUE THAT  
IS GERMANE TO THE CONTENT THEY  
ARE LEARNING.

## CARTOONS

A TEACHER MAY CHOOSE POLITICAL AND  
SOCIAL CARTOONS FOUND IN MEDIA PUBLISHED  
IN COUNTRIES AND REGIONS LOCATED WITHIN  
THE TARGET CULTURE.

SELECT CARTOONS THAT PRESENT ALTERNATIVE  
WAYS OF VIEWING THE SAME PHENOMENON.

PROVIDE EACH STUDENT A DITTO COPY BY:

## HOW TO

- 1) USING THERMAL MASTER EQUIPMENT TO  
MAKE THE MASTER,
- 2) TRACING THE CARTOON ON TO THE MASTER  
(VERY TIME CONSUMING),

OR

## DISPLAY

PROJECT A SINGLE, LARGE IMAGE OF THE CARTOON  
ON TO A SCREEN BY USING:

## CARTOONS

- 1) AN OPAQUE PROJECTOR,
- 2) AN OVERHEAD PROJECTOR AFTER MAKING A  
TRANSPARENCY.



**HOW  
TO  
HELP  
STUDENTS  
ANALYZE  
CARTOONS**

PREPARE QUESTIONS THAT ENABLE STUDENTS TO SEARCH FOR RELATIONSHIPS OF THE CARTOON

- 1) TO THE TOPIC, CONCEPT, OR IDEA AT THE FOCUS OF INSTRUCTION,

AND

- 2) TO OTHER INSTRUCTIONAL MATERIALS.

PLACE THESE QUESTIONS ON THE CARTOON ITSELF

- 1) FOR INDIVIDUAL WORK

OR

- 2) AS A GUIDE FOR CLASS DISCUSSION.

**IN**

THE EFFECTIVE USE OF CARTOONS IN THE CLASSROOM REQUIRES THAT THE TEACHER

**SUMMARY**

- 1) MAKES CERTAIN THAT STUDENTS CAN COMPREHEND THE CARTOON, I.E., HAVE THE NECESSARY CONTENT BACKGROUND TO ANALYZE AND INTERPRET.
- 2) DISPLAYS THE CARTOON SO THAT STUDENTS MAY EASILY VIEW IT, E.G., DOES NOT PLACE A 3 X 5 INCH CARTOON ON THE BLACKBOARD AND EXPECT STUDENTS TO ANALYZE IT.
- 3) CAN CITE AND EXPLAIN RELATIONSHIPS BETWEEN THE CARTOON AND THE CONTENT BEING TAUGHT.
- 4) REMAINS OBJECTIVE ALLOWING STUDENTS AN OPPORTUNITY TO APPLY WHAT THEY KNOW.

- 5) AVOIDS OVERKILL, I.E., USES A CARTOON FOR TEN OR FIFTEEN MINUTES MAXIMUM IN CONJUNCTION WITH OTHER ACTIVITIES IN A LESSON.
  
- 6) VARIES GROUPING PROCEDURES, SOME CARTOONS WORK BEST WHEN STUDENTS RESPOND TO QUESTIONS INDIVIDUALLY, OTHERS WORK BEST WITH STUDENTS ORGANIZED INTO GROUPS OF FOUR OR FIVE DEVELOPING A GROUP RESPONSE FOR EACH QUESTION.

**Monte Adkison**

**Gladys Simpson**

# **IMAGES THAT DISTORT**

**MISCONCEPTIONS NORTH AMERICANS OFTEN HOLD ABOUT  
LATIN AMERICAN CULTURE**



IN LATIN AMERICA, REVOLUTIONS GO ON ALL THE TIME.



IN LATIN AMERICA, THE SIMPLE BUT OBEDIENT PEOPLE  
ARE RULED BY IRRATIONAL DICTATORS.



"We will have to finish our business tomorrow. I see I'm scheduled to participate in a coup d'état today."



DESPITE EFFORT AND SOME IMPROVEMENT,  
LATIN AMERICANS ARE A DIRTY PEOPLE.



IN LATIN AMERICA,  
THE PEOPLE ARE ALWAYS TAKING SIESTAS AND WAITING FOR MANANA.







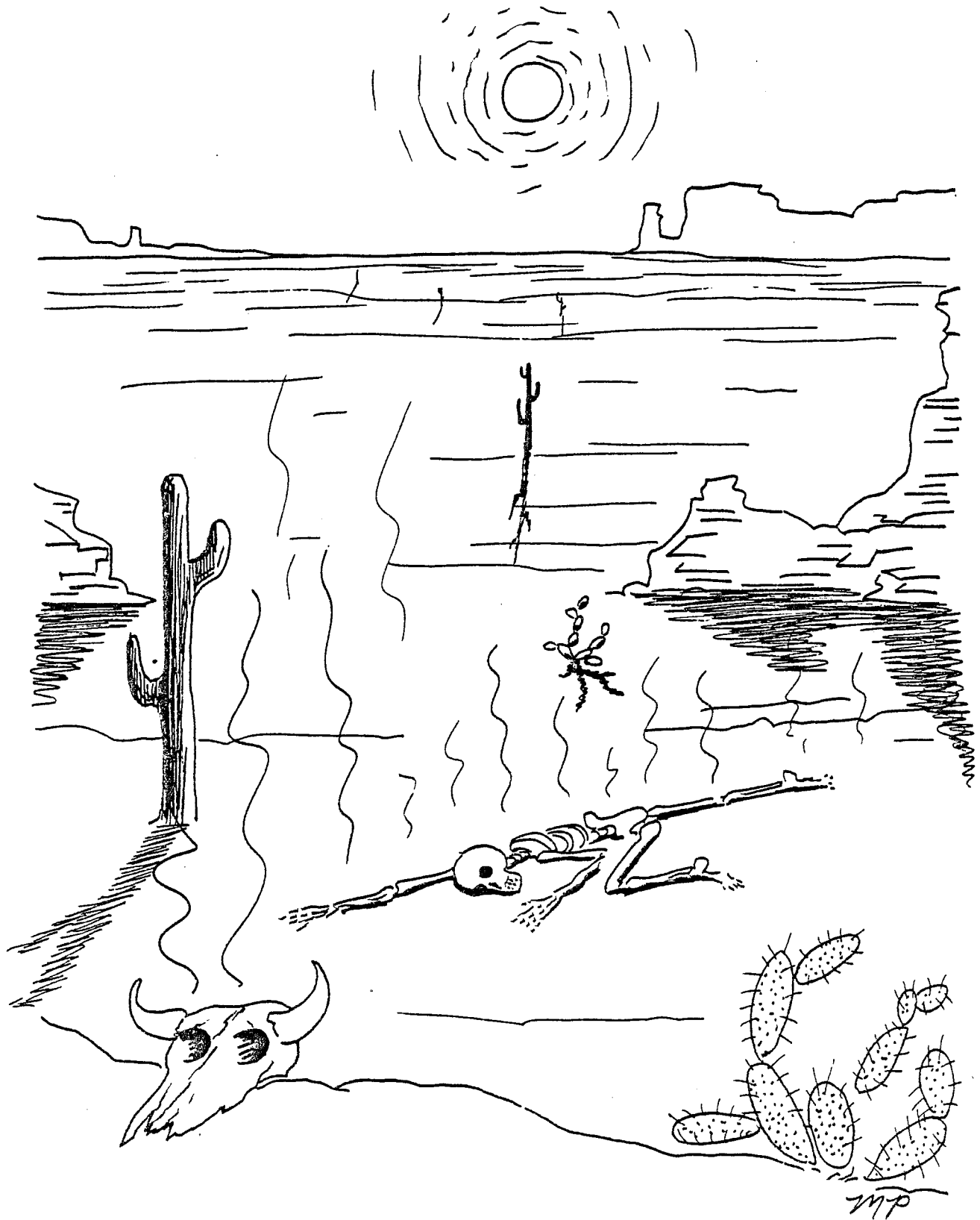
IN LATIN AMERICA, THE PEOPLE HAVE NO CULTURE.



IN LATIN AMERICA, THE PEOPLE ARE SADISTIC.



IN LATIN AMERICA, EVERYONE MUST EAT BEANS AND TORTILLAS.



IN LATIN AMERICA, ALL THE LAND IS HOT, DRY, AND ROCKY.



"But, you people are supposed to suffer from this hot, tropical climate."



¿ All of Latin America is a hot, humid place?



"Mama, what's a city?"





"Then the Anglo said, 'If you had industries, you would wear shoes.'"



**LATIN AMERICANS ARE A COLORFUL PEOPLE  
WHO ALWAYS WEAR BEAUTIFUL, IMPRACTICAL CLOTHING.**

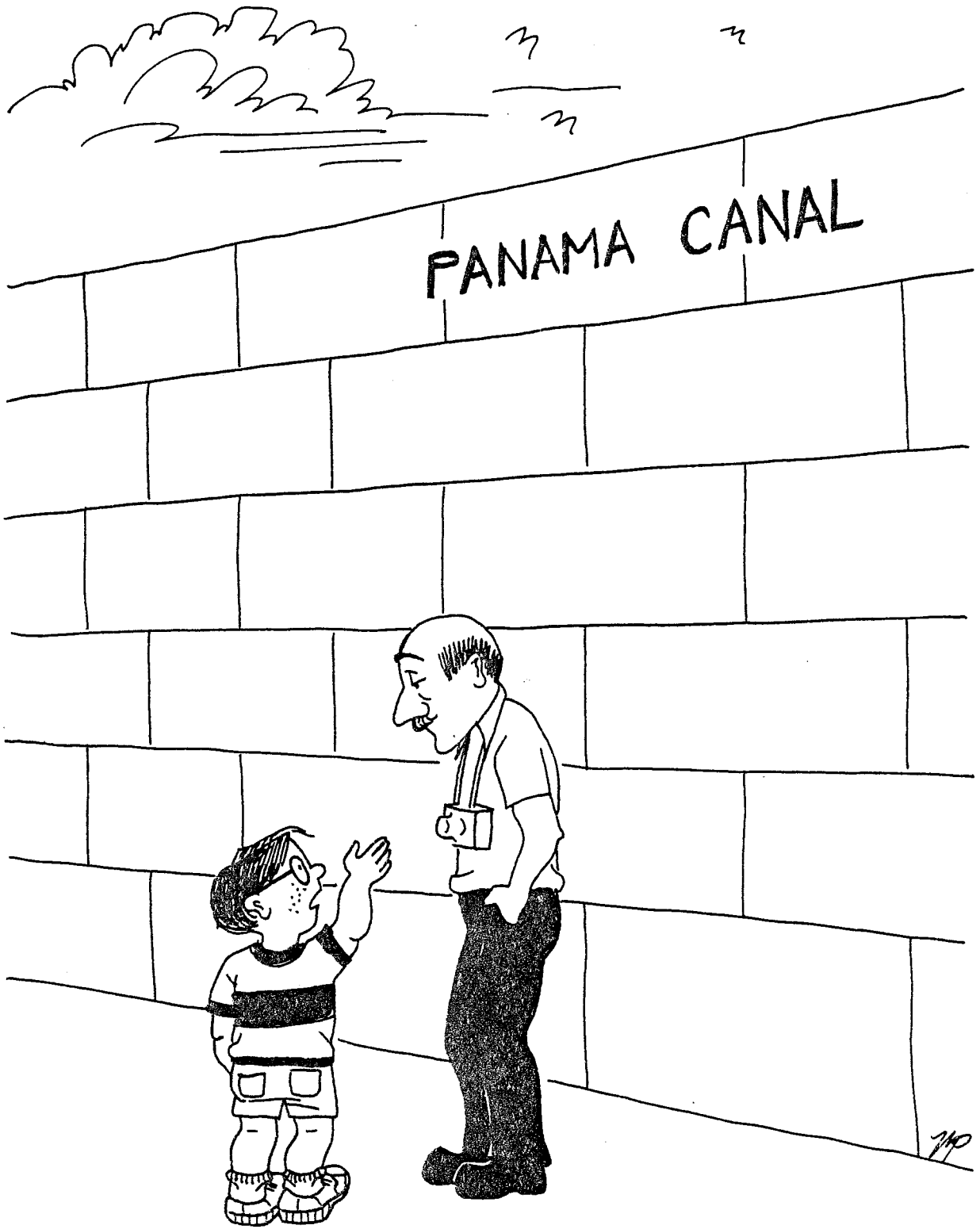




IN LATIN AMERICA, THE MEN DOMINATE THE FAMILY.



IN LATIN AMERICA, ALL THE PEOPLE LOOK ABOUT THE SAME.



"Daddy! You told me it was a big ditch."

# **IMAGES THAT DISTORT**

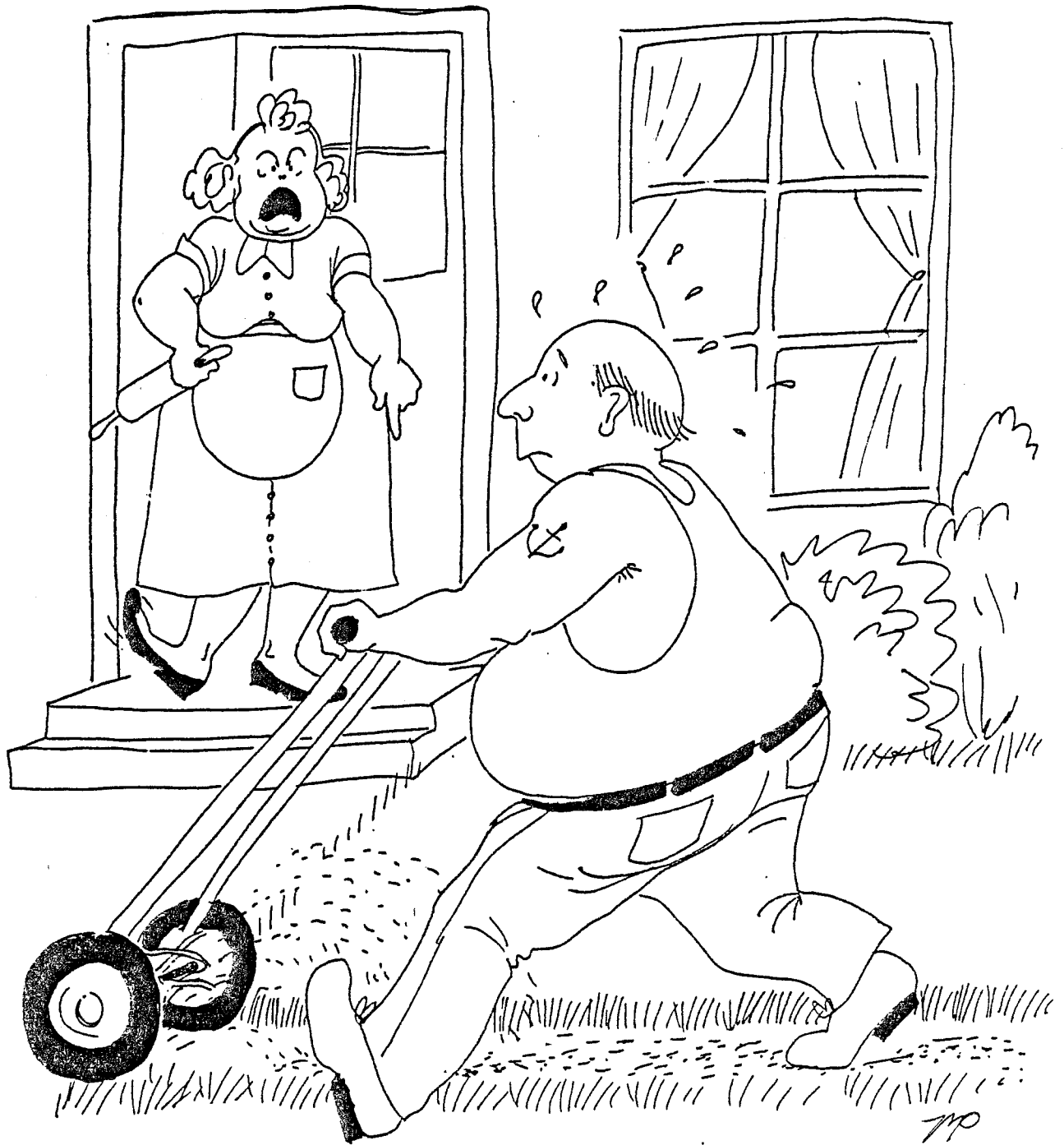
**MISCONCEPTIONS LATIN AMERICANS OFTEN HOLD ABOUT  
NORTH AMERICAN CULTURE**



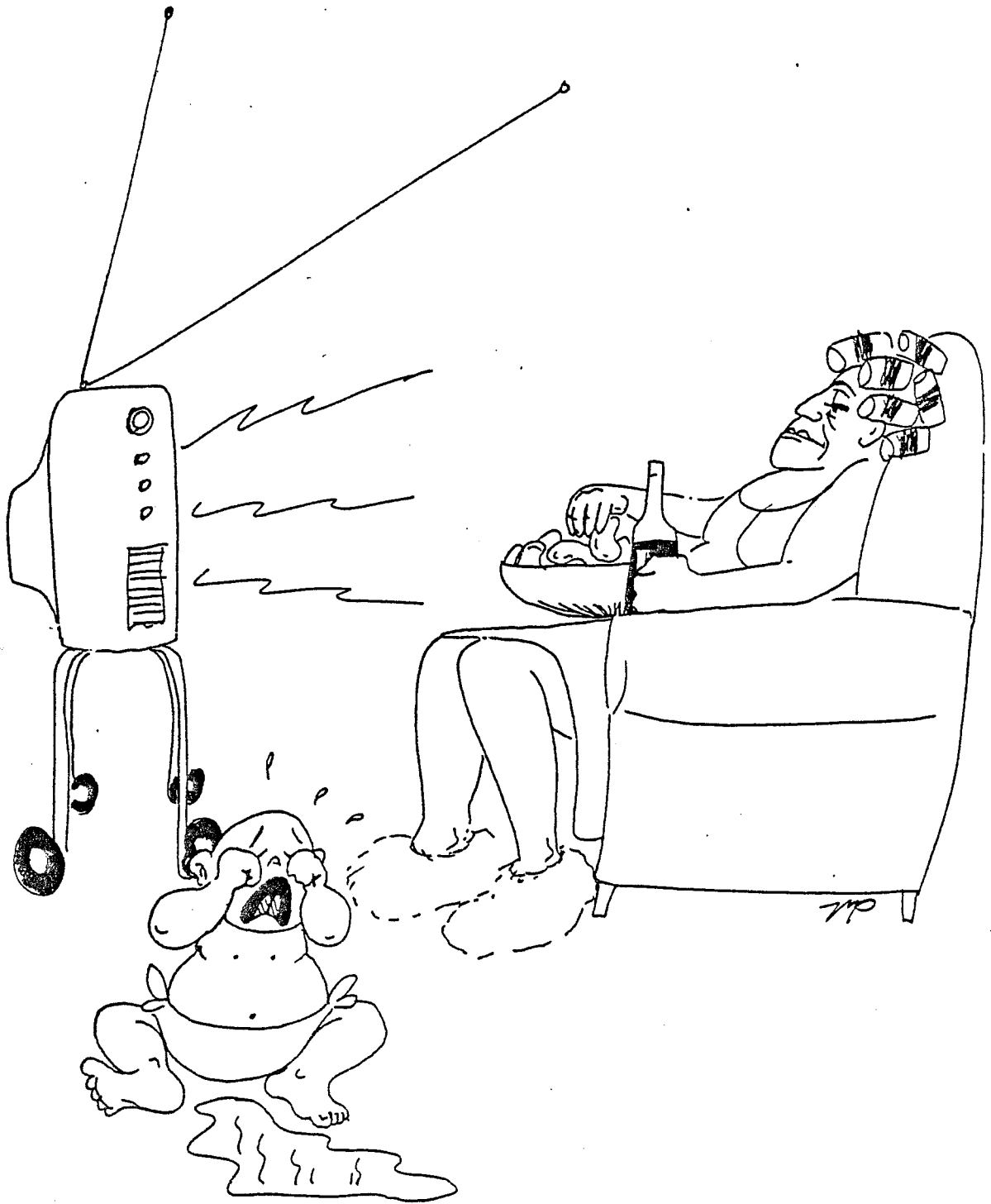




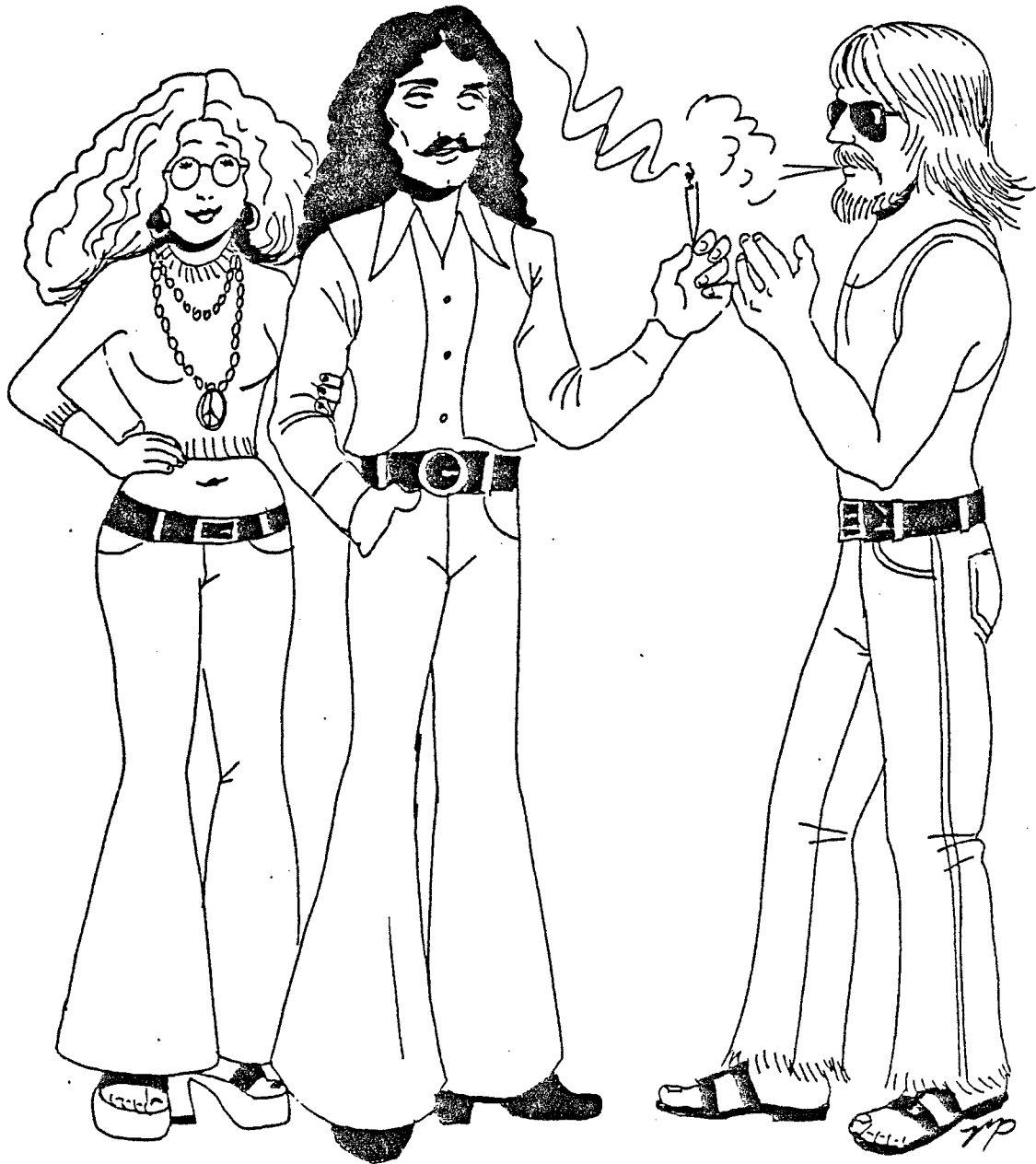
"Welcome to our city. We hope that many of our young people will emulate your style and success."



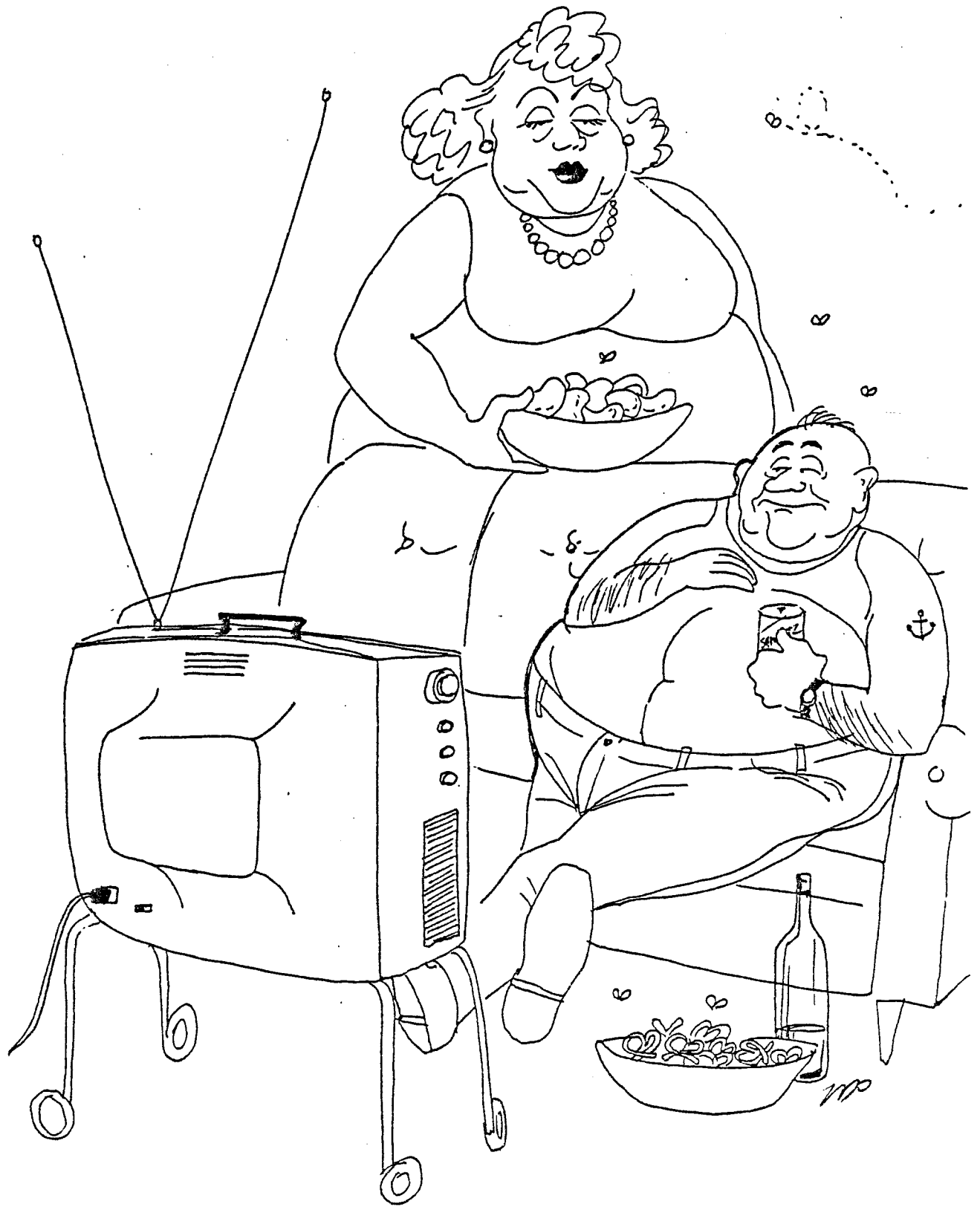
IN NORTH AMERICA, HUSBANDS ARE HENPECKED.



**NORTH AMERICAN WOMEN WATCH T-V AND IGNORE THEIR RESPONSIBILITIES.**



NORTH AMERICAN YOUTH



IN NORTH AMERICA, THE PEOPLE ARE FAT AND SOFT.

"What does it say, John? Can we afford to be in love today?"



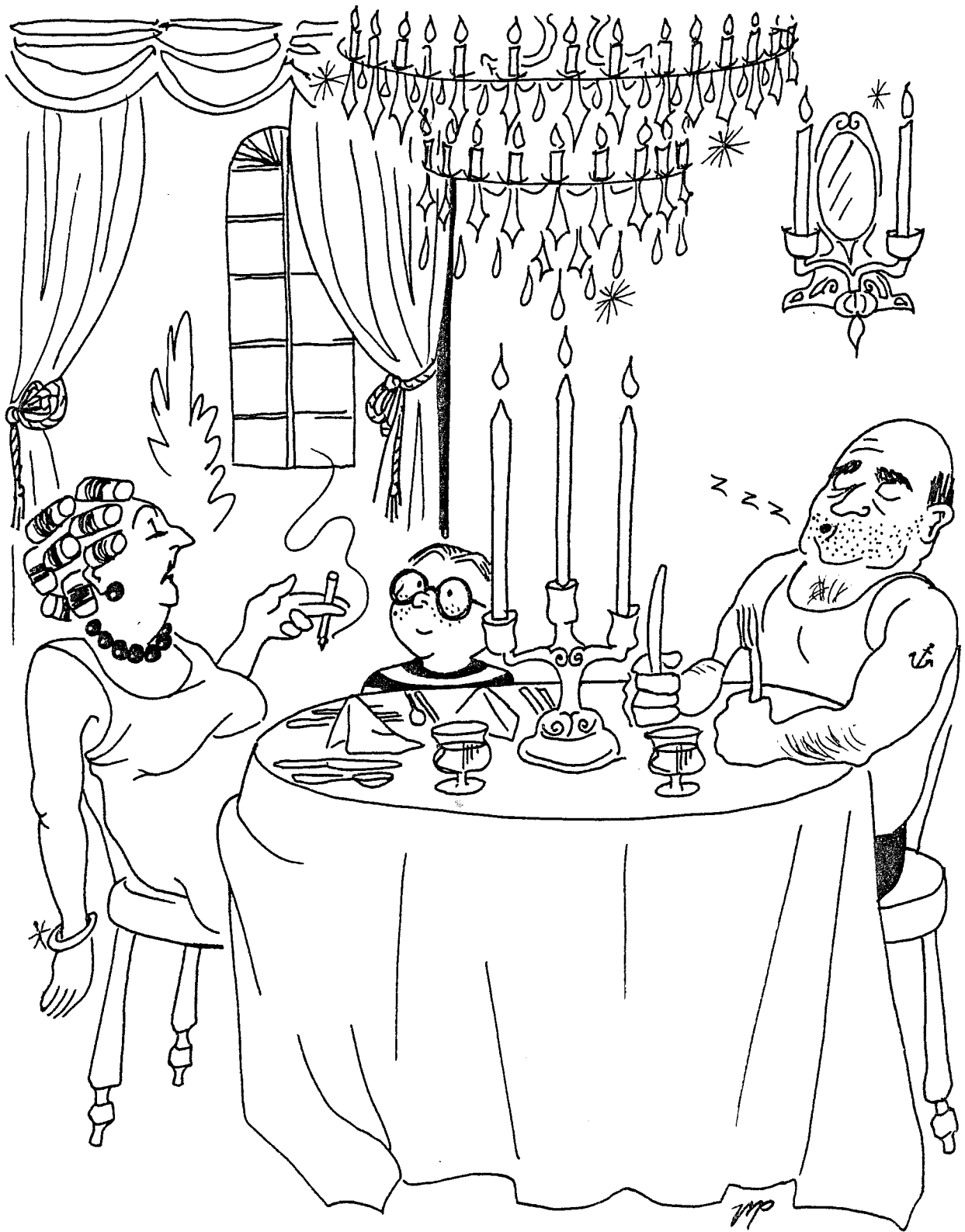


**NORTH AMERICANS, WHO DON'T KNOW HOW TO USE MONEY,  
LOVE TO DISPLAY THEIR WEALTH.**



**NORTH AMERICANS ARE WASTEFUL.**

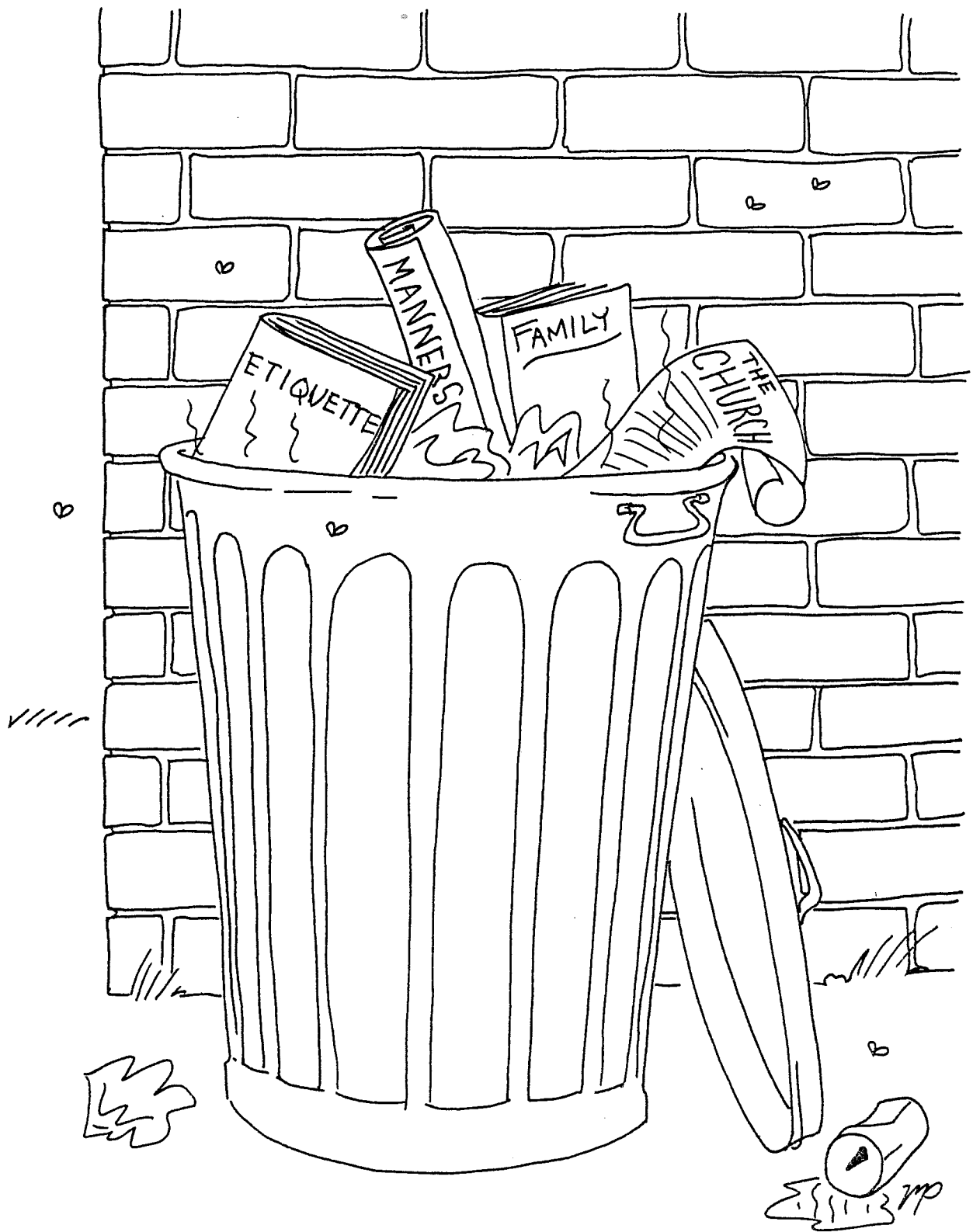


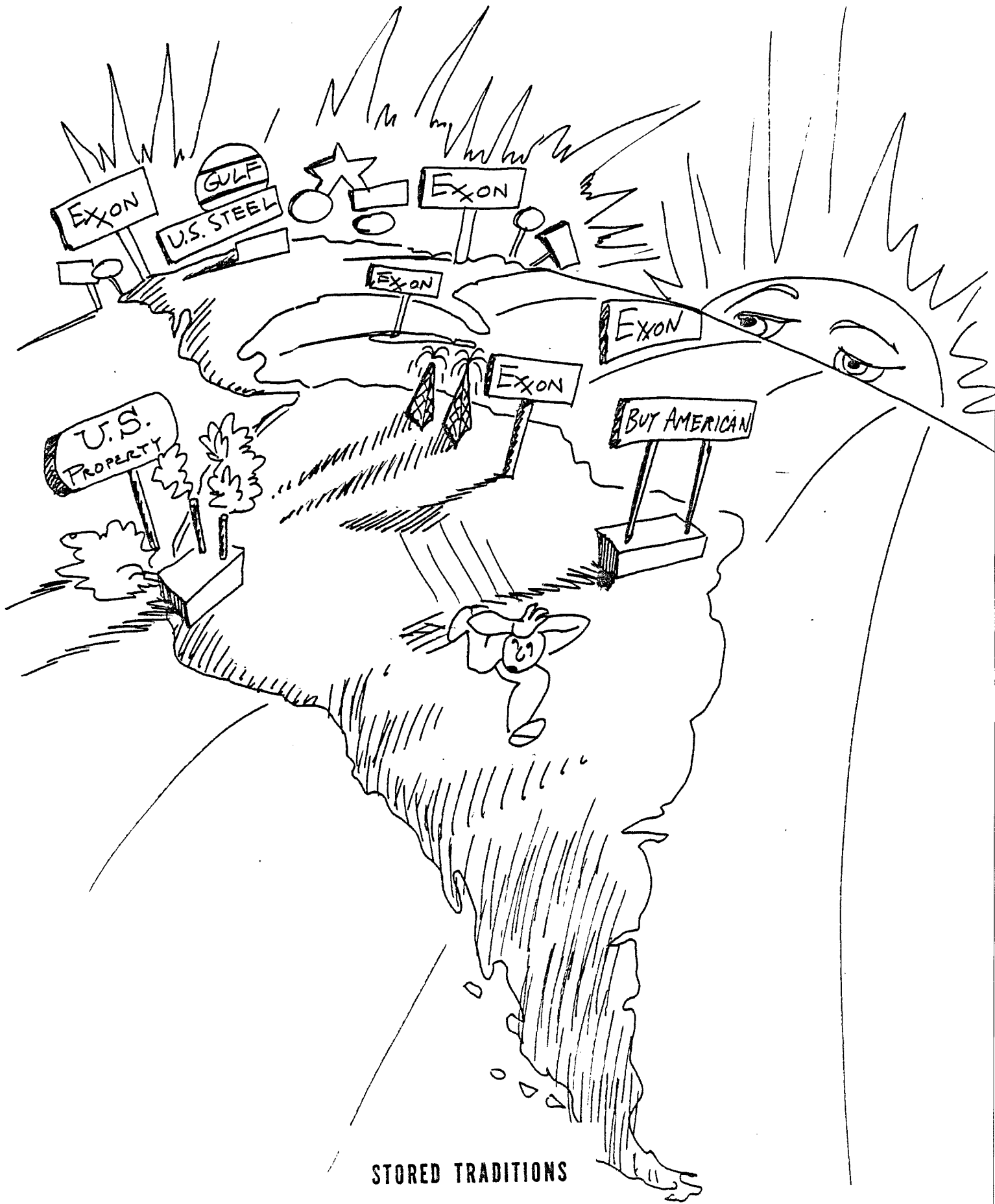


"Remember, Junior, use good manners."



AMERICA IS A COUNTRY OF VIOLENCE.





STORED TRADITIONS



**NORTH AMERICANS USE THE MONROE DOCTRINE TO KEEP LATIN AMERICA  
SAFE IN THE HEN HOUSE.**

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