

13-26

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 12-113	Senate Action Date: App-10/8/13
LSC Action-Date: AP-4/4/13	UWUCC Action-Date: AP-9/17/13	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Anthropology	Phone 724 357-2133 or 2732 or 2841

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: ANTH 274: Cultural Area Studies: Latin America

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies - must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	2/22/13
Department Chairperson(s)	<i>Phil D. Neri</i>	3/23/13
College Curriculum Committee Chair	<i>Michael...</i>	2/27/13
College Dean	<i>Dean</i>	3/27/13
Director of Liberal Studies (as needed)	<i>Dr. H. P...</i>	8/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Christ</i>	9/23/13

Received SEP 23 2013 Liberal Studies
 Received AUG 28 2013 Liberal Studies
 Received MAR 27 2013 Liberal Studies

1. Catalog Description and Syllabus of Record

Current Catalog Description

ANTH 274 Cultural Area Studies: Latin America (3c-01-3cr)

An introduction to the peoples and cultures of Latin America. Focuses on the prehistory and development of pre-Columbian complex societies in Mesoamerica and the Andes and analyzes the impact of European colonialism on these major regions. Also examines contemporary issues, such as civil wars, economic development, rural-urban migrations, and migration and immigration of Latin American peoples into the United States. (Also offered as SOC 274; may not be taken for duplicate credit.)

Proposed Catalog Description

ANTH 274 Cultural Area Studies: Latin America (3c-01-3cr)

Provides an overview of the diverse societies of Latin America from the perspectives of anthropology and Latin American studies. Through an historical, cross-cultural, and comparative approach, it explores the cultural, economic, political and social life in many societies of this large and diverse region, and transnational nature of many of these societies as a result of globalization. Themes covered are race, ethnicity and gender as they appear in Latin America; political and economic processes; rural underdevelopment and urbanization, transnational movement and cultures; religion; and indigenous social movements.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, and to reflect contemporary scholarship in anthropology about the region.

**Culture Area Studies: Latin America
Syllabus of Record**

I. Catalog Description

ANTH 274 Cultural Area Studies: Latin America

(3c-01-3cr)

3 class hours – 0 lab hours – 3 credits

Prerequisites: None

Provides an overview of the diverse societies of Latin America from the perspectives of anthropology and Latin American studies. Through an historical, cross-cultural, and comparative approach, it explores the cultural, economic, political and social life in many societies of this large and diverse region, and transnational nature of many of these societies as a result of globalization. Themes covered are race, ethnicity and gender as they appear in Latin America; political and economic processes; rural underdevelopment and urbanization, transnational movement and cultures; religion; and indigenous social movements.

II. Catalog Description

Students will be able to:

Objective 1:

Identify the holistic and cross cultural approach to the study of pre-Columbian and contemporary Latin American cultures;

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to demonstrate an understanding of the major perspectives and approaches in Latin American anthropology used not only to examine but to understand the development of cultural diversity in Latin America from the pre-Columbian period to modern times. Emphasis will be placed on the major contributions and influences of cultures of the world— particularly from Europe, Africa, and Asia— on the native peoples of Latin America. A wide cultural and geographic coverage in the course, which includes the Caribbean, Mexico, Central America, and South America, provides a basis for a broad comparison of the similarities and differences in cultures over the centuries.

Objective 2:

Comprehend and appreciate major theories and research methods used to study Latin America and cultural diversity in Latin America from a global perspective;

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

This learning goal addresses global and multicultural awareness goals for empowered learners through assignments that expose and encourage students to use major paradigms and research methods in anthropology to understand how many societies of Latin America are part of a global social order and how cultures undergo change as a result of this integration. The same objective also exposes the students to how these same paradigms and methods are used to examine the many social, economic, and political impacts of globalization and the resulting consequences for cultures of Latin America.

Objective 3:

Identify the cultural differences and diversity in Latin America;

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will familiarize students with the necessary anthropological tools, such as cultural relativism, multi-sited ethnography, and Marxism, necessary to learn about the differences that exist among the cultures of Latin America without assigning judgmental values of right or wrong to these differences. In doing so, the students will develop an understanding and sensitivity of the cultures that differ from their own.

Objective 4:

Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues in Latin America.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

The assignments will evaluate students' ability to think critically about social responsibility and civic engagement and will prepare them to apply critical anthropological perspectives to address and solve the complex nature of social problems facing many societies and cultures in Latin America, such as first nation peoples, the peasantry, and the poor, and the many causes behind these problems from a global perspective. The social issues in the course will include, but will

not be limited to, globalization and uneven economic development, racism, historical trauma of first nation people, hyper masculinity and changing gender regimes, and poverty and structural violence in rural communities and cities. These and other social issues are presented to students as global problems with local and regional consequences in Latin America.

III. Course Outline

A. Introduction to Latin America	(6 Hours)
1. Introduction to Course	
2. Geography and Culture Diversity	
B Pre-Columbian Societies and Economies	(9 Hours)
1. Early Settlements and Economies	
2. Urbanization and Complex Agriculture	
3. Empire Building and Imperial expansion	
C. Old World Contact, Conquest, and Colonialism	(9 Hours)
1. Contact and Conquest	
2. Power, Tribute, and Labor	
3. Race, Ethnicity, and Miscegenation	
D. Globalization and Neocolonialism	(12 Hours)
1. The Peasantry and Economic Diversity	
2. Urbanization and the Urban Poor	
3. Family, Gender, and New Gender Regimes in Traditional Societies	
4. Transnationalism and Transnational Communities	
E. New Research Directions and Latin American	(4 Hours)
1. Globalization and New Racial Categories	
2. Native Response to Cultural Hegemony	
In-Class Exams	(2 hours)
Final Exam	(2 hours)

IV. Evaluation Methods

(60 Percent) Exams - Three in-class exams: two midterms and one noncumulative final. The exams, which will require essay responses, will address the assigned readings and class presentations. Each exam is worth 20 percent of the grade.

(30 Percent) Assignments - Three out-of-class assignments: one of them is based on a genealogy exercise. The student will diagram his or her family genealogy, spanning at least three generations, and analyze it for residence and immigration, education, and occupation patterns. The other two assignments will be essays. These two assignments will be reaction papers to case studies presented in lecture or a video showing. The reaction papers, not to

exceed more than 5 double-spaced pages, will explore a theory explaining globalization and culture change and critique the theory's explanatory value and contribution to understanding the impact globalization has on traditional and western cultures. Each of the three assignments is worth 50 points.

(10 Percent) Critical Reading of Ethnographic Text Assignment - An out-of-class assignment that focuses on *Translated Woman: Crossing the Border with Esperanza's Story*, an ethnography. The assignment consists of two essays based on a series of questions designed to stimulate critical reading and thinking skills. This assignment is presented as the Sample Assignment for a Liberal Studies Course.

V. Grading Scale

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

VI. Attendance Policy

The course will follow the official IUP attendance policy as delineated in the IUP Undergraduate catalog.

VII. Required Textbooks, Supplemental Books, and Readings

Below are three examples of textbooks used in the course:

Ewell, J. & Beezley, W.H. *The Human Tradition in Latin America*. Wilmington, DE: A Scholarly Resources Imprint, 1987. Print.

Sanabria, H. *The Anthropology of Latin America and the Caribbean*. New York: Pearson, 2007. Print.

Whiteford, M.B. & Whiteford, S., eds. *Crossing Currents: Continuity and Change in Latin America*. Upper Saddle River, New Jersey: Prentice Hall, 1998. Print.

Supplemental/Non-textbook readings (Examples)

Behar, Ruth. *Translated Woman: Crossing the Border with Esperanza's Story*. Boston, Massachusetts: Beacon Press, 1994. Print.

Fleuriet, K.J., "La Tecnologia y Las Monjitas: Constellations of Authoritative Knowledge at Religious Birthing." *Medical Anthropology Quarterly* 23.1 (2009): 212-234. Print.

Hale, C. "Cultural Politics of Identity in Latin America." *Annual Review of Anthropology* 26 (1997): 567-590. Web.

Mintz, S. "The Localization of Anthropological Practice: From Area Studies to Transnationalism." *Critique of Anthropology* 18.2 (1998): 117-133. Web.

Stephen, L. "The Construction of Indigenous Subjects: Militarization and the Gendered and Ethnic Dynamics of Human Rights Abuses in Southern Mexico." *American Ethnologist* 26.4 (1999): 822-842. Web.

VIII. Special Resource Requirements

No special resources are needed.

IX. Bibliography

Behar, R. *Translated Woman: Crossing the Border with Esperanza's Story*. Boston, Massachusetts: Beacon Press, 1993. Print.

Chavez, L. *Shadowed lives: Undocumented immigrants in the United States*. New York: Harcourt Brace College Publishers, 1998. Print.

Escobar, A. and S. E. Alvarez, eds. *The Making of Social Movements in Latin America: Identity, Strategy, and Democracy*. Boulder, Colorado: Westview Press, 1992. Print.

Escobar, A. *Territories of Difference: Place, Movement, Life, Redes*. Durham, North Carolina: Duke University Press, 2008. Print.

Ewell, J. & Beezley, W.H. *The Human Tradition in Latin America*. Wilmington, Delaware: A Scholarly Resources Imprint, 1989. Print.

Farmer, P. "Lessons from Chiapas." *In Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Los Angeles, California: Regents of the University of California, 2005. 91-114. Print.

Fleuriet, K.J., "La Tecnologia y Las Monjitas: Constellations of Authoritative Knowledge at Religious Birthing." *Medical Anthropology Quarterly* 23.1 (2009): 212-234. Print.

García, V. "Mexican Enclaves in the US Northeast: Immigrant and Migrant Mushroom Workers in Southern Chester County, Pennsylvania." *JSRI Report Number 27*, Julian Samora Research Institute, Michigan State University, East Lansing, Michigan, 1997.

Gutmann, M. C., F. M. Rodrigues, L. Stephen, P. Zavella, and M. Blackwell, eds. *Perspectives on las Américas: A Reader in Culture, History, and Representation*. Malden, Massachusetts: Blackwell Publishing, 2003. Print.

Hale, C. "Cultural Politics of Identity in Latin America." *Annual Review of Anthropology* 26 (1997): 567-590. Web.

Jelin, Elizabeth, and Eric Hershberg. *Constructing Democracy: Human Rights, Citizenship, and Society in Latin America*. Oxford, England: Westview Press, 1996. Print.

- Limon, J. "Representation, Ethnicity, and the Precursory Ethnography: Notes of a Native Anthropologist" *Recapturing Anthropology*. Ed. Richard Fox. Santa Fe, New Mexico: School of American Research, 1991. 115-135. Print.
- Krotz, E. "Anthropologies of the South: Their rise, their silencing, their characteristics Critique of Anthropology." *Journal of the World Anthropology Network* 1 (1997): 237-251. Web.
- Krotz, E. "Towards Unity in Diversity in World Anthropology Critique of Anthropology." *Critique of Anthropology* 26.2 (2006): 233-238. Web.
- Mascia-Lees, F. E., and N. Johnson Black. *Gender and anthropology*. Long Grove, Illinois: Waveland Press Inc., 2000. Print.
- Menjívar, C. and N. Rodriguez. *When States Kill: Latin America, the US and Technologies of Terror*. Austin, Texas: University of Texas Press, 2005. Print.
- Messer, E. "Anthropology and Human Rights in Latin America." *Journal of Latin American Anthropology* 1.1 (1995): 48-97. Web.
- Mintz, S. "The Localization of Anthropological Practice: From Area Studies to Transnationalism." *Critique of Anthropology* 18.2 (1998): 117-133. Web.
- Nash, J. C. *Mayan Visions: The Quest for Autonomy in an Age of Globalization*. New York and London: Routledge, 2002. Print.
- Poole, D. *A Companion to Latin American Anthropology*. Oxford, England: Blackwell, 2008. Print.
- Sanabria, H. *The Anthropology of Latin America and the Caribbean*. New York: Pearson, 2007. Print.
- Sierra, T. "Human Rights, Gender and Ethnicity: Legal Claims and Anthropological Challenges in Mexico." *PoLAR: Political and Legal Anthropology Review* 24.2 (2001): 76-93. Web.
- Stephen, L. "The Construction of Indigenous Suspects: Militarization and the Gendered and Ethnic Dynamics of Human Rights Abuses in Southern Mexico." *American Ethnologist* 26.4 (1999): 822-842. Web.
- Stephen, L. "Women's Rights are Human Rights: The Merging of Feminine and Feminist Interests Among El Salvador's Mothers of the Disappeared (CO-MADRES)." *American Ethnologist* 22.4 (1995): 807-827. Web.
- Taussig, M. *Shamanism, Colonialism and the Wild Man: A Study in Terror and Healing*. Chicago, Illinois: Chicago University Press, 1987. Print.

Van Cott, D. L. *The Friendly Liquidation of the Past. The Politics of Diversity in Latin America*. Pittsburgh: University of Pittsburgh Press, 2000. Print.

Vélez-Ibáñez, C., and A. Sampaio. *Transnational Latina/o communities: Politics, process, and cultures*. Boulder, Colorado: Rowland and Littlefield Publishers, Inc., 2002. Print.

Wade, P. *Race and Ethnicity in Latin America*. London, England: Pluto Press, 1997. Print.

Warren, K. and J. E. Jackson. *Indigenous Movements, Self-Representation and the State in Latin America*. Austin, Texas: University of Texas Press, 2002. Print.

2. Summary of the Proposed Revisions

- a. Catalog description changed
- b. Revision of course objectives
- c. Updating of the bibliography
- d. Updating course outline

3. Rationale

- a. The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, and to reflect contemporary scholarship in anthropology about the region.
- b. The course objectives have been updated to meet current expectations for student centered measurable objectives.
- c. The bibliography has been updated to reflect recent scholarship in contemporary anthropology.
- d. The course outline has been revised to reflect the organization of recent scholarship into sequential themes.

4. Sample Assignment for Liberal Studies Course

Critical Reading of Ethnographic Text Assignment (10%)

Assignment Instructions

For your paper assignment, please write two brief two-page essays that address each of the following questions. Using APA format, please cite your supporting evidence in detail and include page numbers from the text. Your essay should reflect thoughtful consideration of the text in *Translated Woman: Crossing the Border with Esperanza's Story* and should incorporate a critical analysis reflecting your own thoughts and perspectives on the topic. Your analysis should be grounded in a detailed reading and should demonstrate familiarity with this ethnography.

Essay 1: Discuss the life experiences of Esperanza and the changes she has witnessed over the course of her life, paying special attention to gender, cultural identity, social inequality, and contested sexuality as a result of globalization and its impact on Latin America. Incorporate materials from the textbook and lecture notes as well, reflecting especially on the concept of political leadership and the notion of an egalitarian society versus a “tribe.”

Essay 2: Using the readings in your primary textbook, *The Anthropology of Latin American and the Caribbean*, and your own opinion, address the ways in which Esperanza appears to be both a typical and an atypical woman living in Latin America, as portrayed by Ruth Behar, the author of *Translated Woman: Crossing the Border with Esperanza's Story*.

Essay Rubric (Example based on 30 points total for assignment)

An 'A' paper will be thoughtful and analytical and will illustrate critical thinking. It will show a facility with both of the works you're drawing from. It will draw on the primary concepts discussed in the course (that is, it will be grounded in readings from the primary textbook) and will be illuminated by an appropriate ethnographic example from Ruth Behar. In other words, there will be a high correspondence and a logical fit between the two written sources. It will be stylistically and grammatically well written and will conform to the guidelines.

A 'B' paper will be moderately thoughtful, analytical, and critical. The association between the key arguments and the example will be clear and will demonstrate that you understand the arguments you're focusing on. It may have some grammatical or spelling errors but will conform to the guidelines.

A 'C' paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key arguments, or in the connections between the argument and the example will not be logical. The arguments from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and it may not completely conform to the guidelines.

A 'D' paper will not demonstrate analytical or critical thinking. It will not apply the arguments from the primary course textbook to the examples of Ruth Behar, or it will do so in a way that illustrates that the writer of the paper is not well versed in one or both of the sources. There may be significant grammatical and spelling errors. It might not have a thesis or may lack one of the three main components of a paper (introduction, body, and conclusion).

An 'F' paper may not have a thesis and may be missing one or more of the three main components of a paper (introduction, body, and conclusion). The writer did not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling and/or grammatical errors in the paper.

Please describe how you are defining your standards for these objectives and how you will determine they have been met by the students.

The standards for these objectives are similar and in some instances identical to those outlined in the Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes and Social Science Expected Undergraduate Student Learning Outcomes. The progress of the students in meeting these outcomes is assessed in a number of ways, among them, individual student meetings, exams, in-class assignments, and out-of-class writing examinations. The writing sample, provided as a Sample Assignment for Liberal Studies Course (Critical Reading of Ethnographic Text Assignment), is an example of an assessment. It will

reveal whether students not only understand the analytical concepts, perspectives, and issues covered in class and in the reading assignments but also whether they are able to apply them to real social problems.

5. Liberal Studies Approval Questions and Answers

a. What are the strategies your department will use to assure that basic equivalency exists.

Basic equivalency among courses is not a concern for this course as this course will not be taught with multiple sections. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

b. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.

The course not only addresses issues of ethnicity, race, gender and sexuality, and social class and social marginalization in Latin America, but it also includes the perspectives and contributions of Latin Americans, Latinos, and women to the anthropology of Latin America. Examples of perspectives used in their work, albeit not exclusively, are anthropologies of the south and native anthropology. The writings of anthropologists from Latin America are also discussed in the course. Examples of these writings are the works of Jose Limon ("Representation, Ethnicity, and the Precursory Ethnography: Notes of a Native Anthropologist") and Esteben Krotz (*Anthropologies of the South: Their rise, their silencing, their characteristics Critique of Anthropology*). Full citations are located in the bibliography.

c. Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. How will your course meet this criterion?

The assigned books are ethnographies and the other assignments are articles from anthropology journals or edited volumes, or writings of fiction and non-fiction by Latin American authors.

d. If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?

This is not a beginning course for the general student audience. It is a class oriented toward anthropology majors, but open to other students with a particular interest in Latin American Studies, including those who may be pursuing a minor in Latin American Studies.

CULTURAL AREA STUDIES: LATIN AMERICA

COURSE DESCRIPTION

This anthropology course will focus on rural society and agriculture in Latin America. Knowledge of this population and industry is essential to understanding our neighbors to the south. In spite of industrialization, many Latin American countries are agrarian; that is, a significant number of their populace lives in the countryside and depends on crops and livestock for their livelihood.

The first section of the course describes the origins and development of settlements and agriculture in the Caribbean, Mesoamerica, and the Andes. It also covers complex pre-Columbian societies found in the lowlands and highlands of these diverse regions.

The second section addresses the consequences of European contact and "conquest" of pre-Columbian complex societies in Latin America. It will examine the introduction of Old World livestock and crops into the New World. This section also examines the emergence and development of the hacienda, the dominant agricultural enterprise in nearly all of the countries in colonial Latin America. The role of the hacienda in national and world economies, and its impact on indigenous and other populations in the countryside, will be included in the examination.

The third and last section of the course focuses on the neocolonial period. It includes agrarian reform programs and the emergence of "true" Latin American peasantries in the twentieth century. This section also examines the adverse affects of agribusiness in Latin America, and the survival of the peasantry and peasant agriculture in light of "modernization" programs implemented by national and international agencies. The use of Latin American peasant labor in U.S. agriculture will be included in this section, as well.

COURSE OBJECTIVES

The objective of the course is to give students knowledge of the peoples and cultures of three major regions of Latin America: Mesoamerica, Andes, and the Caribbean. It presents the cultures, as much as possible, from the viewpoint of Latin Americans and emphasizes an integrated understanding of historical, economic, political, and cultural dimensions of the 3 different regions of Latin America.

COURSE FORMAT

The format of the course will consist of lectures and discussions: lecture in the first half of the class, and

discussion in the remaining half-hour. Class members are encouraged to express their opinions and urged to enlighten their peers during the discussion. In order to hold lively discourse, it is important to listen to lectures; to complete assigned readings; and to view the films. More importantly, you must talk.

REQUIRED READING

1. Berdan, F., The Aztecs of Central Mexico: An Imperial Society. New York: Holt, Rinehart, and Winston, 1982.
2. Chavez, L., Shadowed Lives: Undocumented Immigrants in American Society. New York: Holt, Rinehart, and Winston.
3. Dorner, P., Latin American Land Reforms in Theory and Practice: A Retrospective Analysis. Wisconsin: The University of Wisconsin Press.
4. Goodwin, P.B., Global Studies: Latin America. Connecticut: The Dushkin Group, Inc.
5. Reserve readings located at library, or outside my office, Keith Hall 126. (See weekly assignments and topics for specific readings).

COURSE REQUIREMENTS

Students should attend all lectures in order to benefit from the course. Experience has shown that students with regular attendance score high on the examinations and, subsequently, earn the highest grades. In addition, films will be shown on the dates listed in this syllabus and cannot be rescheduled. If you miss a film, you will find it extremely difficult to answer questions on an examination.

The final grade of the course will be based on three examinations and a book report. The exams will consist of short answer and essay questions; and will cover lectures, readings, and films.

Make-up examinations will be permitted only in cases of illness or other compelling circumstances. A physician's note or other written documentation is required to prove your legitimate excuse. The rule is simple: no legitimate excuse, no make-up. Exemptions will not be made.

The book review should be four to six pages in length, and should review a novel or a scholarly work written by a Latin American author. Students should meet with instructor to select a novel, ethnography, or book. Further written instructions addressing the book report requirements will be provided during the second week of the course. Book reports are due on the last day of the course.

The final grade will be determined in the following manner:

Exam #1	25 % of the final grade
Exam #2	25 % " " " "
Exam #3	25 % " " " "
Book Report	25 % " " " "

CLASS SCHEDULE AND ASSIGNED READINGS

INTRODUCTION

WEEK I: INTRODUCTION AND CLASS ORIENTATION
Readings: Goodwin, P.B., "Introduction" and "Latin America: Myth and Reality" in Global Studies: Latin America.

WEEK II: GEOGRAPHY AND CULTURAL DIVERSITY
Readings: Gonzalez, "Physical Landscape and Settlement patterns." Schwerin, "The Indian Populations of Latin America".
Film: Man on the Rim: The Peopling of the Pacific, 9 - Roads without wheels

PRE-COLUMBIAN CIVILIZATIONS AND AGRICULTURE

WEEK III: EARLY SETTLEMENTS AND AGRICULTURE
Readings: Palerm, A., "The Agricultural Basis of Urban Civilization in Mesoamerica"
Film: Xochimilco: The Floating Gardens of Mexico
EXAM #1

WEEK IV: ADVANCED CIVILIZATIONS AND AGRICULTURE, PART I
Readings: Berdan, The Aztecs of Central Mexico: An Imperial Society. Ch. 1-3
Film: Mesoamerican Cultures

WEEK V: ADVANCED CIVILIZATIONS AND AGRICULTURE, PART II
Readings: Berdan, The Aztecs of Central Mexico Ch. 4-6
Film: The Incas

EUROPEAN CONTACT, CONQUEST AND COLONIALISM

WEEK VI: CONTACT AND CONQUEST
Readings: Crosby "Old World Plants and Animals in the New World"; Goodwin, P.B., "The Caribbean: Sea of Diversity" in Global Studies: Latin America.

WEEK VII: THE PRE-HACIENDA PERIOD: TRIBUTE, LABOR, AND
CHANGES IN NEW WORLD AGRICULTURE
Readings: Blackwell, W. "Colonial Latin America"
EXAM #2

WEEK VIII: THE HACIENDA PERIOD: OLD WORLD AGRICULTURE IN
THE NEW WORLD
Readings: Warman, "Peace, Order and Progress"
[Description of an hacienda in Morelos, Mexico];
Wolf and Mintz, "Haciendas and Plantations in
Middle America and the Antilles"

NEOCOLONIALISM, REVOLUTION, AND AGRARIAN REFORM

WEEK IX: RURAL UPRISINGS AND SOCIAL REVOLUTIONS
Readings: Valdez, N.P., "The Cuban Revolution";
Goodwin, P.B., "Central America: Lands
in Turmoil" in Global Studies: Latin America.
Film: Fire from the Mountain [Nicaraguan
Revolution]

WEEK X: THE SURVIVAL OF THE PEASANTRY AND PEASANT
AGRICULTURE
Readings: Goodwin, P.B., "Mexico: On the Verge
of Crises" in Global Studies: Latin America

WEEK XI: AGRARIAN REFORM IN LATIN AMERICA
Readings: Dorner, P., Latin American Land
Reforms in Theory and Practice: A Retrospective
Analysis. Ch. 1-3

WEEK XII: INTERNATIONAL MIGRATION: MEXICAN AND CENTRAL
AMERICAN PEASANTS IN THE U.S., PART I
Readings: Chavez, L., Shadowed Lives:
Undocumented Immigrants in America. Ch. 1-3
Film: El Norte

WEEK XIII: INTERNATIONAL MIGRATION: MEXICAN AND CENTRAL
AMERICAN PEASANTS IN THE U.S., PART II
Readings: Chavez, L., Shadowed Lives:
Undocumented Immigrants in America. Ch. 4-6

WEEK XIV: LATIN AMERICA AND DRUG PRODUCTION
Reading: Spedding, A.L., "Coca Eradication:
A Remedy for Independence? -- With a Postscript"

WEEK XV: SOME CONCLUDING REMARKS: WHAT IS IN THE FUTURE
FOR RURAL SOCIETIES AND AGRICULTURE IN LATIN
AMERICA?
BOOK REPORTS ARE DUE.
EXAM #3, TIME AND PLACE TO BE ANNOUNCED.

READINGS

- * GONZALEZ, A., "PHYSICAL LANDSCAPE & SETTLEMENT PATTERNS IN
J.K. BLACK, LATIN AMERICA, ITS PROBLEMS AND
ITS PROMISE. SAN FRANCISCO: WESTVIEW PRESS,
1992 [HENCEFORTH REFERRED TO AS LATIN AMERICA
- * SCHWERIN, K.H. "THE INDIAN POPULATIONS OF LATIN AMERICA" IN
J.K. BLACK, LATIN AMERICA
- * PALERM, A. "THE AGRICULTURAL BASIS OF URBAN
CIVILIZATIONS IN MESOAMERICA" IN A. PALERM,
AGRICULTURA Y SOCIEDAD EN MESOAMERICA.
MEXICO CITY: SEPSENTENTAS, 1972
- * BERDAN, F., THE AZTECS OF CENTRAL MEXICO: AN IMPERIAL
SOCIETY NEW YORK: HOLT, RINEHART, AND
WINSTON, 1982
- * CHAVEZ, L., SHADOWED LIVES: UNDOCUMENTED IMMIGRANTS IN
AMERICAN SOCIETY NEW YORK: HOLT, RINEHART,
AND WINSTON, 1992
- * CROSBY, A., "OLD WORLD PLANTS IN THE NEW WORLD" IN THE
COLUMBIAN EXCHANGE: BIOLOGICAL AND CULTURAL
CONSEQUENCES OF 1542 WESTPORT,
CONNECTICUT: GREENWOOD PRESS, 1972
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Checklist for Liberal Studies Electives Course Proposals

1. Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
 2. Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
 3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
 4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
 5. Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
 6. Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
 7. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
 8. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
 9. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision (p. 18 UWUCC Handbook)
10. Summary of the proposed revisions.
 11. Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
 12. The old syllabus of record.
 13. Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).